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Maposa, Aretha Mwana

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Education Officials' Leadership and Management Practices that Create a Conducive Environment for Rehabilitation of Learners in a Juvenile Correctional Centre in South Africa

Aretha Mwana Maposa

2029892

Supervised by Dr Geeta Motilal

A thesis submitted to the School of Education, Faculty of Humanities, University of the Witwatersrand, in fulfilment of the requirements for the Doctor of Philosophy Degree.

Date Submitted: January 2024

ABSTRACT

Despite South Africa's policy commitments to educational rehabilitation in juvenile correctional institutions, persistent high recidivism rates reveal a disconnection between policy intentions and practical outcomes. This study addresses this challenge through a critical examination of leadership and management practices in a South African juvenile correctional secure care setting. Introducing the innovative JUmbrella Framework for Educators (JUFE), rooted in restorative justice principles, this research offers a culturally responsive model designed specifically for the unique context of South African Juvenile Correctional Institutions.

Employing Constructivist Grounded Theory, the study reveals the intricate landscape of educational leadership, shedding light on current practices, their impact on juvenile offender rehabilitation, and the perspectives of education officials. Chapters 7 and 8 delve deeper into factors influencing these practices, their impact on rehabilitation, and the perspectives of education officials. The research underscores a transformative shift towards recognising the pivotal role of education in rehabilitation. However, it identifies distinct challenges and research gaps, particularly in leadership and management within this context.

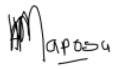
This study advocates for localised leadership practices tailored to address South Africa's specific challenges and culturally informed interventions that acknowledge the unique struggles faced by juvenile offenders. Additionally, it calls for initiatives promoting self-sufficiency among offenders, emphasising the importance of effective leadership and management strategies. Additionally, the study critically examines leadership and management practices, offering insights into issues of equity and epistemic justice. The findings contribute to a more comprehensive understanding of the challenges and opportunities for creating an inclusive and just educational environment within juvenile corrections.

The study serves as a catalyst for transformative change in juvenile correctional education. The insights and recommendations, including the novel JUFE framework, provide valuable tools for academia and practice, aiming to shift the focus from punitive measures to transformative academic success and the successful reintegration of young offenders into society with hope and purpose.

KEYWORDS:
Juvenile correctional education, restorative justice, rehabilitation, juvenile offender learners, equity, epistemic justice, correctional justice, transformative support, JUmbrella Framework for Educators.

DECLARATION

In accordance with academic integrity standards, I affirm that this dissertation constitutes the result of my independent and unassisted scholarly effort. This work is presented as fulfilment for the Doctor of Philosophy degree at the University of the Witwatersrand. I hereby assert that it has not been previously submitted for evaluation in pursuit of any other academic degree or examination at any other educational institution.



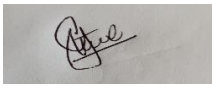
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STATEMENT BY SUPERVISOR

I, Dr G. B. Motilal

as the candidate's supervisor, agree to the submission of this thesis.

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PUBLICATIONS AND PRESENTATIONS EMANATING FROM THE THESIS

Maposa A. M., & Motilal G. (in press). “Effective Educational Leadership and Management Strategies in Juvenile Correctional Institutions: A Literature Review”

Maposa A. M., & Chakanyuka V. B. (2023). Managing Change from Face-to-Face to Online Teaching and Learning in Higher Education During the COVID-19 Pandemic: Implications for Equity and Epistemic Justice. In: Maringe, F., Chiramba, O. (eds) *Online Teaching and Learning in the COVID-19 Era*. Palgrave Macmillan, Cham.

https://doi.org/10.1007/978-3-031-42402-1_5

ACRONYMS AND ABBREVIATIONS

CAPS: National Curriculum and Assessment Policy Statement

CGT: Constructivist Grounded Theory

CRC: United Nations Committee on the Rights of the Child

CRPD: Centre for Research and Professional Development

DBE: Department of Basic Education

DCS: Department of Correctional Services (sometimes referred to as “The Department”).

DHET: Department of Higher Education and Training

DSD: Department of Social Development

DSG: Development Services Group DSG

ECD: Early Childhood Development

EP: Education Practitioner

GML: Good Lives Model

GT: Grounded theory

IQ: intelligence quotient

JCE: Juvenile correctional education

JCI: Juvenile Correctional Institution

JJPOC: Juvenile Justice Policy and Oversight Committee

JJS: Juvenile Justice System

JOL: Juvenile offender learner

NETAC: National Evaluation and Technical Assistance Centre

NGO: Non-Governmental Organisation

NPJS: National Partnership for Juvenile Services

SETA: Sector Education and Training Authorities

TLM: Transformational Leadership Model

TVET: Technical and Vocational Education and Training

ETHICS CERTIFICATE

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SCHOOL/DEPARTMENT	Education/
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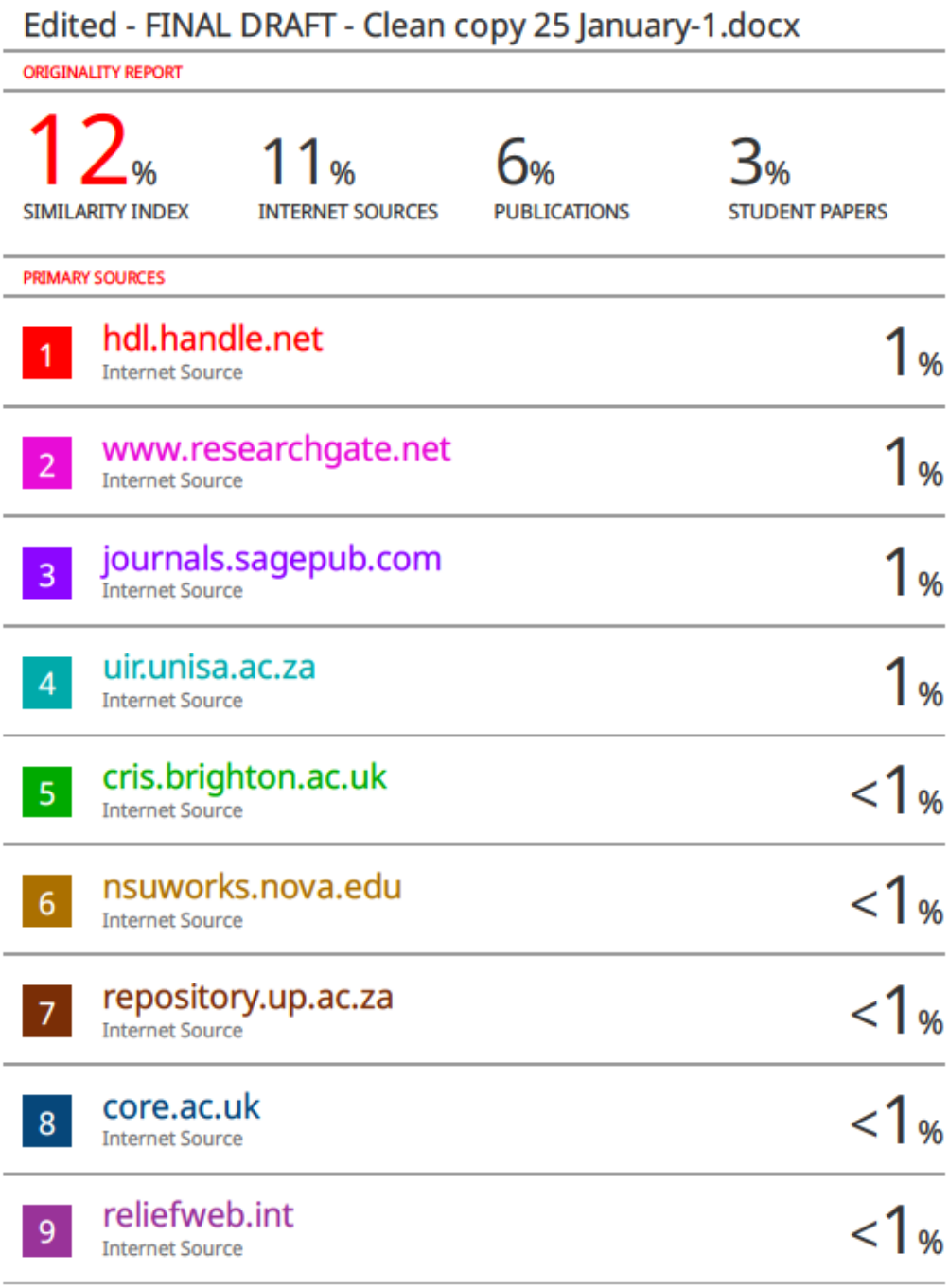
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TO WHOM IT MAY CONCERN

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Gopo T. L **Date:** 12th December 2023
Operations Director

tolikacomms@outlook.com / loveson.gopo@gmail.com

+263772778653



ACKNOWLEDGEMENTS

I extend my sincere gratitude to Dr. Geeta Motilal, my supervisor, for her exceptional guidance, unwavering support, and understanding during the various trials of my academic journey. Her encouragement and invaluable advice have been instrumental in shaping and completing this work, and I feel privileged to have worked with such an outstanding academic whom I deeply respect and admire. I also want to express my appreciation to Professor Thabisile Nkambule and Professor Emmanuel Ojo for providing opportunities to attend Academic Writing Workshops and Writing Retreats, which significantly contributed to the critical and conceptual development of this work.

This research was made possible through the generous support of various funding structures at the University of the Witwatersrand, including Supervisors' research project funds, the 3-year Post-Graduate Merit Award, the WSoE Post Graduate Merit Scholarship, and the Whitmore Richards Bursary. Additionally, I am thankful to the staff members in the Division of Foundation Studies, whose financial support through sessional work played a crucial role in sustaining my family during the years of study.

Special thanks are due to the principal and educators of the juvenile correctional institution under study, whose openness and honesty facilitated the completion of my degree. I also acknowledge the officials from the Department of Correctional Services for their assistance and provision of essential documentation for this study.

A special thank you goes to my husband, Edwell, whose unwavering support and inspiration were instrumental in my academic journey: Hekani Maposa, Chirashamihwa, Masvingo aGovere; Maita Chikandamina, Weshanu uri pauta. I extend appreciation to my children, Nigel, Ruth, and Eddy, for their patience, support, belief in me, and understanding during the challenges of my pursuit of knowledge. My grandchild, Othniel, provided a place of peace and calm during overwhelming times, and his cuddles were a constant source of motivation.

Gratitude is also extended to colleagues, sisters, brothers, friends, and relatives whose support, encouragement, and assistance have been invaluable. The "Boardroom 3" research support group is acknowledged for not only challenging me to rethink and refocus my ideas, but their continuous encouragement that propelled me to see this research through to completion. Special thanks to Loveson Gopo for his editing contributions.

Finally, I offer praise and honour to the Almighty God through His son Jesus Christ and the Holy Spirit. The Scripture in Proverbs 16:9 assures that, "A man's heart plans his way, but the Lord directs his steps," and this has been a steadfast source of strength for me throughout this endeavour.

DEDICATION

I dedicate this thesis to my parents, Mr. and (the late) Mrs. Rutsate, to whom I extend my heartfelt appreciation for their unwavering dedication to their children's education – which significantly influenced my professional journey as an educationist. Their implicit faith in the transformative power of education served as a guiding force, propelling me to attain formidable milestones in my career. I express gratitude for the sacrifices they endured during challenging periods to ensure the well-being and education of their offspring, all while deprived of educational opportunities themselves.

Furthermore, this thesis is dedicated to my children, who infuse my life with renewed energy and inspiration. It is my sincere hope that this dedication serves as a source of motivation, inspiring them to pursue and achieve their goals and aspirations in life.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The focus of this study was to explore the leadership and management practices of education officials at juvenile correction secure care settings. This study defines leadership and management practices as the strategies and actions taken by officials to create a supportive and trusting environment for the rehabilitation of juvenile learners.

Juvenile correctional officials have traditionally focused on planning, organising, directing, and controlling in alignment with juvenile justice policies and laws. However, the introduction of child rights in the juvenile justice system necessitated an expanded scope of operation, specifically incorporating leadership and management of education. This shift aimed to provide juvenile offenders with both vocational skills and academic qualifications. Consequently, a realignment of resources was imperative to address the educational needs of juvenile offenders within these institutions, prompting a necessary change in focus for correctional officials. The challenge arose as officials had to integrate leadership and management of education into their existing roles, resulting in an overlap of responsibilities. The assumption that juvenile correctional services officials inherently possess the requisite leadership and management knowledge for the entire juvenile correctional centre operations, including education, created challenges. The lack of specific educational leadership and management qualifications for correctional services officials emerged as a significant barrier. This deficiency negatively impacted educational outcomes, the rehabilitation process, and the overall development of juvenile offenders. The resulting inefficiencies in educational programmes and disparities in educational opportunities within the juvenile justice system can be attributed to these systemic complexities.

Recent research such as that conducted by Korman and Brand (2018) reveals huge gaps in the available information about juvenile correctional education. The available information confirms that most Juvenile Correctional Institutions (JCIs) (alternatively referred to as Juvenile Correctional Secure Care settings in this study) neither meet the learners' needs nor prepare them for lifelong success and reintegration into society. The recent examination

conducted by Connecticut's Juvenile Justice Policy and Oversight Committee (JJPOC) determined that the educational framework within Juvenile Correctional Institutions (JCI) is characterised as "fragmented and expensive" (Juvenile Justice Policy and Oversight Committee, 2015, p. 1). Notable deficiencies were identified in quality standards, monitoring, accountability, specialisation, and expertise, with the system being criticised for allowing youth to slip through the cracks during transitional phases. Internationally, diverse initiatives are underway to reduce juvenile justice system involvement, emphasising alternatives to institutional placements and advocating for a comprehensive approach to juvenile justice from arrest to incarceration (Sawyer, 2019). The documented shortcomings and the persistent lack of accountability within juvenile-justice-oriented education initiatives support locally driven endeavours to retain young individuals within their communities. It is evident that Juvenile Correctional Institutions (JCIs) do not effectively cater to learners when compared to local school districts, making them inadequate substitutes for attending community schools (Korman & Brand, 2018). Research indicates that around six out of ten juvenile learners do not re-enrol in school after release, as reported by the Federal Interagency Re-entry Council in 2019. Of those who do re-enrol, a smaller proportion successfully graduate from high school. Korman and Brand (2018) assert that incarcerated children encounter a restricted availability of educational opportunities in comparison to their non-incarcerated counterparts.

Learners involved in the juvenile justice and child welfare systems receive education through various channels, ranging from traditional non-restrictive community-based public and private schools to highly restrictive residential detention and correctional facilities. These learners are commonly labelled as "at-risk" students, irrespective of the educational environment, implying a likelihood of academic challenges. In this context, school failure is typically defined as leaving school before completing high school (Kaufman & Bradbury, 1992). While dropping out is often considered the main sign of failure, it is important to recognise that academic success extends beyond high school graduation. Even students who persist in school but encounter academic difficulties may confront obstacles hindering their educational progress. Consequently, educational institutions must address the needs of all students, especially those at risk of academic setbacks, by delivering high-quality educational services tailored to their specific requirements, fostering their long-term success. This study underscores the critical role of leadership and management of education in ensuring equity and epistemic justice for fair and inclusive educational opportunities to JOLs. In the distinctive context of juvenile

correctional education, these principles are vital to guaranteeing equal access to transformative learning experiences for all incarcerated youth.

To meet the requirements of this at-risk demographic, all correctional institutions should deliver educational services that are of high quality and equivalent to the educational services offered to their non-system-involved counterparts. This is an area where education officials and leaders in all educational environments must be equipped with a comprehensive and cohesive array of established practices for catering to at-risk students. In order to provide educational services on par with their non-offender peers, the state or local agency responsible for delivering education in secure care facilities, the Department of Basic Education Psychosocial Support Programmes, should ensure that education officials are staff developed in accordance with the needs of the Juvenile Correctional Institution (JCI) and the learners it serves.

Assumptions were made regarding the readiness of juvenile correctional services officials to oversee both juvenile correctional centres and educational programmes. It was posited that the leadership and management skills intrinsic to managing incarcerated populations could be seamlessly extended to the educational sphere, thereby addressing any gaps in the rehabilitation process. However, scholarly inquiry has revealed substantial deficiencies in practice. A discernible gap exists in the execution of educational programmes within Juvenile Correctional Institutions (JCIs), which has implications for the quality of education, the rehabilitation process, and, crucially, the development of juvenile offenders.

The current study endeavoured to explore the critical intersection of leadership, management practices, and education within the juvenile justice system, emphasising the attendant challenges that warrant thorough investigation. Recent research, exemplified by the work of Korman and Brand (2018), highlights these challenges and reveals notable inadequacies in the provision of juvenile correctional education. Many JCIs fall short of adequately meeting the educational needs of their learners, leaving them ill-prepared for seamless reintegration into society. An analysis conducted by Connecticut's Juvenile Justice Policy and Oversight Committee (JJPOC) underscores this concern, describing the education system within JCIs as "fragmented and expensive," characterised by insufficient quality standards, monitoring, and expertise, which in turn results in unfavourable outcomes during transitional phases (Juvenile Justice Policy and Oversight Committee, 2015, p. 1).

Furthermore, the absence of relevant leadership and management qualifications for correctional services officials exacerbates the issue, directly impacting the educational outcomes of juvenile offenders. The disparity in educational opportunities, coupled with the inefficiencies of the programmes offered by JCIs, reveals systemic complexities within the juvenile justice system that merit careful examination.

The documented failures within the juvenile justice system, coupled with the imperative to uphold education to higher standards, have prompted locally driven initiatives. These initiatives endeavour to retain young individuals within their communities, moving away from exclusively institutional approaches towards a more comprehensive engagement across the spectrum of the justice system (Sawyer, 2019). The data underscores the urgency of addressing this matter: approximately six out of ten juvenile learners never re-enrol in school upon release (Federal Interagency Re-entry Council, 2019), with even fewer proceeding to high school graduation. This incontrovertibly underscores the pressing need for educational programmes that parallel the quality of offerings available in community schools.

Education officials and leaders, irrespective of their educational setting, play crucial roles in addressing this challenge. They must be equipped with a comprehensive and coherent set of empirically supported practices tailored to the unique needs of at-risk students within the juvenile justice and child welfare systems. Furthermore, the recruitment and training of education officials within secure care facilities, where juvenile offenders are placed, must align meticulously with the specific needs of these facilities and the learners they serve. Lacking this alignment, the potential for rehabilitation and successful reintegration remains compromised.

In light of these pressing issues, this study sought to delve into a discernible research gap—an evident void that requires immediate attention. By exploring the challenges confronted by education officials within JCIs, I aimed to identify effective leadership and management strategies that can propel the transformation of educational programmes for juvenile offenders. By doing so, I aspired to bridge the existing gap, amplify educational outcomes, and contribute to the holistic rehabilitation and reintegration of juvenile offenders into society.

1.2 Context of the Study

Across Africa, there have been novel initiatives to implement the letter and the spirit of children's rights agenda within the juvenile justice system in the recent past (Kilkelly, 2019). Leadership in juvenile correctional education is key among the issues addressed. Africa can

learn from the positive Western experiences where solutions are locally premised. Juvenile justice carries common problems across the globe; problems that can be addressed by replicating useful ideas, borrowing, and adapting good practices that are traditionally and culturally appropriate to the context of limited resources available in the continent. Nwakwere (2013) emphasises that the need to infuse criminal justice reform with the child-rights approach, particularly the right to education, has led to renewed interest in education, children's rights, child justice, and criminal reform in Africa. As a result, exploring educational leadership and management practices remains a continuing concern within the juvenile correctional setting.

Several international principles promote the education of juvenile offenders as they go through the correctional system, yet issues of leadership and management of education draw less attention. The United Nations Rules for the Protection of Juveniles Deprived of their Liberty ("Havana Rules"), adopted by the General Assembly resolution 45/113 of 14 December 1990 (UN General Assembly, 1990), articulate principles applicable to every juvenile deprived of their liberty in any facility or institution, with a focus on fostering their development and well-being. The rules delineate standards for the material conditions of detention, the protection of juveniles during confinement, and the implementation of educational, vocational, and work programmes, among other aspects. Furthermore, juvenile offenders are entitled to benefit from all the human rights guarantees accorded to adults (Universal Declaration of Human Rights; Convention on the Rights of the Child) (United Nations, 1948; United Nations, 1989). Juveniles in conflict with the law, including those with a history of reoffending, possess the right to be treated in a manner conducive to their rehabilitation and reintegration and to assume a constructive role in society (Committee on the Rights of the Child, 2007). Rehabilitating a child involves the implementation of programmes, by qualified education professionals (Council of Europe, 2010). However effective leadership and management practices are still crucial for the success of these programmes (Council of Europe, nd). It is important for different professionals such as educators, social workers, psychologists and legal representatives to collaborate closely. This collaboration helps in gaining an understanding of the child’s background and needs covering aspects like legal, psychological, social, emotional, physical and cognitive (Council of Europe, nd). As a result, restorative justice programmes that include mediation should be easily accessible at all stages of the juvenile justice process. These programmes aim to promote accountability, rehabilitation and healing, for victims (Council of Europe, 2010).

Rule 86 of the Havana Rules specifies that the staff in juvenile correctional centres "should consist of qualified personnel and should include specialists such as educators, vocational instructors, counsellors, social workers, psychiatrists and psychologists. Staff need to be trained in order for them to carry out their responsibilities effectively; in particular, staff should receive training in child psychology, child welfare and international standards and norms of human rights and the rights of the child, including the Havana Rules. Staff also need to be trained in behaviour management techniques. It is vitally important that staff is carefully selected and recruited. All members of staff should also be checked before they are employed to ensure that they do not have a record of violence" (Du Preez & Luyt 2005, p.48).

Bonnie et al., (2013, p. 114) detect "an impressive consensus among stakeholder groups and public officials regarding the goals of the juvenile justice system, a genuine hunger for evidence about what works, and a willingness to embrace evidence-based policies and programmes." As with any team working in a broader context, education officials do not operate in isolation or with total autonomy, nor are they independent of the people, processes, organisational culture, and other aspects of juvenile correctional centres. Education officials in juvenile correctional centres are highly dependent on government-instituted legal frameworks; they often cannot function effectively without a high degree of input from these national statutes. Other education officials in 'conventional schools' can operate more independently, they often self-organise to achieve shared objectives and can adapt to respond to changing circumstances whenever necessary. In response to the juvenile delinquency problem, it is important to promote social justice and transformation through education leadership, and management (American Psychological Association, 2020). Through the lenses of the Good Lives Model and the Transformational Leadership Model, this study echoes multiple voices resonating the importance of social justice and children's right to education within the juvenile justice system (Kaseke, 1993). This study is, therefore, designed to explore and propose a model of leadership and management practices of education officials in juvenile centres around South Africa. It is important to develop the skills of juvenile justice-involved education professionals to enhance, transform and rehabilitate child offenders in support of their reintegration efforts. Equally important is the provision of appropriate support and promotion of the right to assume a constructive role in society after incarceration.

In light of the uncertainty surrounding child offenders going through the juvenile justice system, the situation calls for exploration of leadership and management practices of education

officials intending to promote the right to equal opportunities in education and JOLs' preparation for re-entry into society and instituting a model for educational leadership and management practices. Due to the transformative nature of education, it is my aspiration as an educationist and researcher that juvenile correctional programmes and JCIs possess effective educational leadership and management practices to produce rehabilitated, transformed, and responsible citizens with academic and vocational qualifications that enable them to be productive in society. This study proposes a theory for improved understanding of how leadership and management practices in a juvenile correctional setting affect academic achievement, correct behaviours, prepare juveniles for re-entry into society and prevent recidivism. Jovanić (2011) and Duwe (2017) coincide in advocating for the notion that incorporating educational interventions for convicted individuals is a crucial aspect of the correctional process. Jovanic (2011) argues that the concept of rehabilitating offenders through education should not be discarded. He emphasises the importance of tailoring educational programmes to meet the specific needs of the target group. I, therefore, intend to propose leadership and management practices that are aligned with policies through engaging with expert education officials to establish how their experiences have impacted juvenile learners in the special setting.

The fundamental principle of this paper is that the objectives, structure, and functioning of the juvenile justice system should be guided by the expanding knowledge on leadership and management in education, specifically adapted to meet the needs of the Juvenile Justice System (JJS). By incorporating insights from education officials, establishing effective procedures for holding adolescents responsible for their offences, and providing appropriate services, the design and implementation can foster positive legal socialisation, strengthen a pro-social identity, and decrease the likelihood of repeat offences (Benner, 2017). Nevertheless, if the objectives, structure, and functioning of the juvenile justice system are not guided by this expanding pool of information, the result is likely to be unfavourable encounters between young individuals and officials in the justice system, heightened disregard for the law and legal authority, and the strengthening of an aberrant identity and social alienation. In order to enhance the effectiveness of juvenile correctional institutions, the study employed the Constructivist Grounded Theory (CGT) approach to gather data and address the central research inquiry: *How do leadership and management practices of education officials in Juvenile Correctional Institutions create the supportive and trusting environment required for rehabilitation of juvenile learners?* Utilising the Interpretive and Constructivist Grounded Theory methodology,

the responses to this research question resulted in a detailed and comprehensive CGT product that provides a thorough explanation of a process or scheme related to a phenomenon, in accordance with the assertion made by Birks and Mills (2011).

This study was carried out within a specific province in South Africa, where the implementation of children's rights within the juvenile justice system is an emerging focus. The province, facing resource constraints, is striving to learn from positive Western experiences while adapting practices suitable to its local circumstances. The need to integrate a child-rights approach, especially the right to education, has sparked renewed interest in education, children's rights, child justice, and criminal reform in this African context (Nwakwere, 2013).

In line with international principles, including the United Nations Rules for the Protection of Juveniles Deprived of their Liberty ('Havana Rules'), this study spotlighted the education of juvenile offenders within the juvenile correctional system. Despite the global recognition of these principles, the leadership and management of education in this specific province, as part of the broader juvenile justice system, requires further attention.

The researcher engaged with experienced education officials operating within juvenile correctional centres in this South African province. These officials play a pivotal role in shaping the educational environment for juvenile offenders. The chosen Constructivist Grounded Theory (CGT) method of inquiry aligns with this specific context, which allowed me to delve deeply into the experiences, challenges, and successes of these education officials.

The research addressed the core question: "*How do leadership and management practices of education officials in juvenile correctional institutions create the supportive and trusting environment required for the rehabilitation of juvenile learners in this South African province?*" By focusing on this provincial context, I aimed to develop a comprehensive understanding of the specific challenges and opportunities faced by education officials within the local juvenile justice system.

My aspiration, as a researcher, was to contribute a model of leadership and management practices that aligns with the policies of this specific province. The insights gained from this study are intended to enhance the rehabilitation, transformation, and reintegration efforts for juvenile offenders, supporting their transition into responsible and productive members of society.

1.3 Background to the Study

A critical challenge facing educational programmes within juvenile correctional facilities is the lack of emphasis on leadership and management qualifications specifically designed for this complex environment. Lichtenstein et al. (2020) highlight this gap, noting that many educational leaders in juvenile correctional facilities come from traditional K-12 backgrounds, which may not fully prepare them for the unique challenges faced by incarcerated youth. These challenges include a high prevalence of trauma (Bloom et al., 2023), diverse learning needs, and potential security concerns. This lack of specialised training potentially contributes to lower educational attainment for incarcerated youth. Smith et al. (2019) assert that graduation rates for incarcerated youth are significantly lower than national averages. These factors all underscore the need for a more focused approach to leadership and management within juvenile correctional education. Emphasis is focused on developing qualifications and practices specifically tailored to support the rehabilitation and educational success of juvenile offenders.

The need to provide correctional education to detained juvenile offenders arises from the United Nations Declarations, Conventions, and Standards. Therefore, many countries around the world employ correctional education as a rehabilitation programme to convert offenders into law-abiding and productive citizens upon their release. Nevertheless, there are ongoing discussions regarding the efficacy of correctional education. The issue of high recidivism rates appears to be a global problem. It is assumed that correctional education can contribute to the reduction of crime and recidivism rates. Research indicates that correctional education can modify behaviour, enhance self-assurance, decrease rates of reoffending, and convert convicts into law-abiding individuals upon their release (Vandala, 2019; Kakupa & Malinga, 2021).

Juvenile correctional education (JCE) is provided to incarcerated young offenders globally as a fundamental human right, following various United Nations declarations, standards, and conventions, including the Universal Declaration of Human Rights (1948), the UN Standard Minimum Rules for Treatment of Prisoners (1955), and The Mandela Rules (2015). As a result, numerous countries across the globe provide detained young offenders with access to diverse correctional education programmes, both as a fundamental human right and to prepare them for their reintegration into society. The primary contention posits that society experiences adverse consequences when offenders engage in criminal activities, which are exacerbated

when they reintegrate into society without possessing any employable skills (Coley & Barton, 2006). Consequently, in the context of Sub-Saharan Africa, every imprisoned juvenile offender is granted the right to education and training programmes as a fundamental entitlement, following Section 29 (1) of the nation's constitution (Republic of South Africa, 1996). The Constitutional right to freedom may not be limited by imprisonment (Republic of South Africa, 2005, p. 138). Therefore, correctional education is employed as a rehabilitation programme to convert inmates into law-abiding and productive members of society upon their release. Furthermore, it is presumed that providing education and training programmes to jailed individuals in South Africa could potentially contribute to a decrease in the rates of repeat offences in the nation (Vandala, 2018). Nevertheless, the purpose of providing correctional education extends beyond the realm of human rights; it has the potential to greatly enhance "personal welfare, civic engagement, and societal unity" (Pike & Farley, 2018, p. 82). Correctional education refers to the provision of academic and vocational education courses, including career and technical education, to individuals who are incarcerated in correctional institutions or community corrections institutions (Rivera, 2016, p. 7). The primary objective is to diminish criminal conduct by aiding offenders in abstaining from committing crimes. Nevertheless, experts are still debating the efficacy of correctional education in the process of rehabilitating offenders. Presently, there exist divergent viewpoints on the efficacy of correctional education (Patzelt, Williams & Shepherd, 2014). In the United States of America (US), there are two contrasting viewpoints about correctional education: some experts underline its usefulness, while others highlight its ineffectiveness. However, some theories advocate for the notion that providing criminals with access to diverse correctional education courses can effectively lower recidivism rates and facilitate offender rehabilitation (Ubah & Robinson, 2003). The meaning of the term recidivism varies in different settings. Recidivism, within the scope of this study, denotes the act of committing another offence and then being readmitted to correctional facilities after being released into communities. On the other hand, there is widespread suspicion that correctional education can convert convicts into law-abiding and productive individuals, hence decreasing rates of repeat offences. Nevertheless, there is a significant lack of research on the correlation between correctional education and post-release performance on a global scale, particularly from the perspective of offenders (Hall & Killacky, 2008, p. 303). This study aimed to examine how leadership and management in correctional education may bring about significant changes, as perceived by education practitioners.

Effective leadership and management practices are crucial in juvenile correctional centres as they play a significant role in creating a conducive environment for rehabilitation. Research has shown that leaders and managers who foster a positive and supportive culture promote collaboration and teamwork – providing opportunities for staff development and growth and, thus, contributing to improved outcomes for youth (Lundquist et al., 2014; Hoge et al., 2010). Moreover, leaders who prioritise rehabilitation over punishment, and focus on addressing the unique needs of each individual, can lead to reduced recidivism rates and improved mental health outcomes for youth (Mendel, 2016). However, there is a dearth of research on leadership and management practices in juvenile correctional centres in South Africa, highlighting the need for further investigation into this critical area.

1. 4 Statement of the Problem

The persistently high rates of recidivism among juvenile offenders in South Africa underscore a broader issue of inequity, where marginalised juvenile offenders face hurdles in accessing quality education and rehabilitation programmes (Vengesai, 2017). Despite the existence of policies guiding juvenile justice correctional education, the education and training of young offenders are not taken seriously in juvenile correctional secure care facilities (ZACRO and the Forum, 2016). This gap between policy and practice results in juvenile delinquents falling back into criminal activities upon release (Vengesai, 2017).

Effective leadership and management practices are critical in addressing the unique needs of juvenile offenders and promoting successful rehabilitation (Erikson, 2018; Barnao et al., 2015). However, in South Africa, there is limited research on the relevant leadership and management practices for creating an environment conducive for rehabilitation of juvenile offenders in correctional centres (Chigunwe, 2016; O'Reilly, 2014; Horowitz & Noel, 2018). This study aimed to explore the specific barriers rooted in issues of leadership and management practices affecting equity and epistemic justice for successful rehabilitation within juvenile correctional secure care settings. By investigating the leadership and management practices in these settings, this study sought to identify strategies for improving educational outcomes and rehabilitation services, ultimately reducing recidivism rates and promoting positive outcomes for young offenders in South Africa.

1.5 Purpose and Rationale of the Study

1.5.1 Purpose of the Study

This study critically explored leadership and management practices in a juvenile correctional institution in South Africa, aiming to identify factors influencing these practices and their impact on the rehabilitation of juvenile offenders. It also sought perspectives from education officials on potential changes to enhance rehabilitation processes, equip learners with productive skills, and offer them equal educational opportunities.

Effective leadership and management are crucial in juvenile correctional centres for several reasons. First, strong leadership provides strategic direction and ensures that the educational goals of the centres align with broader rehabilitative objectives. Leaders are responsible for creating an environment that supports both staff and students, facilitating professional development, and promoting a culture of continuous improvement.

Secondly, effective management practices ensure operational efficiency, proper resource allocation, and compliance with relevant policies and regulations. This is particularly important in correctional settings where resources are often limited, and the need for consistent and effective program delivery is paramount.

Lastly, leadership plays a pivotal role in fostering restorative practices and other rehabilitative approaches that are essential for the holistic development of juvenile offenders. Leaders who are trained in restorative justice can create a more humane and supportive environment, which can significantly impact the rehabilitation process.

1.5.2 Rationale of the Study

The purpose of this study had a genesis in my interest in juvenile justice education when, as a high school teacher, I encountered juvenile delinquency in sometimes excellent students who later became criminals after incarceration. One of my students became a notorious criminal after a series of robberies and murders that ultimately led him to the hangman’s noose. His first crime was stock theft, and incarceration hardened him to a point of no return. He broke out of jail and teamed up with a seasoned criminal, going on a reign of terror in the Masvingo and Manicaland Provinces of Zimbabwe where they engaged on a series of armed robberies. My educational philosophy about educating juveniles and leading teachers that educate them posits

that, had this juvenile gone through a system with appropriate rehabilitative and transformative programmes, he could have probably reformed and become a better citizen. Similarly, as a community youth leader, I have a strong belief that the same trend would have prevailed in my community. I then realised that juvenile prisons continue to fail to transform delinquent youths for the better and, instead, make them worse than they were in the first place. The lack of positive impact of juvenile correctional schools became more apparent to me as I researched stakeholder perspectives (Keiwit, 2020; Kandala, 2018; Banda, 2017) on the role of school leaders in juvenile correctional facilities.

I discovered conflicting perceptions among the different stakeholders within the institution. My conclusion from the review of such literature was that misconceptions of the leadership roles contributed to the ineffectiveness of juvenile correctional programmes. Role confusion and lack of appropriate training and relevant leadership skills are also major challenges among many. Currently, as an academic involved in educational leadership and management, I have discovered that my interest is deeply rooted in seeing how juvenile education officials strive to influence the rehabilitation of juvenile offender learners through their leadership practices. There is a need for relevant leadership and management models and frameworks, teaching-learning environment, curriculum, and resources to improve the effectiveness of existing juvenile education programmes.

Recent studies in South African crime statistics show a high rate of prevailing juvenile offender recidivism (Kandala, 2018: Banda, 2017). Kandala (2018) asserts that most cases of recidivism involve youths between the ages of 18 and 25yrs who are re-incarcerated after their first offence. Kandala further confirms that there is very little known about the circumstances surrounding recidivism. According to Keiwit (2020), the lack of rehabilitation and reintegration programmes in the judicial system is linked to high rates of recidivism. This is corroborated by the study from the National Institute for Crime Prevention and the Reintegration of Offenders (NICRO, 2019).

From a theoretical perspective, my beliefs agree sharply with Mathur and Schoenfeld (2018), who propose that education programmes in juvenile detention settings can offer new educational possibilities that can increase instruction and create classroom environments that are suitable for meeting the learning needs of students. Juvenile delinquents frequently encounter difficulties in advancing academically. Among the various services offered by juvenile justice systems, the education of young offenders seems to have the most significant

and lasting impact. According to Maguin and Loeber (1996), academic performance is a significant indicator of delinquency and reoffending. This is because juvenile offenders who lack academic abilities have several social and economic challenges upon their release. Scott et al. (2002) – in agreement, add that youth offenders are at an elevated risk of lifelong failure without relevant educational leadership. It is, therefore, important to unearth what must be done to enhance education leadership and management in juvenile centres.

Given the above context, as part of its recommendations, this study sought to determine the best educational leadership practices appropriate for juvenile centres, especially considering the current legal frameworks governing juvenile justice. Beyond creating debate in the area, this study further sought to discover new ideas and insights for formulating a hypothesis for further and more precise investigation from an operational perspective.

1.5.3 Current Research Findings and Gaps

The role of leadership and management in juvenile correctional education is pivotal for the rehabilitation and successful reintegration of juvenile offenders. Studies have demonstrated that effective leadership in correctional education can lead to improved educational outcomes and reduced recidivism rates (Mathur & Schoenfeld, 2018). However, the current research landscape reveals significant gaps and inconsistencies, particularly in the context of non-Western settings.

In the United States, the Juvenile Justice Policy and Oversight Committee (2015) highlights systemic issues in juvenile correctional education, describing it as "fragmented and expensive" with insufficient quality standards, monitoring, and expertise, leading to poor educational outcomes for incarcerated youth. Similarly, Korman and Brand (2018) indicate that many juvenile correctional institutions (JCIs) fail to meet the educational needs of their learners, adversely affecting their rehabilitation and reintegration prospects.

In South Africa, the Department of Correctional Services (2020) has recognised the transformative role of education in juvenile correctional facilities. However, there is a dearth of rigorous research examining the effectiveness of educational programmes tailored to the unique cultural and contextual factors of South African juvenile offenders. Most research on juvenile correctional education is based on Western models, which may not be entirely applicable in the South African context. This highlights a significant gap in the literature, necessitating localised studies that address the specific challenges faced by juvenile offenders in South Africa (Herbig, 2012; Duwe, 2018).

1.5.4 Importance of Leadership and Management

Leadership and management practices are crucial for the successful implementation of educational programmes in juvenile correctional settings. Effective leadership involves understanding the constraints within the correctional environment and collaborating with various stakeholders to meet the needs of juvenile offenders. Hambrick (1987) and Price (2010) emphasise the importance of tailored leadership practices that nurture staff, improve programmes, and engage with external educational developments and organisations. However, much of this research is rooted in Western contexts, underlining the need for localised studies to inform leadership practices in South African juvenile correctional facilities.

Empirical evidence suggests that educational leadership in juvenile correctional facilities should prioritise life and survival skills, vocational training, and post-release support to enhance employment opportunities and reduce recidivism (Pike & Farley, 2018; Gerber & Fritsch, 2015). Yet, the specific strategies and practices conducive to effective leadership and management within South African JCIs remain underexplored. This current study, therefore, aimed to fill this gap by investigating the leadership and management practices that can transform educational outcomes for juvenile offenders in South Africa.

1.5.5 Significance of the Study

This study sought to contribute to the body of knowledge on educational leadership and management in juvenile correctional facilities, particularly within the South African context. By addressing the identified gaps and inconsistencies, the research aimed to provide evidence-based recommendations for policymakers and education practitioners. The ultimate goal was to enhance the rehabilitation process and support the transformation of juvenile offenders into productive members of society.

According to Mathur and Schoenfeld (2018), to effectively educate young offenders in correctional facilities, there needs to be a shift in focus from punishment and custodial care to prioritising academic achievement in their classrooms. Ongoing research consistently offers insights into evidence-based instructional strategies that can be used for juvenile offenders. Therefore, professional development is crucial in ensuring that correctional educators stay updated with the latest best practices and possess the ability to implement them effectively. By integrating exemplary methodologies with monitoring mechanisms that assess the efficacy and identify areas for modification in juvenile correctional facilities, correctional educators, upon

reviewing the results of this study, possess the capacity to enhance the overall effectiveness of juvenile correctional centres.

While there is substantial research on the role of education in juvenile rehabilitation, there is a critical need for localised studies that address the specific challenges and contextual factors in South African juvenile correctional facilities. Effective leadership and management practices are essential for the success of these educational programmes, and this study aimed to explore and recommend strategies to improve educational outcomes for juvenile offenders in South Africa. In my search for information regarding educational leadership in juvenile correctional institutions in Eastern and Southern African countries, I discovered a dearth of research literature in this important area of human resources development.

It is in light of the lack of research on educational leadership and management practices that this study is vital. It aims to establish a joint stakeholder initiative directed at youth who are in danger of leaving the education mainstream and those who are already in the juvenile justice system. The study amplifies public awareness of the increasing problem, identifies, and recommends effective and promising leadership and management practices that may bring lasting solutions to systemic challenges in the juvenile justice sector. The current study potentially provides a forum for researched discussions and evaluations for the juvenile justice system, educational planners, professionals, and policymakers about the sub-problems and influences associated with the provision of education, specifically in leadership and management, to be recognised and understood. This study also has the potential to empower a broad spectrum of juvenile justice stakeholders — from lawyers, politicians, non-profit leaders, academics, parents, and juvenile learners themselves — to share their experiences that may help to transform the juvenile education system.

In addition, this study intends to broaden the knowledge base in the fields of correctional education, social justice, and educational leadership and management. Correctional education should be viewed not only as a moral imperative, but improved to save the resources of the nation. Juvenile crime and detention centre costs are very expensive, and the graduates of the system often appear destined for further detention. More investment in the rehabilitation of juvenile learners through lifelong education and effective educational management would mean less expenditure on juvenile incarceration without benefits. This research has the potential to contribute additional information to existing theories of educational leadership,

management, and policy — paving the way for changes and improvement in policy and practice of juvenile corrections.

By addressing these aspects, the study aimed to provide a comprehensive understanding of the importance of effective leadership and management in juvenile correctional facilities, offering actionable recommendations to enhance educational outcomes and support the rehabilitation of juvenile offenders in South Africa.

1.6. Research Aims and Objectives

1.6.1 Research Aims

The broad aim of this study is to explore the leadership and management practices in juvenile correctional secure care facilities to find ways in which education policy makers may improve the process of rehabilitation and support its enhancement. The desired outcomes from this research are for education practitioners in juvenile correctional secure care facilities to be able to engage relevant leadership and management practices that produce transformed offenders.

Ultimately, the rehabilitation must produce transformed offenders who will be able to contribute meaningfully to the development of the country economically and socially; considering the emerging socio-economic challenges bedevilling third world countries and the world at large.

The other aim is to also identify any factors that positively and/or negatively impact the current leadership and management practices in these settings. At the centre of this phenomenal growth and achievement are educational leaders; therefore, my last aspiration is to examine how they are influencing juvenile learner rehabilitation.

Overall, I am advocating for educational leadership and management practices that effectively impact juvenile learners' rehabilitation processes with relevant productive skills that turn around their destinies by providing equal educational opportunities to conventional school counterparts.

1.6.2 Research Objectives

The following research objectives deduced from the broad research aim above facilitated a systematic data generation and collection leading to the achievement of the above aims:

i. To identify existing educational leadership and management practices in juvenile correctional institutions.

ii. To ascertain factors that contribute to the current challenges in educational leadership and management practices in the juvenile correctional institutions.

iii. To examine the influence of educational leadership and management practices on the rehabilitation of juvenile offenders.

1.7. Research Questions

1.7.1 Broad Research Question

Similar to the focus of the identified objectives, this study was guided by the primary research question: *How do leadership and management practices of officials involved with education in juvenile correctional institutions create a supportive and trusting environment required for the rehabilitation of juvenile learners*?

1.7.2 Sub-questions

The broad research question will be broken down into the following sub-questions:

1.7.2.1 How do participants describe the current educational leadership and management practices in juvenile correctional institutions?

1.7.2.2 How do participants of this study describe the main factors contributing to current leadership and management challenges in juvenile correctional secure care settings?

1.7.2.3 How do juvenile education officials' practices influence the rehabilitation of learners in juvenile correctional secure care settings?

1.7.2.4 How do education officials view the changes in leadership and management approaches to juvenile rehabilitation?

1.8 Organisation of the thesis

This study is divided into nine (9) chapters as follows:

Chapter 1: An introduction to the study. The text provides an analysis of the study's setting and context, including the background information on the problem, the problem statement, research

questions, the aim, objectives, and the assumptions of the investigation. The chapter also outlined the extent and importance of the study.

Chapter 2: A comprehensive analysis of the existing literature on correctional education worldwide, with a specific emphasis on educational leadership and administration in select developing nations. The paper examines the regional trends in penitentiary trajectory and its development in some nations, as well as the obstacles that continue to hinder progress towards meeting international standards. It also explores the leadership strategies employed for rehabilitation and correctional education. The literature examines the advancements achieved in the discussion of correctional education in South Africa.

Chapter 3: Centres on the conceptual framework that is mirrored in the interpretation of the study's findings.

Chapter 4: Discusses the research design, research methodology and approach adopted for the study. The rationale on strategies, methods, and techniques used to collect and analyse data is given in this chapter.

Chapter 5: Begins with the profiling of research participants of the study. Data from four emerging themes namely fostering restorative relationships, inspirational vision, leadership and management practices and educators' perceptions of JOLs. Chapter 5 is composed of data generated during the interviews, observations and document analysis. The findings are discussed in Chapter 7.

Chapter 6: Presents the findings from the interviews, observations and document analysis according to the remaining themes namely transformative support, collaborative empowerment and challenges faced by the educators. The findings are discussed in Chapter 8.

Chapter 7: Discusses the emergence of the grounded theory in detail. It introduces the Juvenile Umbrella Framework for Educators and details the elements that make up the themes emerging from the data generated. Chapter 7 further discusses the findings presented in Chapter 5, relating them to literature.

Chapter 8: An extension of the discussion of findings. Data presented in Chapter 6 is analysed and discussed in relation to literature.

Chapter 9: Provides a summary of the findings, the conclusions, and recommendations made from the main findings on the leadership and management of correctional education discourse in South Africa.

1.8 Chapter summary

This first chapter provided an orientation giving the historical background of juvenile correctional education in South Africa. In this chapter, research questions, aims and objectives of the study that guided the study in identifying issues for debate in correctional education programmes discourse are also discussed. The chapter outlines the scope of the study.

CHAPTER TWO

REVIEW OF LITERATURE ON EDUCATIONAL LEADERSHIP AND MANAGEMENT IN JUVENILE CORRECTIONAL SECURE CARE SETTINGS

2.1 Introduction

Juvenile correctional education (JCE) has undergone a significant evolution in recent years (Honma et al., 2022; Ujita, 2023; Benner et al., 2017; and Igbinovia, 1988). This chapter explores the critical role of educational leadership and management in juvenile correctional secure care settings. It delves into the evolution of juvenile correctional education, highlighting its evolution from a marginal element to an essential component of rehabilitation and reintegration. The chapter also examines the education-related characteristics of juvenile offender learners, emphasising the need for tailored approaches that address their unique needs and challenges.

2.2 Overview of the Chapter

A literature review is defined as "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed" (Hart, 2009, p.13). It is imperative to note the importance of rigorous methodological standards that must be applied to research in a systematic way in literature review. Rowe adds that literature review identifies research gaps in addition to the examination of past research, guiding the position of future research (Rowe, 2014; Eagly & Wood, 1994). McMillan and Schumacher (2006) advise that it is through a literature review that the topic is narrowed down. Hart (2018) adds that the focus, methodology, and originality of a topic often depend on a critical reading of a wide range of literature. To make this research a more practical endeavour, therefore, the researcher gives a comprehensive summary and analysis of previous research relevant to juvenile correctional education leadership and management practices; for example, how they influence rehabilitation of offender learners, surveying scholarly articles, books, and other sources relevant to juvenile correctional education. This chapter provides a base knowledge on the topic while identifying and critically

analysing existing literature to demonstrate how this research fits within the larger field of study.

Cascading from a global overview of the concept of correctional education, down to the African context of educational leadership and management in juvenile correctional institutions, related literature is discussed and analysed to identify knowledge gaps that this research contributes to. Existing literature on South Africa is explored and analysed. Additionally, alternative ways in which juvenile justice education can improve the effectiveness of rehabilitation programmes and support the transformation of delinquent behaviour are examined. Multiple knowledge gaps or contributions are discussed to better situate the investigation in the reviewed literature. Furthermore, each section demonstrates a critical analysis of the topic constituting this research.

2.2 The Evolution of Juvenile Correctional Education

Juvenile correctional education has undergone a significant transformation over the centuries, transitioning from a focus on basic literacy and numeracy to a comprehensive approach that encompasses academic, social, and emotional development (Igbinovia, 1988; Brenna et al., 2017 and National Evaluation and Technical Assistance Centre (NETAC), 2015). This metamorphosis has been driven by the recognition that education plays a pivotal role in rehabilitating juvenile offenders and reducing recidivism.

This section critically examines literature on correctional education system within the juvenile justice and correction landscape. In this section, juvenile correctional education is broken down and discussed in detail.

2.2.1 Towards an understanding of the concept of Correctional Education

Zimring, Langer, and Tenanhaus (2017) argue that there is a significant disparity in the study of juvenile justice systems worldwide compared to adult justice systems. They contend that while there is ample knowledge about the way incarcerated adults are treated in different countries, there is a lack of research on the treatment of youth who commit crimes. However, the aforementioned analysis is restricted to countries spanning from Western Europe to emerging global powers such as China, India, and Latin America. Igbinovia (1988) believes that the education of juvenile education should encompass more than just academic knowledge. Instead, there should be a focus on fostering the development of inner resources for juvenile offenders. To achieve this objective, it is imperative to integrate social norms,

ethical and moral standards, civic duty, and legal knowledge into school curricula. However, I believe that accomplishing this task without competent school leadership would be exceedingly challenging. It is crucial to have a comprehensive strategy for designing development programmes and services that benefit juvenile offenders, taking into consideration the importance of equipping educational leaders with the necessary skills to do their duties effectively. Similarly, Benner et al., (2017) argue that providing juvenile offenders with access to high-quality education while they are incarcerated is of utmost importance. Access to quality education is a cost-effective strategy that ensures that the youth become transformed to become acceptable productive members of their communities (National Evaluation and Technical Assistance Centre for the Education of Children and Youth Who Are Neglected or At-Risk (NETAC), (AIR & Justice, 2014). However, Benner et al., (ibid.) maintain that the concept of high-quality education programmes in juvenile correctional institutions remains unclear with no evidence of how correctional education is managed in such settings. As a result, educational leadership and management, a critical component of juvenile correction, has not been investigated to date, and so this study seeks to explore the influence of educational leadership practices on the rehabilitation of juvenile offenders.

To ensure that young offenders improve their likelihood of becoming acceptably educated and responsible citizens, it is important that they experience high quality education programmes during their stay in juvenile correctional institutions. However, the criteria for defining high-quality education programmes in juvenile penal institutions are still ambiguous. In an earlier study, Maposa and Madlangobe (2018) assert that the majority of young learners lack equal access to educational and occupational options compared to their counterparts in the mainstream school system. For instance, students do not enrol in educational institutions that offer the same demanding academic programme, and frequently, student achievement criteria differ from those enrolled in conventional public schools. This study goes further to explores the leadership practices of education officials to establish the best model for effective rehabilitation of young offenders.

The aforementioned discoveries regarding high-quality education for juvenile offenders highlight the necessity for implementing many approaches to enhance education in such environments. For instance, in 2015, the National Evaluation and Technical Assistance Centre (NETAC) released a practice guide aimed at enhancing the quality of education services in Juvenile Justice and Child Welfare Systems. The guide suggests specific practices that can be

used to improve the quality of education services. However, the findings indicate the necessity for further research to have a deeper understanding of how educational leadership may influence the educational achievements of juvenile offenders. This emphasises the significance of implementing efficient transitional strategies that give priority to high-quality educational services, tailored to the specific requirements of young individuals engaged in the juvenile justice system. These strategies should aim to achieve learner outcomes that facilitate a smooth reintegration of these juveniles into the community. What is not clear are the strategies or relevant practices education officials need to engage for effective rehabilitation of offenders.

While multiple international initiatives have been instrumental in the development of the 'justice for children' framework in recent years, educational leadership in juvenile correctional institutions has not been discussed in the literature. These interventions include (1) *Economic and Social Council Guidelines on Justice Matters involving Child Victims and Witnesses of Crime* adopted in 2005; (2) *The Guidance Note on Justice for Children* issued by the UN Secretary General in 2008; (3) *Model Law on Justice in Matters involving Child Victims and Witnesses of Crime* developed by UNICEF and UNODC in 2009; (4) *Guidelines of the Committee of Ministers of the Council of Europe* on child friendly justice adopted on 17 November 2010.

The African Union Commission on Human and Peoples' Rights (AUCHPR) (1987) has adopted guidelines on the protection of children in conflict with the law in Africa. The *Manual for Human Rights Education with Young People* outlines a participatory and interactive educational approach that encourages young people to explore, discuss, and take action on human rights issues. The methods include group discussions, role-plays, case studies, and creative activities (Council of Europe, 2015). The manual focuses on safeguarding children in criminal justice systems, encompassing both children in confrontation with the law and child victims and witnesses. Additionally, it addresses and responds to the needs of children who are potentially vulnerable to becoming involved in the criminal justice system, either owing to their social circumstances or because they have engaged in behaviour that would be deemed criminal if they were of legal age. Recognising the vulnerability of all children involved in the justice system, the *Guidelines on Action for Children in the Justice System in Africa* seek to safeguard not only those children directly accused, but also those impacted by their parents' circumstances, including children born to incarcerated mothers (African Committee of Experts on the Rights and Welfare of the Child, 2011). These comprehensive standards strive to address

the unique challenges faced by such children, promoting their rights to health, safety, and family connection even within these complex situations. This manual covers various subjects such as child protection, crime prevention, law enforcement, trial procedures, sentencing, and rehabilitation (*Manual for Human Rights Education with Young People*, 2015). However, it does not include any information on educational leadership. These key areas of social policy address the needs of an increasing population of vulnerable children who are frequently excluded from society. The treatment of these children by the justice system is a crucial determinant of their successful reintegration into their families, schools, and communities. The strength and efficacy of the justice system, as well as the support and protection mechanisms in place, are crucial for the effective and equitable implementation of justice principles. Additionally, the professional development of individuals who interact with children, including education practitioners, plays a significant role in this process. (Penal Reform International, 2013). Interestingly, the manual does not specifically address approaches to leadership and management of education programmes, an area that is key to the fulfilment of the rights to access to education of the children. This shows that there is need to develop leadership and management guidelines for education officials in juvenile correctional settings. This research is, therefore, intended to help those education officials working within the juvenile justice system effectively impact their learners for a better future through specific leadership and management practices.

2.3 Education Related Characteristics of Juvenile Offender Learners

Juvenile offender learners exhibit a unique set of educational characteristics that require specialised approaches and interventions. Todnem (2017) emphasises the significance of discerning the attributes of a juvenile offender by considering certain characteristics. One of the prevalent characteristics is a lack of accountability. The delinquents assert that society is excessively punitive, thus depriving them of the opportunity to secure a livelihood. The child's lifelong propensity for irresponsibility will persist (Todnem, 2017). They are unable to grasp the meaning of what their parents or older individuals communicate to them and disregard everything as unproductive. Zolno (2009) asserts that they disavow any accountability for the dissolution of their social or familial connections. Additional attributes exhibited by adolescent offenders include self-centredness and a deficiency in social sensitivity. They deliberately manipulate people to attain their personal ambitions, and insist that others comply with their wishes. The adolescent believes that others exist solely to fulfil their desires. They do not

consider themselves accountable to anyone; they autonomously make their own decisions, which are ultimately conclusive (Zolno, 2009).

Development Services Group (DSG) (2019) present a plethora of education-related characteristics of juvenile offenders. Among these are low Intelligence Quotient (IQ) and academic achievement, special education needs, truancy and absenteeism, grade repetition, school exclusion and drop-out and suspension. Given the diversity of education-related characteristics that prevail among juvenile offenders, it is important to establish how education officials deal with these challenges to enhance the rehabilitation of juvenile offenders.

Research shows that most juvenile offenders have intellectual deficiencies and low academic achievement (DSG, 2019). Evidence also points out a high rate of recidivism amongst youths with low grade level achievement. In addition, Wang et al., (2015) strongly associate truancy and absenteeism with youth in conflict with the law. Hockenberry and Puzzanchera (2018) further claim that schools play an integral role in referring truant youths to juvenile courts. This view is supported by Axelrod et al., (2017) who write that over 75% of incarcerated youths have a history of chronic absence in school before incarceration. Although truancy has been a common behaviour, the question of whether juvenile correctional education officials are addressing the problem is not explored in the existing literature. In this research, I report the leadership and management practices engaged by education officials to motivate offender learners to attend education programmes.

Another common characteristic associated with juvenile offenders is special education needs. Kincaid (2017, p. 12) reports that juvenile learners with "emotional-behavioural disorders, specific learning disabilities, and other health impairments were overrepresented in the juvenile courts, while youth with autism spectrum disorder, developmental cognitive disabilities, physical or sensory impairments, and speech-language impairments were underrepresented." Consequently, the learners struggle with school while in the correctional facilities and become demotivated. What is not yet clear is what leadership and management practices the education officials engage to assist such learners.

Grade repetition, school dropout, and school exclusion are prevalent hallmarks of juvenile offender learners. Wang et al., (2005) confirm that incarcerated youths have a high likelihood of having been held back a grade or two before entering the juvenile justice system. In the same vein, Cuellar and Markowitz (2015) relate school exclusion to juvenile delinquency. Morgan

(2021) argues that their data supports LaMaar's (2020) view that out of school suspensions contribute to the bulk of referrals to the juvenile justice system. This indicates the need to understand the approaches that education officials take to improve the rehabilitation of these learners. Effective educational leadership in juvenile correctional settings hinges on the expertise and competence of education practitioners. Professional development programmes are crucial in equipping educators with the skills and knowledge necessary to work effectively with juvenile offender learners.

In any discussion regarding characteristics of juvenile offenders, there has to be corresponding leadership and management strategies to compliment the rehabilitation process. However, most studies in the field of correctional education have focused on the causes of juvenile delinquency and characteristics of juvenile offenders. To date, debate continues about the best strategies for the management of education programmes in juvenile correctional secure care settings.

2.4 Professional Development of Education Practitioners in Juvenile Correctional Secure Care Settings

Given the importance of the education of these youth and the high cost of recidivism, it is the duty of education practitioners in the juvenile correctional secure care settings to improve the academic performance of incarcerated juveniles for the betterment of their future. The number of evidence-based methods in education has risen since Foley's (2001) study of correctional education programmes, which analysed studies conducted from 1975 to 1999. Nevertheless, several of these methods have not undergone empirical testing in adolescent correctional settings, or have been examined under situations that are abundant with methodological errors. Hence, it would be inappropriate to make definitive inferences regarding the effectiveness of these strategies and delivery modalities in correctional secure care settings. Although these studies have methodological limitations, it is important to determine the most effective strategies for leadership and management in education that are applicable to the South African context. While it is clear that detained juveniles might gain advantages from specific academic interventions that address their individual requirements, it is crucial for education professionals to actively shape the leadership approach they believe is most suitable for juvenile offenders. Research has shown that juvenile offenders can significantly benefit from a combination of academic interventions designed for struggling juvenile learners in both incarcerated and mainstream schools. This is supported by various studies conducted by Edmonds et al., (2009), Foley (2001), Gersten et al., (2009), Graham and Perin (2007a, 2007b), Krezmien and Mulchay

(2008), Rogers and Graham (2008), Scammacca et al., (2007), and Templeton, Neel, and Blood (2008).

Considering the importance of education to the success of the at-risk and delinquent youth, learning should be at the heart of effective juvenile justice. While quality educational programmes add structure to the institutional program, reducing boredom and idleness and providing a framework for positive youth behaviour, relevant leadership and management practices are equally important in the transformation of the lives of these young offenders. In addition to well-designed educational programmes that boost young people's self-esteem and self-confidence and enable them to build useful skills and abilities, leadership and management practices are vital to the successful implementation of these. The key to leadership and management of correctional education is understanding that duplicating the mainstream school model in correctional centres basically creates the same experiences of failure for juvenile offenders. Education practitioners need to be assertive of the leadership and management practices that they engage to address the different needs of the offenders. Education practitioners require training in how to educate differently. Few studies in leadership and management of education in juvenile correctional secure care settings has been mostly restricted or limited to comparisons in the Western countries and Europe. May (2000), asserts that the Centre for Research and Professional Development (CRPD) of the National Partnership for Juvenile Services (NPJS) (1999) conducted a national assessment of training needs and revealed that education practitioners in juvenile detention centres often feel alienated and often ill-prepared to provide quality education and take full part in the programmes and services for juvenile offenders. However, there has been little discussion in literature about the leadership of education in juvenile centres in the African context. The transferability of much research on this issue is problematic considering the difference in context.

2.5 South African Perspective on Juvenile Correctional Education

In recent years, South Africa has witnessed a significant transformation in the realm of juvenile correctional education, reflecting global trends that advocate for a more comprehensive approach encompassing not only academic, but also social and emotional development within correctional facilities. This shift in perspective is driven by the realisation that education plays a pivotal role in rehabilitating juvenile offenders and curbing recidivism. The Department of Correctional Services (DSC) (2020) has been instrumental in steering this transformation, recognising education as a crucial factor in the rehabilitation process.

2.5.1 Unique Challenges of Juvenile Offender Learners in South Africa

Juvenile offender learners in South Africa grapple with a unique set of challenges that necessitate tailored educational interventions. These challenges encompass high levels of inequality, limited access to quality education, and high rates of exposure to violence and trauma.

South Africa contends with one of the highest rates of youth poverty and inequality on a global scale (Statistics South Africa, 2021). This pervasive poverty and inequality create a cycle of disadvantage, making it arduous for juvenile offenders to break free from criminality. Furthermore, many schools in South Africa, particularly those situated in economically disadvantaged communities, lack the necessary resources and qualified educators to provide quality education (Department of Basic Education, 2019). This scarcity exacerbates the educational challenges faced by juvenile offenders. Additionally, South Africa grapples with a high prevalence of violence and trauma, particularly in the communities from which juvenile offenders often hail (Department of Social Development, 2018). This exposure to violence exerts a detrimental impact on the mental health and emotional well-being of these young individuals, impeding their ability to focus on their education.

Despite the acknowledged significance of juvenile correctional education in South Africa, several gaps persist in the existing literature. There is a notable dearth of rigorous research that scrutinises the effectiveness of diverse educational programmes for juvenile offenders in South Africa. Such research should encompass both academic and non-academic outcomes, including recidivism rates and employment prospects. Most research on juvenile correctional education predominantly hinges on Western models, which may not be entirely applicable to the unique cultural and contextual factors influencing the experiences of juvenile offenders in South Africa. Effective leadership and management within educational programmes for juvenile offenders are of paramount importance, yet there exists scant research regarding the specific strategies and practices conducive to effective leadership and management within these settings.

To bridge these gaps in the literature, this study can contribute to enhancing the quality and effectiveness of juvenile correctional education in South Africa, ultimately aiding in the rehabilitation and reintegration of juvenile offenders into society. Future research endeavours should concentrate on comparative studies of educational interventions. These studies should involve the comparison of the effectiveness of different educational programmes,

encompassing vocational training, restorative justice initiatives, and trauma-informed education programmes. Ethnographic studies exploring juvenile offender learners' experiences can also yield invaluable insights into the cultural and contextual elements shaping the experiences of juvenile offenders and their responses to educational interventions.

2.5.2 Contextualising the Situation

The context in South Africa is particularly complex, marked by high levels of violence and youth delinquency (Altbeker, 2007). The normalisation of violence and crime over the past few decades has disproportionately affected socially marginalised youth, with schools becoming the manifestation of juvenile delinquency (Raselekoane et al., 2019). Studies have consistently highlighted the prevalence of juvenile delinquency in South Africa (Souverein, 2016; Young, 2017; Masitsa, 2008; Cindi, 2006). Madernather (2005) suggests that young offenders within South African correctional institutions may exhibit chronic delinquent behaviour persisting into adulthood.

Magano (2016) delves into the academic wellness dimension of juvenile offender learners and underscores the need for adequate training in facilitation skills for education officials in juvenile correctional institutions. Furthermore, the importance of partnerships among all stakeholders, especially rehabilitation program experts, is emphasised. Several factors, including the correctional setting and networking with relevant stakeholders, play a pivotal role in the wellness and academic success of juvenile offender learners. Achieving a smooth transition for these individuals back into society necessitates support from education officials and society at large, grounded in the spirit of 'Ubuntu,' a fundamental concept in the South African context.

Ntshangase (2016) suggests that, despite South Africa's ratification of international juvenile justice and child rights conventions, current policies and interventions remain ineffective due to policymakers' lack of will to ensure implementation, review, and monitoring. Key questions emerge regarding what educational leadership and management practices involve other stakeholders in supporting the rehabilitation of offender learners.

2.5.3 South Africa’s current involvement in correctional education

Recent evidence suggests that education for offenders has become a major concern in many countries, including South Africa (Motshedi, 2021; Makhurane, 2019; Quan-Baffour & Zawada, 2012). Quan-Baffour and Zawada (2012)’s investigation of correctional education in

South Africa confirms that education is a constitutional right and a 'foundation stone' for rehabilitation. Correctional facilities in South Africa are increasingly being asked to provide tangible evidence to prove their effectiveness and show that they add value to the country's social and economic recovery (Bruyns & Nieuwenhuizen, 2003). The Department of Correctional Services (DCS) is tasked with the ongoing provision of cost-effective, innovative, and exceptional services, including the treatment, development, and reintegration of offenders into law-abiding members of the community (Mbete et al., 2001). Education practitioners should actively seek out collaborations, partnership opportunities and new markets to create and deliver practical, innovative, and timely corrective programmes. The existing statistical information strongly indicates that incarceration has a detrimental effect on educational and training possibilities within South African correctional institutions. In addition to the expenses associated with treatment and development programmes, the Department of Correctional Services encounters widespread dysfunctions, as evidenced in the Annual Report (2020/21).

The Annual Report (2020/21) highlights major dysfunctions, including an increase in the correctional institutions' population since early 2000. The current overpopulation in correctional facilities is about 60%, with an estimated recidivism (repeat offending) rate of between 85 – 94% percent (Makhurane, 2019). In recent studies, the literacy rate of offenders is estimated to be over 60%. The Annual Report (2020/21) further highlights a shortage of qualified educators and a high turnover of professional staff – which gives a negative impact on the process of rehabilitation. In addition, correctional institutions are reported to have poor or inadequate facilities leading to poor success rates in education and training programmes.

Very few studies (Hambrick, 1987; Price, 2010) have been carried out to explore the leadership and management of education in these institutions, specifically in the juvenile correctional secure care settings. Hambrick (1987) highlights the need for education leaders to recognise the constraints of the correctional environment and work with them for effective rehabilitation. He traces effective leadership to the provision of specific services to meet offender learners' needs, nurturing the staff, and improving programmes through active interaction with the outside educational developments and organisations. Price (2010) reviews the existing research on school leader preparation and suggests alternative school leader preparation based on the dearth of research in leadership of correctional education. Price further examined the thoughts and ideas of education leaders in regular and alternative education leading to recommendations of how correctional education should be administered. Together, these studies were carried out

in the specific context of the Western world, and the results cannot be generalised to an African context. The dearth in research highlights essential gaps in the South African context; therefore, in this study, leadership of correctional education is localised to the South African context. It would be difficult to make any conclusions regarding the appropriate leadership and management practices required for effective rehabilitation of juvenile offenders in any other context.

In South Africa and world-wide, education programmes are among the many programmes offered by Correctional Services to prepare offenders to become productive and law-abiding citizens. The Department of Correctional Services offers Formal Education to juvenile offenders as prescribed by the Section 41 of the *South African Correctional Services Act 111 of 1998*.

According to the DCS Annual Report (2020/21), the Department of Correctional Services purposes to deliver competent formal education with integrity and commitment to excellence and excellent education service to meet the diverse educational needs of all offenders in their care. They aim to give a variety of learning areas in partnership with relevant stakeholders with the hope of contributing towards the development of essential skills and knowledge to create a foundation for life-long learning as a form of rehabilitation. Programmes offered are career orientated, needs-driven, and adaptable and market related under a stable and humane teaching environment. Educators mainly focus on sentenced offenders, but at the same time, they provide relevant support to Mother and Child Care units in terms of Early Childhood Development (ECD) for children with incarcerated mothers.

The Directorate of Formal Education primarily oversees administrative assistance, academic advice, counselling, and other pertinent support for awaiting-trial inmates, those on parole, and probationers. As part of the reintegration process, the education official connects the offender with local educational centres, if possible. When children are imprisoned, it is mandatory for them to attend school. *Correctional Services Act 111 of 1998* in South Africa includes a provision (Section 41) that allows for community participation in the delivery of correctional services. The Correctional Services Act states that the department must provide or give access to as full a range of programmes and activities as is practicable to meet the educational and training needs of sentenced offenders; sentenced offenders who are illiterate or children may be compelled to take part in the educational programmes offered in terms of subsection (1).

In addition, the Department is required to offer social and psychological services to enhance and assist condemned criminals in developing their social functioning and mental well-being. It is necessary to provide, to the extent possible, additional development and support initiatives that cater to the special requirements of convicted individuals. Consistent with these guidelines, nearly all correctional institutions in South Africa provide educational and vocational training initiatives, including adult fundamental education and training (Grades 1 to 10), secondary education (Grades 11 and 12), life skills, occupational and entrepreneurial skills training, and computer-based training (Annual Report 2020/21).

The above programmes "are taken by educators/trainers, qualified professionals, functional staff members, temporary and voluntary workers and some prisoners" (Annual Report 2020/21, p. 89). South African juvenile correctional institutions have historically prioritised safe custody, resulting in the exclusion of local individuals who may want to provide services within these institutions. Nevertheless, in South Africa, there exist several Non-Governmental Organisations (NGOs) that offer offender reintegration services. However, these programmes are very limited in scope and do not typically offer a comprehensive programme that begins within correctional institutions and extends beyond the point of release. In addition, there are a small number of non-governmental organisations (NGOs) in South Africa that provide assistance for correctional education through the provision of scholarships, donations, and voluntary activities. While most of the provisions are elaborate about the types of education programmes and criteria for enrolment of the offender learners, little is known about the leadership and management practices that support these interventions. It is also not clear what factors affect the implementation of these programmes, it is important to explore relevant leadership and management practices and to up with a suitable model for South Africa; one that could be implemented by other African countries as well.

The Annual Report (2020/21) states that learners who took a minimum of seven subjects in Grade 12 (CAPS national curriculum) obtained a pass rate of 81% in the final exams for the academic year. This accomplishment comprises five (5) schools that achieved a pass rate of 100%. The Baviaanspoort, Emthonjeni Youth, and Usethubeni Youth correctional centres have consistently achieved a 100% pass rate over the past five years. The Umlalati Learning Centre, Qalakabusha, and Ekuseni correctional centres have achieved a perfect pass rate of 100% in the past two years. The Department's dedication to rehabilitating and reintegrating criminals is evident in the progressive rise in the quantity of DCS schools providing comprehensive

education and instruction. In 2011, the Department had a single school registered as a full-time educational institution with the Department of Basic Education. Subsequently, a total of 17 schools have been officially enrolled, either on a part-time or full-time basis. Nevertheless, the institutions have a limited understanding of the leadership and management of the education programmes.

In the Annual Report (2020/21), the Minister of the Department of Correctional Services (DCS) stated that the Department has entered into Protocol Agreements to improve the Technical and Vocational Education and Training (TVET) College Programmes offered to offenders. Similarly, the integration of e-Learning systems proved to be effective in all forty-five (45) accredited TVET College Centres. The skills development initiative grants offenders the opportunity to get the National Vocational Certificate, as well as participate in Engineering, Business Studies, and Sector Education and Training Authorities (SETA) Accredited Skills Training Programmes. The Department has initiated a self-sufficiency and sustainability initiative by providing training to offenders in several programmes, including sewing machine repairs, vegetable production, bricklaying, plastering, and plumbing. These programmes aim to reduce costs and produce revenue. The Minister affirmed that they had forged alliances with SETAs and obtained funds to educate 276 offenders in several SETA Accredited Programmes. The Department has established a formal Protocol Agreement with the Department of Higher Education and Training (DHET) National Skills Fund to get money for the training of 17,267 offenders in SETA registered skills training programmes. A sizeable number, 7,161 offenders engaged in long occupational skills courses, while 4,546 offenders received benefits from short occupational skills programmes. In the 2020/21 financial year, a grand total of 5,560 offenders took part in Engineering Studies, Business Studies, and National Certificate (Vocational), Technical Vocational Education and Training (TVET) Programmes. All these programmes require skilled human resources for effective implementation, yet the Minister was silent about the leadership and management of the programmes. In this study, I explored the strategies that the education leaders are engaging to promote rehabilitation of juvenile offenders through these programmes.

2.5.4 Current Initiatives and Challenges

The Annual Report (2020/21) highlights significant initiatives, such as the enhancement of Technical and Vocational Education and Training (TVET) College Programmes for offenders and the successful implementation of e-Learning platforms in registered TVET College

Centres. Partnerships with Sector Education and Training Authorities (SETAs) have been established, securing funding for training offenders on SETA-registered skills programmes.

While these programmes hold immense potential, the report remains silent on the leadership and management of these initiatives. This study seeks to explore the strategies employed by education leaders to facilitate the rehabilitation of juvenile offenders through these programmes.

South Africa's approach to juvenile correctional education is undergoing a significant shift, with the recognition of education as a cornerstone in rehabilitating juvenile offenders. However, the landscape is fraught with unique challenges, and existing research and leadership practices remain inadequate. Addressing these gaps through rigorous research, localised leadership practices, and a focus on tailored solutions can contribute to improving the quality and effectiveness of juvenile correctional education in South Africa.

2.6 The Role of Education in the Rehabilitation of Offender Learners

Correctional services are consistently being challenged to demonstrate their efficacy and contribute to the social and economic revitalisation of the nation. The Department must also consider the ongoing provision of cost-effective, creative, and high-quality services, such as the treatment, development, and reintegration of offenders into the community (United Nations, 2018). The Department aims for civil society to actively participate in addressing the problems of community anger and the rejection of offenders, as well as the necessity of partnerships in the development and integration of offenders into the community as productive and law-abiding individuals (Mbete et al., 2001). Exploring prospects for collaboration and new markets will be advantageous for education and training providers. This will enable them to build and deliver practical, innovative, and time-realistic correction courses.

Pike and Farley (2018) argue that the success of offender reintegration relies on adopting an integrated approach. This approach involves the collaboration of the criminal justice system, governmental and non-governmental organisations, and civil society. By combining their resources and knowledge, these entities can effectively address and resolve the challenging issues associated with offender reintegration. Consequently, any strategy to decrease crime must incorporate measures targeting poverty and unemployment, while also offering rehabilitation, education, and growth prospects to offenders, enabling their transformation into productive and law-abiding members of society. Gerber and Fritsch (2015) conducted a

comprehensive analysis of 42 research to ascertain the impact of adult academic and vocational education on post-release recidivism, employment, and engagement in education in the United States. The research indicates that adult academic and vocational correctional education programmes have substantial evidence supporting the hypotheses that they result in a decrease in disciplinary violations during incarceration, a decrease in recidivism rates, an increase in employment opportunities, and an increase in participation in education after release (Gerber & Fritsch, 2015). This finding is also applicable to juvenile offenders. The effects of education yield several advantages, not just for the individuals who have committed offences, but also for the entirety of society. Education has several significant advantages and impacts, such as higher levels of literacy and education after being released, more employment prospects, and a decrease in recidivism.

What is not clear in the Annual Report is how education officials perform their duties of leadership and management of these education programmes to enhance these major benefits. So far, however, there has been little discussion about the importance of training the education practitioners, yet the specific practices that are required from education officials to be effective practitioners – given the vast initiative, are not highlighted in any of the reports. While on paper there is a lot of education initiatives and plans, I find the leadership and management of these education programmes highly important for effective rehabilitation.

2.6.1 Increased levels of literacy and education upon release

According to Bruner (2013), education and training are essential requirements for achieving a stable and crime-free life. The national economy stands to directly profit from an enhancement in the work skills and productivity of offenders. Bruner also states that a significant proportion of South Africa's convicted criminals lack literacy skills and have received minimal formal schooling. According to a nationwide survey, most teachers who teach reading in juvenile correctional facilities reported that their students, who are incarcerated juvenile offenders, struggle to read material that contains words they are familiar with when participating in reading programmes (Bruner, 2013). Furthermore, Gemignani (2014) states that around 40 percent of young individuals detained in correctional facilities may exhibit symptoms of learning challenges. Similar to young offenders, older individuals engaged in criminal activities exhibit a significant lack of education. This perspective is corroborated by Maguire and Pastore (2016), who validate that in a separate comprehensive investigation. Their findings indicate that 70% of incarcerated offenders in state correctional facilities have not attained a

high school diploma. Among this group, 46% have received partial high school education, while 16.4% have not received any high school education whatsoever.

Together, these studies reveal that juvenile offenders have challenges when it comes to education. In this view, there is a potential for education officials to engage in leadership and management practices that are aimed at assisting the juvenile offenders in terms of remediation and correction. This study explores various strategies in which education officials implement correctional education programmes in the light of academic challenges mentioned above.

Upon entering correctional facilities, offenders typically possess very low levels of education, sometimes accompanied by a high prevalence of illiteracy (Duwe, 2018). Due to the strong association between dropping out of school at an early age and being unemployed, it is unsurprising that many individuals who have committed offences have inconsistent work records. Given that unemployment is thought to be a risk factor related to crime, correctional education courses are, consequently, an absolute necessity if the odds of prisoners gaining jobs and becoming law-abiding citizens upon release from jail are to be increased. When juvenile offenders are admitted to correctional facilities in South Africa, they are subjected to standardised testing designed to ascertain their functional level or grade level attained (Herbig, 2012). According to Duwe (2018), more than sixty percent of inmates are found to have a higher level of education than that of a high school graduate. Hence, it is imperative to customise correctional education curricula based on the educational aptitude of offenders, commencing instruction at their present level of accomplishment. Research suggesting that leadership and management techniques should be customised to meet the special requirements of juvenile offender learners. Hence, it is crucial to examine leadership and management techniques in order to develop an education approach that is applicable to the current situation. Hence, it is crucial to examine leadership and management methods in order to develop an education approach that is appropriate for the given situation.

2.6.2 Enhanced employment opportunities

Research has indicated that inmates who pursued higher education during their time in prison experienced a notably higher rate of employment (60%) compared to their counterparts who did not engage in college programmes (Taylor, 2013). According to Gerber and Fritsch (2015), those who finish secondary school or obtain higher credentials have a greater likelihood of finding employment and a reduced likelihood of engaging in criminal activities compared to those who do not complete academic programmes while incarcerated. Acquiring training and

education in job-seeking abilities will additionally enhance the chances of finding employment upon release. A further study conducted five to nine months following release demonstrated that the primary obstacle faced by offenders in securing employment was their prison record. Individuals who obtained qualifications while incarcerated had a higher probability of being employed after their release compared to those who did not (Hamlyn, 2020). Education has a beneficial effect on the likelihood of offenders obtaining work. The proliferation of job opportunities will provide numerous favourable outcomes, including self-sufficiency and financial support for individuals and their families, as well as economic contributions through tax payments and a reduction in repeat offences. There is ongoing debate on the most effective tactics for educators and trainers to employ to enhance the completion rates of education programmes in juvenile correctional secure care settings.

2.6.3 Recidivism and the level of education

The recidivism rate in South Africa, which stands at above 90 percent, surpasses that of the United States. The recidivism rate in the United States is 63 percent, with an average rate of 41 percent for re-incarceration. Correctional education and literacy initiatives are more effective than boot camps and shock detention facilities in reducing recidivism rates (Research Brief, 2017; Lilly, 2016). For instance, a study conducted by Lilly (2016) revealed that successful correctional education programmes decrease the recidivism rate among participants by 25 to 80 percent, with an average reduction of 50 percent. When considering the financial expense of re-arresting and imprisoning a criminal, without even accounting for the societal cost and impact of the crime, the significance of spending funds in teaching offenders becomes a crucial consideration.

Attaining higher qualifications leads to a decrease in the likelihood of reoffending. The recidivism rate for degree holders is significantly lower at 15 percent, in contrast to the general recidivism rate of 60 percent in the USA (Research Brief, 1997). Correctional education programmes, including literacy, adult basic education, vocational, and post-secondary programmes, effectively decrease recidivism rates. The Federal Bureau of Prisons in the United States has found that there is a negative correlation between education and recidivism rates. According to Harer (2014), there is an inverse relationship between an individual's level of education and their likelihood of being re-arrested or re-imprisoned. Siegel (2017) discovered in a research study that probationers who underwent literacy training had a notably reduced re-arrest rate of 35 percent, compared to the control group's rate of 46 percent. Additionally,

probationers who received secondary education had a re-arrest rate of 24 percent, while the control group's rate remained at 46 percent. This static state of the figure suggests that, while literacy training had a positive impact on reducing recidivism, the more significant reduction observed among those who received secondary education underscores the importance of comprehensive educational interventions beyond basic literacy skills in promoting successful reintegration and reducing reoffending. However, prior research has predominantly concentrated on Western nations rather than African nations.

Offenders with at least a minimum of 2 years of college education have a lower re-arrest rate, than their counterparts who do not have any college education experience. (Marks, 2017). The overall recidivism rate for degree holders leaving the Texas Department of Criminal Justice between September 2010 and August 2011 was 15 percent, four times lower than the general recidivism rate of 60 percent (Tracy & Johnson 2014). Most studies analysed by Gerber and Fritsch (2015) show that recidivism is lower when prisoners participate in adult basic and secondary education. Four of the seven studies consistently revealed and confirmed a strong correlation between education and recidivism. With regard to college education, most studies reported an inverse relationship to recidivism. In one of the programmes, only 14 percent of participants recidivated, as opposed to 51 percent for non-participants (Gerber & Fritsch 2015). Overall, there is emphatic evidence that the impact of education on recidivism ranges between fair and dramatic, depending on the level of education. By informing the public and authorities of the value of education in preventing crime, a more positive approach towards educational leadership and management in prisons will contribute to reduced recidivism. In view of all that has been mentioned so far, one may suppose that leadership and management practices are aimed at the reduction of recidivism, hence the need to explore what education officials are doing in this regard.

However, it is noteworthy that prior research has predominantly focused on Western nations, leaving a significant gap in understanding recidivism patterns and the impact of correctional education in the unique context of South Africa. This study aimed to contribute to this gap by examining the applicability and effectiveness of correctional education programmes in the South African juvenile correctional secure care settings. By exploring the intricate relationship between education, recidivism, and the specific challenges faced by juvenile offenders in South Africa, this research sought to inform targeted interventions that align with the sociocultural context and contribute to breaking the cycle of recidivism in the South African context.

2.6.4 The future prospects of correctional education

Education programmes play an integral part in assisting juvenile offenders to develop self-esteem and have a sense of personal well-being. Makhurane (2019) asserts that the objective of education and training in correctional institutions is not solely to rehabilitate offenders, but to empower them with the necessary skills and a suitable perspective on life after their release, enabling them to function effectively in a different social and economic environment. According to the United Nations (2018) report, it is imperative that every offender is provided with the opportunity to acquire fundamental education, which includes basic numeracy and reading skills, as well as relevant job-related abilities. To ensure the effective reintegration of offenders, it is imperative to offer them equity and improved access to education, as well as better educational support and money. To meet these requirements, it is suggested that educational institutions examine ways of implementing a consistent policy of education provision for 'sentenced' offenders. Empowerment of learners, policy implementation, and management of funding are some of the major educational leadership and management practices engaged by education officials in the mainstream education platforms.

Mason (2013) asserts that juvenile offenders as learners present significant challenges to educators. Correctional education is often characterised by poor self-concept, low achievement levels and learning disabilities. Mason suggests that the challenges faced by offenders in correctional education programmes can be attributed to negative past educational experiences, which have resulted in low self-confidence and unfavourable attitudes towards learning. To address this, effective correctional education programmes should aim to improve offenders' attitudes towards learning, as these attitudes often contribute to illiteracy and under-education. Offenders also tend to have a history of academic failure, which leads them to believe that they will not succeed in their current educational pursuits. Educators often make the mistake of designing programmes based on available resources rather than tailoring them to the specific needs of offenders. Therefore, it is crucial for correctional education programmes to be individually managed, starting instruction at the offenders' current level of achievement and addressing their specific needs. Very few, if any, studies investigate how the education practitioners are expected to implement these correctional education programmes to meet the juvenile offenders' specific needs.

To address the distinct challenges encountered by the incarcerated population, leadership and management of education should prioritise the acquisition of essential life and survival skills.

There should be an increase in the provision of classes on anger management, effective interpersonal skills, and parenting within correctional facilities. There is a need to broaden vocational and academic education by incorporating skills that align with prevailing work patterns, hence enhancing post-release employability. Work-related and entrepreneurial programmes should incorporate experiential learning and certification of completion. These programmes aim to provide offenders with the necessary skills for employment that offers a sustainable income. They should be integrated alongside vocational and life skills education, as stated by Pike and Farley (2018). Nevertheless, for correctional education initiatives to achieve success, it is imperative to offer post-release follow-up and support to offenders. It is equally critical to focus on staff development of the education practitioners to match the requirements. DCS Annual Report (2016/2017) states that currently there is little funding available for follow up and support of offenders after release. Complementary and varied funding options should be taken into consideration, such as financial aid from higher institutions and non-governmental assistance in the form of community service, as well as the monetary contributions made by offenders and their families.

2.6.5 Scarcity of Research on Leadership and Management

Remarkably, few studies have explored the leadership and management of education within the juvenile correctional secure care settings, especially in the South African context. Hambrick (1987), underscores the need for education leaders to comprehend the constraints within the correctional environment and collaborate effectively to achieve rehabilitation. Hambrick correlates effective leadership with providing specific services that meet offender learners' needs, nurturing the staff, and improving programmes through active engagement with external educational developments and organisations. Similarly, Price (2010) delves into the existing research on school leader preparation and proposes alternative preparations, primarily due to the dearth of research in correctional education leadership.

The findings of both Hambrick and Price are rooted in the specific Western context and may not be universally applicable. Thus, the scarcity of studies in the South African context underscores the necessity of localising leadership and management practices to address the specific challenges within South African juvenile correctional institutions.

2.7 Gaps Discovered in Reviewed Literature

The literature review reveals significant gaps in the existing research on juvenile correctional education, particularly in the South African context. While some studies have examined

leadership and management practices in Western models, there is a lack of research that explores these issues in the unique cultural and contextual setting of South Africa. Moreover, the effectiveness of educational programmes for juvenile offenders in South Africa remains largely unexplored, with limited research on both academic and non-academic outcomes, including recidivism rates and employment prospects. Despite the recognised importance of leadership, there is a dearth of studies on the specific practices that contribute to successful rehabilitation and reintegration in juvenile correctional education settings. Furthermore, the perspectives of juvenile offenders and education officials are often underrepresented in research, hindering the development of effective and relevant educational programmes. To address these gaps, there is a pressing need for culturally relevant and contextually appropriate research and interventions that cater to the specific needs and challenges faced by juvenile offenders in South Africa.

2.8 Chapter Summary

The objective of this chapter was to analyse several aspects pertaining to my research considering the current body of knowledge (Ferreira, 2012). I incorporated my study within a comprehensive framework comprising pertinent literature, theory, and research. I provided a comprehensive review of both recent and authoritative research, as well as older but still pertinent studies, that are important to the topic of study and its related aspects. According to Creswell (2018), I carefully identified and examined material by finding summaries, books, journals, and indexed articles on correctional education, with a specific focus on leadership and management. Likewise, consistent with Vithal and Jansen (2010), I carried out an informed assessment of the existing research on correctional education, focusing on identifying limitations in the existing research on the subject to justify the study. I highlighted the gaps in the existing literature and justified the reasons for my research.

CHAPTER 3

CONCEPTUAL FRAMEWORK

3.1 Introduction

This chapter contributes to the theorisation of leadership and management of education in correctional institutions by discussing the theoretical lenses that assisted me in making sense of the data collected and interpreting the findings of this study. The central theoretical contribution that shaped this study is an integration of the Good Lives Model (GLM) (Willis & Stewart, 2003) and the Transformational Leadership Model (TLM) (Bass, 1994). These are part of many frameworks for leading education in juvenile correctional secure care settings. These frameworks serve as organisers for the empirical data, providing a connection between my study and existing literature on educational leadership and management in juvenile correctional secure care settings and also assisting me in creating a structured way of making sense of the collected data as I communicate my findings (Smyth, 2005).

Literature related to leadership and management of education in juvenile justice proposes and discusses a plethora of theories to explain the phenomenon (Development Services Group, Inc., 2019). The previous chapter reviewed related literature and highlighted that there is limited research in this area – specifically in the African context. In the same previous chapter, I analysed existing empirical evidence in the field of juvenile correctional education and rehabilitation. I justified the need for further studies in the area, highlighting the strengths and identifying gaps within, hence the need for further comprehensive research that addresses the African context of leadership and management of juvenile correctional education.

3.2 Using theoretical frameworks within a grounded theory study

Having categorised my study as a Grounded Theory (GT) study, my approach to theoretical lenses in the study is debatable. Contrary to the traditional attributes of GT, I have utilised a conceptual framework to guide my study. GT is a qualitative research methodology where the researcher strives to derive inductive meaning from data as the primary data gathering instrument (Merriam, 2009). This 'quasi-deductive' approach that I chose, influenced by the use of a conceptual framework, is a manifestation of the more recent version of Constructivist GT study (Charmaz, 2006). Charmaz asserts that Constructivist Grounded Theory has its foundation in participant experiences - though the researcher co-creates the theory based on their interactions with the participants (Charmaz, 2006). Additionally, I intentionally co-

constructed the emerging grounded theory by introducing the GLM and the TLM theoretical frameworks to "mirror" the study.

Glaser and Strauss (1967) considered GT to be a qualitative research method that aims to generate a theory from the data generated. As a result, this forms a misconception regarding writing a conceptual framework that guides Grounded Theory studies (Chenitz, 1986). Blumer (1969) believes that the foundation of the research process is identifying a conceptual framework before conducting the study. According to Blumer, the research act is entirely dependent on an imaginary picture of the empirical world of the participants, which is the conceptual framework. Moreover, Blumer claims that this imaginary picture of the empirical world of the participants "sets the selection and formulation of problems, the determination of what are the data, the means to be used in obtaining data, the kinds of relations sought between data and the forms in which propositions are cast" (p. 25). All these factors fostered reaching data saturation faster in this research. Because of the flexibility of the GT method, I was able to shape an unrelated conceptual framework at the beginning of the study, then to reshape the conceptual framework to fit the findings of the study (Chenitz, 1986).

Based on the prior knowledge that I brought to the study, I found the GLM and TLM theoretical lenses relevant in co-constructing the grounded theory that emerged. It was still possible to exclude a conceptual framework from this study, following the traditional approach to GT studies. Still, then I would not have been as intentional in formulating my initial interview question since GT is typically guided by a grand tour question (Mitchell, 2014). Furthermore, I entered the study with preconceived thoughts and beliefs; a reason that leads scholars to ask research questions based on their interests in various topics. I believe that these interests, beliefs, and preconceived notions are not absent from researchers when they embark on research using a GT approach.

3.2.1 Justification for the use of a conceptual framework

I contend that leadership and management practices are vital components in rehabilitating juvenile offenders. A study guided by Grounded Theory is considered strong, inductive research method that is meant for discovering new theories or extending existing theories. The researcher does not enter into the research process and related debates with any preconceived hypothesis about the outcome and is not concerned with validation or description. Instead, the researcher allows the data generated in the research to guide the analysis of data and theory creation, leading to novel discoveries. As an education manager, who is generally interested in

transforming learners' lives through effective leadership and management practices, I had to carefully consider my preconceived beliefs and understandings of the phenomenon under study. With this backdrop, it would have been difficult and unethical to pretend that I had no preconceived notions or biases regarding educational leadership and management practices and their impact on educational outcomes or to pretend to embark on the study without knowledge of the existing literature. I informed the research participants of my views in the informed consent form. In addition, I drew the attention of the readers of my research to my stance on leadership and management practices by including a section on the researcher's 'worldview' or positionality in the methodology section of the study (Chapter 4). As I attempted to explore how educational leadership practices might transform juvenile offenders and, subsequently, affect reoffending rates, a focused analytical lens enabled me to co-construct a focused theory based on the participants' experiences.

Declaring my beliefs and biases allowed me to separate them from my research in order to enhance the trustworthiness of the data that emerged. Triangulating the emerging data with extant literature, maintaining a research journal to record my feelings and thoughts, memoising all activities and interviews, and conducting focus group discussions with interview participants made it possible to deal with issues of trustworthiness of data. The findings of this study would not have been as rich and informative in the absence of a conceptual framework.

3.3 Overview of theories in Juvenile Corrections

Although there are multiple perspectives regarding the management and leadership of education in correctional institutions, I have focused on theories that often recur in juvenile justice literature. Some of the theories in juvenile correctional education include Juvenile Rehabilitation Treatment (Fox & Veele, 2020), Psychoeducational Programming Model (Gemignni, 1994) Discipline with dignity (DWD), Guided Language Acquisition Design (GLAD), and Pathfinder Educational Program (Gagnon, 2004).

Traditionally, juvenile corrections relied on five models of corrections policy, which include the Reformatory Movement (1870s-1890s), Progressive Period (1890's- 1930's), Medical Model (1930's-1960's), Community Model (1960's-1970's), and the Crime Control Model (1970's to current). Later in the 80s and 90s, the juvenile correctional system relied on the Rehabilitation Theory backed by the Convention on the Rights of the Child No. 10 (2007) – which focused on moving away from the punitive focus of juvenile rehabilitation, away from the corporal punishment and retributive justice towards a more transformative system that was

aimed at reducing recidivism. Although the literature reviewed presents these theories in a variety of ways in similar contexts, I eventually co-constructed the theory that emerged from my research utilising the exposure I got from the research and scholarship that has documented leadership and management practices of education in the extant literature.

3.4 Conceptual framework guiding this study

The conceptual frameworks that underpin this study comprises the Good Lives Model (GLM), propounded by Willis and Stewart (2003) and the Transformational Leadership Model (TLM) (Mintzbereg, 1989). The GLM focuses on helping offenders during the implementation and development of rehabilitation programmes that assist them to transform offender behaviours (Willis, Prescott, & Yates, 2013). The TLM focuses on leadership, specifically how leadership plays a role in the transformation of behaviours and attitudes. These two models were used to complement each other as the lenses that inform the interview questions and "mirror" the data analysis.

3.4.1 The Good Lives Model

The GLM approach to offender rehabilitation is strength-based focusing on giving offenders the capabilities and strengths of people to secure primary human goods in socially acceptable and personally meaningful ways (Rapp, 1998; Ward & Stewart, 2003c) and reduce the risk of recidivism. The GLM proposes that offenders commit crimes while seeking some kind of valued outcome in their life. This means that committing a crime is a result of a normal inbuilt desire for something. The goal or desire, unfortunately, manifests itself in antisocial and unacceptable ways based on the shortcomings of the offender and the challenges or shortages in their environment. This lack hinders the offender from achieving their intended goals in a pro-social and sustainable manner and, therefore, requires them to resort to inappropriate and harmful means, including offender behaviour. Intervention should be perceived as a means of expanding a person's repertoire of personal functioning, and not as an activity that simply eliminates a problem or is dedicated to problem-solving, as if a lifelong restriction of one's activity were the only way to prevent committing a crime.

The GLM is a theory of offender rehabilitation that contains three hierarchical sets of conceptual underpinnings: general ideas about the goals of rehabilitation, etiological underpinnings that explain the initiation and maintenance of offending, and practical implications arising from the rehabilitation goals and the etiological positioning. GLM is based

on the ethical concept of human dignity (Ward & Syversen, 2009) and universal human rights and as such has a strong emphasis on human agency. That is, GLM addresses the individual's ability to formulate and select goals, create plans, and act freely in implementing those plans. The GLM addresses functions that are closely related to the principles of management (Mintzberg, 1989). A core assumption in the GLM is that offenders, like all humans, value certain states of mind, personal qualities, and experiences, which are defined as primary goods. After a comprehensive review of psychological, social, biological, and anthropological research, Ward and colleagues (Ward & Brown 2004; Ward & Marshall 2004) initially proposed nine classes of primary goods. Empirical research by Purvis (2010) tested these etiological assumptions and, indeed, found that connectedness and community required separation, as did excellence at play and excellence at work, producing eleven classes of primary goods as shown in figure 4 below.

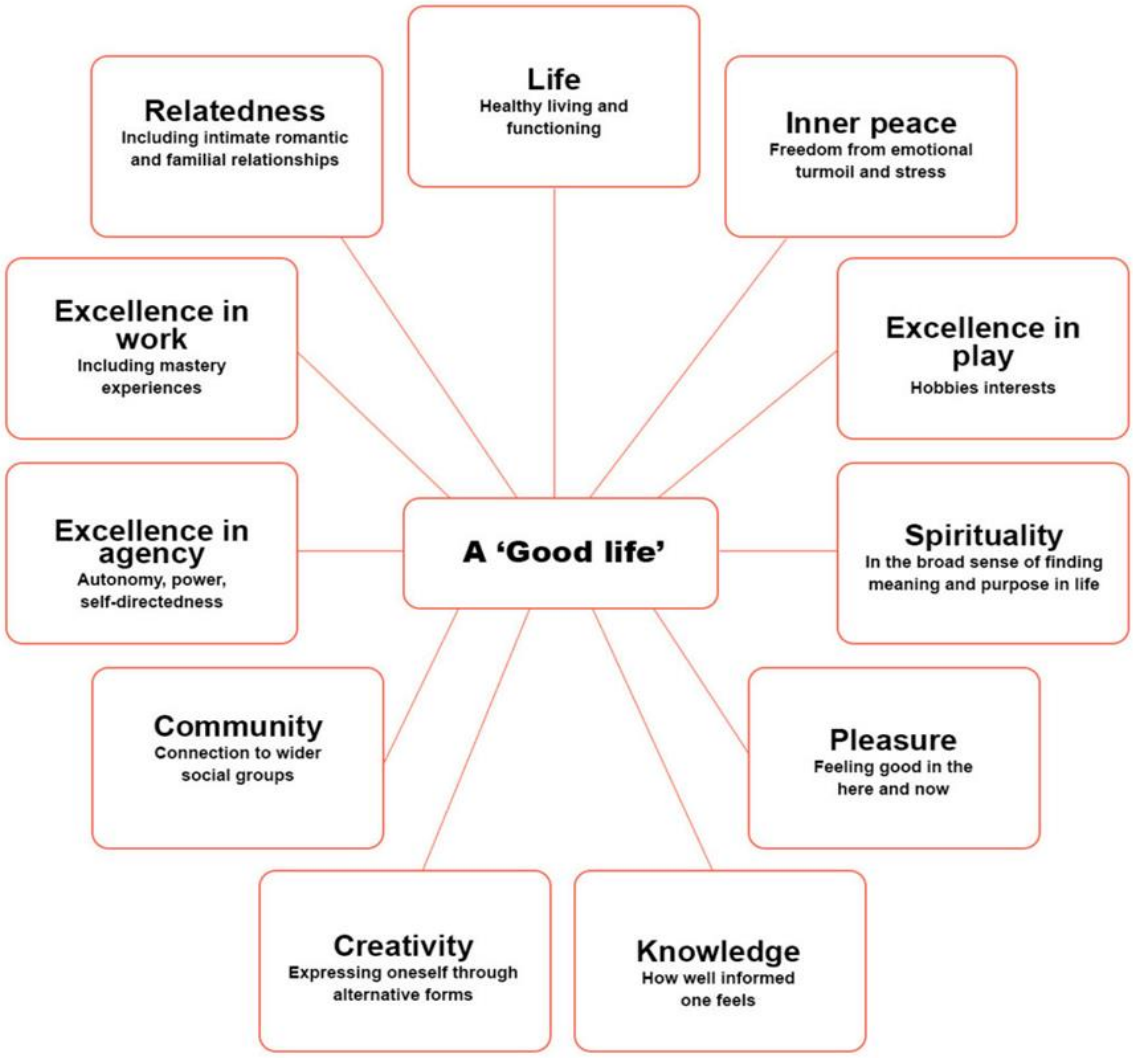


Figure 3. 1 Good Lives Model

3.4.1.1 Tenets of the Good Lives Model

The Good Lives Model (GLM) is a strength-based approach to offender rehabilitation that focuses on equipping individuals with the internal and external resources they need to live fulfilling lives while avoiding harm to others. The model emphasises the importance of identifying and cultivating an individual's strengths and values to help them achieve their goals in a prosocial and sustainable manner. The GLM identifies eleven primary goods, or areas of life that are important for well-being, and aims to help offenders access these goods in ways that are meaningful to them and do not harm others. The tenets of the GLM are briefly described below:

1. Life: This tenet encompasses physical health, healthy living, and overall well-being. It involves addressing issues such as substance abuse, promoting healthy habits, and providing access to healthcare to ensure individuals can live fulfilling lives.
2. Knowledge: This refers to the acquisition of information and understanding that is personally meaningful to the individual. It can include academic knowledge, practical skills, and an understanding of one's rights and responsibilities.
3. Excellence in Play: This emphasises the importance of engaging in recreational activities and hobbies that bring joy and fulfilment. It recognises that play is not just for children but is an essential aspect of well-being for people of all ages.
4. Excellence in Work: This focuses on achieving mastery and accomplishment in one's chosen field of work or vocation. It involves developing skills, pursuing meaningful employment, and experiencing a sense of competence and achievement in one's work.
5. Excellence in Agency: This refers to the ability to make choices, set goals, and take responsibility for one's actions. It involves developing autonomy, self-direction, and decision-making skills, empowering individuals to shape their own lives.
6. Inner Peace: This encompasses emotional well-being, freedom from emotional turmoil, and the ability to manage stress and adversity. It involves developing coping mechanisms, accessing mental health support, and cultivating inner resilience.
7. Relatedness: This emphasises the importance of healthy relationships with family, friends, and romantic partners. It involves building and maintaining strong social connections, fostering intimacy, and experiencing a sense of belonging.

8. Community: This refers to the connection to wider social groups and a sense of belonging to a community. It involves participating in community activities, contributing to the well-being of others, and feeling a sense of shared purpose.
9. Spirituality: This encompasses finding meaning and purpose in life, whether through religious or secular practices. It involves exploring one's values, beliefs, and spirituality to connect with something larger than oneself.
10. Leisure: This involves activities that promote relaxation, enjoyment, and a sense of well-being in the present moment. It can include hobbies, spending time with loved ones, or simply taking time for oneself.
11. Creativity: This refers to the expression of oneself through various forms, such as art, music, writing, or other creative outlets. It allows individuals to explore their emotions, develop their talents, and experience a sense of accomplishment.

These characteristics are the ideal objectives of rehabilitation that each correctional institution should aim to achieve. The same characteristics closely relate to the challenges and goals of juvenile rehabilitation in South African correctional facilities.

It has been noted that the GLM is a strengths-based rehabilitation framework that addresses the particular interests, skills, and aspirations of offenders. It can also be noted that the Model directs practitioners to explicitly create intervention plans that help offenders acquire the skills to achieve things and outcomes that are meaningful to them personally. It assumes that all human beings have similar aspirations and needs and that one of the primary responsibilities of parents, teachers, and the wider community is to help each individual to acquire the tools needed to shape their own path in the world. Offender behaviour arises when individuals lack the internal and external resources needed to satisfy their values through pro-social means. In other words, offender behaviour represents a maladaptive attempt to fulfil life values (Ward & Stewart, 2003).

Rehabilitation efforts should, therefore, equip offenders with the knowledge, skills, opportunities, and resources they need to fulfil their life values in a way that does not harm others. In its focus on the life values of a criminal, the GLM attaches great importance to the offender's ability to act. This means that offenders actively try to satisfy their life values with all the means at their disposal. The GLM's dual attention to an offender's internal values and

life priorities and external factors such as resources and opportunities lend it practical utility in omission-focused interventions like education in the juvenile correctional care setting.

In the same vein, as this study focuses on exploring the leadership and management practices of education practitioners in juvenile correctional secure care settings in South Africa, it is appropriate to use this model as a lens in designing interview questions and analysing data generated during interviews. Since incarcerated juvenile offenders go through education and training programmes as part of rehabilitation and preparation for re-entry and blending into society, the leadership and management of education are vital to the programmes. I, therefore, found it appropriate to integrate the Good Lives Model with the Transformational Leadership framework. According to Vandala (2019), it is assumed that through education and training programmes, the offenders gain skills and knowledge that increase their chances to regain self-sufficiency upon release. Therefore, an integration of the GLM and Transformational Leadership Model became a relevant approach for this study since the GLM guides practitioners toward leadership objectives like planning rehabilitation interventions for attaining primary goods (Azai, 2014). Ward and Gannon (2008) emphasise that the GLM perspective requires the implementation of rehabilitation programmes to take place in an environment where human rights are observed. Similarly, the South African context respects human rights as fundamental to the provision of correctional education programmes to incarcerated individuals.

While all humans are assumed to seek all primary goods to some degree, the weights or priorities given to particular primary goods reflect an offender's values and life priorities. Furthermore, the existence of a range of practical identities based, for example, on family roles, work and leisure, mean that a person can draw on different sources of value in different contexts, depending on the normative values underlying any practical identity.

Instrumental goods, or secondary goods, provide concrete means of securing primary goods and take the form of approach goals (Ward & Stewart, 2003; Vess et al., 2006). For example, completing an education might satisfy the primary goods of knowledge and excellence in work, while joining an adult sports team or cultural association might satisfy the primary good of the community. Such activities are inconsistent with dynamic risk factors, meaning that avoidance goals are indirectly targeted through the GLM's focus on approach goals. As such, education

officials seek to influence and refocus the juvenile offenders toward the primary good through leadership and management practices. Therefore, I found it appropriate to integrate the GLM with the Transformational Leadership Model.

3.4.2 The Transformational Leadership Model

The supporting conceptual framework for my study is the Transformational Leadership Model (TLM). Hill (2015) considers leadership as an incredible lever that supports the transformation of education in youth facilities. In support of that GLM which guides the management of juvenile correctional care settings, I utilised the tenets of TLM to mirror my interview questions. Throughout the literature, I also realised that juvenile secure care settings adopt different leadership styles to be effective, depending on the desired objectives. The nuances of TLM are essentially required for a holistic approach to rehabilitation and, especially more so, for the academic growth of an increasingly growing subgroup of juvenile offenders who need to achieve educational success (Fisher et al., 2015). For Grant and Osanloo (2014), transformational leadership is a process where both leaders and followers take each other through a higher level of morale and motivation. Bass (1985) explains that transformational leadership significantly changes the organisation and individual lives of workers. In this regard, the TLM is the best fit to use for data analysis when integrated with the GLM, considering that it addresses the individual's ability to formulate and select goals, create plans, and act freely in implementing those plans. Perceptions and values are redesigned, and so are employees' expectations and aspirations. Bass (1992) further emphasises that a leader's personality, traits, and ability to make a change through example, articulation of an energising vision, and challenging goals, all determine organisational change. Transformational leaders are idealised in the sense that they are moral exemplars of working towards the benefit of the team, organisation, and/or community.

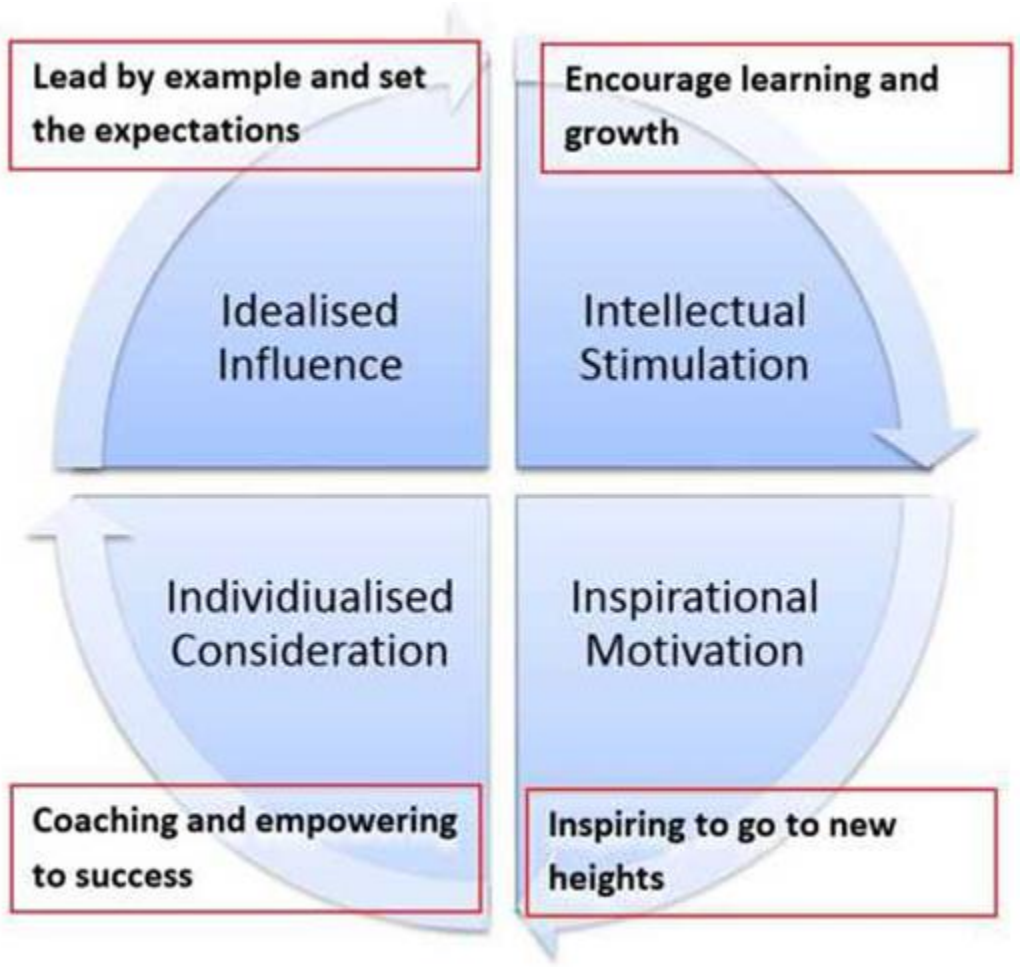


Figure 3. 2 **Transformational Leadership Model (Bass & Avolio, 1994)**

The TLM has the potential to propel awareness in education officials by promoting productive ideas, a synergic relationship, responsibility, educational concern and collective expectations (Anshari & Tihalimah, 2019). A transformational leader, by virtue of being a visionary, able to identify changes and transformation in a juvenile correctional secure care setting, would easily complement evidence-based instructional practices that produce positive student outcomes. Furthermore, transformational leaders would be able to promote organisational changes and motivate creative and innovative education officials and offender learners alike. Additionally, transformational leaders also build strong teamwork, promote positive working culture and maintain responsibility. Anshari and Tihalimah (2019) believe that transformational leadership is a solution in the leadership need in education; hence I find it relevant to support the GLM as a double lens for analysing the data for this research.

The Transformational Leadership Model (TLM) by Bass and Avolio (1994) emphasises the role of leaders in inspiring and motivating followers to achieve extraordinary outcomes. While the model itself does not explicitly address the influence of culture, it is important to recognise

that culture can significantly impact the effectiveness of transformational leadership. Cultural values, norms, and beliefs shape how individuals perceive and respond to leadership behaviours. In the context of juvenile corrections, understanding the cultural background of the offenders is crucial. Cultural factors can contribute to their involvement in criminal activities, and recognising these influences can help leaders tailor their approaches to rehabilitation. By being culturally sensitive and adapting leadership styles to resonate with the cultural context of the offenders, leaders can enhance the effectiveness of the TLM in promoting positive change and reducing recidivism.

From the two theories, the TLM and the GLM, discussed above and related literature reviewed in Chapter 2, I identified some concepts that can facilitate the understanding of leadership and management practices of education officials in juvenile correctional institutions. Put together with the data gathered, a conceptual framework emerged in form of four main constructs.

3.6 The Efficacy of the Integrated Conceptual Framework

The integrated conceptual framework, combining the Good Lives Model (GLM) and the Transformational Leadership Model (TLM), has proven to be a robust and effective lens through which to examine the leadership and management practices within juvenile correctional secure care settings in South Africa. In this section of the discussion, we delve into how these two models have acted as valuable conceptual frameworks, facilitating a nuanced understanding of the rehabilitation and academic growth of juvenile offenders.

3.6.1 Aligning Values and Objectives

The GLM serves as a foundational pillar of the integrated framework, emphasising the pursuit of primary goods as the ultimate objectives of rehabilitation within correctional institutions. These primary goods encompass various aspects of personal development, from knowledge acquisition to inner peace and relatedness (Ward & Stewart, 2003). By aligning the rehabilitation goals with these primary goods, the GLM underscores the importance of addressing the multifaceted needs of juvenile offenders.

In parallel, the TLM complements the GLM by providing a leadership framework that mirrors the pursuit of these primary goods. Transformational leaders, as envisioned by the TLM, are catalysts for personal growth and change (Bass, 1985). They inspire and motivate both education officials and juvenile offenders to aim for excellence in their academic pursuits and

personal development. This alignment of values and objectives creates a cohesive approach to rehabilitation, where leadership practices directly support the fulfilment of primary goods.

3.6.2 Empowerment and Responsibility

One of the central themes that emerge from the integration of the GLM and TLM is the empowerment of individuals within the correctional institution. The GLM emphasises an offender's ability to actively pursue their life values, highlighting the importance of autonomy and self-directedness (Ward & Stewart, 2003). This aligns with the transformational leadership principle of empowering followers to take responsibility for their actions and choices.

Through this integrated lens, it becomes evident that Educational Leadership and Management Officials play a pivotal role in fostering empowerment among juvenile offenders. They create an environment where young individuals are encouraged to take ownership of their educational journey and personal development. This empowerment is not only conducive to rehabilitation but also lays the foundation for responsible citizenship upon reintegration into society.

3.6.3 Building Relationships and Community

The GLM places significant emphasis on relatedness and community as primary goods. It recognises the importance of intimate, romantic, and familial relationships, as well as connections to wider social groups (Ward & Stewart, 2003). The TLM, in parallel, underscores the role of transformational leaders in building strong teamwork and promoting a positive working culture (Bass, 1985).

Within the integrated framework, these concepts converge to highlight the importance of relationships and community within the correctional institution. Education officials, guided by transformational leadership principles, actively work to foster a sense of community among stakeholders. They recognise that positive relationships between education officials, offenders, and other personnel contribute to a conducive learning environment. This sense of community not only enhances the rehabilitation process but also prepares juvenile offenders for successful reintegration, where their ability to engage in positive relationships is vital.

3.6.4 Collective Expectations and Change

Transformational leaders, according to the TLM, create collective expectations for positive change within organisations (Bass, 1985). They inspire individuals to work together toward common goals and facilitate organisational transformation. In the context of juvenile

correctional education, this aspect of transformational leadership aligns seamlessly with the GLM's focus on the pursuit of primary goods.

In practice, this integration means that education officials within correctional institutions not only aim to fulfil the primary goods for individual offenders but also create a collective expectation for positive change. This expectation encompasses academic excellence, personal growth, and the development of pro-social behaviours. By integrating these models, we recognise that leadership practices are not solely directed at individuals but also at the entire institution, with the goal of fostering an environment where everyone works towards the common objective of rehabilitation and successful reintegration.

3.6.5 Practical Utility and Holistic Approach

One of the key strengths of the integrated conceptual framework is its practical utility. Both the GLM and TLM provide actionable guidance for leadership and management practices within juvenile correctional secure care settings. While the GLM informs the rehabilitation objectives and values, the TLM offers a roadmap for leadership behaviours and strategies.

This practicality is especially relevant in the South African context, where the rehabilitation and academic growth of juvenile offenders are of paramount importance. By integrating these models in the emergent JUmbrella Framework for Leadership and Management of Correctional Education, this research has shed light on how leadership practices can be tailored to effectively address the needs of young individuals within the correctional system. The holistic approach encouraged by this integration recognises that rehabilitation encompasses not only academic development but also personal growth and transformation.

3.7 Chapter Summary

The conceptual frameworks used in this study are the GLM and TLM, with the purpose of deductively “mirroring” the interview questions and the data analysis process. These two frameworks did not serve to inform the outcomes of the research inductively. Educational leadership and management practices in juvenile correctional secure care settings aim to transform the lives and attitudes of the juvenile offenders to focus on the primary goods.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction to Research Design and Methodology

In the previous chapter, I described the conceptual framework guiding data analysis of the study, including the Good Lives Model and the Transformational Leadership Model. From related literature reviewed (see Chapter 2), an array of empirical data on leadership and management of education and juvenile correctional institutions is presented. The scarcity of qualitative studies in leadership and management of correctional education is very evident. For this reason, I opted for a qualitative study to explore the leadership and management practices of education officials in juvenile correctional institutions and how these practices relate to rehabilitation of juvenile offender learners. A qualitative research design will allow me to use a set of ideas to deduce a framework emerging from the methodology.

In this chapter, I discuss the methodological issues and research methods I used to answer the research question with an explanation of my choices. It is important to use methods that comprehensively capture rich data from the experiences of education officials in leading and managing change in the juvenile correctional secure care settings. I have chosen a qualitative research methodology, specifically, a constructivist grounded theory approach. I discuss and justify the research methodology that includes the research paradigm (methodology), philosophical assumptions, research design, research methods, research questions, setting, and selection of participants. Furthermore, I provide a sequenced description of data generation techniques, data analysis techniques, assurance of trustworthiness, and a summary of conclusions with ethical considerations. Lastly, I discuss the limitations and delimitations of the study.

This qualitative Constructivist Grounded Theory (CGT) study sought to explore educational leadership practices of education officials in different leadership roles within juvenile correctional settings. A constructivist paradigm, drawing from the Good Lives Model, was the lens used to view the open-ended and exploratory questions for the study. The data was obtained from comprehensive interviews and available documentation from juvenile correctional institutions educators regarding their experiences, knowledge, beliefs, obstacles, rewards, and ecological factors toward educational leadership.

4.2 The research paradigm

In this section I begin by discussing the paradigms in research based on Creswell and Creswell's (2018) assertion that paradigms still influence the practice of research. The type of knowledge pursued by the research problem was Interpretive, reflecting my relativist ontological positioning. Relativism rejects the concept of absolute truth and considers reality to be conditional, local, personal, and capable of taking on various forms depending on the perception of each participant (Lincoln et al., 2018). As a result, the definition of educational leadership and management practices to one education official may differ from the definition and understanding of the other education official. Further to that, issues of educational leadership and management practices may be impacted by the context of this discussion, with different issues arising at different occasions. I proceed to the relativist paradigm which I selected as the underlying worldview for analysing this entire thesis.

According to Durrheim (2009), Creswell (2007), and Nieuwenhuis (2010), every scientific investigation is embedded in a specific research paradigm. Paradigms are broad philosophical perspectives that researchers bring to their study, influencing their understanding of the world and their approach to research (Creswell & Creswell, 2018).

4.2.1 Paradigms or worldviews in research

To strengthen their research design, researchers must select a research paradigm consistent with their beliefs regarding nature and reality, according to Mills, Bonner, and Francis (2006). According to Fossey, Harvey, McDermott, and Davidson (2002), a paradigm is a system of ideas or worldviews used to develop knowledge, as well as a collection of shared assumptions, research methodologies, and rigour specifications that research communities take for granted. Denzin and Lincoln, (2005, p. 183) define paradigms as the researcher's "net" that holds the ontological, epistemological, and methodological beliefs, and refer to the "taken for granted" aspects of a paradigm as 'first principles, or ultimate.'

Nieuwenhuis (2010) asserts that all scientific research is situated inside a certain research paradigm, which serves as a framework for constructing research methodology and approaching the research endeavour in a manner that is both valid and suitable. A paradigm is a collective perspective that encompasses the beliefs and values within a specific field of study and provides guidance for problem-solving methods (Schwandt, 2014). Hollweck (2016) defines a paradigm as a framework that encompasses a worldview shaped by philosophical

assumptions regarding the nature of social reality (ontology), methods of acquiring knowledge (epistemology), and ethical and value systems (axiology). Put simply, a paradigm is a framework for comprehending the nature of the universe and examining it through the prism of philosophical assumptions.

4.2.2 Nature of research inquiry: Interpretivist/Constructivist paradigm

The interpretivist/constructivist paradigm originated from the philosophical concepts of Edmund Husserl's phenomenology and the study of interpretative understanding known as hermeneutics by Wilhelm Dilthey and other German philosophers (Mertens, 2005, p.12). The interpretivist/constructivist methods to research aim to comprehend the realm of human experience, suggesting that reality is shaped by social constructs. The interpretivist/constructivist researcher places emphasis on understanding the perspectives of the individuals involved in the study. They recognise that their own background and experiences might influence the research Creswell (2003, p. 9). Contrary to post positivists, constructivists typically initiate their research method by generating or inductively developing a theory or pattern of meanings, rather than starting with an existing theory. The constructivist researcher frequently utilises qualitative data gathering methods and analysis, or a combination of both qualitative and quantitative methods (also known as mixed methodologies). Quantitative data can be employed to enhance or elaborate on qualitative data, hence enhancing the level of detail.

The interpretive perspective of this study stems from a combination of the Interpretivist Research Paradigms and Constructivist Grounded Theory (hence Interpretivism/Constructivism). Hessy-Biber and Levy (2011) contend that social meaning is created during interaction and people's interpretation and interactions, and the only way to understand social reality is from the perspective enmeshed within it. This triangulation of paradigms in this study was intended to enhance accurate understanding of data since interpretive data analysis questions were the best way to arrive at the understanding of the nature of leadership and management of education in juvenile correctional secure care settings.

Grounded theory (GT) has several distinct methodological genres: traditional GT, evolved GT and constructivist GT (Birks & Mills 2015). The third genre, Constructivist GT, developed and explicated by Charmaz, is deeply rooted in constructivism (Chamberlain-Salaun et al., 2013). While proponents of grounded theory (GT) claim that it is an inductive methodological approach, some scholars argue that it is not possible to have purely inductive GTs given

researchers' involvement in data collection and analysis (Mitchelle, 2014). This view has led to the introduction of constructivist GT.

The methodological foundations of Constructivist Grounded Theory are based on the process by which individuals create and assign significance to their experiences within the field of study. According to Andrew, Pedersen, and McEvoy (2011), constructivism is the acknowledgment that the nature of reality is shaped by the cognitive abilities of humans as they engage with their experiences in the physical world. By including human cognitive processes into the understanding of reality, one embraces the concept of constructivism. Constructivist theory posits that the concept of truth is contingent upon an individual's subjective viewpoint. According to Andrew et al., (2011) and Baxter and Jack (2008), constructivism is a research philosophy that acknowledges the significance of humans subjectively creating meaning, but completely rejects any notion of objectivity (Baxter & Jack, 2008).

Drawing inspiration from the notion that reality is socially constructed (Searle, 1995), I chose constructivism as my research framework to facilitate an intimate dialogue with the participants and to allow them to share their personal experiences (Crabtree & Miller, 1999). Considering a set of assumptions regarding the realities of leadership roles in creating effective changes in the teaching and learning processes, I adopted a 'near ethnographic' understanding constructivist approach to co-construct experience and meanings with participants (Charmaz & Bryant, 2011). I partially immersed myself in the correctional institutions and followed through the everyday lives of the education officials during observations. In the same vein, closely looking at the leadership roles and practices juvenile correctional education officials engage in to influence positive learner outcomes in juvenile correctional institutions, constructivism matched the approach of this research.

I utilised descriptions of reality by Education Officials to get an improved understanding of the changes in their leadership and management practices as they relate to juvenile rehabilitation. Creswell (2017) observes that constructivism assumes that meaning is socially constructed and, considering that a phenomenon can have multiple meanings, be varied and subjective. As a result, meanings were socially constructed from discussions and interactions with education officials during the data generation process.

4.3 The Philosophical Perspective of the Study: (Epistemology, Axiology and Ontology)

Denzin and Lincoln (2011) regard philosophical assumptions (ontology, epistemology, axiology, and methodology) as fundamental principles that are integrated into interpretive frameworks employed in qualitative research. Creswell (2017) identifies four philosophical assumptions: axiological (the role of values in research), ontological (the nature of reality), epistemological (how researchers know what they know), and technique. The four philosophical assumptions guide that a researcher must possess an in-depth understanding of the constituents of paradigms as they encompass the fundamental assumptions, beliefs, norms, and values upheld by each paradigm (Kivunja & Kiyini, 2017). Thus, by situating this research inside the constructivist paradigm, I adhered to and followed the assumptions, beliefs, norms, and values associated with this paradigm. Consequently, I explain my comprehension of these components in the next section.

4.3.1 Relativist Ontological Assumptions of the Study

Ontology is the study of reality or the elements that constitute reality (Slevitch, 2011). According to Guba and Lincoln (1994), ontological consideration pertains to the structure and essence of reality. It focuses on understanding the true nature of objects and how they function. Creswell (2007) defines ontology as a philosophical belief about the nature of reality. Ontology pertains to the categorisation of entities that exist in the realm of society, as well as the underlying assumptions on the structure and essence of this social reality. The question at hand pertains to the existence of social reality separate from human comprehension and interpretation. Specifically, it explores whether there is a collective social reality or if there are various realities that are peculiar to different contexts.

This study focused on the leadership and management practices of Education Officials in juvenile correctional secure care settings in South Africa and how these practices influence the rehabilitation of juvenile offender learners. The ontological position aligned with my belief that the understanding and implementation of leadership and management practices can vary among Education Officials due to individual perspectives and the specific context of the correctional facility. My aim was to explore these diverse realities and co-construct a theory that explains the most effective strategies for Education Officials in managing leadership and management in juvenile correctional secure care settings.

Therefore, the knowledge explored by the research questions of this study was subjective in character, reflecting my relativist ontological perspective. Relativism denies the concept of objective truth, viewing reality as situational, subjective, and personalised, capable of taking on various shapes depending on individual perspectives (Lincoln et al., 2018). As a result, one Education Official's understanding of leadership and management practices may differ from the other. Furthermore, questions of educational leadership and management may be influenced by the educational context, which may include the fundamental issues surrounding education in juvenile justice secure care settings.

Additionally, the complex educational leadership practices involve several different elements such as climate, financial support, educational resources, curricula, and appropriate policies and processes. I opted for a relativist ontological approach to accept the potential of multiple constructions emerging from how education officials understand leadership and management in juvenile justice secure care settings. For educational officials in juvenile justice secure care facilities, reality was also seen as value-laden, involving, subjective interpretation of the influence of culture, context, and previous experience, which aligns with relativism's ontological assumptions (Lincoln et al., 2018).

4.3.2 Constructivist Epistemological Assumptions of the Study

The epistemological position of this study determined a qualitative analysis premised on the belief that individuals, including researchers, actively create the reality they perceive. Research within the constructivist paradigm starts with the examination of first hand experiences and delves into the process by which participants construct the experiences, as stated by (Charmaz, 2014). This form of research involves a collaboration between the researcher and participants in creating shared meaning of the phenomenon being studied. In this study, I collaborated with Leadership and Management Officials and other Correctional Officials to create a shared meaning of leadership and management practices of education officials in juvenile correctional secure care settings in South Africa. According to Creswell (2007), epistemology is a qualitative aspect of philosophical assumptions that examines the interconnectedness between the researcher and the participants, rather than viewing them as separate entities, thus highlighting the proximity between the researcher and the participants of the study. Epistemology is the branch of philosophy that examines the methods and prerequisites for acquiring knowledge, including the ways in which individuals might ascertain the existence of things. The two primary epistemological frameworks for understanding knowledge are

positivism and interpretivism. The labels "constructivism" and "naturalistic" are frequently used in the literature, sometimes inconsistently, to describe interpretivism (Guba & Lincoln, 1994).

The theory of knowledge to which we subscribe has profound implications on the research questions, data collected, and relationships with research participants, and data analyses procedure. Charmaz (2017) argues that, despite attempts at neutrality, all research methodologies reflect underlying value positions and deeply held assumptions. My assumption for this study was that leadership and management practices are vital components in rehabilitating juvenile offenders. This assumption is rooted in my experience as an education manager, where I have seen the transformative power of effective leadership and management in educational settings. I believe that the same principles can be applied to juvenile correctional education, where the goal is to rehabilitate young offenders and prepare them for successful reintegration into society. These assumptions, manifested in both subtle and obvious ways, shaping my entire research process. One particularly contested assumption is Glaser's (2013) assertion that researchers can approach a study entirely devoid of preconceptions. This notion of pure objectivity in Grounded Theory is a point of much debate. Glaser argues that the researcher's interpretation of data is preconceived by reading earlier research and theory. Because the first research question questioned how education officials construct leadership and management practices, a constructivist epistemological method was most compatible with it.

This raises a crucial question: how do the lessons learned about educational leadership and management, gleaned through constructivist research methods, translate for education officials operating in the unique environment of juvenile justice secure care settings? Acknowledging the inherent subjectivity of constructivist research, where findings are co-created through the dynamic interplay between researcher and participants (Lincoln et al., 2018), it becomes clear that my own prior knowledge and experiences could not be entirely bracketed off during the investigation of this phenomenon. This awareness necessitates a critical self-reflexive approach, constantly interrogating the potential influence of my own biases and assumptions on the interpretations and conclusions drawn from the research. Ultimately, this interplay between external research insights and internal self-awareness can pave the way for a more nuanced and comprehensive understanding of how to effectively lead and manage education within the complex and challenging domain of juvenile justice secure care settings.

Furthermore, my personal opinions, perspectives, and understanding from previous experiences were reflexively regulated in order to be critically engaged with prioritising the participants' perspectives and not mistakenly force the data (Charmaz, 2018). I used reflexivity to ensure awareness of the participants' key concerns about educational leadership and management practices, while also acknowledging both my perspectives and those of my participants.

My fundamental assumptions about the social world and the research process are inextricably linked to my personal and social experiences (Smith, 2013). Embracing this, I actively cultivate "an inquisitive sensitivity to personal biography" (Sullivan, 2017, p. 12), viewing my unique perspectives as a valuable resource for understanding my research. Within this personal narrative lie the researcher's underlying attitudes and perspectives, which significantly influence how they interact with and contribute to the research study (Davies, 2008). From my twenty years of experience as an educator, there was interaction with juvenile offenders before and after spending time in juvenile justice secure care facilities. I found myself oscillating in constructs like; change management, equality of educational opportunity, evidence-based education, transition, and rehabilitation. It was mostly about the changes required for managing the education of children and youth in the juvenile justice system. As an educator, my knowledge revolved around the creation of an education system that transforms the behaviour of young offenders.

As a result, I honed critical faculties to rigorously analyse the conceptual framework. My pre-existing assumptions about the world and research methods shaped my initial standpoint and influenced my actions throughout the study – what I did, when, how, and the extent to which my perspectives evolved (Charmaz, 2017). While earlier grounded theorists prioritised knowledge of the tangible and observable, Charmaz argues that Constructivist Grounded Theory (CGT) focuses on understanding how, when, and to what extent perspectives change during the research process. CGT acknowledges its own situatedness within specific temporal, spatial, and contextual parameters, rather than claiming detachment from its origins. Its aim is to promote conceptual understanding, not definitive explanations or predictions. My own research reflected this; I acknowledged myself as an integral part of what I observed, unable to fully extricate myself from it. My perspectives, rather than being fixed and evident, were multifaceted and open to interpretation (Charmaz & Henwood, in press).

The perspectives of participants' evolved with their individual experiences, and varied among the education officials interviewed. The perspectives were deeply embodied in the experiences. Similarly, my perspective changed throughout my engaged with the data and developing analyses. Adhering to CGT involves considering various perspectives and how they evolve and fluctuate (Charmaz, 2017).

4.3.3 Axiological Assumptions of the Study

From an axiological perspective, researchers in the constructivist paradigm acknowledge that all research is influenced by values, including the researcher's own value systems, the underlying theory, the paradigm being employed, and the social and cultural norms that apply to either the researcher or the participants (Creswell, 2007). Carnaghan (2013) suggests that in qualitative research, when addressing the axiology component of the research philosophy, it is necessary for a researcher to openly acknowledge any personal beliefs and biases, as well as the inherent value-laden nature of the information collected from the field. According to Lee and Lings (2008), axiology essentially pertains to the objectives or goals of the research. This research philosophy branch aims to ascertain whether a researcher's objective is to elucidate or forecast phenomena in the world, or solely to comprehend them.

The overarching aim of this study was to understand the nature of educational leadership and management practices in juvenile correctional secure care settings. My bias towards transforming the lives of young offenders through educational leadership practices constituted the axiological position of this study. As a result, due to the potential subjectivity of the research, I worked with a small sample of information rich participants that gave me in-depth investigations. I believe that juvenile offenders deserve a second chance at educational opportunities and that equitable distribution of such opportunities and other educational resources is vital in order to allow them to excel in their academic performance. Additionally, juvenile offenders can transform their lives through relevant leadership and management practices within correctional institutions.

4.4 Methodological Approach to the Study

4.4.1 Qualitative Research Design

The study employed a qualitative approach, specifically utilising a constructivist grounded theory methodology. Creswell and Creswell (2018) argue that qualitative researchers have a range of options to choose from, including narrative, phenomenology, ethnography, case study,

and grounded theory. Congruently, Gilliland (2014) defines the methodological research approach as the particular manner in which a researcher conceptualises the process of conducting research. To generate ideas in a study through the process of induction, a qualitative researcher depends on analysing and discussing the perspectives of participants within the specific setting in which they occur. For this study, I chose to use a qualitative research approach because of its distinct characteristics that promote a deep connection with research participants, allowing for a thorough investigation into the topic being studied. Similarly, Creswell (2012) asserts that qualitative research is most appropriate for investigating a study problem when the variables are unknown, and exploration is necessary. Given the scarcity of research on leadership and management in juvenile correctional education, I sought to gather more insights through participant investigation. In addition, a qualitative methodology was more desirable as my objective was not to make predictions, but rather to comprehend and elucidate the phenomenon of the leadership roles and practices of juvenile correctional educational leaders.

4.4.2 Grounded Theory Approaches

This study draws upon the tenets of grounded theory methodology, which Holton et al., (2015) define as the process of unearthing patterns within data. While Glaser (1965) champions an earlier interpretation, viewing it as a means of extracting novel knowledge directly from data, leading to the emergence of data-driven categories, this approach hinges heavily on direct, often limited empirical evidence and tends to focus on fundamental social processes (Charmaz, 2006). In contrast, Strauss (1987) proposed the verification approach, later amplified by Corbin and Strauss (1990; 1998). This iteration emphasises their newly minted technical protocols over the comparative methodologies favoured by earlier grounded theory approaches. Glaser (1992) contends that their methods constrain data and analysis to fit preordained categories, contravening the core principles of grounded theory. Notwithstanding his critique, Strauss and Corbin (1998)'s contribution remains a fundamental reference point for burgeoning researchers. This study delves into the evolving trends in leadership and management practices employed by juvenile correction educators.

Grounded theory is propounded by sociologists Glaser and Strauss in their fundamental publication, *The Discovery of Grounded Theory* (1967). A ground-breaking approach to social research, which is aimed at ‘discovering’ a theory within the data generated rather than relying on pre-existing ideas or preconceptions. During the mid-20th century, positivism dominated

the research landscape. This empirical paradigm, characterised by controlled experiments and statistical analysis, focused on verifying existing theories by testing and disproving competing hypotheses (Denzin & Lincoln, 2018). However, in 1967, Glaser and Strauss challenged this hegemony with the ground breaking introduction of grounded theory. This revolutionary methodology shifted the focus from theory validation to theory generation, empowering social scientists to construct knowledge from the ground up (Glaser & Strauss, 1967). Unlike the rigid frameworks of positivism, grounded theory provided a flexible and systematic approach to qualitative research, offering a robust and credible design for investigating multifaceted social processes and lived experiences (Stern, 2013; Charmaz & Bryant, 2016).

Numerous qualitative researchers had earlier been advised that their study was "impressionistic, anecdotal, unsystematic, and biased" due to the dominance of quantitative positivism (Charmaz, 2014, p. 6). Consequently, grounded theory empowers qualitative researchers by offering a clear voice and practical tools. No longer relegated to the side-lines, they were equipped with a systematic approach to analysing qualitative data and forging theories about social processes. This transformative methodology transcended its sociological origins, burgeoning in popularity across diverse fields. Now, education (Bytheway, 2018), business (Gligor et al., 2016; Holton & Walsh, 2017), and information systems (Foley & Timonen, 2015; Holloway & Galvin, 2017; Birks et al., 2013; Urquhart, 2013) all embrace grounded theory, testament to its versatility and adaptability.

The journey of grounded theory has been one of dynamic evolution, mirroring its increasing popularity and interdisciplinary reach. While Glaser and Strauss are celebrated as first-generation theorists, their seminal work, "The Discovery of Grounded Theory" (1967), offers more of a toolbox than a rigid methodology (Hall et al., 2013). Interestingly, these pioneers held contrasting philosophical roots – Glaser hailing from Columbia's positivist camp and Strauss immersed in Chicago's pragmatist and symbolic interactionist traditions (Birks & Mills, 2015). Despite this lack of explicit philosophical clarity, they managed to merge their distinct sociological perspectives, forging a collaborative path for grounded theory's construction.

In retrospect, critics have viewed the classic version of grounded theory, with its reliance on realist ontology and objectivist epistemology, as echoing a positivist paradigm (Markey et al., 2014). Glaser remains a champion of this traditional, objectivist approach, insisting the researcher acts as a neutral observer, gleaning evidence to uncover pre-existing theory as an

external reality. However, Strauss diverged in a later edition, retaining the core methodologies, strategies, and tools of grounded theory, but incorporating a relativist perspective open to considering multiple realities (Corbin & Strauss, 2015; Strauss, 1987). This internal debate surrounding the conduct of grounded theory studies, as Ralph et al., (2015) note, illustrates the methodology's "methodological dynamism." Symbolic engagement with surroundings, concurrent interpretations of societal shifts, and generational advancements among researchers all contribute to a continuous, dynamic evolution, resulting in diverse interpretations and applications of the grounded theory approach (Ralph et al., 2015).

In addition to exploring first-generation grounded theory methodologies, encompassing both Classic and Straussian approaches (GT), this study further investigated the philosophical underpinnings of research through constructivist grounded theory, situational analysis, and dimensional analysis.

4.4.3 Rationale for using grounded theory research approach

Grounded theory (GT) was chosen for data generation and analysis, with the aim of generating a descriptive and explanatory theory for leadership and management of education of juvenile offenders. In this study, GT research aimed to develop a theory based on a structured and methodical approach to generating, analysing, and coding data concerning the examined phenomenon's core social processes (Glaser, 1998). My principal motivation for using grounded theory was to develop a substantive understanding related to educational leadership and management practice in juvenile justice secure care settings in the African context. Charmaz (2015) emphasises the use of grounded theory in establishing concrete evidence for research in education. The researcher employs an inductive method known as theory discovery, which involves developing a conceptual framework based on empirical data. This approach, as described by Martin and Turner (1986) and Glaser & Strauss (1967), is particularly suitable for the current study's objective of identifying a theory that explains the most effective strategies for education officials in managing leadership and management in juvenile correctional secure care settings.

Grounded theory proposes a method for closely examining qualitative data to construct systematic theories about the phenomena under investigation. Mohajan (2018) proposes that grounded theory is very suitable for analysing qualitative data obtained from participant observation, face-to-face interactions, semi-structured or unstructured interviews, case studies, or documentary sources. The research primarily employed semi-structured interviews,

unstructured interviews, and documentary sources to generate a substantial volume of data. This data was collected in various formats that were not standardised and difficult to forecast. Embracing the grounded theory approach for this study, provided me with a systematic method for sorting and analysing this data. This research extensively relied on the utilisation of grounded theory because it generates a written record of the progress of data analysis. Therefore, it is consistently feasible to track the origin of any thought or model by retrospectively examining the data and notes.

Engagement with grounded theory methods fosters a fresh perspective on data, inviting the researcher to delve into ideas through early analytic writing (Charmaz, 2006). Its greatest contribution is made in areas where research is limited like the leadership and management of juvenile correctional education in Africa. This area lags its counterparts in Europe and the US, with leadership and management practices in such settings barely scratching the research surface (Coker, 2020; Coffey, 1994). This dearth of existing work implies many crucial variables influencing this phenomenon are yet to be unearthed.

The utilisation of grounded theory is suitable for this inquiry as it produces a theory that may serve as a preliminary basis for subsequent examination of this phenomena and its associated matters. Subsequent studies can employ other qualitative research methodologies, quantitative approaches, or a combination of both to examine, confirm, or expand upon the qualitative assertions that emerge from this research. The grounded theory asserts that to generate precise and valuable conclusions, it is imperative to integrate the intricacies of the organisational environment into the comprehension of the phenomena, rather than oversimplifying or disregarding them (Mohajan, 2018). To construct a theory, it is necessary to acknowledge and consider the broader contextual factors that have been proven to impact the phenomenon being studied. In this study, I ventured to understand how the broader issues that affect leadership and management practices of education in the correctional institutions.

Several conceptual frameworks highlight the importance of the organisational context in influencing the use of technology inside organisations. This research is likewise guided by this belief. Hence, employing a grounded theory approach enabled this researcher to incorporate and examine this pivotal organisational component. Therefore, employing the inductive methodology in this study involved this researcher methodically gathering, coding, categorising, and analysing data to develop a theory, that explains the observed events. In relation to the way school leaders merged education in the correctional programmes. Glaser

and Strauss (1967) assert that the approach in question possesses the capacity to facilitate the formulation of theories that pertain to the dynamics, sequences, and transformations occurring within organisations, positions, and social interactions. Therefore, a method that expressly incorporates components of process and context is very suitable in this case. The interpretive perspective of this research aligns well with the three qualities of grounded theory, namely inductive, contextual, and processual. In this study, I used the three qualities (of Grounded Theory, inductive, contextual and processes) to understand the leadership and management practices in juvenile corrections and pave way for changes and improvement in policy and practice.

The primary emphasis lies in constructing a description and explanation of the phenomena that is grounded in its specific context, rather than presenting a detached and unchanging description only based on cause and effect. (Japhet & Usman, 2013; Heleena et al., 2014). The research develops theory that describes and explains the practices of leadership and management in terms of interaction of contextual conditions, actions, and consequences, rather than explaining variance using independent and dependent variables (Orlikowski, 1993). Adopting the grounded theory allowed me to direct, manage and streamline data generation and further construct an original analysis of my data. The data formed a foundation of the theory, and the analysis of these data generated the concepts that were constructed. Generating data to develop theoretical analyses from the beginning of a project allowed me to discover the realities within the research settings. I was also able to study how the participants explain their statements and actions and make analytic sense out of them.

The inherent flexibility of grounded theory, coupled with its iterative approach of data generation and analysis, were key factors in its selection for this. This adaptability allows researchers to capture the fluidity of a topic as it evolves and changes during the research process (Charmaz, 2014). Given the dynamic nature of both educational leadership and management practices within juvenile justice secure care settings, which are subject to continual shifts in policy, technology, political pressures, and their underlying knowledge bases, an adaptable research approach was deemed essential (Batchelor, 2013; Kopnina & Shoreman-Ouimet, 2015; Marshall & Toffel, 2005). While the term "grounded theory" can be ambiguous, referring to methodology, research design, procedures, or outcomes interchangeably (Bryant, 2017), in this study it encompasses the entirety of the research process.

4.4.4 Constructivist Grounded Theory (CGT) Critique

Mixing diverse methodologies within a grounded theory investigation, according to Glaser (2002b), is "downgrading and degrading the GT purpose of conceptual theory" (Glaser & Holton 2007, p. 48). Several scholars have expressed concerns regarding the employment of hybrid or "mixed" grounded theory approaches. Specifically, Evans (2013, p. 46) argues that "method slurring," wherein elements from various methodologies are blended, "detracts from rather than improves the research's quality." Similarly, Breckenridge et al., (2012) urge against a "pick and mix" approach, advocating for clarity and adherence to a singular path. Simmons (2011) goes further, advocating for strict adherence to Glaser's foundational methodology, arguing that only by doing so can a "deeper and richer" grounded theory be achieved. According to Birks and Mills (2015, p. 4), "Few things are ever black and white, especially when it comes to research with an overtly interpretive component, and there is much to be learned from all antecedent grounded theorists."

In light of the aforementioned perspective, I adopted the more adaptable stance advocated by Birks and Mills (2015), in contrast to the assertions made by Glaser (2002b), Evans (2013), and Simmons (2011) that researchers ought to exclusively employ the conventional grounded theory approach. Nevertheless, I maintain that other approaches can be employed, provided that the fundamental methodology remains consistent throughout the study. Given the fact that the boundaries between various grounded theory methods are unclear and can be crossed, it was justified to have the ability to utilise diverse grounded theory approaches as needed. Consequently, I determined that integrating additional grounded theory tools and procedures into a constructivist approach improved rather than hindered the research design.

Charmaz's (2014) constructivist technique received criticism from scholars due to its modifications from the original classic form, which led to doubts about its authenticity as a grounded theory process. Glaser (2002b) and Hernandez and Andrews (2012) proposed that the constructivist technique generates 'descriptive theory' through qualitative data analysis, but classic grounded theory is the only method to uncover an 'explanatory theory'. I employed a constructivist epistemological approach to develop a theory by collaboratively constructing meaning from the generated data with the participants. As the theoretical integration progressed, I employed more extensive levels of abstract conceptualisation to meticulously and methodically evaluate the data for patterns, correlations, and connections.

The study yielded an explanatory theory since it 'explained,' not merely 'described,' the meaning of educational leadership and management to educational officials working in the juvenile justice secure care settings as well as the influencing social processes. In addition, in Chapter 5, I have illustrated how this study employed the same basic procedures as other grounded theory approaches. This study leverages a suite of grounded theory techniques to generate a theory concerning educational leadership and management practices within juvenile justice secure care settings. Key strategies employed include memoing, concurrent data collection and analysis, the constant comparative method, coding and categorisation, theoretical sensitivity, theoretical sampling, and theoretical integration. By focusing on theoretical saturation and deriving theory directly from data rather than pre-existing conceptual frameworks, this research achieves a nuanced and grounded understanding of this complex and dynamic field.

Gibson and Hartman, (2014) support methodological diversity in grounded theory research, encouraging variation – as long as the distinctions are clearly outlined. Given the higher level of conceptualisation in comparison to qualitative data analysis, I agree with them that a constructivist approach goes beyond mere data re-description. Gibson and Hartman (2014) strongly refute any assertion that constructivist grounded theory lacks grounding in theory. Recognising the implications of adopting a constructivist grounded theory approach might prevent the gradual shift away from grounded theory and towards incoherence. Gibson and Hartman (2014) emphasise a constructivist method that combines elements of openness and closure simultaneously. A constructivist researcher remains receptive to discovering meaning while also narrowing their attention to the participants' perceptions of their everyday experiences. Another aspect to consider is how data collection is influenced by the researcher's involvement in shaping the interpretation, rather than being a completely impartial process (Gibson & Hartman, 2014). I resolved the contradiction of both being open and closed by consciously regulating my interests, experiences, and possible influences, avoiding any forced accumulation of facts and construction of theories.

Critics of constructivist grounded theory have raised concerns over the interchangeable usage of the terms "social constructionism" and "constructivism" in constructivist grounded theory literature (Andrews 2012; Glaser, 2002b). Nevertheless, these two concepts are inherently interconnected as they both adhere to a symbolic interactionist perspective, which posits that humans construct significance through personal interpretations expressed through language (Vall Castello, 2016). While constructivism focuses on the individual's interpretation of

meaning, constructionism underlines the collective process of generating and transmitting meaning. Constructivists' view meaning as the product of an individual's interpretation of personal experiences rooted in their lived events and actions. On the other hand, social constructionists perceive meaning-making as a sociological phenomenon that emerges from people's interactions and relationships (Burr, 2015). In other words, constructivism places greater emphasis on the individual, while social constructionism adopts a more comprehensive perspective on various sociological divisions of the community.

4.5 Sampling and selection of participants

Meaningful data generation involves rigorous thinking about the nature of participants and sampling procedures (Ndofirepi, 2015). This study drew conclusions about leadership and management practices from the perceptions of individuals who hold diverse positions that are central in the education of juvenile offenders. The inclusion criteria were intentionally expansive, encompassing individuals employed in juvenile justice secure care institutions or those engaged in educational leadership and management practice in any capacity. Being a grounded theory study, this approach provided flexibility in inviting diverse participants as the research advanced, while employing theoretical sensitivity to guide the sampling process. The criteria for exclusion were determined by the absence of prior expertise in educational leadership and management among education officials. I made an effort to exclude those who lacked substantial information.

4.5.1 Initial purposive sampling (before theoretical sampling was possible)

Qualitative research only has one sampling approach; purposive sampling and its variations that include judgemental sampling (Cohen, Manion & Morrison, 2018). In this study, I intentionally utilised information drawn from five groups of people based on a non-probability sampling process that is not centred on a calculated selection criterion (Creswell, 2018). As prescribed by Creswell (2012), I used some of the different strategies of purposive sampling.

Predetermined by a specific purpose, I selected four participants who included a Station Education Officer, Senior Education Officer and Officer in Charge to give insight on their experiences regarding the leadership and management of education in juvenile correctional secure care settings. In addition, an Education Psychologist, Anger Management Specialist and the Area Commissioners were also invited to volunteer their participation in the research.

Marshall and Rossman (2011) posit that if a study is of a specific programme, organisation, place or region, some detail regarding the setting must be provided. The researcher must outline a rationale why the setting is preferred over others. Qualitative research is dominated by purposeful sampling in its various forms; "sometimes called purposive sampling, judgment, or judgmental sampling" (McMillan & Schumacher, 2006, p. 126). In this research, I purposefully selected 'information-rich' education officials with leadership experience in JCIs for an in-depth study (Patton, 1990). Creswell (2007) argues that the researcher selects participants and research sites for their ability to purposefully contribute to a better understanding of the research problem. I purposefully selected individuals who were capable of offering precise and ample data about this topic under investigation (Yin, 2011). The goal was to construct a sample that may be reasonably inferred to be a true reflection of the entire population (Michael, 2011). One way to achieve this is by using expert knowledge to deliberately choose a sample of elements from a population that accurately represents a diverse range of the population (Yin, 2003).

To draw significant conclusions, McMillan and Schumacher (1993) propose that the size of the sample is closely correlated with the study's objective, the research problem, the primary data collection method, and the availability of information-rich participants. The participants selected are knowledgeable and well informed regarding the educational leadership in JCI, which I was investigating (McMillan & Schumacher, 1993). Participants were selected on the grounds of the rich information I was able to garner from them.

A purposive sample of education officials in juvenile justice secure care settings was used to recruit participants. Champion (2002), states that the researchers employed a purposive sampling method, carefully selecting participants for the study group based on predetermined criteria. The decision to start with education officials was based on the fact that they make up the largest portion of juvenile correctional education, since international standards require child offenders to get decent education while incarcerated. A quick survey revealed the extent of the number of education officials working in juvenile justice secure care institutions, which found 72 full-time positions in 28 of the 347 institutions in Africa (Horsfield et al., 2018). Furthermore, education officials are the only members of the juvenile justice team that provide effective education, and they spend the majority of their time working with juvenile offenders (Berry & Richardson, 2016).

4.5.1.1 Selection of participants

Participant selection began by applying to the respective juvenile justice commissioners for authorisation to carry out research in the juvenile justice secure care facilities. All the institutions initially selected to be involved in this study are government institutions. As such, access to them has to follow a bureaucratic chain. I, therefore, observed all the required protocols to obtain letters of authorisation to enter the institutions. Only one institution gave a positive response and was therefore selected for the study. Upon entering the institution, this process unveiled an unanticipated bread of educational officials, those working in Non-Governmental Organisations to improve the education of juvenile offenders, but fully actively involved in the support of leadership and management efforts of education officials.

Furthermore, I established an all-inclusive digital hyperlink containing pertinent details of the study, enabling prospective participants to promptly access the following: contact details of the researcher and supervisor, the underlying purpose of the study, a document outlining participant information, a consent form, and instructions on how to volunteer as a participant with a single click. With the growing recommendation in academic literature for online recruitment advertising, researchers are now utilising social media and websites to recruit participants for their studies. This is supported by various studies (Fenner et al., 2012; Kapp, Peters & Oliver 2013; Lohse 2013; O'Connor et al., 2014; Valdez et al., 2014). Arigo et al., (2018) and Gelinas et al., (2013), on the other hand, acknowledged the absence of established guidelines on social media assisted recruiting and advised researchers to think carefully about how they utilise online advertising.

Snowballing in this study involved requesting individuals to forward an invitation via word of mouth, via email to other means of communication like the link supplied by the researcher or to recommend potential participants and pass the researcher's contact details to them. As an intentional endeavour to appeal to potential participants who may not be active online, snowballing helped to solve the limits of recruiting through online means.

4.5.2 Selecting participants and generating data using theoretical sampling

The iterative process of recruiting participants is a fundamental aspect of the GT research approach. The researcher does not pre-determine a specific set of criteria for recruiting participants in advance. Instead, they employ the method of theoretical sampling (Birks & Mills, 2011). The researcher initiates theoretical sampling by recruiting a limited number of

participants, selected in a flexible manner according to the initial research questions. After obtaining data, such as recordings from in-depth interviews, the researcher proceeds to prepare the material for analysis by transcribing it into textual transcripts. At this point, researchers conduct an initial analysis of the data generated, documenting all emergent codes that will serve as the foundation for selecting the next group of participants to enrol.

Initially and for this study, purposeful sampling involved selecting education officials in leadership roles within the juvenile justice secure care facility. However, theoretical sensitivity was developed by simultaneously analysing the data. Theoretical sensitivity is an essential element of grounded theory research which involves identifying the major aspects of the data, acknowledging the abstract meaning of the data, and understanding the conceptual connections between patterns in the data (Hoare et al., 2012; Charmaz, 2014). Evidence emerged indicating the presence of possible participants from other departments other than education, but directly involved in the correctional institution. Through the initial data analysis phase, I obtained sensitivity and knowledge of critical concepts that revealed the important influence these individuals had on the leadership and management of education. The sampling methodology transitioned from purposeful to theoretical, involving a continuous and iterative process of utilising previous data analysis to guide decisions on further data gathering (McCann, 2018; Polacsek et al., 2018).

After initial interviews highlighted the potential participant as being important for the developing data collection, theoretical sampling determined the inclusion of more participants in the study. The recruitment of the Anger Management Officer, Social Worker, Psychologist, five additional educators actively leading education programmes was based on this sampling method. Probation officers, wardens, a few subject teachers, and other education personnel were not included because their backgrounds did not match the selection criteria. Because participants frequently referred to decision-making by their education colleagues, the sample would have been perfect if officers in charge of administration and human resources officers had been included. One of the Provincial Education Officers who had volunteered to participate in the early snowballing eventually did not respond when approached again, citing lack of time for interviews. Despite requesting all participants to forward the snowballing email and WhatsApp messages to other relevant educational officials, no additional officers in charge stepped forward to participate in the study.

The research faced several limitations in recruiting participants, which hindered the ability to achieve the desired sample size. These limitations highlighted the complex and challenging nature of finding individuals who were willing to participate in the study (Archibald & Mince, 2015). Recruiting participants for a research sample might be particularly difficult for inexperienced researchers and studies with restricted resources such as time or funding (Joseph et al., 2016). Timonen et al., (2018) admit that the use of theoretical sampling in grounded theory research is constrained when the specific type of desired data is excessively challenging to get or not available within a reasonable timeframe for the investigation. Upon encountering a lack of participants for my sample, I sought help and advice from my supervisor and consulted research methodology literature on constructivist grounded theory to enhance my recruiting techniques and theoretical sampling. I realised that I needed to adopt a practical and pragmatic approach in dealing with obstacles that were beyond my control, such as the unresponsiveness of a few officials who I wished to involve in the study. Therefore, we reached a consensus that a sample of 15 participants was sufficient for the qualitative study to achieve data saturation.

4.5.3 Reaching data saturation

The approach to data generation in grounded theory (GT) differs markedly from that of quantitative research. In GT, data generation ceases not at a predetermined point but rather when analysis reveals diminishing returns (Faulkner, 2017; Thomas, 2018). This phenomenon, termed "data saturation" by Faulkner and Trotter (2017), signifies the emergence of few or no new themes or categories, and a sense of redundancy in the data. Notably, Thomas (2018) highlights the significance of considering data saturation and utilising theoretical sampling *throughout* the research process, emphasising the inherent concurrency of data collection and analysis in GT. This stands in stark contrast to quantitative methods, where data collection typically concludes before analysis commences.

As such, after completing the iterative process of interviewing the selected sample, observations and analysis, it was evident that no new data was emerging. At this point, any further data collection was yielding similar results and served to confirm emerging themes and conclusions. Faulkner and Trotter (2017) suggest that researchers at this stage must confirm and report how, when, and to what degree they achieved data saturation. Enough data was collected to achieve the research purpose.

4.6 Data generation procedures for the study

The initial stages of qualitative data collection necessitate careful consideration of both the data types themselves and the chosen data acquisition procedures (Creswell & Poth, 2018). Birks and Mills (2011) advocate distinguishing between "data generation" and "data collection" to acknowledge the differing roles researchers play in acquiring data. In essence, data generation involves active engagement with the data source through direct interactions, whereas data generation emphasises a more receptive approach where the researcher's influence on the source is limited.

Grounded theory research exemplifies the active use of data generation. This approach prioritises maintaining a close and dynamic relationship with the data throughout the research process, eschewing the "isolated task" nature of traditional data generation (Birks & Mills, 2011, p. 65). Within constructivist grounded theory, data generation is integrally interwoven with the broader process of data generation. My ongoing interactions with participants actively generated data in collaboration, contributing to an evolving understanding of the phenomenon under investigation.

Although literature proposes diverse forms of instruments and approaches to data generation, a qualitative researcher selects appropriate data generation strategies based on the nature and theoretical orientation of the study (Ndofirepi, 2015). This study utilised the GT approach, hence a variety of methods could have been used based on the fact that this approach has an enormous diversity in potential areas of study. This perspective enabled me to use diverse types of data including transcripts of formal interviews, informal discussions, and observations. I also utilised journals, questionnaires and government and institutional policy documents and treated them as data for recording as field notes, memos and eventual data analysis. To develop the different types of data, I conducted a variety of interviews, carried out on-site observations and analysis of government and institutional policy documents. As a novice researcher, it was important for me to consciously maintain my preconceptions and assumptions through the use of memos and journal entries. This was done by using the constructivist grounded theory approach which emphasises reflexivity (Birks & Mills, 2011). The reflexivity became the foundation of the multi-method approach to data generation.

One hallmark of GT is simultaneous data collection and analysis. I followed this strategy religiously during my data generation process. I avoided conducting interviews first and then analysing them later. This would have weakened the analysis process since GT “curtails the

iterative, comparative process that fundamentally defines grounded theory" (Charmaz & Belgrave, 2014, p. 347).

4.6.1 Conducting In-depth Interviews

This investigation primarily relied on in-depth, open-ended interviews to delve into how educators navigate and interpret the complex dynamics and tensions within juvenile correctional institutions. Aligned with grounded theory (GT) principles, pre-determining the most pertinent interview processes is impractical. Therefore, I initiated preliminary interviews with an open-ended question within the research area to gauge participants' perspectives and experiences. Subsequently, interview guides were iteratively developed through data analysis and emerging thematic insights.

Charmaz and Belgrave (2014), emphasise that GT methods cultivate a close relationship between the researcher and the data, prompting constant questioning of assumptions and pre-conceived notions. This proximity empowered me to procure targeted subsequent data that enriched, elaborated, and refined my developing analytic categories. Throughout the research project, data collection and analysis were interwoven in a cyclical manner. Consequently, progressively focused interviews enhanced the synergy between data generation and analysis, reflecting the inherent power of GT's integrated approach, as noted by Charmaz and Belgrave (2014).

GT methodology is intrinsically linked to in-depth qualitative interviewing. This technique delves into participants' experiences with an open-ended and comprehensive approach. Charmaz (2008) underscores the inherent flexibility and control in both GT and in-depth interviewing. These factors, along with others previously discussed, motivated my decision to adopt a more direct role in data generation through in-depth interviews. This granted me an advantage compared to researchers employing other methodologies like ethnography or textual analysis. In-depth interviews facilitated 'directed conversations' with participants (Lofland & Lofland, 1995), albeit steered by their concerns and input. As advocated by Witz (2006), I explicitly invited participants to become 'allies' in the research. GT empowers researchers to actively take control of both data collection and analysis, ultimately granting them greater analytical leverage over their findings.

4.6.1.1 Determining the initial interview questions

I started off with initial open-ended interview questions. Rooted on the idea that I was seeking to explain leadership and management practices of juvenile correctional education officials, these initial questions were the first steps in recruiting participants for the study and preliminary data analysis. I bore in mind that the questions would probably evolve as I observed and learned more from the data that I had generated. Through interviews and observational methods, participants shared their experiences, challenges, and perceptions, which were critical for understanding the effectiveness of current practices and identifying areas for improvement. Their contributions were essential for formulating evidence-based recommendations aimed at enhancing the educational and rehabilitative outcomes for juvenile offenders.

Developing an interview protocol was not an easy process. As a novice GT researcher, the challenge was to maintain the open-ended dialogue in a way that does not breach the GT approach to data generation. On the other hand, the interview questions were supposed be logical and meaningful while maintaining the participants' interest to respond. For this study, the interview questions covered issues about their daily routine and practices as they interact with juvenile offenders in education.

One advantage of GT research is the ongoing modification of interview questions during the interview process and preliminary analysis. Interviews in GT do not use a standard set of interview questions; rather the questions or prompts are constantly adjusted adapted during each interview to elicit insights about topics or experiences from interviewees. Thomas (2018) suggests that the researcher can use selective coding to assist in the development of a theory or model. The researcher is faced with decisions about which categories or themes they regard as critical and relevant to the purposes of the research.

4.6.2 On-site observations

GT methods require triangulation of data collection for credibility. Corbin and Strauss (2014) maintain that observation in qualitative research is not the same as observation in daily routines. The difference is that daily observation focuses on the visual sense, while observation in qualitative research utilises all senses to gain insights about the phenomenon under study. Researchers seek answers to two major questions "What do people do?" and "Why do they do it?" Further, Corbin and Strauss (2014) emphasise the role of observation in aiding the researcher to understand the hidden meanings of the phenomenon. As such, I started off with

unguided on-site covert observation from the first visit at the correctional institution. When I engaged the first two participants, some of the questions were based on those covert observations made earlier. I then followed up the interviews with overt observation, of education officials while they went about their daily practices. Participants consisted of education officials, psychologist, anger management therapist and social worker, who were all observed at random unplanned occasions throughout the course of the study. I constantly documented the observations in the form of memos, field notes and journal entries.

Charmaz (2006) believes that a GT observer, according to the objectives of the research, is limited to discussing the details of only one aspect of the research. Charmaz, therefore, believes that the observation in grounded theory has a narrow lens, hence I found it inadequate to depend on the findings of observation alone. I, therefore, utilised covert observation as a source of data to complement and support the in-depth interview data collected in the initial stages of the fieldwork (Gold, 1958; Pope, 2005). Similarly, Scott and Morrison (2006) suggest that systematic observation occurs when a researcher uses a carefully designed observation schedule that defines and explicates the phenomena to be observed. Cohen and Manion (2009) define observation as a data collection method involving the systematic watching of behaviour, events, or physical characteristics within their natural context. This observation can be overt, meaning participants are aware they are being observed, or covert, where they remain unaware of the observation process. While covert observation had the advantage of allowing the participants to behave naturally without knowing that they are being observed, I typically preferred conducting overt observations for reasons of ethical challenges associated with concealing the observation.

Building on Cohen and Manion's (2009) definition of observation as the systematic observation of behaviour, events, or physical characteristics in their natural setting, Pope (2005) further distinguishes between two dimensions: directness and timing. Direct observation involves witnessing interactions, processes, or behaviours as they unfold. An example of this would be directly observing a teacher's delivery of a lesson from a written curriculum to assess adherence to its content. In contrast, indirect observation focuses on the outcomes or consequences of such interactions, processes, or behaviours. For instance, analysing student test scores might represent an indirect observation of teacher effectiveness. Direct and indirect observations were used interchangeably in this study.

4.6.3 Incorporating Document Analysis in Grounded Theory Beyond Interviews and Observations

This study employed document analysis alongside interviews and observations as a means of triangulating data sources and enriching understanding of educational leadership and management practices within juvenile correctional institutions. Documents primarily stemmed from two sources: The Department of Correctional Services website and the specific institution under investigation. These institutional documents, encompassing five years of monthly management meeting minutes and official leadership and management strategy materials (randomly sampled for a total of over 30 documents), shed light on how education officials framed organisational practices influenced by the Department. As Denzin and Lincoln (2011) advise, this multi-pronged approach enabled triangulation, combining information from various sources to examine the same phenomenon. Integrating field data with institutional documents further illuminated the inherent complexity of such institutions (Greenwood et al., 2011).

Following Merriam (2009)'s approach, I extracted contextual data from these documents to better comprehend participant behaviour, practices, and decision-making within the juvenile justice context. Additionally, Bowen (2009) highlights the valuable ability to track historical changes through document analysis, enhancing my understanding of the institutions' evolution.

Grounded Theory (GT) recognises document analysis as a legitimate source of data (Andrews et al., 2012; Glaser, 1963). The extracted information was integrated into field notes and subjected to theoretical sampling and constant comparative analysis, facilitating conceptual abstraction (Craayenstein, 2015). As Bowen (2009) notes, triangulating data from diverse sources mitigates researcher bias and strengthens the study's data quality and credibility. While the systematic application of constant comparison and theoretical sampling inherent in constructivist GT significantly reduces researcher bias and ensures the emerging theory transcends time, person, and place (Glaser, 1998), data triangulation in this study primarily served to enrich the analysis rather than solely address bias. Ultimately, the rigorous application of constant comparison, theoretical sampling, and memoing ensured that all data, regardless of source, earned its place within the emerging conceptual framework.

4.6.4 My Fieldwork Experience

To get an in-depth understanding of the phenomena, qualitative researchers directly engage with the participants in the field of the study. Denzil and Lincoln (2009) suggest that qualitative researchers need to get as close as possible to the participant's perspective for a deeper understanding of the participants' perspectives who are 'complete strangers' to them while at the same time, they are researching on an issue that is unfamiliar to them. Therefore, research participants have the vital role of being the main source of data in qualitative studies. Reflecting on my field experience, a GT researcher must be assertive when interviewing participants since a myriad of challenges may arise during this process. The actual process of interviewing participants does not usually match the theory.

4.6.4.1 Gaining access to the juvenile correctional facility

After going through the formalities of application for ethical clearance and permission to collect data from the Department of Correctional Services, the major challenge that I faced was gaining access into the correctional facilities. Gaining access involved creating a trust relationship with the correctional facility authorities since the research site is a high security institution. It was critical to obtain permission for multiple entry because I was intending to make numerous visits to the site. I made conscientious efforts to reach the Area Commissioner who is responsible for granting permission of entry to researchers into the facility and key to accessing the research participants in the education section. This study prioritised establishing rapport with participants. Such rapport facilitates the generation of rich data while simultaneously upholding respect within the researcher-participant relationship (Guillemin & Heggen, 2009). Cultivating a positive rapport with the Area Commissioner fostered trust and understanding, ultimately leading to more informative responses and increased data access. Although the process took two weeks that involved the processes of vetting, security checks and intensive questioning from the senior security officials, the rapport created with the education staff as a result was worth the time.

4.6.4.2 The interviews experience

The interview guides employed for data generation ultimately diverged from those initially proposed in the ethics application due to ongoing theoretical sampling and emergent themes. Through their interviews, education officials recounted the challenges they faced, the complex interplay of tensions and congruences within those struggles, and their strategies for carving

out professional spaces within the juvenile correctional context. These narratives illuminated how their embeddedness shaped their multifaceted, contingent, and dynamic agency (Emirbayer & Mische, 1998; Greenwood & Hinings, 2006; Greenwood et al., 2011; Hwang & Colyvas, 2011; Seo & Creed, 2002).

Despite seeking written informed consent prior to interviews (Appendix F), I received a low return rate for signed consent forms. Consequently, for most participants, consent was obtained verbally during the interviews themselves, with only a few exceptions who provided written consent beforehand. This discrepancy was initially puzzling, considering the portrayal of education officials in juvenile corrections as transformative leaders dedicated to rescuing young offenders. However, a preference for anonymity seemed to prevail. Ultimately, all outstanding signed consent forms were collected during my final visit.

Charmaz (2006) suggests that thirteen interviews, as conducted in this study, represent a sufficient sample size to achieve theoretical saturation. The participants encompassed a diverse range of specialties, age groups, genders, experience levels, and hierarchical positions within the institutional framework. Given the initial access challenges, participants' desire for anonymity, and the inherent uncertainties within the dynamic juvenile justice environment, I employed snowball and theoretical sampling techniques alongside the initial purposive sampling strategy, as described earlier in this chapter.

Interview settings and schedules within this study exhibited considerable flexibility due to the specific demands of the research context. While initial arrangements for meeting times and locations were established, unforeseen circumstances often necessitated adjustments. Difficulties included participants' unavailability at agreed-upon times or lack of access to electricity for online platforms (Zoom and WhatsApp calls). Overcoming these hurdles involved accommodating alternative arrangements. The primary objective remained focused on encouraging participants to articulate their genuine concerns and experiences, drawing upon the strengths of constructivist Grounded Theory (GT) to facilitate the emergence of thematic patterns from these narratives. Throughout the research process, detailed summaries of encounters and interview dynamics were maintained to ensure comprehensive tracking and documentation.

Follow-up interviews in this study adopted a flexible approach, employing online video calls, telephone calls, or voice notes at the participants' convenience. Utilising video conferencing

platforms during online interviews facilitated the capture of both verbal and non-verbal communication, enriching the data collected (Janghorban et al., 2014; O'Connor & Madge, 2016). For participants who lacked video call access or preferred alternative formats, telephone interviews were offered. Additionally, in certain instances, participants opted for recorded voice note exchanges with the researcher. While telephone interviews lacked the advantages of non-verbal cues, the researcher's prior knowledge of participants from initial interviews mitigated this potential limitation in data analysis.

The rationale behind adopting online and telephone interview options focused on providing participants with convenient, safe, and efficient interview opportunities outside of the institutional setting. During the research planning stages, consultations with education officials revealed significant challenges in scheduling on-site interviews due to logistical constraints and institutional security protocols within the high-security environment.

The second phase of interviews employed in-depth, semi-structured interviewing techniques to acquire qualitative data, aligning with a Constructivist Grounded Theory (GT) approach (Charmaz, 2014). Open-ended, non-judgmental questions served as conduits to elicit participants' interpretations and perspectives on educational leadership and management practices within the juvenile correctional context. Each interview functioned as a dynamic social interaction between researcher and participant, with the researcher serving as the instrument for data collection and active co-construction of meaning.

Since it was incompatible with the research methodology and methods, I did not utilise results from a pilot interview. I only conducted a practice pilot interview, to test my interview techniques and strategies. Using the results from this pilot study would also have been influenced by developing concepts since I was using a constructivist grounded theory approach (Charmaz, 2018). Furthermore, because time, place, and circumstances change with each meeting, the dynamics with the participants are not repeatable. However, a semi-structured interview schedule had been established to serve as a spring board for questions (Appendix G). The schedule served as a guideline rather than a strict schedule, so I did not strictly ask all questions to every participant. All through the interviews, questions and explanatory probes were altered to clarify, broaden, and enrich the contemporaneous data analysis that was taking place throughout the interview period.

4.6.5 Dealing with data saturation

In GT research, data saturation is related to what Tay (2014) and Morse (2004) refer to a theoretical saturation. This concept describes a phase of qualitative data analysis in which the researcher continuously samples and analyses data until no new data is discovered, all concepts of the theory are well developed, and the linkages are clearly described, therefore, data collection can be stopped at this point (Morse, 2004). Glaser and Strauss (1999) describe this concept "as a specific element of the constant comparison [analysis method]" (Malterud et al., 2016, p. 1753). Hence, it was assumed that given that no new similarities or differences could be identified, data collection need not continue. However, Charmaz (2006) highlights a disagreement about the definition of the data saturation concept. Both Glaser (2001) and later Charmaz (2006) emphasise that data saturation does not mean to stop prematurely gathering new data when a repetitive pattern of stories and incidents occurs, but to continue "conceptualisation of comparisons of these incidents which yield different properties of the pattern, until no new properties of the pattern emerge" (Glaser, 2001, p. 191; Glaser, 1969, p. 223). Furthermore, out of 18 articles mentioning data saturation that Francis et al., (2010) reviewed, 15 articles claimed to have achieved saturation, but it was unclear how saturation was defined, achieved, or justified in these studies.

The term theoretical saturation is used more in GT studies than the term data saturation. Theoretical saturation refers the stage during the data collection process that "no additional issues or insights emerge from data and all relevant conceptual categories have been identified, explored, and exhausted" Hennink, Kaiser & Marconi, 2017, p. 592). This indicates that conceptual categories are 'saturated', and the emerging theory is comprehensive and credible (Hennink et al., 2017). Thus, theoretical saturation is "the point at which gathering more data about a theoretical construct reveals no new properties nor yields any further theoretical insights about the emerging grounded theory" (Bryant & Charmaz, 2007, p. 611). Bowen (2008) lays emphasis of theoretical saturation more than sample adequacy and less on sample size. Sandelowski (1995) notes that theoretical saturation is critically embedded in an iterative process of concurrent sampling, data collection and analysis. This iterative process enables "theoretical sampling", which involves identifying concepts from data that are used to guide participant recruitment to further explore those concepts in subsequent data collection until theoretical saturation is reached. Theoretical sampling is, therefore, inseparably interconnected to theoretical saturation to ensure that all constructs of a phenomenon (i.e., issues, concepts, categories, and linkages) are fully explored and supported so that the emerging theory is valid

and robust. Theoretical saturation is therefore embedded in the goals and epistemological approach of grounded theory.

From the above contentions, I was convinced that it is more important to clearly articulate the concept of data saturation than to define what it is.

4.6.5.1 Code saturation and meaning saturation

Hennink, Kaiser, and Marconi (2016) specifically outline two types of data: code saturation and meaning saturation. Hennink et al., (2016) propose that code saturation is reached in GT studies when 9 interviews have been conducted and the researcher has "heard it all" (p. 1). On the other hand, meaning saturation is reached when the researcher "understands it all" (p. 1) after conducting 16 to 24 in-depth interviews in total. Morse (2015a) insists that qualitative researchers reach code saturation and meaning saturation when they use both subjective and objective data, to guarantee rigor in the research. Hennink et al., (2016) further conclude meaning saturation is enhanced by the purpose of the study, the nature of the study population, the types and styles of coding, and the complexity and stability of the codebook used by the researcher. According to Hennink et al., these parameters ultimately determine an effective sample size for the research. Morse (2015) recommends the use of "prolonged engagement, persistent observation, and thick, rich description; inter-rater reliability, negative case analysis; peer review or debriefing; clarifying researcher bias; member checking; external audits, and triangulation" (p. 1212) as strategies for achieving data saturation and rigor.

All interviews were transcribed verbatim, de-identified (Garfinkel, 2015), and loaded into Atlas.ti software for qualitative data analysis. I utilised thematic analysis to identify and describe core themes across all data. This involved reading all transcripts to identify issues raised by participants, which were verified by two analysts; giving each issue a code name; and listing all codes and code definitions in a codebook. The codebook included both deductive codes from topics in the interview guide and inductive content-driven codes. Intercoder agreement was assessed between two coders, myself and my supervisor, on a portion of coded data and coding discrepancies resolved before the entire data set was coded. To assess saturation in these data, we needed to collect additional information regarding code development and then conduct separate analyses of these additional data.

4.6.5.2 Dealing with code saturation

To assess code saturation, I documented the process of code development by reviewing interview transcripts in the order in which they were conducted. For each interview, newly developed codes were recorded together with their characteristics such as their names, definition, type (inductive/deductive) and any notes related to the codes. Notes about the codes included clarifying the issues that arose and completeness of the code definition, I was linking the newly developed codes to any previously developed codes. Codes were defined according to the issues participants were describing and the criteria for which each code was applied. Development of codes was done by recording any changes made to the previous interviews including the nature of the changes and the interview number at which each change occurred. This documentation of code development and iterative refinement of codes continued for each interview individually until all 13 interviews were reviewed and recorded in the codebook.

Initially inductive codes (content-driven) were listed from the issues that were spontaneously raised by participants. On the other hand, I listed deductive codes (researcher -driven) based on the interview questions. After that I categorised changes that were made to codes into four sections: code name change, code definition change, merged codes and split codes. Following Hennink et al., (2017), I split the code definition changes into further categories as conceptually expanded, added examples, edited inclusion/exclusion criteria, and added negative component. Thirdly, the codes were also categorised into concrete codes or conceptual codes. Concrete codes capture explicit, definitive issues in data; for instance, the code "motivation" captured concrete issues such as intrinsic/extrinsic motivation, staff motivation, and learner motivation. Similarly, the code "work commitments" captured explicit issues such as long hours, shift work, or getting time off work. Conceptual codes captured abstract constructs such as perceptions, emotions, judgments, or feelings. For example, the conceptual code "called to teach" captures a subtle attitude toward leadership of education, a feeling of confidence, and a sense of control, as captured in this phrase: *"I am happy to teach these children . . . I see them as my own children . . . it is not just a job it is a calling."* These categorisations of codes were used to quantify the types of codes, types of changes to code development, and timing of code development to identify patterns that I have reported in the results.

4.6.6 Experiences from conducting observations

For this research, observation was randomly performed at the onset of the study. For the second phase, I overtly observed the participants for two to three hours per session, twice a week. Since

the nature of GT research requires a lot of effort and time to be spent in the fieldwork, I decided to have a very good rapport with the participants. In establishing rapport with each research participant, I strived to build trust to establish relationships that led to the sharing of rich and insightful data.

I regularly reminded the participants to act naturally as if there is no one observing and documenting their actions. With the rapport that had been established since the first visit, relationships had been built based on trust, leading the participant to understand the research expectations. As a result, the observation went very well. While initial participant apprehension regarding observation was evident, their discomfort gradually dissipated over time. As my presence became familiar, participants progressively relaxed and appeared more at ease. This dynamic's culmination in my being virtually unnoticed serves as evidence of my effective assimilation into the field.

Despite adopting a non-participant observer role, I occasionally employed strategically timed interruptions to clarify unfolding events or inquire about potential concerns. These interventions functioned as gestures of interest and empathy while allowing me to maintain a comprehensive understanding of the observed phenomena. Notably, I abstained from offering suggestions or commentary on observed incidents, meticulously preserving participant autonomy and ensuring my non-interference in their actions. By adopting a well-prepared and highly sensitive approach to the observational milieu, I was able to foster a positive rapport with participants at an early stage of fieldwork.

4.6.7 Building and maintaining rapport with participants

Rapport may naturally occur without any effort from the researcher. On the other hand, a researcher can also make conscious efforts to build and develop rapport with their participants by “finding common ground, developing a bond and being emphatic” (Zakaria & Musta’amal, 2019, p. 2). I started my interviews with small talk light topics for ice breaking. Starting with direct questions would intimidate my participants and make them feel like they were being interrogated. I would also inject a few jokes to reduce the tension that naturally comes with interviews. Leach (2005) suggests qualities that researchers need to nurture such as open mindedness, flexibility, reassurance and support, friendliness, warmth, sincerity, empowerment, respectfulness, sensitivity and empathy as a way of encouraging rapport. I intentionally engaged these qualities throughout my interviews according to the prevailing situation at each point in time. On the other hand, Leach (ibid.) discourages passing judgement,

jargon and technical language and an authoritarian demeanour as ways of improving rapport with participants.

The initial contact with participants was a simple and precise briefing. The aim was to familiarise participants with the expectations of the study. Prior to initiating data collection, I engaged in preliminary meetings with participants. This served two primary purposes: firstly, to blend in and familiarise myself with the research setting, gaining valuable insights that would inform my subsequent interview strategies. Secondly, I aimed to establish rapport and build trust with participants.

Throughout all interactions, I actively employed verbal and non-verbal cues to cultivate positive rapport, as advocated by Hull (2007). Utilising active listening strategies such as verbal affirmations ("hmmm...yah...right") and non-verbal encouragers like eye contact, nodding, and leaning forward facilitated a welcoming and engaged communication environment. Additionally, I consistently prioritised participants' needs during interviews, maintaining visibility and accessibility in line with Elliott and Martin's (2013) recommendations.

Molden's (2011) notion of rapport as a reciprocal influence process served as a guiding principle. I paid close attention to participants' communication styles, including behaviours, language choices, and body language, aiming to mirror and adapt elements to foster a sense of connection and understanding. However, this focus on rapport building was carefully balanced with ethical considerations. As emphasised by Gordon (1987) and Guillemin and Heggen (2009), research necessitates both "getting close" and "maintaining distance." I ensured respect for participants' privacy and sensitive topics by remaining mindful of boundaries and readily withdrawing from interviews upon encountering resistance or discomfort. Participants were consistently reminded of their right to discontinue the research process at any stage. Ultimately, by prioritising both positive rapport development and ethical conduct, I laid the foundation for a smooth and successful research trajectory.

4.7 Methods of Data Verification and Trustworthiness Issues

Qualitative research requires an assessment of trustworthiness: the conceptual soundness and credibility standards with which the qualitative research paradigm judges research (Cresswell, 2012; Kline, 2008; Williams & Morrow, 2009). Throughout the data collection and analysis phases of this grounded theory study, I prioritised the accuracy and trustworthiness of my findings and interpretations. In qualitative research, trustworthiness addresses the central

question: "Can the findings be confidently relied upon?" (Lincoln & Guba, 1985). To meet this crucial standard, I implemented the four key strategies outlined by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. My unwavering commitment was to generate valid and reliable knowledge while adhering to rigorous ethical principles.

4.7.1 Ensuring Credibility in Qualitative Research: Mitigating Bias and Enriching Findings

Credibility, as defined by Anney (2014), refers to the degree of confidence one can place in the truthfulness of research findings. It essentially establishes whether the findings represent a plausible and accurate interpretation of the participants' original data and perspectives (Anney, 2014; Lincoln & Guba, 1985). Interviews, a key tool in qualitative research, pose a potential challenge to credibility due to inherent biases. Participants may unintentionally "overstate or understate the true value of an attribute" (Cohen & Manion, 1997, p. 281), and researchers themselves may misinterpret responses due to preconceived notions or communication misunderstandings (Ndofirepi, 2015, p. 87).

To address these concerns and ensure the credibility of my research, I employed various strategies:

Firstly, I invested significant time familiarising myself with the unique context and secure environment of juvenile correctional facilities. This immersion enabled me to differentiate factual information from potential misunderstandings and gain deep insights into the perspectives of educational practitioners.

Secondly, while acknowledging the richness of data, I focused on identifying and exploring the most relevant and distinctive elements related to juvenile educational leadership. This ensured a clear and targeted analysis without getting lost in extraneous details.

To corroborate and validate emerging findings, I then employed data, methods, and investigator triangulation (Korstjens & Moser, 2017). This involved cross-referencing information from different data sources (interviews, document analysis), employing diverse data collection methods (online, telephone interviews), and critically reflecting on my own potential biases through reflexive journaling.

Lastly throughout the interview process, I maintained an open mind and bracketed my own opinions and assumptions. I actively listened to participants' responses, seeking clarification whenever necessary to ensure accurate understanding. By prioritising open communication and avoiding preconceived notions, I enhanced the trustworthiness and authenticity of the collected data.

By implementing these strategies, I aimed to bolster the credibility of my research findings and present a nuanced and reliable portrayal of juvenile educational leadership within the complex context of secure correctional facilities.

4.7.2 Rethinking Transferability in Grounded Theory: Contextual Nuance and Theoretical Generalisation

Transferability, as defined by Lincoln and Guba (1985), forms a key component of external validity in qualitative research. It addresses the extent to which research findings can be translated and applied across diverse contexts, influencing theory, practice, and future research. While transferability traditionally implied generalisability to broader populations, Shenton (2004) argues that such aspirations may be impractical and even undesirable in qualitative studies. Flyvbjerg (2006) further suggests that the singular or limited nature of qualitative investigations renders statistical generalisability inapplicable, with emphasis instead placed on the depth and quality of individual cases (Polkinghorne, 2005).

Within grounded theory research, transferability takes on a unique significance. The focus shifts from statistical to theoretical generalisation, exploring the explanatory power of emergent theories across various settings. Researchers strive to articulate the conditions, contexts, and characteristics that might influence the applicability of their findings to other situations. Notably, the iterative nature of grounded theory allows for continuous refinement and adaptation of theories, enhancing their potential to resonate in diverse contexts.

In this study, transferability was a central consideration. Rather than seeking universal applicability, my aim was to develop nuanced conceptualisations of leadership practices within the specific context of juvenile correctional institutions. Flyvbjerg (2006) reminds us that even within this limited scope, transferability can arise from identifying "at least one example of difference." To facilitate readers' assessment of potential transferability, I prioritised detailed descriptions of both the research participants (education practitioners) and the research process itself. This "thick description" incorporates rich accounts of the institutional contexts, settings,

sampling procedures, demographic characteristics, and interview protocols. Ultimately, while recognising that readers play a crucial role in judging transferability within their own specific contexts, I have endeavoured to equip them with the necessary information to make informed assessments.

By embracing this nuanced approach to transferability, grounded theory research can move beyond simplistic notions of generalisability and offer its distinctive strengths: context-specific insights with the potential to resonate across diverse settings. My study strives to exemplify this approach, inviting readers to engage with the rich tapestry of data and consider its potential implications for understanding, and ultimately improving, leadership practices in juvenile correctional institutions and beyond.

4.7.3 Building Trustworthiness

4.7.3.1 Ensuring Confirmability and Dependability

Confirmability and dependability are two fundamental criteria for establishing the trustworthiness of qualitative research findings (Lincoln & Guba, 1985). Together, they address the critical questions: "Can the interpretations be confirmed as genuinely grounded in the data?" and "Are the findings consistent and reliable?"

Korstjens and Moser (2018) define confirmability as maintaining a transparent audit trail that documents the research journey from its inception to the final reporting of findings. This serves to dispel any accusations of subjectivity or researcher bias, demonstrating that interpretations are demonstrably derived from the collected data. Throughout my study, I meticulously documented the research process, preserving detailed records of decisions made, analytical pathways taken, and theoretical justifications employed. This comprehensive audit trail allows for independent verification and confirmation of my interpretations, mitigating concerns about researcher imagination or personal agendas influencing the study.

Dependability, on the other hand, relates to the consistency and internal validity of the research (Lincoln & Guba, 1985). It emphasises the alignment of findings with the data provided by participants and ensures that analyses adhere to established qualitative research protocols. To foster dependability in this study, I employed several strategies ranging from participant verification, methodological rigor, and audit trail and reflexivity. I actively engaged in member checking, presenting emerging interpretations to participants for their scrutiny and confirmation. This feedback loop allowed me to refine my analyses and ensure that the

generated knowledge accurately reflected their lived experiences. I also adhered to well-established procedures for grounded theory research, employing techniques such as theoretical sampling, memo writing, and coding to ensure systematic and transparent data analysis. As mentioned before, I maintained a comprehensive audit trail encompassing notes on decisions, research materials, and the emergence of findings. This transparency facilitates replicability and enables future researchers to retrace my steps and assess the dependability of the study.

By prioritising both confirmability and dependability, I aimed to generate trustworthy and credible knowledge claims that contribute meaningfully to the understanding of Education Officials' Leadership and Exploring Leadership and Management Practices that Create a Conducive Environment for Rehabilitation of Learners of Education Officials in a Juvenile Correctional Secure Care Setting Centre in South Africa. My careful attention to documenting the research path, engaging in participant verification, and adhering to rigorous methodological practices serves to bolster the confidence one can place in the accuracy and reliability of my research findings.

4.7.4 Ensuring Reflexivity

Lincoln and Guba (1998) define reflexivity as a critical process of self-reflection, urging researchers to consider both their own inherent biases and the evolving dynamics of the research relationship. This inward examination encompasses scrutinising one's preconceptions, values, and preferences, and how these factors might influence interactions with participants and potentially shape responses.

Recognising the crucial role of reflexivity in maintaining research integrity, I implemented various strategies to cultivate self-awareness throughout my investigation. Foremost among these was the use of a dedicated research diary. Within its pages, I meticulously documented my evolving conceptual lenses, both explicit and implicit assumptions, and the potential impact of my values and preconceptions on research decisions. This ongoing self-dialogue served as a valuable tool for identifying and mitigating potential biases.

Furthermore, in acknowledging my position as a novice qualitative researcher, I embraced the importance of reflexivity throughout the research process, from data collection and analysis to interpretation and reporting. Consequently, my research diary not only encompassed introspective notes but also served as a repository for supplemental materials. Interview

transcripts, observational notes, and analytical insights were systematically supplemented with corresponding reflexive entries, further illuminating the interplay between the researcher and the data.

By consistently engaging in critical self-reflection and integrating these insights into the research process, I aimed to ensure the trustworthiness and credibility of my findings. Embracing reflexivity allowed me to move beyond simply describing phenomena; it fostered a deeper understanding of how my own subjectivity shaped the research trajectory and how these insights can enrich the interpretation of the generated knowledge.

4.8 Ethical Issues

McMillan and Schumacher (2006) assert that the foundation of a credible research design lies in unwavering adherence to established ethical principles. These include informed consent, responsible data handling practices regarding confidentiality and anonymity, and a commitment to participant well-being. Recognising the paramount importance of these principles, this study was guided by research by the University of Witwatersrand's code of ethics. This commitment is readily demonstrable through my successful application for ethics clearance through the Research Ethics Committee (H20/02/24, see Appendix D) and the informed consent obtained from all participants.

Creswell (2007) aptly highlights the essential role of ethical considerations throughout the research journey, particularly when navigating entry into the field site, engaging with participants, collecting potentially sensitive personal data, and managing project timelines. Bracken-Roche et al., (2017) further emphasise the heightened significance of ethical conduct in qualitative research, especially when involving vulnerable participant groups.

Throughout my study, I prioritised participant autonomy by ensuring their freedom of choice to participate, respecting their informed consent, and safeguarding their identities throughout the research process, from recruitment to dissemination. Transparency and honesty with my readers formed another cardinal principle. Information deemed non-essential to the case study, such as specific levels of education or income, was modified and clearly identified as such within the report to protect participant confidentiality.

By diligently upholding these ethical standards, I aimed not only to ensure the credibility and trustworthiness of my research but also to demonstrate my commitment to responsible knowledge generation that honours the dignity and well-being of all participants.

To address ethical considerations aspect of my study in an effective manner, there are six important ethical issues that were considered as discussed in Bryman and Bell's (2007) important principles related to ethical considerations in dissertations.

4.8.1 Ensuring Ethical Research Practices, Obtaining Necessary Permissions

My research journey commenced with a commitment to upholding rigorous ethical standards. Recognising the paramount importance of ethical approval, I prioritised securing the requisite permissions from both the University of Witwatersrand Research Ethics Committee and the Department of Correctional Services (DCS) South Africa. This approach aligns with the position of Kruger, Ndebele, and Horn (2014), who emphasise the fundamental role of ethical approval in ensuring responsible research conduct.

Obtaining approval from the University Ethics Committee served as the initial step in safeguarding research integrity and participant well-being. This crucial layer of oversight guaranteed that my research project adhered to established ethical principles and relevant guidelines. With the university's approval in hand, I proceeded to seek permission from the DCS, the relevant institutional authority for conducting research within correctional facilities. This step ensured that my research activities aligned with departmental policies and protocols and that access to participants was granted through proper channels. Securing both university and institutional approvals, laid the foundation for a responsible and ethically sound research investigation. This commitment to ethical research practices not only fosters trust and transparency but also serves as a cornerstone for generating reliable and credible knowledge.

4.8.2 Informed Consent and Freedom of Choice

McMillan and Schumacher (2006) unequivocally assert that any credible research design must prioritise the principle of informed consent. This principle dictates that participants should never be coerced into taking part in a study, but rather empowered with the knowledge and freedom to make informed choices about their involvement. In line with this ethical cornerstone, I ensured that all participants in this study were adequately informed about the research objectives, methodology, and potential implications of participation. Each participant received comprehensive information about the study, allowing them sufficient time to

understand the details and implications before deciding whether to participate. This emphasis on voluntary involvement resonated with Cohen and Manion's (1997, p. 350) assertion that "informed consent implies informed refusal."

Furthermore, I ensured that participants understood their right to withdraw from the study at any point, should they feel uncomfortable to proceed. This emphasis on participant autonomy was explicitly communicated and subsequently reiterated throughout the research process. To further safeguard participant rights and ensure their informed consent, I also obtained explicit consent for recording the interviews. Consent forms served as a vital tool in documenting participants' voluntary involvement and their understanding of the research parameters.

By prioritising informed consent and participant autonomy throughout the research journey, I aimed to uphold the highest ethical standards and build a foundation of trust and respect with the research participants. This commitment to ethical research practices not only safeguards participant well-being but also strengthens the credibility and trustworthiness of the generated findings.

4.8.3 Anonymity and Confidentiality

McMillan and Schumacher (2006) emphasise the paramount importance of safeguarding participant confidentiality in research. This principle dictates that information about participants, unless explicitly consented to otherwise, must be treated with the utmost discretion and privacy. Recognising this ethical imperative, I implemented various measures throughout my research to ensure that the anonymity and confidentiality of participants were meticulously preserved.

Firstly, I offered participants the option of using aliases or pseudonyms during the research process. This proactive approach allowed them to maintain a sense of anonymity and protect their identities in the data collection, analysis, and reporting stages.

Secondly, I scrupulously avoided revealing any information that could potentially identify participants, such as their names, institutional affiliations, or personal details. This commitment to anonymity extended throughout the research journey, encompassing data collection, analysis, and the final reporting of findings.

Furthermore, I prioritised privacy and confidentiality within the interview environment. During telephone communications and interview sessions, I maintained a sensitive and respectful

approach, ensuring that participants felt safe and comfortable sharing their experiences. Additionally, throughout the data analysis and dissemination phases, I remained vigilant in protecting participant identities and ensuring that no information was divulged that could compromise their confidentiality. Upholding these confidentiality measures, was part of my commitment to ethical research practices and an effort to build trust with participants. This commitment not only safeguards individual privacy but also fosters a climate of respect and protects participants from potential harm or exploitation.

4.9 Qualitative Data Analysis Process and Dissemination of the Findings

The process of data analysis in grounded theory research is inherently intertwined with data collection and report writing. Creswell (2018) emphasises that these stages are not isolated but rather dynamically interact throughout the research process. In grounded theory studies, the concurrent generation and analysis of data are fundamental to theory development (Birks & Mills, 2011). Before formal analysis, meticulous preparation of raw data, including transcribing interviews and organising observational notes, sets the stage for a systematic analysis process.

This study employed both manual coding techniques and computer-aided qualitative data analysis software (Atlas.ti) to analyse transcribed data. The core of data analysis involves dissecting words, sentences, and paragraphs to derive meaning and formulate theoretical interpretations. Rigor, systematicity, and discipline are crucial in this process, as highlighted by Birks and Mills (2015), emphasising the need for methodological documentation for transparency and replicability.

The iterative nature of this interconnected approach to data analysis aims to develop a robust and grounded theory that authentically captures the complexity of the data. This commitment to rigorous analysis not only enhances the credibility of findings but also contributes to advancing knowledge in educational leadership within juvenile correctional institutions.

4.9.1 Data Analysis Process

Many researchers describe the analysis process (Cohen et al., 2018; Creswell, 2013, 2016, 2018; Silverman, 1997, 2000; Ndofirepi, 2015). Some of the principles identified have guided my research. Initially, I employed ‘vertical and horizontal’ preliminary data analysis processing (Ndofirepi, 2015).

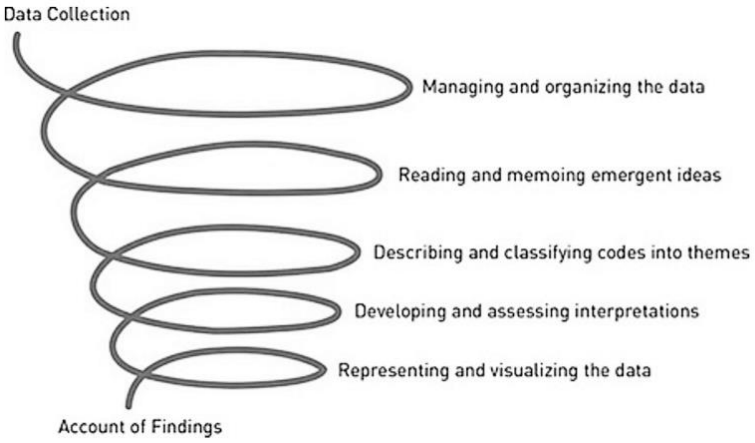


Figure 4. 1 The Data Analysis Spiral (Creswell & Poth, 2018, p. 186)

The data analysis spiral best captures the process of data processing in qualitative research consistent with the suggestion made by Creswell and Poth (2018) as depicted in Figure 4 above. I engaged in the process of moving in analytic circles instead of using a linear approach. I entered the data in text form using grounded theory analysis and Atlas.ti open coding and emerged with an account of findings. This process is described in section 4.9.3 below.

Charmaz (2006) maintains that GT research design an iterative process that is underpinned by inductive, comparative, and interactive processes. Therefore "…researchers subject their inductive data to rigorous comparative analysis that successively moves from studying concrete realities to rendering a conceptual understanding from these data. Successive data collection and analysis each inform and focus the other as the iterative process proceeds (Charmaz and Belgrave, 2014, p. 347). The rationale behind grounded theory and the practice of these underpinning strategies kept me interacting with my data and the immerging analyses.

Data analysis started with the raw data in the form of textual data from transcribed interviews. In the preliminary analysis, I constructed key ideas or themes through a process called open coding. In Atlas.ti these are referred to as codes or categories. There were many specific themes at this stage. During the open coding phase, I started linking specific themes or categories in a hierarchical relationship, merging multiple themes into a single category where they represented specific components within a more general category. Thomas (2018) refers to this emerging phase as axial coding. Goodyear-Smith and Mash (2018, p. 216) further suggest that an integral part of axial coding is "making theoretical comparisons to develop emerging categories and concepts at a more general level and to identify underling processes". Burkes

and Mills (2011) refer to this process as ‘constant comparison’ in some versions of grounded theory.

During the data analysis process, I kept notes or memos about my thoughts on emerging categories and their implication to my research. Thomas (2018) emphasises the importance of writing memos during analysis process to identify any gaps in the information available. The memos led to additional questions and prompts in subsequent interviews.

Consistent with grounded theory methods, concurrent data generation and analysis, and the constant comparison of data-to-data, data-to-categories and category-to-category was done throughout this this research. From the first day of interviews, I was continuously reflecting on impressions, relationships and connections during the data collection stage. This was partly due to the anxiety and excitement to discover emerging patterns and linkages relating to my research questions. My assumption was that I would quickly identify similarities, differences, categories, themes, concepts and ideas as part of the continuous process. Meanwhile, this reflection allowed me to identify problems with my questioning and interviewing techniques in the first interview. I realised that in most of the instances, I was not allowing the participant to reflect on the question before answering. Furthermore, I was concentrating more on the interview questions without much flexibility. I also identified some research questions that needed to be modified or combined in some way to adequately address the research questions. I then restructured my interview protocol to allow for a more dialogical conversation approach to allow building up on the participants’ responses. It was important to read all the data and separate them into smaller more meaningful units after transcribing. I started to do theoretical sampling after conducting and preliminary analysis of three interviews. Theoretical saturation was reached after twelve interviews had been analysed due to the focused interest in the study.

The first stage of analysis for interview data is transcription of audio files. This process was long and tedious for me at first since I was manually transcribing the audio files. Due to the length of the audios, I would take hours to listen and type the text. On the one hand, I needed to continue with the data collection and, on the other, proceed with preliminary analysis of the transcripts. After two transcriptions that took three weeks each, I then opted for Otter.ai auto transcription tool. The application assisted me to transcribe faster, separating speakers and adding time stamps for easier access of quotations.

Automated transcription programmes like Otter.ai have their own drawbacks. While the application speeds up the process, it has challenges in recognising word when the participants speak faster. The software is also not capable of isolating human voices and, therefore, it transcribes every sound it picks, including background noises. It cannot recognise contexts; therefore, I had to go back and make corrections on the text. Accuracy is not 100%, therefore I had to follow up to double check and edit the transcriptions. Additionally, the software has a limited vocabulary and does not capture expressions. To overcome these challenges, I went through the auto generated transcripts while listening to the recordings to verify the text and produce a correct version and transcribe verbatim. Although there were few errors in the auto generated transcripts, the process allowed me to familiarise with the data.

4.9.2 Data Management Plan and Storage

I moved on to the preliminary data analysis (Creswell, 2012) beginning with vertical level analysis (Ndofirepi, 2015) with the aim of reducing the large volume of data. I printed out and read through each transcript highlighting the sections and quotations that I found interesting to guide the follow up interviews. I made notes of these quotations and created codes that would serve as leads for the next interviews. At this stage, I realised that I needed to come up with a data management plan to help me organise my data collection as I thought through the questions that were arising from the preliminary data analysis. I started to document the key activities involved in my research data cycle as illustrated in Figure 4.2 below.

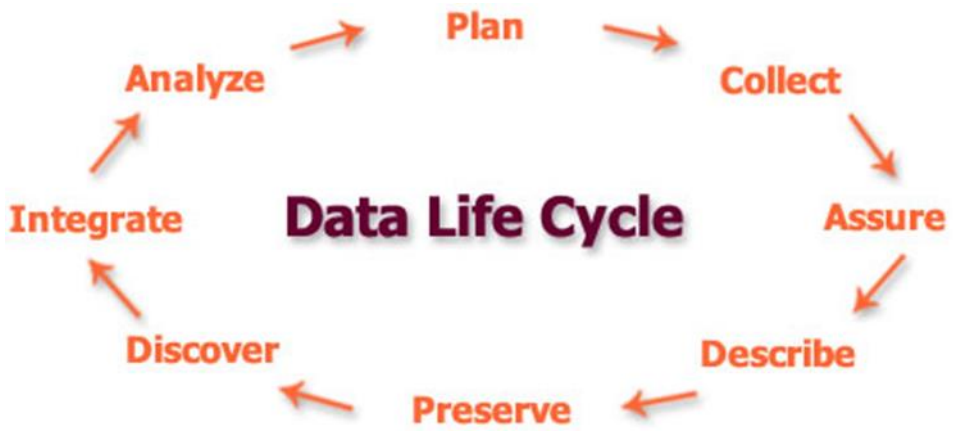


Figure 4. 2 Data Management Plan (DMP)

The DMP essentially assisted me to document the key activities in my research data lifecycle. The DMP included my data collection strategy, description of the types of data that I was handling, data preservation plan, and access or discovery of data. This documentation was

important for reproducibility of my research results which is a fundamental precept of scientific investigations (Stephenson, 2011). By laying out the blueprint for lifecycle management of data, a DMP provides valuable details, such as how the data will be preserved for the long term, how and where the researcher will make the data available for sharing, and whether reuse of the data, including derivatives, will be allowed.

Secondly, a DMP helped me to prevent and reduce the likelihood data loss, data errors, and unethical uses of my data in the event of reproducibility (Stephenson, 2011). In effect, a DMP fosters improved communication and accountability for data.

Thirdly, this study involves a high security population that is immersed in restrictions and sensitivities; therefore, the data should not be made readily available to the public for broad sharing and accessibility. The study involves juvenile offenders, as such the information must be preserved according to the regulations of the Department of Correctional Services. Although the data can be another source of attribution and further investigations, it is highly important to preserve the data under strict conditions.

4.9.3 Translating the process of open coding Atlas.ti Computer Assisted Qualitative Data Analysis Software (CAQDAS) in a Grounded Theory Study

After reading the transcriptions while listening again, editing where necessary, the transcript texts were loaded text into the Atlas.ti computer software. Data were then classified, a process that involved breaking down the data into smaller more manageable chunks and bringing it together again in a new way. This was a process of assigning data to categories or classes and identifying formal connections between them (Dey, 1993). Classifying data is an important step in analysis for meaningful comparisons to be made. Classifying data is guided by the research objectives to form the conceptual foundations that act as a base for interpretations and explanations. Once the data had been classified, regularities, variations and peculiarities were examined, and patterns identified. Dey (1993) defines this as the process of identifying substantive Connections by associating categories or linking data.

The ongoing grounded theory debate between Glaserian and Straussian schools of thoughts constantly falls on a common understanding that the hypothesis is constantly revolving during research until the phenomena under study argument holds true. Atlas.ti allowed me to study correlations or relations between different categories giving me a clearer and more complex picture of the data than the preliminary data analysis. The puzzle pieces started to fall into

place. The qualitative data analysis was a twofold task – firstly I selected a bit of data and secondly, I assigned the data into categories of quotations, a process called coding (Birk & Mills, 2015). In essence, this was an exercise where I realised that I was ultimately concerned with human interactions and social processes. The so-called facts were produced through conceptualisation and "facts" per se were merely manufactured (Smit, 2002). The fact in this research were based on my perceptions which were shaped by my thinking.

4.9.3.1 Rationale for Using Computer-Aided Qualitative Data Analysis Software (CAQDAS)

To augment the grounded theory analysis due to its drawbacks, I employed Atlas.ti, a CAQDAS for data analysis. As Corbin and Strauss (2015, p. 203) argue CAQDAS "has the ability to augment the human mind by doing a lot of the detailed and tedious work Involved in many endeavours, thus freeing up the user to be creative and thoughtful. And this is what computer programmes do for qualitative analysis". In grounded theory analysis, theories are developed based on data instead of the other way around. GT analysis is therefore regarded as overly theoretical and may not provide concise answers to qualitative research questions (Cohen et al., 2018). Additionally, I had a large amount of data from unstructured interviews and open-ended questions. This posed serious data management challenges for me according to Kelle (1995, p. 1-17). The challenges are not easily resolved by using standard data management systems grounded theory analysis which requires a lot of objectivity, creativity, and critical thinking from researchers (Cohen et al., 2018).

Although Atlas.ti was the best way to fulfil one of the central tasks of qualitative data management – the retrieval of relevant quotations, it nevertheless imposes some limitations. It required that quotations and coding schemes be defined before the data are entered, which contravenes the inductive categorisation strategy preferred by most qualitative researchers in grounded theory. To mitigate against this limitation, I carried out thematic analysis to triangulate the data analysis process.

4.9.3.2 The Process of Thematic Analysis as a Spiral in Atlas.ti

The major data analysis process for this research was based on Ali's (2019) levels of thematic data analysis using Atlas.ti. Atlas.ti follows the spiral nature of analysis described by Creswell and Poth (2018). This process of thematic analysis in Atlas.ti involves five steps (Ali, 2019) that are closely related to Creswell and Poth's (2018) spiral analysis. According to Freise

(2019) analysis of qualitative data starts with organising and preparing documents to familiarise the researcher with the data. Secondly, the researcher then identifies the important segments of data in the documents by reading, watching and listening to them in order to come up with the quotations and the codes. Thirdly, the researcher must attach identifying labels to the quotations; codes, to enable easier management and reference and to make them more analysable data. After the labels have been assigned, the researcher must come up with themes; significant patterns that immerge as the researcher groups relevant codes together to create code groups. Lastly, networks can be created to visualise the findings in diverse formats of representation like charts, tables and graphs.

I followed the five steps of analysis in Atlas.ti and came up with representations highlighted in Chapter 5. The five steps are illustrated in Figure 4.3.

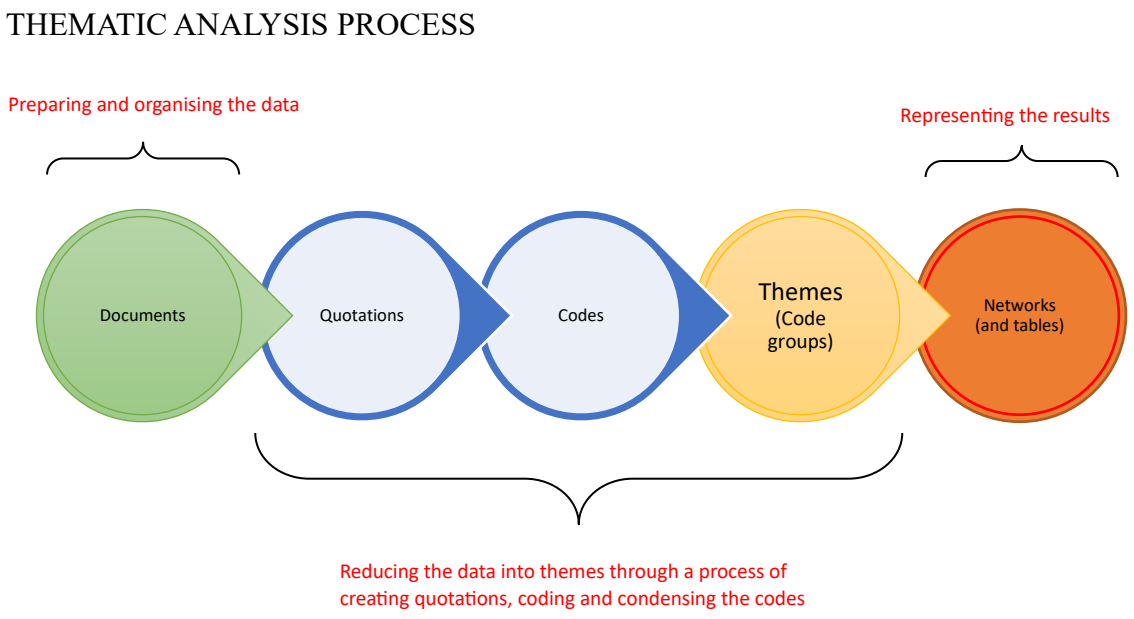


Figure 4. 3 Thematic Analysis Process using Atlas.ti

Using Atlas.ti directed me with different types of codes that enhanced the formulation of categories and themes, thus reducing time used to analyse data manually. Further, the software assisted me to build networks and relationships resulting in creating visual images of my data (Fritz, 2008).

4.9.3.3 Open Coding according to GT in relation to Coding in Atlas.ti

My initial focus was to understand the open coding from the GT perspective and how it can be related to coding in Atlas.ti. The term 'code' and 'coding' in qualitative research is mainly adopted from GT approach and has consequently been widely used in the use of CAQDAS. CAQDAS coding is basically the process of attaching a label to a data segment or a quotation. Friese (2017) claims that computer scientists call this "tagging", but in this research 'coding' will be used in relation the open coding in Grounded Theory. However, it is important to note that GT coding cannot be generalised across the various GT approaches that exist today. Strauss (1998) gives an example of open coding which is a more complex process; "not a list of tags, but a memo of several pages in length that holds words that stand for categories, properties, or dimensions" (Friese, 2017, p. 3). For Charmaz, initial coding process is closely related to CAQDAS coding/ tagging of data.

Friese (2017) asserts that both Strauss (1987/1998) and Corbin and Strauss (2015) maintain that concepts usually written on index cards can be written as labels in the margins of a document. While Strauss assumes that this was probably a common practice, he points out that these 'codes' tend to be less detailed and more difficult to sort (Strauss 1998: 114). Looking at the examples Strauss provides, the notes on his index cards often hold quotes from the data, references to other related data segments, analytic reflections, pointers for theoretical sampling, and references to the coding paradigm. Further, he wrote down on the index cards whether within a coded segment there were references to a condition, an interaction, or a consequence are contained, i.e., axial coding. This also applies to the examples given by Corbin & Strauss (2015). Thus, when using the word coding in the context of CAQDAS is not what Strauss and Corbin mean when they talk about coding in the Grounded Theory sense. GT coding is more than just attaching a label to a data segment.

4.9.4 Open Coding: What I did in Atlas.ti

During the first phase, I read the data and recorded the ideas and thoughts that occurred to me using quotation comments. In addition, I coded the data. My intention was to pre-structure the material to take advantage of the computer early, in that it allows me quick access to the material for further analysis via codes. The initial list of codes is shown in Figure 6. The codes are not yet sorted or coloured. At this stage of analysis, I only created a list of terms, for the moment ignoring any possibility to sort tags for hierarchical structure. It is important to note that this first step of coding is not the equivalent of open coding. Going through and coding the

data can be an initial step to make it easier to move through the data and find things, but in order to label it open coding according to the Strauss/Corbin approach, an essential step is missing – namely writing. For this, I made use of the quotation comments.

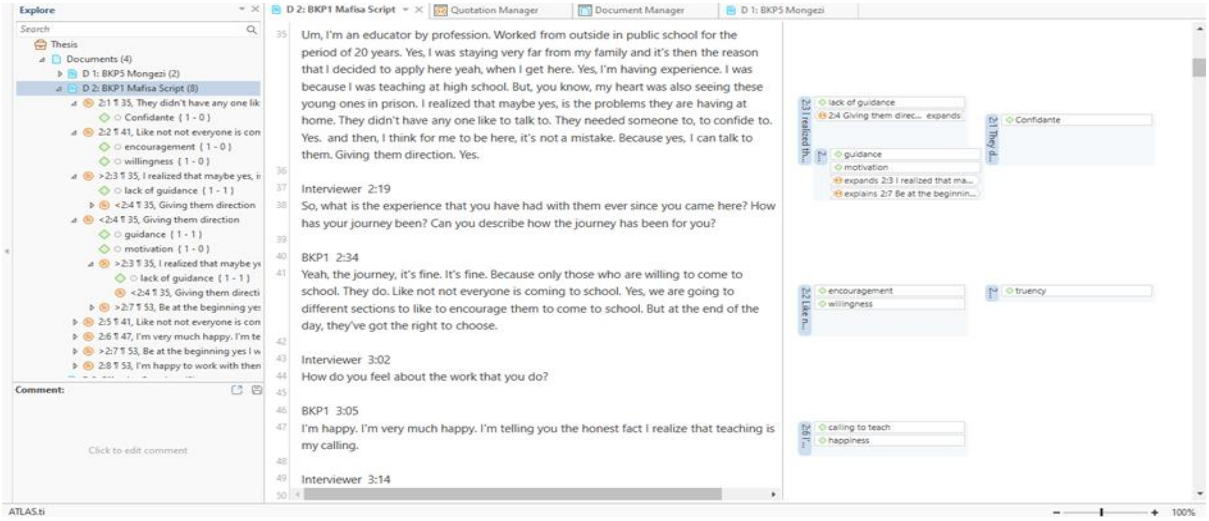


Figure 4. 4 First Phase of Analysis in Atlas.ti-coding, commenting and linking data

Atlas.ti facilitated the process of GT open coding each section that I coded, and each segment consists of a quotation in Atlas.ti and a code linked to the quotation. This, quotation is an independent entity on its own; several actions are possible. The quotation can be named, commented, it can be linked to other quotations, and one or also multiple memos can be linked to it. Further in terms of functionality, the Atlas.ti margin area is an essential feature especially when using an interpretive approach. It gives immediate feedback throughout the analysis how a quotation is coded, whether it is linked to other quotations, whether comments or memos have been written, or whether it is part of a network (see Figure 4.5).

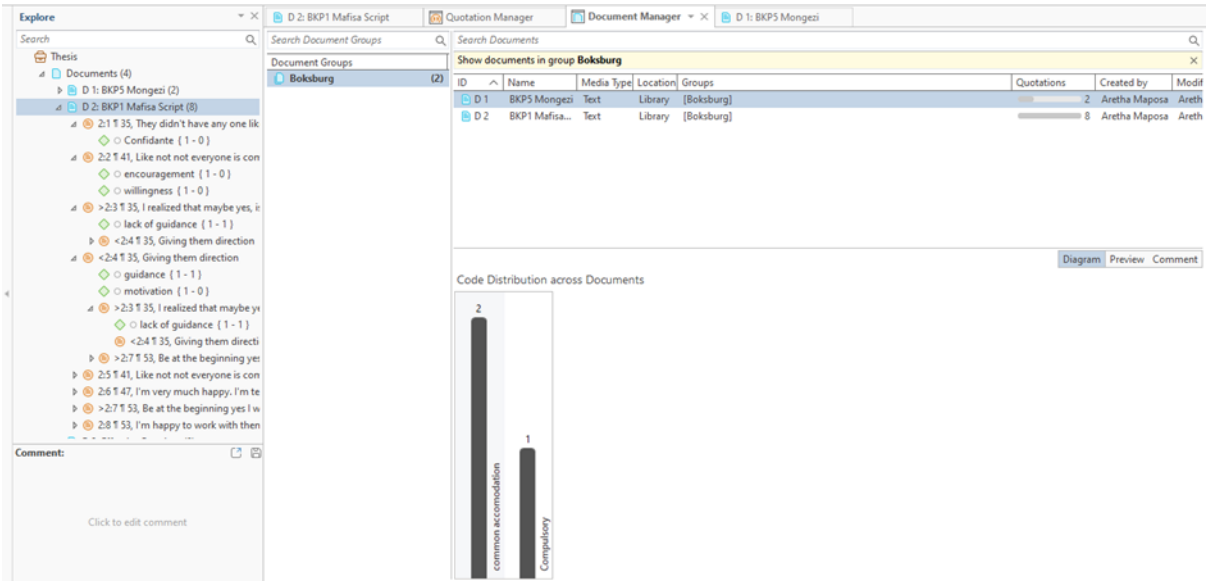


Figure 4. 5 User Friendly and Interactive Interface

After coding the first interview, I began with reviewing the code list adding some structure to it. Next, I coded interview two and three continuing the interpretive process in writing quotation and code comments and linking quotations to each other as relations emerged. Figure 8. shows the changes to the code list that resulted from this. The first two lists expand and clarify the open coding process as defined by Corbin & Strauss, emphasising that in open coding, researchers engage in the process of breaking apart data and delineating concepts to represent blocks of raw data. Concurrently, they qualify these concepts by considering their properties and dimensions (Corbin & Strauss 2008). Thus, the initial code list turns into themes over time where the codes receive methodological significance.

The software entity ‘code’ needs to serve two purposes for GT: an initial code can be developed into a theme, a property, or a dimension and thus takes on methodological meaning. Some ‘codes’ however may never be methodological; they simply serve organisational purposes to support data retrieval. Further, the code system needs to be developed and structured in a way to be able to use the advanced software tools later in the analysis.

For the next level of abstraction, I used the code comment area. The purpose was to summarise the content of the coded quotations as a step towards moving from a descriptive to the conceptual level. In addition, I wrote two memos. One was about background information on leadership and management of education, as this is well researched. And the second one on juvenile justice system, as it constantly came up as I was reading the data. I also wrote other memos for instance to outline the project idea, to write down my own thoughts and position

regarding the topic at hand. The availability of the quotation level and the comment function plus having memos as containers for writing, allowed me to distinguish between various methodological activities. From a GT perspective, most information written in Atlas.ti comments would be considered memos. But if you when using Atlas.ti memos for all your writing, because this is what it is called in GT, one would not utilise Atlas.ti to its fullest potential. My experience was that I had to stop writing memos, since the use of memos for all levels of my analysis was leading me to generate too many memos; I was beginning to feel lost.

4.9.5 Data Protection

Data analysis was conducted simultaneously with the data collection. I transcribed and analysed the data independently. Data was stored in encrypted devices and password protected. As for the purpose of cross checking in data analysis, the transcripts will be shared with two qualitative researchers through password protected email. The information storage on any computer, personal computer or laptop, hard disk and memory sticks will be protected by using passwords that I will personally hold (Gerrish & Lacey, 2010). Hard copies or written materials of the data will be kept under lock and key in adherence to ethical guidelines (Preliminary, 2000). At the end of the study, I will communicate the results to the participant to minimise researcher bias and potential misinterpretation and misuse of research (McMillan and Schumacher, 2006).

4.10 Presentation of emerging issues

Armed with a list of key emerging issues from the analysis in Atlas.ti, the next step is to develop and present a comprehensive report to the readers (Ndofirepi, 2015). I, therefore, selected key themes that emerged to present and describe them in a detailed and systematic way. Qualitative results are reported in a narrative discussion, highlighting and commenting on the themes that emerge from the analysis. The comments in this study are illustrated with excerpts from raw data in the form of direct quotations to bring in the voice of the participants as evidence of representing their feelings and thoughts (Creswell, 2012; Burnard, 1991). In the same vein Creswell (2018) draws supports the inclusion of participants' words in between the researcher's own narration to emphasise the ideas and issues discussed. More elaborate commentary on the results was reserved for the Discussion of Findings section.

4.11 Delimitations of the Study

Leedy and Omrod (2010) describe delimitations of a study as those characteristics within the researcher's control that limit the scope and define the boundaries of the study. Delimiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives that are adopted (as opposed to what could have been adopted), and the population chosen to investigate (Simon, 2011). This study was conducted only within the confinements described below.

The study is limited to one juvenile correctional institution in South Africa. The results of the study could be generalisable to juvenile correctional institutions in South Africa and other African countries. Only the educational leaders, which include four Station Education Officers, three Provincial Education Officers and four Officers in Charge to give insight on their experiences regarding their practices in leadership and management of education in juvenile correctional secure care settings. In addition, an Education Psychologist, Social Worker and Anger Management Specialist were also selected to participate in the research as a result of theoretical sampling.

4.12 Chapter Summary

Chapter 4 introduced the research methodology employed in the study. The research approach, design and methodology that was employed were discussed in detail. The data analysis and ethical considerations were elaborated on. Chapter 5 is the presentation of findings and results of the study. The results highlight similarities and contradicting evidence in previous studies that have been conducted in different settings.

CHAPTER 5

DATA PRESENTATION AND DISCUSSION

5.1 Introduction

Chapter 5 embarks on systematically organising and presenting the data gathered through unstructured observations, unstructured open-ended interviews, and the analysis of institutional and policy documents. This chapter is dedicated to the methodical organisation and presentation of the five vital themes that have emerged from the research, serving as the foundational pillars of this exploration.

The overarching aim of the study remains to shed light on the leadership and management practices prevailing within juvenile correctional secure care facilities in South Africa. The primary objective is to explore pathways through which education policy makers can enhance the rehabilitation process, ultimately fostering transformed offenders capable of making substantial contributions to the socio-economic development of the nation and, by extension, addressing the multifaceted socio-economic challenges that confront third-world countries and the global community.

5.2 Chapter Overview

This chapter marks the initial step in presenting the research findings. It begins with an introduction to the study's participants, followed by the presentation of data organised according to emerging themes derived from various sources, including unstructured observations, open-ended interviews, and the examination of institutional and policy documents. These diverse data sources have yielded valuable insights into the complex terrain of leadership and management practices within the context of juvenile correctional secure care settings.

The presentation commences by providing an in-depth profile of the participant cohort, offering a comprehensive understanding of their demographics. Subsequently, I delve into the data constituting the theme of "Fostering Restorative Relationships." Through the lens of unstructured observations and interviews, this section unveils the intricacies of real-world interactions and dynamics that underpin the cultivation of relationships grounded in restoration, trust, and empathy within these settings.

Following this exploration, I transition to the theme of "Inspirational Vision." Here, the data obtained shed light on the visionary leadership that steers educational endeavours within the juvenile correctional secure care facility, emphasising the importance of having a clear and inspiring educational vision.

Moreover, this chapter introduces two more themes. The first theme, "Leadership and Management Practices," delves into the various approaches and techniques employed by leadership and management personnel to govern these educational institutions effectively. This theme offers insights into the practices, challenges, and successes faced in their roles.

The last theme, "Educators' Perspectives of Offender Learners," provides a platform for educators to express their viewpoints on the learners under their guidance. This theme encompasses their observations, challenges, and potential strategies for effectively facilitating the educational development and rehabilitation of juvenile offenders.

It is imperative to note that this chapter primarily focuses on the organisation and presentation of data, serving as a preliminary overview of these foundational themes. For more themes that emerged in this study, data is presented in the subsequent chapters (Chapter 7 and 8).

5.3 Profiling the Cohort: Demographic Insights into Participants

In this section, I provide a comprehensive profile of the participants involved in the grounded theory study. This profile highlights the diverse range of ages, genders, teaching experiences, leadership roles within Juvenile Correctional Institution, and positions within the correctional institution, all of which enrich the depth and breadth of insights within this study.

Table 5. 1 Summary of participant Demographics

Interview Participant Code	**Age Range**	**Gender**	**Teaching Experience**	**Position Of Official in the Institution**
BKP1	40-45	Female	>20	Vice Principal
BKP2	35-40	Female	10+	Educator
BKP3	45-50	Male	15+	Acting Principal
BKP4	30-35	Male	5-10	Educator
BKP5	28-32	Female	3-5	Educator
BKP6	50-55	Male	>15	Educator
BKP7	55-60	Male	>20	Educator
KP8	40-45	Male	10+	Centre Manager
BKP9	38-42	Male	8	Education Manager
BKP10	28-32	Female	6	Psychologist
BKP11	30-35	Female	4	Social worker
BKP12	45-50	Female	7	Anger management specialist
BKP13	25-30	Male	9	Sports and Recreational Officer

Table 5.1 shows that participants are a diverse sample comprising predominantly male educators identifying as formally trained educators. The participant cohort in the grounded theory study is diverse, encompassing a range of ages, genders, teaching experiences, leadership roles within Juvenile Justice Education (JJE), and positions within the correctional institution. The study involves a total of thirteen participants, each contributing unique perspectives to the exploration of educational leadership and management within the context of juvenile correctional institutions.

Regarding teaching experience, the participants bring a wealth of knowledge and expertise to the study. Teaching experiences range from over 3 years to 20 years, reflecting a combination of seasoned educators with extensive backgrounds in education and professionals from various domains who contribute unique viewpoints. Their length of experience varied from being in their fourth year of teaching to over 20 years of teaching experience. A small minority 3 out of the whole group were previously employed as educators in the Department of Basic Education in the Gauteng Province. In contrast, 2 had no prior teaching experience before joining the Department of Correctional Services.

The age distribution of the participants varies, with a range spanning from 35 to 62 years. This range reflects a mix of experienced educators and professionals, contributing to the depth of insight in the study. The gender representation within the cohort comprises both male and female participants, reflecting a balanced and inclusive perspective.

Within the cohort, there is a diversity of leadership and management experiences specific to the Juvenile Justice Education (JJE) context. The roles of the participants' who took part in this study vary from being educators, education manager, and acting principal to specialised positions such as psychologist, social worker, anger management specialist, and sports and recreational officer. These roles encompass a wide range of responsibilities and expertise, contributing to a holistic understanding of the complex dynamics of educational leadership and management within juvenile correctional institutions, as well as critical to the holistic rehabilitation of juvenile offenders.

BKP 10, a female psychologist, brings insights into the psychological well-being of inmates and the role of mental health in shaping rehabilitation efforts. BKP 11, a female social worker, emphasises the impact of external factors on behaviour and the importance of social context in rehabilitation. BKP 12, a female anger management specialist, offers perspectives on

addressing aggressive behaviour and emotional regulation. BKP 13, a sports and recreational officer, highlights the significance of extracurricular activities in promoting positive development.

As the study focuses on individuals within the correctional institution, the period of time each participant has spent within the institution varies. While specific duration information is not provided for all participants, it was established that the cohort includes individuals who have spent a considerable amount of time working within the correctional context.

In summary, the participant demographics in the grounded theory study on Juvenile Correctional Education are characterised by diversity in age, gender, teaching experience, leadership roles within JJE, and institutional tenure. This diversity of perspectives, including educators and specialised professionals, contributes to a comprehensive exploration of educational leadership and management within the unique and complex environment of juvenile correctional institutions.

5.5 Fostering Restorative Relationships

> *It's about building trust, you know? These kids have been through so much, and they need someone they can rely on, someone who can listen without judgement.*

One of the central data sets from the grounded theory study's unstructured open-ended interviews highlights the paramount importance of building trust as a foundational element in the rehabilitation and education of young offenders within juvenile correctional institutions. The insights provided by one educator, BKP3 above, succinctly encapsulates this aspect.

5.5.1 Restorative Practices

Leadership and management practices focusing on restorative justice are evident within the context of the juvenile institution. In this study, fostering restorative relationships emerged as an approach that focuses on repairing the harm caused by criminal behaviour rather than solely punishing the offender. Educators emphasised healing for all parties involved in any offence committed by the young offenders, including the victims, the offenders themselves, and the community. All participants in the study agreed that fostering restorative relationships plays a pivotal role in facilitating personal growth and rehabilitation among incarcerated juveniles. By fostering intentional connections between educators and JOLs, emotional support is provided, enabling them to explore their identities, strengths, and areas for improvement. Most educators

think that this encourages self-awareness and personal responsibility, empowering the JOLs offenders to take charge of their educational journey and rehabilitation process. As a result, the JOLs develop resilience and a stronger sense of purpose, enhancing their prospects for successful reintegration into society. Restorative practices lay emphasis on education, dialogue, support, and rehabilitation, with the ultimate goal of reintegrating the offender learners as positively contributing members of society. This theme is foundational in all the rest of the emerging themes.

The participants in this study commonly agreed that providing education and emphasising its importance to the offender learners was an important starting point for rehabilitation. By educating and showing them the value of education, they aim to rehabilitate and transform the offenders positively.

> *We give them education, we educate them, we show them the importance of education, and we tell them to accept what they did. To forgive themselves first and also telling them that they are here for a reason, to be rehabilitated* (BKP 5).

The focus on forgiveness, acceptance of past actions, and the notion of a second chance through education empower the offender learners to take responsibility for their actions and work towards a brighter future. Such relationships foster accountability and responsibility.

Some educators expressed their efforts to encourage the learners to attend school and take advantage of the educational opportunities available to them. This encouragement is essential in motivating the youth to participate in their own rehabilitation journey.

> *We encourage them to accept, attend school, and make use of this chance* (BKP 2).

> *Inspired by my passion for teaching and the desire to support young individuals in need, I decided to work as an educator in a juvenile institution. I realised that these young ones in prison needed someone to talk to and confide in, so being here feels like the right calling* (BKP 1).

This was reiterated by another participant who believes in providing guidance and support to encourage their growth and rehabilitation. One participant, BKP 6, mentions that the juveniles in the correctional facility are just like regular people who have made mistakes in their lives, and he believes in acting as a parent to guide and support them positively. He finds it fascinating to see their responses to education and believes in giving them a second chance in life.

One participant (BKP 1) associated their role of being *'that someone'* (BKP 9), whom the offender learners can talk to and confide in. This aspect aligns with restorative practices, as open dialogue and communication are crucial for understanding the needs and experiences of the offenders. BKP 1 emphasises that being able to *"talk to them. Giving them direction"* is an important tool that enables educators to positively impact the learners' journey through rehabilitation. This skill comes through *"having experience."* By *"acting as their parent, when they want to talk"* educators take a role in positively influencing the incarcerated juveniles. This consequently cements a relationship reflected in the way the learners affectionately address the educators as *'De'maazo hiii! Hi!'* (translated 'Mummy hi!'). She confirmed that they act in 'loco parentis' to make the learners happy and comfortable to relate as a *'third person'* other than their parents at home.

> *They become so happy... We talk to them about education, we act on behalf of their parents. We guide them, and I think that helps... These children, they need to be listened to, and they need someone like when they are at home they are used to, like, to talk to their parents. Maybe when the parents reprimand them, it's like you don't love me. But when the third person intervenes, I think it's when they can hear that... So, I'm here to help you* (BKP 1).

This was confirmed by another participant who said that adopting an empathetic approach lands the educators in a parental role, offering guidance and support to the learners. By building trust and rapport, they create an atmosphere where the juveniles feel safe to share their stories and emotions without fear of judgment.

Most conversations held by educators include discussions about the importance of education from an understanding that the offenders are in a correctional facility for a reason. The participants demonstrate a commitment to addressing the root causes of criminal behaviour and seeking ways to break the cycle. They *"tell them to accept what they did. To forgive themselves first and also telling them that they are here for a reason, to be rehabilitated"* (BKP 1).

A further area of support extending restorative practices often involves educators reaching beyond just academic achievements. Some educators highlighted the need for them to improvise resources like technology, research materials, and even sports to engage and assist the offenders in their rehabilitation journey.

> *Like learners out there, these offenders need to do research, but they are unable to due to the lack of technology…We provide them with information*

> *by going home, making research, and printing out. Like the pictures if pictures are needed…Previously here at school, we were doing sports. Like those who are not attending school, they mustn't come. We want them to move out of the cells to come here to school* (BKP 1).

One educator highlighted the significance of community engagement and parental involvement in the rehabilitation process within the correctional institution, pointing out the potential positive impact these interactions can have on the inmates' educational progress and overall behaviour.

> *If ever they can be offered to us, I think that could help a lot... If they can visit the school, maybe twice a week and say, 'These are the programmes, guys, that we are offering inside, therefore, we would like to visit you twice a week so that these boys can know that we are not only based inside when they are here at the school section. It's on their own, they will need only to focus on education. If they can do that, I think that could help a lot (BKP 5).*

BKP 5 acknowledges the importance of involving the community in the rehabilitation programme for incarcerated youth. He suggests that having students from *'outside'* visit the correctional institution and talk to the JOLs about how the education programme offered inside could be benefit them even when they are still incarcerated and when they are released from the correctional institution. This interaction could encourage the offender learners to focus on their education and show them that they are not isolated from the outside world.

Furthermore, when discussing improvements to the education system within the correctional institution, suggested having family days where inmates can interact with their parents and family occasionally. He believes that this interaction with parents can positively influence the behaviour of the inmates, as they would be mindful of their actions in school, knowing that their parents will be visiting and might hold them accountable.

Several participants acknowledged the importance of parental involvement in the rehabilitation process. They also agreed that regular family days or interactions between educators and parents could positively impact JOLs' behaviour. BKP 4 opined that, "*Once a term that can be a family day. I think that can help them a lot".*

Another participant, BKP 1, supported this view saying:

> *Yes, it could be helpful if there were regular family days to interact with the parents. This interaction might make the students think twice before engaging in misconduct, knowing they could be reported to their parents.*

Most educators further emphasised the potential impact of regular family days on the rehabilitation process. BKP 5 suggested that organising family days within the correctional institution could be beneficial as it allows for interactions between the education staff and the parents of the inmates. He proposed the idea of family days, where parents can visit and engage with their children in the facility. This involvement may create a sense of accountability for the juveniles and motivate them to behave better. Another participant mentioned using parental involvement to rebuke the learners from bad behaviour was one of the effective ways of controlling behaviour. BKP 1 was actually concerned about the lack of engagement between the educators and parents and guardians of the offender learners, wishing that the institution would allow educators to constantly communicate directly with the parents of juvenile offenders. Educators believe that this kind of engagement might create a sense of accountability and responsibility among the offender learners, knowing that their actions could be reported to their parents during these family gatherings. BKP 9 supported this view and added that his role was to *"constantly keep checking how the inmate is relating with his people from home".* By fostering closer relationships between the education staff and parents, the correctional institution could create a support system that encourages positive behaviour and discourages misconduct. BKP 9 strongly believes that the prospect of facing their parents and discussing their actions might prompt the JOLs to think twice before engaging in any further misconduct, ultimately contributing to their rehabilitation journey.

However, despite recognising the potential benefits of community involvement and parental engagement, BKP 5 expresses frustration with the current state of affairs within the correctional institution. He feels that the priorities of security and education need to be on the same level and suggests reinforcing security personnel at the school section to ensure a safe learning environment. He also emphasises the need to prioritise education and ensure that educational activities are not disrupted due to incidents of violence or misconduct among inmates.

> *If ever they can be offered to us, I think that could help a lot... If they can visit the school, maybe twice a week and say, 'These are the programme, guys, that we are offering inside, therefore, we would like to visit you twice a week so that these boys can know that we are not only based inside when they are here*

> *at the school section. It's on their own, they will need only to focus on education'. If they can do that, I think that could help a lot* (BKP 5).

This was supported by another educator who suggested that if community programme or *'specialised and targeted'* educational opportunities from *'outside'* the correctional institution was offered to them; it could benefit the inmates.

> *These boys get excited and motivated when they hear that other students from outside are coming for a certain programme. That is the day you will see them bathing and looking more presentable than any other day. You must come back Ma'am on such days. You won't believe it is the same 'sboshwa' (inmate) you see today* (BKP7).

Most participants proposed that representatives from specialised community programme visit the school section regularly (about twice a week) to engage with the inmates and showcase the educational opportunities available. They believe that such relationships and engagement could help the inmates understand that they are not isolated and encourage them to focus on their education while attending school.

BKP 5 mentioned that there is something called Victim Offender Dialogue (VOD) in which, he highlighted, an incarcerated offender may currently only have the opportunity to meet their victims once in every 10 years.

> *Let me say this, if offender A is incarcerated, and he's been here for six years or seven years, you will only see the victim, his victims once in 10 years* (BKP 5).

He proposed that this should be changed to allow them to meet their victims once a year. Other participants agreed that this change in policy could create restorative relationships that have a positive impact on the offenders' thinking and contribute to their rehabilitation process. While BKP5 emphasised the importance of Victim-Offender Dialogue (VOD) as a restorative practice within the correctional institution, other participants expressed concerns regarding the infrequency of these dialogues, stating that offenders only have the opportunity to meet their victims once every ten years. Some participants suggested that more regular VOD sessions, such as once a year, could have a positive impact on inmates' rehabilitation. BKP 5 acknowledged the challenges of implementing these reforms within the existing correctional department structure. Nevertheless, she believes that regular victim-offender dialogues could help change inmates' thinking and assist in their rehabilitation journey. She argues that, *"Seeing*

their victims and talking to them could potentially change the offenders' thinking and assist them in their rehabilitation."

BKP 2 approaches her interaction with incarcerated offenders as a teacher, delivering lessons in the classroom and occasionally offering advice when appropriate. However, she acknowledged that certain situations may not permit her to provide guidance. This highlights her understanding of the complex dynamics within the correctional environment, where effective communication and intervention may be constrained by various factors.

> *I interact with them as a teacher. I will give them a lesson in the class, and sometimes, if I feel like advising them, I will. But somewhere somehow, if the situation doesn't allow, then I don't advise them* (BKP 2).

BKP 2 also recognises that not all learners are receptive to change, and some harbour bitterness from their upbringing, hindering their willingness to accept advice from adults in their care. She understands that despite her efforts to guide and counsel them, some individuals may remain resistant to positive transformation. This acknowledgement demonstrates her realistic perspective and highlights the challenges she faces in fostering rehabilitation among incarcerated youth.

> *Because there are some learners who don't want to change, so even if you come with advice, it's nothing to them. And some of them are still bitter, so even if you give them advice, they will not take it (BKP 2).*

BKP 2 firmly believes that education can be a powerful tool for change and rehabilitation. She emphasises that those who have already undergone a positive transformation and have a clear vision of their goals can benefit from educational opportunities. This highlights her commitment to encouraging and supporting individuals who are genuinely seeking to change their lives.

> *If they've changed and they know what they want, then they can get education. And also, they can change. Those who know what they want will get education* (BKP2).

Despite facing challenges with learners who have mental blocks, BKP 2 says that together with her colleagues, they persistently strive to motivate the JOLs. She offers encouragement to them and expresses her pride in their successes. This shows her dedication to supporting incarcerated youth, even when they encounter obstacles such as mental health issues, which can be significant barriers to rehabilitation and education within the prison setting.

> *We try to motivate them. I try to encourage them that I'll be happy or proud of them if I find them somewhere succeeding. Some of them have mental blocks, but we keep trying to motivate them* (BKP 2).

The school principal, BKP 3, influences rehabilitation within the juvenile correctional institution through intentional restorative practices of leadership and engagement. As a supervisor of education, he plays a vital role in fostering a supportive and growth-oriented environment for incarcerated youth.

As an educator and supervisor, BKP 3 ensures that the offender learners receive education while in the institution. He teaches life orientation and ensures that the external class (Level 4) follows the same curriculum as mainstream schools. This education plays a significant role in equipping the youth with knowledge and skills that can positively impact their lives and future opportunities. He was allocated to teach *"life orientation to teach the boys because that's one of my strong points... I could engage with the boys. They open up"* (BKP 3).

Through the various leadership responsibilities and activities, BKP 3 encourages positive engagement among the youth. By involving them in decision-making processes and empowering them to lead, he fosters a sense of responsibility and ownership of their actions and choices.

> *I have to teach like any other teacher... we are working differently from other principals... I have to do files like any other teachers so we are working differently from other principals... I have to allocate duties to the people I'm working with... I have to assess them... So whatever opportunity you have, you have that opportunity because we're not sure what's going to happen tomorrow... we have boys coming over and they're not being attended. So that's what we normally do* (BKP 3).

BKP 3 also actively looks for talent among the young boys in the institution. He engages them in leadership roles, such as class representatives and involvement in church programme and drama. By nurturing their talents and providing opportunities for self-expression, he helps build their confidence and self-esteem, which can contribute to their rehabilitation.

> *A school is a platform where you can identify talent among the young boys we are working with... And there are boys who are involved in drama, where they express themselves a lot... I can probably give the name of Tony* who is our grade 12 who is very good in deliberating... We also have Jabulie*, these are the leaders and they're part of the school. So, they are good leaders at the school, and they're also good leaders inside.* (BKP 3).

BKP 3 addresses conflicts that arise among the incarcerated youth. He employs an open-door policy, where he listens to both sides of the story and seeks to find amicable solutions. By resolving conflicts promptly, he helps create a harmonious environment that supports rehabilitation efforts.

> *Conflict is something that you cannot avoid, but it can be managed... I normally use an open-door policy... hear their side of the story... there is no conflict that was never resolved* (BKP 3*)*

BKP 3 also shared a success story of a former inmate whose appeal was successful, and he continued his education outside the correctional institution. The participant stays in contact with such individuals, providing them with support and motivation as they reintegrate into society. Such support can play a crucial role in reducing recidivism and promoting positive behaviour change.

> *For some reason he was selling drugs and… the appeal to the sentence and already was five years down the line. So, the appeal took him outside... I still have contact with him... So, he is doing well... leaders here in incarcerated leaders, they get enough support* (BKP 3).

Additionally, the educator refers to these success stories and invites the ex-convicts to visit and inspire the offender learners *"building their hope that there is life after incarceration … that one day I will be like him.*" (BKP3)

A few educators talk about how they initially had negative perceptions of the institution due to hearing about the cruel behaviour of offenders but decided to join it because they were struggling to find a job. Some of the educators described how over time, they developed a friendly relationship with some of the offenders, although they are always aware that they are dealing with criminals and need to maintain a professional demeanour.

Participants believe that restorative practices help juveniles take responsibility for their actions, promoting personal growth and behavioural transformation. As a result, their argument is that the correctional institution becomes a more effective and compassionate environment for facilitating rehabilitation and reintegrating juveniles back into society when they pursue restorative leadership and management practises. Furthermore, BKP 12 emphasised that restorative practices not only provide an alternative approach to traditional punitive measures but also focus on repairing the harm caused by juvenile offenders.

5.5.2 Ethics and Values

I embarked on random unstructured observations during my visits to the juvenile correctional institution. I witnessed the profound impact of ethics and values on the conduct of various stakeholders, including managers, security officials, educators, and incarcerated youth. It was a unique opportunity to observe first-hand how a strong commitment to ethical behaviour and the integration of essential values in the educational curriculum could shape an environment conducive to fostering restorative relationships, personal growth, and responsible citizenship. My observation mostly resonated with the data from the institutional documents that were availed to me by the principal.

As I observed the educators, directly and indirectly observed the incarcerated youth, the significance of ethics and values became evident in their everyday interactions. The educators demonstrated unwavering dedication, serving as role models by upholding ethical principles such as treating the incarcerated youth with the utmost respect, fairness, and compassion. For instance, I witnessed one educator, patiently and compassionately listening to a young inmate, who was struggling with anger management issues. Instead of resorting to punitive measures, he offered understanding and guidance, helping the learner to work through his emotions and providing tools for better self-regulation.

One aspect that stood out during my interactions with the educators was their use of respectful language and compassionate tones when addressing the incarcerated youth. I observed that they consciously refrained from employing derogatory or demeaning language, recognising the importance of treating the juveniles as individuals deserving of dignity and empathy. For example, BKP5, an educator, addressed the youth by their first names, creating a sense of familiarity and trust, which encouraged the youths to open up about their struggles and aspirations. Another interesting observation was the reference to an offender learner as *'my boy'* by BKP 1, reflecting the intimate connection between the *'boy'* and the educator. The smile and humble reaction from the juvenile offender showed how this relationship impacted his behaviour. The educator treated the *'boy'* in the same manner a mother would treat or address her son, causing the *'boy'* to soften and respond respectfully.

Furthermore, the educators' commitment to active listening was remarkable. They engaged with the incarcerated youth by maintaining eye contact, nodding in acknowledgement, and providing verbal cues to demonstrate a genuine interest in the youths' thoughts and concerns. Through this active listening, the educators conveyed the significance of the youths' voices,

empowering them to express themselves openly and feel valued. During one informal group discussion, while the learners were gathered outside the classroom in the sun, I noticed how an educator attentively listened to each learner's perspective on the impact of their actions on others, fostering an environment where empathy and understanding flourished.

The institution places a strong emphasis on respecting the inherent dignity of every JOL. It was my observation that educators treat JOLs with dignity, ensuring that their rights are upheld and that they are treated with fairness and humanity. They believe that this respect for dignity creates a sense of worth and self-respect among the learners, encouraging them to take responsibility for their actions and make positive changes in their lives.

> *In this institution, we treat all learners with respect and dignity, regardless of their past mistakes. It's important to create an environment where they feel valued as individuals* (BKP 3).

Empathy and understanding were at the core of the educators' approach towards the offender learners. As I interacted with them, I also observed that rather than passing judgment on the youths' actions, they endeavoured to understand the circumstances that led to those actions, they acknowledged their struggles and strived to provide the much-needed emotional support. This was also reflected in the conversations that I had with the educators. They showed great concern and empathy for the learners.

> *When I see the learners struggling, I try to understand their challenges and offer a helping hand. It's essential to show them empathy and let them know that I care about their well-being and do not view them like prisoners* (BKP 2).

The educators confirmed that they recognise the challenging circumstances that these young individuals have faced coming from disadvantaged backgrounds. By showing understanding and empathy, educators agreed that they create a safe space for the JOLs to open up, share their experiences, and engage in the learning process without fear of judgment. In their opinion, educators believe that the empathetic approach plays a pivotal role in establishing a sense of trust between the educators and the juveniles, facilitating the journey towards personal growth and positive change. For instance, when I walked into her office as she was concluding a counselling session, BKP 11 showed deep empathy as she helped a young JOL cope with his feelings of remorse and regret, guiding him towards a path of healing and self-forgiveness.

I observed that not all the JOLs are respectful as supported by BKP 2 who explained that some offenders still display disrespectful behaviour despite her efforts to engage them positively with respect. While some may behave humbly during class sessions, their demeanour changes outside of the classroom environment.

> *I don't know. Some of these boys still have this disrespectful behaviour. Some can be humble during the class, but outside, it's a different person* (BKP2).

BKP 3 expressed his deep emotional attachment to juvenile offenders when he started his journey as an educationist in the juvenile correctional centre. He mentioned,

> *My journey started in March 2015, when I was appointed as an educationist... my main focus was on the juveniles that I was going to work with, what caught my eye was that these were boys my boy's age* (BKP3).

The realisation that these young offenders were someone's sons made BKP3 emotionally invested in their well-being and rehabilitation. He stated, *"If somebody's son can commit a crime, it also says to me, my boys also can do the same. So, it was a touchy moment for me to be here."*

Although the educational curriculum within the institution is presented in the same way as the conventional education system *'outside'*, it goes beyond academic knowledge; it is intentionally designed to instil important values in the incarcerated youth. Empathy and respect emerged as recurring themes in various lessons, from social studies to language arts. I witnessed how these values were seamlessly woven into discussions and activities, encouraging the juveniles to develop a deep sense of empathy for others and respect for themselves and their peers.

The institutional records, specifically the minutes from previous meetings, reflect that the correctional institution follows restorative justice principles, focusing on repairing the harm caused by the juvenile offenders' actions rather than resorting to punitive measures. Educators engage the learners in constructive dialogue, helping them understand the consequences of their actions and encouraging them to take accountability for their behaviour. One of the most impactful aspects of the education provided in the institution was the focus on responsible citizenship. Educators ensured that the incarcerated youth understood the consequences of their actions on society and their communities. By empowering them to envision a positive future

beyond the facility, the curriculum instilled a sense of responsibility and a desire to make constructive contributions to society upon release.

> *We believe in giving learners a chance to make amends for their actions. We engage them in conversations about their behaviour and how they can make things right* (BKP 10).

Educators in the institution act as role models for the learners by demonstrating integrity and ethical behaviour. They uphold the values they teach, and their actions align with the principles of respect, empathy, and accountability. Learners witness first-hand the positive impact of ethical conduct, inspiring them to strive for personal growth and transformation.

> *We must be here on time at quarter past seven every day. The learners have to see that we are serious…. What else can we do Ma'am? As educators, we must lead by example. Our actions and behaviour should align with what we teach them. This sets the right pace for them to follow* (BKP2).

Regarding the perception of the offenders towards them, one participant noted that some offenders may respect them during class while displaying different behaviour outside the classroom. He observed that female teachers tend to receive more respect than male teachers in general.

5.6 Inspirational Vision: Illuminating the Path towards Juvenile Correctional Education

In this section, data are organised according to the second theme that emerged. Inspirational vision emerged as a second essential theme from the data generated in this study. This theme emerged as one that encourages motivation, goal setting, and a positive outlook for the future. The main categories that contributed to inspirational vision are (i) Institutional Policies, (ii) Legal Frameworks and (iii) Organisational Context.

5.6.1 Organisational Policies: Guidelines for Effective Governance and Operations

When asked about the policies that guide the leadership and management of education at the institution, most of the educators were not conversant with the policies. One educator expressed several viewpoints about policies related to education and rehabilitation in the correctional facility for juvenile offenders. BKP 4 acknowledged that the policies might look relevant on paper, but in practise, they do not effectively support rehabilitation. He mentions that the correctional environment prioritises security over everything else, including education. Despite

having policies in place to provide education, the practical implementation is hindered by security concerns.

> *Yeah, they are relevant when it comes to paper, but the practicality, it's not happening... It's not relevant for South Africans. I think they are foreign because in South Africa, we are still a developing country* (BKP 4).

BKP 4 mentioned that security takes precedence over everything else in the correctional institution, sometimes resulting in school closures due to security concerns. He explained that *"It's because here in prison security comes first. More than anything, any programme or whatever school or whatever, security comes first".*

BKP 2 was one of the participants who revealed their lack of knowledge about policies. She specifically was not aware of policies that regulate offenders' movement from one cell to another.

> *I don't know if there is a policy or what, because if one does a mistake, they will take him straight to J3, regardless of being a student or what, they just take him straight to J3* (BKP2),

Some educators highlighted that there are also several challenges in policy implementation. For instance, BKP3 mentioned that there are no formal structures in within the school as an institution and that the running of the school is outside of the control of the education manager, especially when the circumstances threaten security. For instance, he said that if there are gang fights or other security issues, school activities can be suspended or disrupted, sometimes for periods that go beyond a month, making it difficult for implementation of education programme.

Another major finding revolves around the necessity of making education compulsory for all juvenile inmates. BKP 5 passionately advocates for an inclusive approach, irrespective of the inmates' sentencing status. The participant argues that enforcing compulsory education within the juvenile facility, particularly in designated school sections, would foster a sense of responsibility and commitment among the learners. The proposal also addresses concerns of theft and misconduct, which arise when some inmates are left unattended while others attend school. By making education mandatory, the educators suggest that the learning environment could be better controlled and fostered to achieve improved academic outcomes for incarcerated youths. BKP5 suggests that making education compulsory for juvenile inmates is

essential. He believes that it can help the inmates to understand that attending school is a priority and may lead to positive changes.

> *I once said if the Department of Correctional Services can say school is compulsory for juvenile inmates so that once they know that okay, fine, I belong to juvenile and understand first thing let me go to school, that is the first thing* (BKP 5).

BKP 5 emphasises the importance of making education compulsory for all inmates, regardless of their sentencing status. He suggests creating a dedicated school section, such as J2 (a residence for young offenders who committed lesser crimes), for inmates attending school, to avoid potential disruptions and theft from other inmates. He highlights that the lack of compulsory education and frequent transfers to different sections hinder the student's progress and discourage their attendance.

According to BKP5,

> *Now that you're talking about the juveniles, school has to be compulsory for every inmate coming to the juvenile centre, it has to be compulsory, regardless of what... If it's not compulsory, they can change the way they are staying inside... They can change that to be a school section and say, all those who are attending school must stay in J2. So that when they go out, all of them can go out, the cells because one other thing that they are doing... once the other ones are going out to school, the other one was left behind. They go and steal from those who are not around. That's another thing.*

Other participants agreed with this thought, confirming that *"those learners who do not attend school" are hostile towards those that come for school"* (BKP 7). The hostile offenders distract and discourage their learners' counterparts. Some learners end up giving in to peer pressure and getting involved in gangsterism only to please other influential inmates.

In agreement, BKP 4 believes that certain changes in policy, such as making school compulsory for all juvenile inmates, prioritising education over all other programme, and improving staff-to-student ratios, can enhance the relevance of policies in the context of juvenile rehabilitation. She emphasised that *"school should be compulsory for every inmate"* coming to the juvenile centre, regardless of their status (whether they are sentenced or not). She suggests that if attending school becomes a mandatory requirement, it can deter some of the negative behaviours and encourage more students to participate in educational activities. According to BKP 4 and BKP 5, there is need for a shift in priorities within the correctional facility. BKP 4

further points out that currently, security seems to take precedence over education, which affects the overall effectiveness of rehabilitation efforts. She proposes that both security and education should be given equal importance to create a conducive environment for learning and growth. BKP5 also advocates for balancing security and education as equally important priorities within the correctional facility. They believe that emphasising education can have a positive impact.

> *If ever they can put security and school on the same level in terms of priorities, I think they can assist them a lot* (BKP 5).

BKP 5 emphasised that balancing security and education is essential within the correctional facility. He pointed out that,

> *Once they are fighting, these boys don't know who… (they) were fighting; why can't they select only those few who were fighting and say, 'Let's take you out because we were fighting,' and take all the other students to come to school and reinforce the security personnel here at school.*

Some educators raised concerns about the high number of students per class and the limited access to specialised programme and resources, especially in the beginning of the year. They believe that reducing the student-to-staff ratio would enable better supervision, individual attention, and access to resources like social workers, psychologists, and anger management programme. This, in turn, could significantly improve rehabilitation outcomes. BKP5 highlights the issue of a limited teacher-student ratio, where there is often only one teacher for a relatively large number of learners. This situation can make it challenging for educators to maintain control and provide effective education.

> *You will find that there is only one lady in this class far from the staff room with 12 learners, and they belong to certain groups. These ones are 26, these ones are 28...* (BKP 5).

BKP5 expresses concerns about safety and classroom management due to the high number of learners and potential conflicts among them. He further mentioned the need for security personnel to ensure a safe learning environment whenever there have been gangster fights and conflicts. To him, this compromises the security in the school and the safety of the educators, limiting their effectiveness.

> *They still need to pay in revenge. What could happen to the lady who is working here? There is no security guard inside. What I am saying is that it*

> *triggers you to say that you know what, you don't always have to watch your back for 24 hours for that period of eight hours* (BKP 5).

BKP 5 suggests implementing regular Victim Offender Dialogue (VOD) sessions, allowing incarcerated individuals to communicate with their victims. He believes that frequent communication with their victims can help change the offenders' thinking and contribute to their rehabilitation process.

> *Ummm... Okay, fine. One other thing... If ever the VOD can be done regularly... I think if they can change it, maybe once a year, you see your victims and talk to them. Because when we talk to them, these boys, they say 'ey Ma'am or Meniere, I'm sorry for what I did to those people. How I wish I can communicate it and tell them how sorry I am.' These are the things that we say eish (shaking his head.) We are very far because we are a department within the other department.*

Regarding policies in the correctional education system, BKP 7 believes that they are not perfect and mentions the need for a unified approach across all correctional facilities. He wishes to see more openness and expanded usage of materials and media for the learners' education. However, he did not have specific recommendations for changing the curriculum. He pointed out that the curriculum is not specifically designed for juvenile correction and rehabilitation, although they usually meet with teachers from *'outside'* institutions to discuss the management of education programme in the institution.

According to some educator's assessment of the policies related to education, correctional education, and juvenile rehabilitation within the South African context, there is need for certain changes and adjustments to the existing policies in order to enhance the effectiveness of the rehabilitation process for juvenile inmates. BKP 4 and 5 suggested that the Department of Correctional Services should make school attendance compulsory for juvenile inmates. They supported BKP 7 who also believes that if education is prioritised in the same way that security is regarded, it would convey a clear message to the inmates that attending school is a fundamental part of their rehabilitation.

5.6.2 Legal Frameworks: Ensuring Compliance and Accountability

In this section, I present a summary of the key data from the analysis of the legal frameworks that guide educational leadership and management in juvenile correctional institutions in South Africa. These legal documents as discussed in detail in Chapter 2 play a pivotal role in shaping

institutional policies and practises, ensuring that incarcerated juveniles have access to educational opportunities that promote rehabilitation and successful reintegration into society.

In South Africa, the legal framework governing the education of juvenile offenders is firmly anchored in constitutional principles that prioritise equality, non-discrimination, and the protection of children's rights. This legal framework, comprised of various laws and policies, establishes the foundation for the education provided within juvenile correctional institutions. I have outlined the specific data regarding educational leadership and management practices within juvenile correctional institutions with the broader legal framework analysis.

5.6.2.1 Leadership Structures

The legal framework, as delineated in the *Constitution of South Africa* (Act 108 of 1996) and international conventions like the United Nations Convention on the Rights of the Child (CRC), underscores the importance of educational leadership within juvenile correctional institutions. These laws affirm that children, including those in conflict with the law, possess the right to education. Within this context, the leadership structures in juvenile correctional institutions are designed to ensure the realisation of this right.

Regarding constitutional emphasis on Child Rights, The Constitution places significant emphasis on children's rights, reaffirming their entitlement to education. It is within this constitutional context that educational leaders within these institutions are entrusted with the responsibility of safeguarding and delivering this fundamental right to juvenile offenders.

5.6.2.2 Management Practices

The legal framework extends its influence on the management practices employed within juvenile correctional institutions. While these practices encompass various aspects, they are fundamentally informed by the legal mandates and principles embedded in the Constitution and relevant acts such as the *Child Justice Act* (Act 75 of 2008).

5.6.2.3 Curriculum Development in Alignment with Legal Principles

The legal framework not only obligates institutions to provide education but also mandates that the curriculum be tailored to the unique needs of juvenile offenders. This alignment with the legal principles reinforces the rehabilitation-oriented approach of educational management.

5.6.2.4 Resource Allocation as a Legal Imperative

Resource allocation, despite the challenges, remains a fundamental component of educational management. It is rooted in the legal framework's commitment to ensuring that juvenile offenders have access to quality education, irrespective of their legal status.

5.6.2.5 Teacher Training Aligned with Legal Mandates

Teacher training, a crucial aspect of management practices, aligns with the legal framework's insistence on creating a rehabilitative and inclusive learning environment. The specialised training provided to educators is intended to meet the unique educational needs of juvenile offenders, consistent with the legal rights and principles.

5.6.2.3 Emphasis on Rehabilitation

The legal framework's emphasis on rehabilitation, enshrined in acts such as the *Child Justice Act* (Act 75 of 2008), permeates educational leadership and management practices within juvenile correctional institutions.

On rehabilitation as a legal goal, the legal framework underscores the role of education in rehabilitating juvenile offenders. This imperative shapes not only curriculum design but also the broader educational ethos within these institutions, emphasising the potential for reintegration into society.

The legal framework, as articulated in South Africa's Constitution and relevant acts, provides the overarching principles and mandates that govern the education of juvenile offenders within correctional institutions. This framework establishes the legal rights of juvenile offenders to education, ensures that leadership structures prioritise these rights, guides curriculum development, and mandates teacher training and resource allocation. Importantly, it underscores the ultimate goal of rehabilitation through education. The data regarding educational leadership and management practices aligns closely with these legal imperatives, emphasising the vital role of these practices in translating legal mandates into meaningful educational experiences for juvenile offenders, thereby contributing to their rehabilitation and reintegration into society.

5.6.3 Organisational Context: Exploring the Context of a Juvenile Correctional Institution

In this section, I delve into the context of educational leadership and management within the correctional institution, unearthing a transformative and progressive landscape for incarcerated youth. Through the data collected from unstructured observations and interviews, I unravel the dynamics that shape educational leadership and management practices in an environment dedicated to the rehabilitation and support of juvenile offenders.

Data collected from observations reveals that while the Education Department within the correctional institution is perceived as a 'standalone' entity that is not closely associated with the rest of the correctional institution, managing education programme highly depends on the situation prevailing within the residential areas.

The leadership approach at the Juvenile Correctional Institution is characterised by a strong emphasis on restorative justice principles. Most participants stressed the importance of creating an inclusive and supportive institutional culture that prioritises the holistic development of juvenile offenders. One Educator remarked,

> *Our leaders promote an environment of empathy and understanding, focusing on the rehabilitation of the youth rather than punitive measures BKP7.*

The study uncovered that the institution strives to provide educational opportunities for juvenile offenders, despite facing resource constraints and behavioural challenges from the learners. Observations indicate that dedicated educators work to tailor curriculum content to meet the diverse educational needs of incarcerated youth. However, some participants also highlighted challenges related to limited resources and the difficulty of providing specialised support for learners with varying academic backgrounds, especially those who did not have the opportunity to attend school before incarceration.

During the interviews, I discovered that the educators are more than mere instructors; they are compassionate champions and true leaders. Empowered with a profound sense of purpose, some educators embrace continuous professional development, refining their instructional practices to embody the essence of transformative leadership. *"We see ourselves as beacons of hope, igniting flames of potential in every young heart,"* shared BKP3.

It was evident that educators at the Juvenile Correctional Institution are seen as critical leaders in shaping the educational experiences of the youth. Empowered educators actively engage in

professional development to refine their teaching approaches, ensuring a rehabilitative focus in their educational practices. One participant stated that, *"Our educators take on leadership roles by embracing the responsibility of nurturing the potential of each juvenile offender"* (BKP12).

In the interviews and observations, I uncovered challenges in maintaining educational continuity for the JOLs. BKP 5 was concerned about the lack of consistency in the implementation of curriculum to the learners who are randomly transferred to other institution. Yet, these very challenges become catalysts for collaborative solutions. The institution fervently seeks bridges with external educational authorities, ensuring seamless transitions and unwavering support for the learners' diverse needs. *"When we work together, we are able to surmount hurdles, I tell you we can plant seeds of change in the hearts of every inmate,"* exclaimed BKP 5.

Although there are numerous opportunities in the institution, one major setback is that the environment at the juvenile correctional institution prioritises security over everything else. BKP 4 emphasised that:

> *Firstly, Ma, here it is a security industry... we are the Department of Education within the Department of Correctional Services. So, these two, they need - I believe, they need to work hand in hand.*

BKP 4 also expressed concerns about the prevailing high security environment for juvenile offenders from an education perspective. He mentioned that the environment is heavily influenced by security considerations, with security taking precedence over other programme, including education. The participant highlights that at times, security concerns, such as gang fights or the need to manage offenders, disrupt the school schedule, resulting in the suspension of educational activities. They also describe a lack of sufficient security personnel in the classrooms, which poses a risk to both teachers and learners during potential conflicts. Furthermore, it is not possible to use relevant media and teaching and learning aids during lessons since the learners can view every object as a potential weapon that they can use to harm others. This makes it *"hard to deliver our duties effectively during lessons,"* said BKP6.

BKP 5 also expressed frustration with the prioritisation of security over education within the correctional institution. He believes that security should be balanced with the importance of education and that measures should be taken to ensure learners' safety while attending school.

He also highlights the lack of adequate resources and support, comparing his experiences inside the correctional institution to those in traditional education settings. BKP 7 also suggested that the education programme be made mandatory for every JOL to keep them engaged and focused. However, his frustration was that the existing programmes are not attractive enough to keep the JOLs interested and motivated to attend.

BKP 1 expressed concerns regarding the prevailing environment for juvenile offenders. The participant emphasised the need for a more conducive atmosphere that prioritises education as a means of rehabilitation. They expressed frustration with the current situation, where security personnel seemingly neglect their responsibilities to escort learners from their cells to the school section. This lack of support from security personnel has raised security concerns for the education managers, prompting them to constantly be on guard during the eight-hour school period. The participant lamented the absence of a safe and supportive environment where juvenile offenders can focus on their studies without the constant need to watch their backs. They believed that a more concerted effort to prioritise education within the correctional setting could significantly improve the prospects of rehabilitation and successful reintegration into society.

> *The other thing, Ma'am, they need to play – these boys... What kind of an environment is that...? I think, ma'am, … something that can make me happy is whereby they prioritise the school because you'll find that the security guys… don't even want to escort learners from the section to school section... it triggers you to say that, you know what, you don't always have to watch your back for 24 hours for that period of eight hours. While I am here, I need to make it a point that I watch my back* (BKP 1).

When asked about how they interact with the offenders, the participant explained that they primarily teach the curriculum and sometimes offer advice, but they are cautious depending on the situation, as some offenders may not be receptive to change or may still exhibit disrespectful behaviour.

BKP 5 expresses some frustration with the current situation, mentioning that at times, violence among inmates disrupts the educational process. They desire a higher level of support and prioritisation for the school and safety within the institution.

Another compelling sub-theme has emerged within the context of the juvenile correctional institution, shedding light on the transformative potency of humour. This sub-theme,

articulated through the perspectives of the institution's educators, harmoniously resonates with the earlier discussed data. Their insights offer a nuanced outlook on humour's multifaceted role in shaping an environment that surpasses the conventional boundaries of education. As these educators delve into their experiences of infusing humour into everyday interactions, their reflections illuminate the profound capacity of humour to dissolve barriers, foster unity, and cultivate an atmosphere of ease. This sub-theme distinctly underscores humour's role as a binding agent that bridges divisions, granting respite from the adversities confronted by incarcerated youth, all the while aligning seamlessly with the overarching objectives of rehabilitation and personal advancement.

Moreover, the synchrony of perspectives extends steadfastly to the educators within the institution, who echo and amplify these sentiments through their discussions. A dedicated educator shared,

> *Incorporating humour into our daily conversations that have nothing to do with school is very powerful, Ma'am. You know what it does? It breaks down those barriers, Ma'am, and makes this place more relaxed. It unites them without them even realising what's happening* (BKP 6).

This assertion exemplifies humour's profound ability to subtly dismantle walls, fostering an environment where unity is organically cultivated.

Similarly, another participant emphasised the transformative impact of humour, stating that:

> *Cracking jokes with these boys, we have witnessed tangible improvements in the social dynamics among the youth. The shared laughter holds the potential to nurture camaraderie, imbue a sense of belonging, and cultivate an environment that offers unwavering support to these young individuals—many of whom bear the weight of being forgotten by their families, often resulting in challenging days* (BKP 7).

These poignant reflections accentuate how humour serves as a catalyst for emotional connectivity and resilience, fostering an environment that is conducive to the holistic growth and rehabilitation of incarcerated youth.

In a notable addition, BKP 5 shared a particularly insightful observation, highlighting how humour's unifying effect sometimes transcends even the divisions among the youth. BKP 5 remarked:

> *What's fascinating is that sometimes the jokes can break those boundaries that may exist, the ones they form inside between different groups. Even among those who belong to different gangs, it's hard to ignore a good joke. You just find yourself laughing. It doesn't matter who is telling the joke, whether it's your enemy or your friend; you just laugh. So, we've witnessed these boys, who might otherwise be divided, coming together in genuine laughter.*

This testament underscores humour's remarkable ability to bridge divides, facilitate positive interactions, and foster a shared sense of humanity even in the midst of challenging circumstances.

Collectively, these sentiments from the psychologist, the anger management specialist, and the educators corroborate the role of humour as a catalyst for emotional relief, conflict resolution, and the cultivation of a supportive atmosphere within the juvenile correctional environment. Their shared understanding accentuates the deliberate, strategic, and inclusive use of humour to create an environment that resonates with the broader goals of rehabilitation.

While BKP 5 acknowledges the inherent priority of security in the correctional environment, he still suggests that both security and education should be given equal importance for the inmates' holistic development.

> *I once said if the Department of Correctional Services can say school is compulsory for juvenile inmates so that once they know that okay, fine. I belong to juvenile and understand first thing let me go to school that is the first thing. number two, I know that's the security environment and security is the priority number one here, but once that person goes to school someway somehow, they will become enlightened. So, if ever they can put security and school on the same level in terms of priorities, I think they can assist them a lot* (BKP 5).

All participants' comments suggest that the policies in place do not fully align with the needs and realities of rehabilitation for juvenile offenders within the correctional facility. More emphasis was laid on the importance of a more practical approach to education and the necessity of addressing the lack of leadership and support in the education department.

5.6.2 Legal Frameworks: Ensuring Compliance and Accountability

In developing the Umbrella Framework for Educators, I utilised the legal documents as foundational sources of guidance and context. In this section, I present a summary of the data

that emerged from the analysis of the legal frameworks that guide educational leadership and management in juvenile correctional institutions in South Africa. These legal documents, as discussed in detail in Chapter 2, play a pivotal role in shaping policies and practises within these institutions, ensuring that incarcerated juveniles have access to educational opportunities that promote rehabilitation and successful reintegration into society.

In the context of educational leadership and management in juvenile correctional institutions in South Africa, a robust legal framework forms the cornerstone of policies and practices that aim to provide incarcerated juveniles with access to education for rehabilitation and successful reintegration into society. The legal documents analysed encompass the *Child Justice Act*, 2008, the *Amended National Policy Framework on Child Justice*, 2018, the *South African Constitution*, the *Correctional Services Act*, 1998, and the *Children's Act*, 38 of 2005. These legal frameworks, while not exclusively tailored to educational leadership within juvenile correctional facilities, collectively offer substantial guidance and principles for educators and stakeholders to ensure effective and impactful educational programme.

The *Child Justice Act*, 2008, is a significant piece of legislation that outlines the treatment of children in the criminal justice system. Although it doesn't explicitly address educational leadership, it sets the foundation for respecting the rights of juvenile inmates and their rehabilitation. The *Amended National Policy Framework on Child Justice*, 2018, complements the Act by emphasising the diversion programme, restorative justice, and education during incarceration, thereby providing additional insights into educational leadership and management.

Central to the legal landscape is the *South African Constitution*, which upholds the rights of all citizens, including juvenile offenders, to dignity, equality, and quality education. This constitutional mandate guides educational leadership by promoting inclusivity, non-discrimination, and the best interests of the child, ensuring that incarcerated juveniles receive education tailored to their developmental stage.

The *Correctional Services Act*, 1998, specifically addresses the leadership and management of education within correctional institutions, including those housing juvenile offenders. It mandates education and training programme that support rehabilitation and reintegration. Additionally, it highlights inclusive education, partnerships with educational authorities, and

the importance of continuation of education during detention. The act underscores the significance of education for personal growth and reducing recidivism.

The *Children's Act,* 38 of 2005, reinforces the rights of juvenile offenders by asserting their right to education during detention. While not exhaustively detailing educational leadership, it emphasises continuity of education, age-appropriate education, inclusivity, and the best interests of the child. These principles have implications for educational leadership, influencing programme design and implementation.

In alignment with these legal frameworks, the Department of Basic Education provides a comprehensive national curriculum framework. While not explicitly designed for juvenile offenders, the *National Curriculum Statement* (NCS) Grades R-12 emphasises inclusivity, life skills, holistic development, continuous assessment, partnerships, and relevance to real-world contexts. These principles are adaptable and relevant to the unique needs of incarcerated youth.

In summary, the legal frameworks examined provide a comprehensive guide for educational leadership and management in juvenile correctional institutions in South Africa. While not all of them exclusively address educational aspects, they collectively establish principles that guide educators and stakeholders to deliver effective and impactful educational programme. These frameworks prioritise rights, inclusivity, rehabilitation, reintegration, collaboration, and the best interests of the child. By adhering to these legal principles and collaborating with correctional authorities and educational bodies, juvenile correctional institutions can establish educational programmes that facilitate the positive development and successful reintegration of young offenders.

5.6.3 Exploring the Organisational Context of a Juvenile Correctional Institution

In this section, I delve into the educational leadership and management within the context of correctional institution, unearthing a transformative and progressive landscape for incarcerated youth. Through the data collected from unstructured observations and interviews, I highlight the dynamics that shape educational leadership and management practises in an environment dedicated to the rehabilitation and support of juvenile offenders.

5.6.3.1 Empathising with the Juvenile Offenders

Data generation from observations reveals that, while the Education Department within the correctional institution is perceived as a *'stand-alone'* entity that is not closely associated with

the rest of the correctional institution, managing education programme highly depends on the situation prevailing within the residential areas.

The leadership approach at the Juvenile Correctional Institution is characterised by a strong emphasis on restorative justice principles. Most participants stressed the importance of creating an inclusive and supportive institutional culture that prioritises the holistic development of juvenile offenders. One Educator remarked,

> *Our leaders promote an environment of empathy and understanding, focusing on the rehabilitation of the youth rather than punitive measures* (BKP7).

The study uncovered that the institution strives to provide educational opportunities for juvenile offenders, despite facing resource constraints and behavioural challenges from the learners. Observations indicate that dedicated educators work to tailor curriculum content to meet the diverse educational needs of incarcerated youth. However, some participants also highlighted challenges related to limited resources and the difficulty of providing specialised support for learners with varying academic backgrounds, especially those who did not have the opportunity to attend school before incarceration.

During the interviews, I discovered that the educators are more than mere instructors; they are compassionate champions and true leaders. Empowered with a profound sense of purpose, these some educators embrace continuous professional development, refining their instructional practises to embody the essence of transformative leadership. *"We see ourselves as beacons of hope, [empathising] igniting flames of potential in every young heart,"* shared BKP3.

It was evident that educators at the Juvenile Correctional Institution were seen as critical leaders in shaping the educational experiences of the youth. Empowered educators actively engage in professional development to refine their teaching approaches, ensuring a rehabilitative focus in their educational practices. One participant stated that, *"Our educators take on leadership roles by embracing the responsibility of nurturing [empathy] the potential of each juvenile offender"* (BKP12).

In the interviews and observations, I uncovered challenges in maintaining educational continuity for the JOLs. BKP 5 was concerned about the lack of consistency in the implementation of curriculum to the learners who are randomly transferred to other institution. Yet, these very challenges become catalysts for collaborative solutions. The institution

fervently seeks bridges with external educational authorities, ensuring seamless transitions and unwavering support for the learners' diverse needs. *"When we work together, we are able to surmount hurdles, I tell you we can plant seeds of change in the hearts of every inmate,"* exclaimed BKP 5.

Although there are numerous opportunities in the institution, one major setback is that the environment at the juvenile correctional institution prioritises security over everything else. BKP4 emphasised that:

> *Firstly, Ma, here it is a security industry... we are the Department of Education within the Department of Correctional Services. So, these two, they need, I believe, they need to work hand in hand.*

BKP 4 also expressed concerns about the prevailing high security environment for juvenile offenders from an education perspective. He mentioned that the environment is heavily influenced by security considerations, with security taking precedence over other programmes including education. The participant highlights that at times, security concerns, such as gang fights or the need to manage offenders, disrupt the school schedule, resulting in the suspension of educational activities. They also describe a lack of sufficient security personnel in the classrooms, which poses a risk to both teachers and learners during potential conflicts. Furthermore, it is not possible to use relevant media and teaching and learning aids during lessons since the learners can view every object as a potential weapon that they can use to harm others. This makes it *"hard to deliver our duties effectively during lessons,"* said BKP6.

BKP 5 also expressed frustration with the prioritisation of security over education within the correctional institution. He believes that security should be balanced with the importance of education and that measures should be taken to ensure learners' safety while attending school. He also highlights the lack of adequate resources and support, comparing his experiences inside the correctional institution to those in traditional education settings.

BKP 1 expressed concerns regarding the prevailing environment for juvenile offenders. The participant emphasised the need for a more conducive atmosphere that prioritises education as a means of rehabilitation. They expressed frustration with the current situation, where security personnel seemingly neglect their responsibilities to escort learners from their cells to the school section. This lack of support from security personnel has raised security concerns for the education managers, prompting them to constantly be on guard during the eight-hour school

period. The participant lamented the absence of a safe and supportive environment where juvenile offenders can focus on their studies without the constant need to watch their backs. They believed that a more concerted effort to prioritise education within the correctional setting could significantly improve the prospects of rehabilitation and successful reintegration into society.

> *The other thing, Ma'am, they need to play – these boys... What kind of an environment is that...? I think, ma'am, … something that can make me happy is whereby they prioritise the school because you'll find that the security guys… don't even want to escort learners from the section to school section... it triggers you to say that, you know what, you don't always have to watch your back for 24 hours for that period of eight hours. While I am here, I need to make it a point that I watch my back* (BKP 1).

When asked about how they interact with the offenders, the participant explained that they primarily teach the curriculum and sometimes offer advice, but they are cautious depending on the situation, as some offenders may not be receptive to change or may still exhibit disrespectful behaviour.

BKP5 expresses some frustration with the current situation, mentioning that at times, violence among inmates disrupts the educational process. They desire a higher level of support and prioritisation for the school and safety within the institution.

Moreover, the synchrony of perspectives extends steadfastly to the educators within the institution, who echo and amplify these sentiments through their discussions. A dedicated educator shared,

> *Incorporating humour into our daily conversations that have nothing to do with school is very powerful,... You know what it does? It breaks down those barriers, Ma'am, and makes this place more relaxed. It unites them without them even realising what's happening* (BKP 6).

This assertion exemplifies humour's profound ability to subtly dismantle walls, fostering an environment where unity is organically cultivated.

Similarly, another participant emphasised the transformative impact of humour, stating that:

> *Cracking jokes with these boys, we have witnessed tangible improvements in the social dynamics among the youth. The shared laughter holds the potential*

> *to nurture camaraderie, imbue a sense of belonging, and cultivate an environment that offers unwavering support to these young individuals—many of whom bear the weight of being forgotten by their families, often resulting in challenging days* (BKP 7).

These poignant reflections accentuate how humour serves as a catalyst for emotional connectivity and resilience, fostering an environment that is conducive to the holistic growth and rehabilitation of incarcerated youth.

In a notable addition, BKP 5 shared a particularly insightful observation, highlighting how humour's unifying effect sometimes transcends even the divisions among the youth. BKP 5 remarked:

> *What's fascinating is that sometimes the jokes can break those boundaries that may exist, the ones they form inside between different groups. Even among those who belong to different gangs, it's hard to ignore a good joke. You just find yourself laughing. It doesn't matter who is telling the joke, whether it's your enemy or your friend; you just laugh. So, we've witnessed these boys, who might otherwise be divided, coming together in genuine laughter* (BKP 5).

This testament underscores humour's remarkable ability to bridge divides, facilitate positive interactions, and foster a shared sense of humanity even in the midst of challenging circumstances.

Collectively, these sentiments from the psychologist, the anger management specialist, and the educators corroborate the role of humour as a catalyst for emotional relief, conflict resolution, and the cultivation of a supportive atmosphere within the juvenile correctional environment. Their shared understanding accentuates the deliberate, strategic, and inclusive use of humour to create an environment that resonates with the broader goals of rehabilitation.

5.7 Leadership and Management Practices within Juvenile Correctional Education

The realm of leadership and management practices within juvenile correctional education is a dynamic and multifaceted domain that shapes the educational experience of incarcerated youth. Through the insights provided by various participants, this section delves into the diverse approaches and strategies employed by educators and administrators to lead and manage within the unique context of correctional institutions. From nurturing leadership potential among inmates to balancing administrative responsibilities, resolving conflicts, and fostering holistic

rehabilitation, the practices discussed shed light on the intricate dynamics of leadership and management within these challenging environments. The participants' experiences and perspectives offer valuable insights into the role of leadership in promoting education, rehabilitation, and personal growth among juvenile offenders.

In terms of leadership, BKP3 considers himself a born leader. He shared instances, from aspects of his life like sports organisations and church congregations where he consistently found himself taking on leadership roles. According to him, it's not luck but his trustworthy, intelligent and respectful nature that naturally draws people towards entrusting him with leadership responsibilities. He says, *"In the case of leadership, I normally call myself the lucky one a born leader. Everywhere I go, I attract people to put the leadership position."* The participant discusses his role as a leader within the institution. He oversees the school and its teachers to ensure efficient operations. This involves assigning duties to other educators, monitoring progress and participating in management meetings to provide updates on the school's status.

5.7.1 Developing leadership skills and attitudes in the juveniles in detention

Based on his inert abilities, BKP 3 perceives his active involvement in identifying and nurturing leadership potential among juvenile offenders as a natural skill that does not need much training. He emphasises the appointment of class representatives and their role as liaisons between students and teachers. By involving students in leadership positions, BKP 3 fosters a sense of responsibility and growth, aligning with leadership development and mentorship of the offenders. Regarding rehabilitation, BKP 3 highlights the importance of identifying talent among the incarcerated youth and engaging them in leadership roles within the school. He mentions that class representatives are chosen by the students themselves, and these class leaders act as liaisons between the students and the teachers or the supervisor. Additionally, he discusses how some students are involved in social programme, drama, and church activities, which provide them with opportunities to express themselves, show leadership, and share their experiences. He notes how he engages incarcerated youth in leadership roles within the school to promote their personal growth and development:

> *A school is a platform where you can identify talent among the young, the young boys we are working with and we also engage them in leadership roles. Like for instance, in his class, the students have to nominate a class rep, a class rep will be their leader* (BKP 3).

Furthermore, he discussed the importance of balancing responsibilities. BKP 3 highlights that he balances teaching and administrative responsibilities and works differently from traditional school principals due to the limited staff. He says, *"I have to teach like any other teacher, I have to do files like any other teachers, so we are working differently from other principals."*

The participant also talked about how he manages his teaching responsibilities alongside the role of school principal. Due to staff size, he emphasised the need for hands-on involvement in both teaching and administration to ensure effectiveness.

BKP 3 emphasises that he is a hands-on leader and that he works differently from a typical school principal in mainstream education because they have a larger administrative staff. In the juvenile correctional institution, he and the other qualified teachers have to teach, manage files, and ensure the institution runs professionally. He also mentions that he reports to both the juvenile centre and the district office, maintaining a strong working relationship with them.

He holds the role of a supervisor in the juvenile correctional institution, overseeing the school, allocating duties to teachers, and participating in management meetings. As reflected below,

> *I was also told that if anything happens, while I'm teaching, I should not waste any time I should run off and inform the security officials because of this gangsterism. All this funny stuff, anything might happen in class* (BKP 3).

5.7.2 Developing conflict resolution skills

Throughout the interview, BKP 3 discussed his approach to conflict resolution. He mentioned the use of an open-door policy to address allegations of in-fighting and to resolve conflicts among the students. This aligns with the subtheme of conflict resolution and effective communication, where BKP 3's leadership style focuses on addressing conflicts and maintaining a conducive learning environment.

> *Conflict is something that you cannot avoid, but it can be managed. So, whatever comes up, I normally use an open-door policy where if there are allegations that there's in-fighting, I call the members one by one and hear their side of the story, and there is no conflict that was never resolved* (BKP 3).

Additionally, BKP3 described the dynamic nature of the correctional education environment, where factors such as security concerns and gang conflicts can disrupt the daily routine. He discusses how he adapts to such situations, such as when security personnel are insufficient to

escort students to classes. BKP3's ability to manage limited resources and adapt to changing circumstances reflects the practice of adaptability and resource management.

> *So, every little moment that we get, we must make use of it. So, I have to teach like any other teacher, I have to do files like any other teachers so we are working differently from other principals* (BKP 3).

Another highlight was BKP 3's commitment to a holistic approach to rehabilitation by involving the offenders in activities beyond academics. He mentions their participation in drama and church programme, providing opportunities for personal growth and expression. This aligns with the practice of a holistic approach to rehabilitation, where education is not limited to traditional classroom learning but also involves activities that contribute to personal development and transformation. BKP 3 highlights:

> *And there are boys who are involved in drama, where they express themselves a lot... And at the end of the day, they'll have breakaway sessions, where this inmate will sit with the in-groups with the students and share their experiences.*

BKP 4 echoed the same sentiment highlighting the importance of leadership in the successful implementation of rehabilitation programme within the correctional facility. He highlighted that a previous leader's proactive approach had a positive impact on rehabilitation. When a leader values and prioritises education and rehabilitation, it positively affects the entire institution. However, BKP 4 also expressed concern about the lack of consistent leadership in the facility, which has resulted in challenges and hindrances to the rehabilitation efforts.

> *We had a leader, here at Boksburg about five years ago... When it goes down, it goes down smoothly. But it's not working... We don't have a principal for the past five years, more than five years* (BKP 4).

Some educators also highlighted the importance of professionalism when carrying out administrative responsibilities. At the same time, BKP 3 explained his role in overseeing the school and managing administrative tasks as a supervisor and leader within the institution:

> *And I'm also reporting to both parties. So, if I'm not doing my work, then they will complain because they don't want to see a school that is not functioning* (BKP 3).

BKP3 emphasised the importance of maintaining professionalism, overseeing class allocations, assessing teachers, and handling administrative responsibilities. This corresponds to

administrative duties, described by another participant, where they expect leadership to involve ensuring the smooth functioning of the school despite the challenges posed by the correctional environment.

It is evident that educators in the institution have had a positive impact on the transformation of lives for a number of 'boys' in their care. The interviews, supported by document analysis provided examples of positive impact and transformation among the juvenile offenders. BKP 3 and BKP5 agreed on a case of a successful appeal and subsequent enrolment in higher education programme, highlighting the potential for change even within the correctional system. This aligns with the positive impact and transformation, demonstrating how education and leadership can contribute to the rehabilitation and growth of incarcerated youth.

> *Yes, there was a boy whose appeal was successful... He was registered with UNISA, doing a certificate in teaching. So, he is doing well because he was funded by NSFAS, he got the laptop, he got the modem, he is getting data every month* (BKP 5).

However, BKP 4 underscores the significance of prioritising education and rehabilitation programme within the prison's leadership structure. He suggests that leadership should consistently emphasise the importance of education during meetings and decision-making processes. BKP 4 points out that without proper leadership support and recognition, rehabilitation efforts can become undermined, leading to challenges in maintaining an effective programme and positive outcomes.

One participant expressed frustration about the top-to-bottom or military style of leadership within the context of the correctional facility. Specifically, BKP 4 mentioned how the historical military setup and hierarchical structure of the correctional system influence the way leadership is perceived and practised.

> *Even now we don't have a let me call a principal for the past five years, more than five years. We always act and you see our ranks are like this. Then you go to a senior Head of Prison who is a Director or Deputy Director and Assistant Director. Then explaining your reasons, you put those complaints you put the challenges. You just write them and put it there. Nothing is*

> *happening. As you see BKP3* is acting now. But he is not even a man he is just an official. The education is experiencing a lot concerning when to leadership. We don't have. We don't have at all* (BKP 4).

In this passage, BKP 4 highlights the hierarchical structure within the correctional system, emphasising the difficulty in communication and the challenges in addressing issues within the organisation. This echoes the notion of a top-to-bottom or military-style leadership approach, where decisions and directions come from higher-ranking officials, and there may be limited avenues for lower-ranking individuals to voice their concerns or influence decisions.

BKP 4's observations provide insight into how this leadership style can impact the effectiveness of rehabilitation and education programme within the prison environment. The lack of consistent leadership and the challenges in communication can hinder the implementation of policies and initiatives aimed at improving rehabilitation outcomes.

In the same context of leadership, BKP 7 brings attention to the pivotal role senior officials can play in driving an effective rehabilitation programme. BKP 7 recalls a positive example, stating, *"We had a leader here at BKP about five years ago... that one works."* Through this, BKP 7 highlights the influence of committed leadership in prioritising educational initiatives. Furthermore, BKP 7 underscores the challenge of inconsistent leadership and the resultant impact on the quality of rehabilitation programme. They mention, *"Even now we don't have... a principal for the past five years."* This leadership gap leads to a lack of clear direction for the subordinates leading to hinderances in the comprehensive execution of rehabilitation programme.

Participants' experiences and perspectives illustrate how his leadership practices address various aspects of education, rehabilitation, communication, and adaptability within the unique context of juvenile correctional institutions. His approach exemplifies a comprehensive and holistic approach to educational leadership in a challenging environment.

During the interview, BKP 6 shared his thoughts on leadership and management in the field of education. He highlights the significance of maintaining unity and consistency while implementing policies throughout the institution. BKP6 indicated that one way to achieve what is, by involving students in leadership positions within the school such as class representatives and church programme coordinators. This involvement empowers students and promotes their growth.

Additionally, positive outcomes and role models are discussed during the interview. The participant shares stories of incarcerated students who have shown growth and progress in rehabilitation. They mention appeals and rehabilitation efforts highlighting students who have reformed themselves pursued education and taken on leadership roles.

Challenges and growth are acknowledged as inevitable within the institution. However, the anger man emphasised that addressing conflicts promptly through communication and an open-door policy is crucial. The positive impact of programme within the institution is also mentioned, allowing inmates to share experiences with each other for learning purposes.

Furthermore, collaboration and communication with authorities and offices are described by the participant. This includes interactions with managers, section heads well as managers responsible, for education and training. The importance of keeping communication channels open to ensure smooth functioning of the institution is emphasised.

> *For example, Maybe I would call the minister, maybe the Minister of Correctional Services, then put everything on the table, then highlight to him that this is what we're expecting this is what we think should be done but we don't have such things* (BKP 6).

Educators showed the willingness to engage with higher authorities, such as the Minister of Correctional Services, to discuss and advocate for necessary changes and improvements within the institution. It underscores the importance of open communication channels with authorities to ensure the smooth functioning of the correctional education system.

BKP 6 further expressed his desire, for an open approach to education rather than sticking to rigid and restrictive systems. He suggested that the current policies might be too strict and emphasised the importance of collaboration among stakeholders, including educators and the Department of Correctional Services.

> *I can say, an open kind of education? Not a closed one? You know that this one is closed, there are strict rules to follow? No. But if you're open, you're free now to get maybe whatever you want and do your work peacefully and positively (BKP 6).*

BKP 6's preference for a more flexible and open approach to education within the correctional institution highlights the idea that the current system may be too rigid. He emphasised the importance of providing learners with more freedom and opportunities to explore their

educational paths. Additionally, BKP 6 mentions the need for collaboration to bring about positive changes in the system, indicating a desire for a more inclusive and cooperative approach to education.

5.7.3 Support Resources

BKP 6 also emphasised the need for resources and manpower in the institution, particularly when it comes to teachers. According to him, there are eight teachers for a number of learners – making it difficult to provide effective education and rehabilitation. He hoped for increased access to resources such as computers, which could greatly enhance the learning experience for offenders and offer them more opportunities.

Regarding curriculum, BKP 6 discusses his interaction with other educators. He stressed the significance of aligning the correctional institutions' curriculum with that of the outside world. He advocates for an exchange of ideas and collaboration with these educators to improve educational experiences within the institution.

BKP 6 views the leadership and management as a two-fold role, where they act not only as teachers but also as parents who provide support, encouragement, and a second chance in life for the juvenile learners. He underscored the nurturing and guidance aspect of their role, which goes beyond academic instruction.

> *It's their response, yeah some of them are positive in life and since they made mistakes here and there, but some of them generally are intelligent because there are some whom maybe when you teach you see that person his knowledge is way above these others and that makes me very happy because now as a parent, we can since they say, teaching is a labour of love. We came here because we love these guys… (we) came here as parents to give them that support and encourage them that life doesn't end here. … They can go further and continue with their lives if given a chance. So, we try to give them a second chance in life. Those who can hear or those who don't listen, they do it positively* (BKP 6).

BKP 6 also unveiled the idea of positively influencing the learners and encouraging them. He said:

> *We register them; we organise other study material for them. And maybe at times, (for) those who are willing, we can organise in this laptop, since I have been here, we have been doing some little researches because it's another story. And maybe that would encourage them.*

He illustrated the educators' efforts to register learners for further education, provide study materials, and even engage in research to encourage and motivate the juvenile learners. It reflects the role of educators as motivators and mentors who believe in the learners' potential and support their educational growth.

The exploration of leadership and management practices within juvenile correctional education reveals a tapestry of strategies, challenges, and aspirations that educators navigate to foster positive change. The participants' insights underscore the pivotal role of leadership in driving holistic rehabilitation and education among incarcerated youth. From individuals who naturally gravitate towards leadership roles due to their trustworthy and respectful nature to those who emphasise the importance of involving students in leadership positions, the multifaceted nature of effective leadership becomes evident. The challenges of inconsistent leadership, adapting to changing circumstances, and addressing security concerns further highlight the complex environment educators operate within. Despite these challenges, the commitment to holistic growth, conflict resolution, resource management, and collaboration with external stakeholders showcases the dedication of educators to effect transformation. The stories of success, growth, and positive impact underscore the potential for leadership to shape the trajectories of young lives within the correctional system. Through a thoughtful blend of leadership strategies and a commitment to education, these practices contribute to a nurturing and supportive environment that holds the promise of rehabilitation and positive change for incarcerated individuals.

5.8 Educators' Perceptions of the Offender Learners

Within the complex landscape of juvenile correctional institutions, educators play a pivotal role in shaping the lives and trajectories of young offenders. This section delves into the insightful perspectives of educators, focusing on their perceptions of the juvenile offender learners under their guidance. Their unique vantage point provides a nuanced understanding of the behaviour, challenges, and aspirations of these learners within the context of correctional education.

One prominent theme in educators' perceptions is the humanisation of the offender learners. They recognise that the youth, with their diverse characteristics, are not defined solely by their mistakes but are complex individuals with unique backgrounds and potential for change. BKP1's statement, *"Yes, I can talk to them. Giving them direction,"* reflects this humanistic approach. Educators see themselves as mentors who provide guidance, acknowledging the challenges and difficulties the offender learners have faced.

The interaction between educators and juvenile offenders is a dynamic interplay of mentorship, guidance, and instruction. As educators navigate the intricate balance between security measures and educational objectives, their insights offer a window into the complexities of rehabilitation within these settings. This section reveals the multifaceted relationship that educators develop with the learners, highlighting their roles as not only academic instructors but also as figures of trust, support, and personal growth.

From acknowledging the diverse backgrounds and experiences that shape the learners' behaviours to addressing the pervasive influence of gang dynamics, educators' perceptions shed light on the contextual factors that contribute to the choices made by juvenile offenders. Their insights reveal a commitment to understanding the underlying motivations behind these behaviours and employing educational strategies that encourage positive change.

5.8.1 Provision of Second Chances

As the interviews with educators unfolded, it became evident that their perceptions are rooted in empathy, compassion, and a deep-seated belief in the transformative power of education. BKP 1 construed that their duty:

> *As educators is not just to teach subjects; it's to nurture hope in these young souls, to show them that their past doesn't define their future. It doesn't matter what they have done, we all make mistakes and deserve a second chance in life*

BKP 6 applauded this viewpoint on juvenile offenders within the correctional institution is characterised by empathy and a recognition of their underlying humanity. He views the young offenders as having committed mistakes in their lives, leading them to their current situation: "Starting from?" (BKP 6). Despite their errors, he believes that their actions do not entirely define their identities: *"No, so far, there's nothing wrong...just did live it left in normal life"* (BKP 6).

Participant BKP 3's interactions within the correctional institution reflect a nuanced understanding that combines empathy, recognition of the potential for change, and a commitment to the rehabilitation process. Upon encountering the juvenile offenders for the first time, BKP 3 felt emotionally connected, as he saw in them boys of his own son's age. This emotional attachment led the participant to reflect on the possibility of his own children making similar mistakes: *"Because if somebody's son can commit crime, it also says to me, my boys*

also can do the same. So, it was a touchy moment for me to be here" (BKP 3). This demonstrates his empathy and the realisation that these young offenders are not defined solely by their actions but are individuals with potential for change.

BKP 3's engagement with *'the boys'* and his approach to teaching highlight his belief in their capacity to learn and grow. He fosters an environment where mutual respect is key: *"The way I engage with them; I show respect for them. They also return the respect. So, for me, I never had a challenge working…"* (BKP 3). This underscores his understanding that positive interactions and treating them with respect can contribute to their rehabilitation and personal development.

In terms of leadership, BKP 3 recognises the leadership potential within the juvenile offenders. He actively involves them in leadership roles and social programme, encouraging their growth and engagement in positive activities. He speaks of specific individuals who have taken up leadership roles within the institution and how their growth is observed and valued:

> *So, if you were to ask me if they go, there was a boy whose appeal was successful...leaders here in incarcerated leaders, they get enough support. So, and once these leaders are showing growth, they are being looked at by the ones behind them. So, it's the issue of leadership. It becomes continuous in that sense, because Tobejan* was in charge of the church and the school. So, the ones that I've mentioned are following in his footsteps. So, there is growth in that regard* (BKP 3).

BKP views them as individuals capable of growth and positive transformation, and his practices reflect his dedication to fostering their development within the correctional institution.

BKP 6's perception challenges stereotypes, emphasising that juveniles within the system are not devoid of potential: *"So, what has been your experience with juvenile correctional education? ...nothing to fear about in this situation"* (BKP 6). He noted their positive responses to guidance, highlighting their capacity for change: *"So, what fascinates you about teaching these juveniles? ...they do it positively"* (BKP 6). This positive influence stems from his belief that these individuals are not fundamentally different from others but have faced challenges: *"Juvenile Correction... they're just also people like us, just only the mistakes...they come across in their lifetime" (BKP 6).* His perception of rehabilitation extends beyond academia, encompassing life skills and personal growth: *"No, no, no, we do everything we teach them in*

totality...to guide them, how to lead a normal life or how to behave and all those things" (BKP 6). BKP 6 sees himself as a facilitator of positive transformation, aiming to guide these young individuals toward making better choices: *"No, I don't think there is...no there is nothing"* (BKP 6).

Despite his appreciation for the potential within these juveniles, BKP 6 acknowledges challenges within the correctional institution: *"The what? The resources? Yes, no, no...is not it's no more a research. Because you do the job for them" (BKP 6).* His proposed changes to the system reflect a desire for more comprehensive education and opportunities: *"What kind of education are you talking about? Do your work peacefully and positively"* (BKP 6).

BKP 6's perception of juvenile offenders demonstrates his understanding of their potential for change, a perspective grounded in empathy and a commitment to their holistic development. Another participant, BKP 2's initial perception of correctional service and offenders was negative due to a prevalent belief that offenders were inherently cruel and dangerous. She admits to not liking the institution based on these negative perceptions.

> *"I didn't like correctional service, because of the offenders... they have, because they are like they are cruel, Like I didn't like the institution."*
>
> *"They offender, like they have... they are cruel."*

Over time, the participant's perspective has evolved as she has worked closely with the offenders. She enjoys working with them and acknowledges that they can exhibit positive qualities and have friendly relationships. However, she also recognises that some offenders do engage in criminal behaviour within the institution.

> *So, when I'm in the institution, so I, I tend to, like, enjoy, to work with the offenders, but sometimes they are good as human beings, because we have, like friendly relationship.*
>
> *But sometimes they become offenders as they become like criminals inside the institution.*

BKP 2 emphasised the importance of maintaining professional boundaries while working with juvenile offender learners. She highlights the need for vigilance and awareness of the potential for manipulation or games. She believes that constant vigilance is necessary to avoid compromising the professional environment.

You mustn't forget that you are rendering the service to the criminals.

Because they want to play games. They want to, like, they want to do their things... you must be vigilant.

Every time when you are around them. You mustn't forget that you are with them. Every time you have to be vigilant.

While acknowledging the positive aspects of her work, the participant also underlines the overarching context of the institution's security. She enjoys her work but reminds herself not to forget the security aspect of the environment.

We are enjoying, but you mustn't forget that you are within the premises, like security institution.

The participant expressed that she has deep concerns about safety, specifically mentioning incidents like stabbings. Her experiences have led her to question her decision to work in this environment during such incidents, reflecting moments of doubt and fear.

You may find that there will be some stabbing then like some days out they look normal. They look normal until the incidents.

Until the incident then that's when you are gonna be scared, regret. No, why did I come here?

But … our everyday experiences are normal?

Despite the safety concerns, the BKP 2's attitude toward her work remains relatively positive due to the low enrolment and small number of learners. This suggests she sees an opportunity to establish more personal relationships in this setting. *"But other than that, we are fine, because we don't have that big an enrolment. They are few, the learners are few. That's why."*

BKP 2 further acknowledged the complexity of working with offenders. She recognises them as fellow human beings, but her comments also reveal a wariness and unease due to the unpredictable nature of their intentions and behaviour. Her reference to them as *"missing something"* suggests a perception of offenders as struggling with certain aspects of their lives.

They are human beings like us, but you don't know their aim.

And they may think they found a girlfriend... they will look at you like... they miss something.

Apart from her concerns and noted perceptions, BKP 2 offered a comprehensive perspective on her interactions with juvenile offenders, revealing a deep understanding of their diverse behaviours. She acknowledged that her role as a teacher necessitated engagement with the inmates, providing lessons and even occasional advice. Her engagement demonstrated a keen awareness of the complex dynamics within the correctional environment. BKP 2 noted that not all offenders were receptive to change, with some holding onto bitterness and exhibiting resistance. In her exact words, she stated, *"It's important to recognise that not all of them are here to transform. Some hold onto their bitterness, you can see it in the way, in how they respond to instructions and authority."*

Moreover, BKP 2's insights extended to the gender dynamics at play within the correctional institution. She made a pointed observation about the behaviour of the male offenders towards female educators during class. She explicitly remarked,

> *The dynamics between male and female teachers influence their behaviour. I observe in my classes. The learners often display a certain behaviour when interacting with female educators. Sometimes they are seeking attention or maybe occasionally challenging authority.*

BKP 2's words highlighted her astute awareness of the nuanced dynamics that shape interactions between educators and juvenile offenders. Her ability to discern the varying motivations behind behaviours and recognise the influence of gender dynamics underscored her role as an insightful educator, striving to make a positive impact within the confines of the correctional environment.

BKP 2 explicitly addressed the perception some offenders had of her, suggesting that a few might view her through a romantic lens. She candidly remarked, *"There are instances where they develop a liking for female teachers, sometimes even interpreting our interactions as romantic interest. It's a difficult position, and as educators, we need to firmly establish boundaries while maintaining a conducive learning environment. Remember some of these learners are here for rape and that puts in in a very awkward position."* This acknowledgement demonstrated her recognition of the challenges posed by such perceptions and her commitment to maintaining a professional and focused educational atmosphere despite potential misunderstandings and at times risky situations.

Encouraging education and rehabilitation is a focal point for BKP 2. She noted that inmates who are genuinely motivated to change and have clear goals are more likely to pursue

education. She employs creative strategies such as offering rewards like sweets and chips to motivate slow learners to complete assignments. BKP2 emphasised the significance of peer encouragement among inmates, suggesting that the influence of fellow offenders can be pivotal in motivating others to participate in educational activities and rehabilitation efforts.

However, BKP2 regularly faces challenges in managing disrespectful behaviour and maintaining a supportive environment. She employs a multifaceted approach, including ignoring such behaviour or seeking assistance from colleagues. The absence of adequate support systems for addressing inmate behaviour is a notable concern for her. She further emphasised the positive impact of small gestures like providing cosmetics or snacks in boosting inmate morale. BKP2 envisions an ideal environment with diverse activities and professional support, highlighting the potential for collaboration between different departments to improve rehabilitation efforts. The interview highlighted BKP 2's evolving thoughts and emotions regarding offenders in the correctional educational context.

5.8.2 Gangsterism among juvenile offenders

BKP 4 also shared thoughts about the behaviour of the juvenile offender learners within the correctional institution. His insights provide a nuanced understanding of their behaviour and the challenges he faces as an educator in fostering positive change. BKP 4 acknowledges that juvenile offenders come from diverse backgrounds and experiences. He recognises that many of them are still in the process of maturing and navigating their identities. This understanding informs his approach to interacting with them. He views his role as a teacher and mentor, guiding them not only academically but also in matters of behaviour and personal development.

One noteworthy aspect of BKP 4's perspective is his recognition of the prevalence of gangsterism among juvenile offenders. The participant understands that gang dynamics and peer pressure can significantly influence their behaviour. He acknowledges that many offenders are drawn to gang activities due to the environment they come from and the lack of positive alternatives. BKP 4's stance is not judgmental; rather, it reflects his understanding of the complex factors that contribute to their behaviour.

BKP 4's approach to addressing behaviour issues involves engaging the offenders in meaningful conversations. He seeks to deter them from engaging in negative behaviours by highlighting the potential consequences, both within the correctional institution and in their

future lives. His emphasis on education as a path to a better future suggests that he believes in instilling a sense of hope and purpose in the offenders.

The relationship BKP 4 cultivates with the juvenile offenders is built on trust and respect. Juveniles in detention view BKP 4 viewed as someone they can turn to for advice, guidance, and solutions to their challenges. This rapport indicates that the offenders value his perspective and regard him as a figure of authority and mentorship.

When discussing the challenges he faces, BKP 4 mentioned that he addresses deals with conflicts between security concerns and educational objectives. He acknowledges instances when security considerations take precedence over schooling, which can impact the behaviour of the offenders. This highlights the complex interplay between security measures and the rehabilitation process.

In essence, BKP 4's view about the behaviour of juvenile offenders reflect his commitment to understanding the underlying factors that drive their actions. His approach is one of empathy, mentorship, and education. He recognises the influence of external factors, such as gang dynamics, on their behaviour, and aims to guide them towards positive change through education and personal growth. His insights underscore the multifaceted nature of behaviour within a correctional context and the importance of tailored strategies for effective rehabilitation.

In conclusion, the educators' perspectives on juvenile offender learners within the context of correctional institutions provide a rich tapestry of insights that illuminate the complex dynamics at play. Through their nuanced understanding and empathetic viewpoints, these educators shed light on the multifaceted nature of the offenders' behaviours, challenges, and potential for growth. The narratives from BKP 2, BKP 3, BKP 4 and BKP 6 showcase the diverse range of perceptions held by those working closely with these young individuals. From empathy and recognition of the potential for change to the acknowledgement of security concerns and the intricate interplay of gender dynamics, the educators' insights paint a comprehensive picture of the transformative power of education within the realm of correctional facilities. These educators stand as beacons of hope and guidance, demonstrating their commitment to fostering positive change, resilience, and rehabilitation in a population often marginalised by society. As this section attests, their stories underscore the importance of understanding the human complexity within the correctional landscape, serving as a

testament to the educators' invaluable contributions in shaping the trajectories of juvenile offender learners.

5.9 Chapter Summary

Chapter 5 has led into the heart of the research journey, where I have systematically organised and presented the data generated through a multifaceted approach, including unstructured observations, open-ended interviews, and the analysis of institutional and policy documents. This chapter's primary focus has been to shed light on the leadership and management practices prevailing within some juvenile correctional secure care facilities in South Africa, with the ultimate aim of providing insights for education policymakers to enhance the rehabilitation process and contribute to the socio-economic development of the nation and beyond.

The chapter commenced with a comprehensive introduction, setting the stage for the exploration of three foundational themes. These themes form the bedrock of this investigation: "Fostering Restorative Relationships," "Inspirational Vision," "Transformative Support." “Leadership and Management Practices” and “Educators’ Perceptions of the Offender Learners.” Each theme encapsulates critical aspects of leadership and management within these unique settings.

The presentation began with a detailed profile of the research participants, offering a glimpse into their diverse demographic backgrounds. This foundational information helped contextualise the subsequent data and provided deeper understanding of the individuals shaping the landscape of juvenile correctional secure care. Moving forward, I ventured into the theme of "Fostering Restorative Relationships." Within this theme, I explored the authentic interactions and dynamics that contribute to the cultivation of relationships grounded in restoration, trust, and empathy. The data here underlines the pivotal role of nurturing these relationships in the context of rehabilitation and transformation.

The theme of "Inspirational Vision" followed, where I unveiled the visionary leadership guiding educational endeavours within these facilities. This theme illuminated the importance of forward-thinking leadership in shaping the educational landscape for juvenile offenders. The journey culminated in the theme of "Transformative Support." In this section, I underscored the significance of robust support mechanisms for both educators and juvenile offenders. These mechanisms play a vital role in facilitating positive transformations and successful reintegration into society. The last two sections of the chapter describe the two themes,

leadership and management practices and the offender learners seen from the educators' perspectives.

It is crucial to emphasise that this chapter primarily focused on the systematic organisation and presentation of our preliminary data. A more comprehensive and in-depth analysis of each theme awaits us in the subsequent chapters (Chapter 7 and 8). In these forthcoming sections, I delve deeper into the nuances of each theme, drawing connections and providing a holistic understanding of leadership and management practices in South African juvenile correctional secure care facilities.

CHAPTER 6

THEORISING THE FINDINGS OF THE STUDY

6.1 Introduction

In the continuum of my research journey, Chapter 6 serves as the second part of data presentation, building upon the foundations laid in Chapter 5. Here, I delve deeper into the empirical findings derived from interviews conducted in the context of the juvenile correctional education. The themes emerging from this data represent a crucial exploration of the educational leadership and management landscape in the juvenile correctional institution and their profound impact on the holistic development of young offenders, hence, the focus to establish the correctional influence of the institution on the juvenile offender.

6.2 Chapter overview

This chapter presents the data generated during the research, providing a platform for the voices and perspectives of those intimately involved in the correctional education system. Through these narratives, I gained a comprehensive understanding of the dynamics governing educational leadership, and management practices, as well as the challenges encountered in this unique context.

This chapter unfolds through the presentation of five distinctive themes: (6.7) Transformative Support, *(*6.8) Collaborative Empowerment, (6.9) Challenges in Navigating the Leadership and Management of Education, (6.10) Leadership and Management Practices and (6.11) Educators' Perceptions of the Offender Learners. Each of these themes embodies a facet of the complex educational ecosystem within juvenile correctional institution, deeply intertwined with the overarching goals of rehabilitation, empowerment, and the successful reintegration of young offenders into society.

It is crucial to emphasise that the insights generated in this chapter hold profound implications for policy, practice, and the trajectory of future research in this field. They underscore the pivotal role that education plays in the rehabilitation and reintegration of juvenile offenders, thereby contributing to the broader goal of creating a safer and more just society.

6.3 Transformative Support: Evoking and Nurturing Holistic Scaffolds

Transformative support for the offender learners materialised through a threefold dimension, comprising educational programmes, correctional services, and youth development initiatives, fostering comprehensive frameworks. The importance of educational programme as a transformative support mechanism for juvenile offenders was emphasised in the interviews with educators. Correctional services programmes are primarily concerned with maintaining security, discipline, and the overall functioning of the correctional facility. On the other hand, youth development programmes are geared towards the positive growth and rehabilitation of juvenile inmates, addressing their educational, emotional, and social needs. While both types of programmes coexist within the institution, they serve distinct purposes and contribute to the institution's overarching goal of successful rehabilitation and reintegration of young offenders into society.

Participants stressed that those offenders who recognise the value of education are more likely to engage in it, highlighting the potential for educational programmes to catalyse positive change. According to BKP5: *"If they know what they want, then they can get education. And also, they can change."*

Another participant, BKP 3, reflected on his emotional attachment to working in a juvenile correctional institution. He acknowledged the gravity of the offenses committed by some of the young offenders, such as double murder and armed robbery. He said,

> *I think I'm attached to the kids because I've got a soft spot for these kids, and sometimes when you hear what they've done, I mean double murders, even robbery, armed robbery, and you're like, wow, this is real. I mean, it's quite a lot*– (BKP 3).

BKP 3 continued to liken the offenders with his own children. These insights demonstrate the emotionally charged environment within which the educators work and the need for transformative support to address the complexities of young offenders and their educators alike.

6.3.1 The Education Programme

According to all the participants in this study, the landscape of the education programme within the juvenile correctional institution is a crucial driver for the rehabilitation and personal growth of incarcerated youths. Below I explore the perspectives shared by participants who offer insights into various educational approaches, challenges, and strategies. Their accounts shed

light on the significance of education, leadership roles, personalised teaching methods, positive reinforcement, and the creation of an inclusive learning environment.

BKP 3 recognised the education programme within the school as a platform to identify talents among the incarcerated youths. This has potential to encourage leadership roles among the offenders within the institution, such as class representatives and coordinators for church programme. He mentioned, *"The students have to nominate a class rep... his function is to liaise between the class and the teachers, liaise between the class and the supervisor in case there is a deadlock."* Engaging the young offenders in leadership activities facilitated their personal growth and contributed to their rehabilitation journey.

The participants acknowledged the provision of educational programmes like Adult Education Training (AET) and skills development courses in juvenile correctional facilities. However, a common observation is the lack of specific rehabilitation activities specifically tailored for juvenile offenders. Among the key findings, a salient theme emerges regarding the absence of equity and epistemic justice in observed leadership and management practices. The data illuminates the ways in which these principles impact the rehabilitation journey of juvenile offenders within the correctional setting. The participants underline the transformative potential of education in the rehabilitation process.

> *That's where I fell in love with education… started to work with the educators… then I started to teach level 2* (BKP7).

> *Sometimes it's hard because sometimes we don't have books… we're in short of stationary… you must make prep for your learners… so it's the situation we are working under* (BKP 1).

The participant believes that a more effective approach to rehabilitation would involve prioritising education over certain recreational activities, such as soccer, during school hours. They suggest that every offender should be compelled to attend school, closing off sections during school hours to ensure participation. They stress the importance of providing practical skills education rather than solely focusing on academic pursuits, as this would better equip juvenile offenders for future employment opportunities upon release.

BKP 7 suggested that education is essential for rehabilitation as it keeps the juveniles occupied and prevents them from planning misbehaviour. He submitted that,

> *If we can have maybe some, what can I say, like, psychologists can be based here in the school, and social work can be based. And maybe SREC (Sports and Recreation) it can be best like, this school is like small. Like if the activities can be like within the school, within the school, when they come to school, then they will attend maybe classes from maybe eight to 10. Then the rest of the time, like, maybe they can be some activities, maybe they can be encouraged because the prison has its own time. Then from one, they must be inside.*

When asked about his daily routine, he explains that it is similar to teaching outside the correctional facility, and there is nothing significantly different. Regarding rehabilitation, he emphasises that they teach the juveniles in totality, providing guidance on how to lead a normal life and correct negative behaviour.

> *No, we do everything we teach them in totality. That means you will guide them – not necessarily educational matters only. So … [we are] supposed to also guide them how to lead a normal life, or how to behave, and all those things. Because this is a correctional institution, we try to correct the negative behaviour from the guys* (BKP 6).

Educators separate their roles as a teacher and a security officer but sometimes remind the learners of their security position to maintain discipline. BKP 3 emphasises the role of leadership positions within the facility, such as class representatives and coordinators for church programme. These roles empower young offenders, enabling them to engage in leadership activities that contribute to personal development and rehabilitation. Such positions create a sense of responsibility and foster positive behaviour.

> *When I am inside the classroom, I am a teacher… outside, I am a security officer… sometimes I remind them to say remember I am a security officer* (BKP7).

Participants also expressed concerns regarding the allocation of school hours to recreational activities like soccer. They propose a shift towards a more education-centred approach, advocating for compulsory education for all offenders. Their perspective centres on dedicating school hours exclusively to educational pursuits, emphasising the transformative potential of education over recreational activities.

> *Some are special learners… they can't even read… you must also do actions for them to understand… if you mix with actions, especially when you do*

> *language… maybe they can understand… so it's how we manage them* (BKP7).

The participants further stressed the importance of equipping juvenile offenders with practical skills that enhance their employability upon release. They highlight the need to balance academic pursuits with vocational training, ensuring that the inmates have a well-rounded skill set that translates into real-world job opportunities.

> *Assignments… they do not have access to a computer… you must make an effort to do that research for them… download pictures… if they need pictures… you're doing the job* (BKP7).

Educators recognise the challenges posed by special learners and share strategies to cater to their needs. These strategies include using pictures, demonstrations, and personalised attention. By adapting teaching methods, educators ensure that every learner, regardless of their learning abilities, can actively participate in the educational process.

> *Some are special learners… they can't even read… you must also do actions for them to understand… if you mix with actions, especially when you do language… maybe they can understand… so it's how we manage them* (BKP 4).

They also have to cater to special learners who may struggle with reading and writing.

> *We manage them by using pictures, we use pictures, and which demonstrate most of the time you must demonstrate. And you seem like the verbs when you teach them about the worms, for example, you say running you must run when you say jump you must jump then they will understand you. But if you just say jump and call one learner to come and demonstrate they don't understand what you're saying. So that's why I am saying it's difficult. Actually, we are teaching special learners* (BKP 7).

Educators attributed positive peer pressure as a powerful emerging motivator for engagement in the educational and rehabilitation programme. They highlighted instances where inmates encourage each other to participate and succeed. Educators employ positive reinforcement techniques, celebrating even small achievements, to boost learners' confidence, motivation, and overall self-esteem.

> *So, some of them, they can be humble during the class because they want to learn, then but when going inside, it's something else. But most because we*

> *are female teachers, they respect us, and also their behaviour towards the females and males are not the same*– (BKP2).

This quote indirectly highlights the influence of positive peer pressure and the differential behaviour of learners inside the class compared to other contexts within the institution. It supports the notion that learners' interactions and encouragement of each other play a role in their engagement in educational and rehabilitation programmes.

Educators also capitalise on positive peer pressure and influence to motivate the offender learners.

> *And they submit, then also I think the other inmates also can play a big role to their fellow inmates, to encourage them also to motivate them. I think so. Because some of them, aren't they like they still have this thing of friend we're not doing it. Chomi, We're not uyabona (friend, we are not doing it, ok.) then if the friend can say no to me, we can do what to 1 2 3, then it motivates them* (BKP2).

This was supported by another participant:

> *We celebrate every achievement, no matter how small. Positive reinforcement boosts their confidence and motivates them to keep wanting to do better every day* (BKP5).

BKP 2 suggests having more activities for offenders and creating a separate section for learners to reduce negative influences.

The participants emphasised the importance of fostering an inclusive and supportive learning environment within the correctional facility. Educators strive to eliminate the stigma associated with incarceration, creating a safe space for learners to express themselves without fear of judgement. This environment nurtures open discussions, positive relationships, and overall personal growth.

BKP7 shed light on a significant challenge within the educational landscape of the juvenile correctional institution. BKP7 reveals that some of the learners within the institution face discouragement primarily because of the lack of textbooks.

> *Some of the learners… they become discouraged because we do not have textbooks… we don't have textbooks to give them homework… it's very difficult because you have to go outside… printer does not have colour* (BKP7).

This absence of essential learning materials directly impacts the students' educational experience, making it difficult for them to access crucial resources for their coursework. Furthermore, BKP7 mentions that the absence of textbooks creates difficulties in assigning homework to the learners, which can hinder their ability to reinforce their learning outside of the classroom and engage with the material independently. The data also highlights challenges related to limited printing resources within the institution. BKP7 points out issues such as a lack of access to colour printing, which can affect the quality and availability of printed educational materials. Collectively, these insights underscore the educational resource deficiencies within the juvenile correctional institution, emphasising the need for addressing these challenges to enhance the educational experience of the young offenders.

BKP2 highlights a crucial aspect of the educational approach within the juvenile correctional institution. BKP2 emphasises the diversity of needs among the learners, acknowledging that each student is unique in their requirements for effective learning. The educator expresses a commitment to providing personalised support to address these individual needs. This personalised approach is essential for creating a meaningful connection between the learners and the learning process.

> *Each learner has different needs, and we try our best to tailor our teaching to meet those needs. Personalised support helps them feel more connected to the learning process* (BKP2).

The correctional institution fosters an inclusive and supportive learning environment where learners feel valued and respected. Educators actively promote a culture of acceptance and understanding, reducing the stigma associated with incarceration. This environment encourages learners to express themselves freely, engage in open discussions, and develop positive relationships with their educators.

> *We work hard to create a safe space where learners can express themselves without judgment. Building an inclusive environment is crucial for their growth and development* (BKP2).

> *It's heart-breaking when you see these learners …. some special learners who didn't have access to education before coming here. They might not even know how to write or read, so we have to start from scratch, teaching them the basics… you will have to do the action for them to understand. If you say jumping you have to jump so that they know what you are talking about. Uyabona (you see) Ma'am, most of the time you have to demonstrate* (BKP1).

Educators use positive reinforcement to recognise and celebrate the efforts and progress made by learners. They provide encouragement and praise for achievements, no matter how small, to build the learners' self-esteem and confidence. This positive reinforcement creates a supportive atmosphere, motivating the learners to continue their educational pursuits and actively engage in rehabilitation programme.

> *Because we are trying to motivate them. We are trying, we are trying to motivate… I don't know, we are trying to motivate them; maybe their friend, if their friend can try to to motivate them maybe they will change because I remember… not long ago, we had issuing of awards, trying to motivate those that are not interested giving, we try to even buy some sweets from outside. When you give them… when… there is (an) assignment that they need to submit, then I'll try something – maybe sweets, chips, then. And I will say to them, if you submit… when you submit the assignment, that's when I will give you something, then I'll try; I'm trying to motivate them* (BKP2).

Comprehensive training and professional development are essential for educators in juvenile correctional institutions. Participants stressed the importance of being well-prepared to handle the unique challenges presented by the inmate population.

> *And if ever such things can be offered to us, I think that could help. Yes, I do know that they say education is the mother of all professions* – (BKP5).

> *So, to be honest, as an educator, I'm not really adequately trained to deal with all the challenges that these young offenders bring* – (BKP 2).

Educators emphasised the need for continuous training and professional development to equip educators with the skills necessary to address the unique challenges posed by juvenile offenders.

BKP 1 also highlighted the need for emotional support mechanisms for educators, recognising the emotional challenges involved in addressing the well-being of incarcerated individuals.

> *Working with these young offenders can take an emotional toll. We need a support system, like counselling or debriefing sessions, to help us*– (BKP 1).

The insights from participants shed light on the multifaceted nature of education programme in juvenile correctional facilities. From leadership roles to personalised teaching, practical skills training, and positive reinforcement, these strategies collectively contribute to the rehabilitation and personal development of incarcerated youths. The emphasis on an education-

centred approach and the creation of an inclusive learning environment underscores the potential of education to empower young offenders and pave the way for successful reintegration into society.

6.3.2 Correctional Services

Another crucial facet of the transformative support dimension aligns closely with the correctional services provided within the institution. It recognises that the journey towards rehabilitation and positive change encompasses diverse elements beyond academics. Educational leaders engaging in transformative support acknowledged the imperative to address the broader well-being of incarcerated individuals. BKP5 illustrated this view this way:

> *So, Ma'am Tsepiso* is dealing with those programmes dealing with their anger, ikhuti (that is) how to control their anger. Maybe those programmes again they can help*– (BKP5).

BKP5 suggested the importance of considering emotional and behavioural aspects within correctional services, reflecting an awareness of the broader well-being of incarcerated individuals.

According to the educators, a comprehensive range of correctional services is provided to address the specific needs of young offenders in South Africa. BKP 5 highlighted the importance of providing access to correctional services, including those of social workers and psychologists, as part of the comprehensive support system for young offenders within the juvenile correctional institution in South Africa. He asserted that:

> *Only few will have access to those facilities. Why they are inside is because they need to make it a point that they have access all the offenders, they have access to social workers, psychologists...*– (BKP5).

The educators all emphasised the crucial role of psychological and emotional support through counselling and therapy services. They reported that these services aim to tackle issues such as anger management, substance abuse, trauma, and mental health concerns. By providing this support, they aim to help the juveniles develop healthier coping mechanisms, increase self-awareness, and build positive relationships.

BKP 4 emphasised the need to balance safety concerns with educational priorities, indicating an understanding of the importance of well-being beyond academics.

> *We have to ensure the safety of both educators and students, but we also must ensure that education remains a priority* (BKP4).

Extending the same idea, BKP5 encouraged the inclusion of extramural activities in the education programme seeing that the offenders need to play as a part of their rehabilitation programme.

> *That's another thing we tried to do to improve the attending here at school, and it's also helping with the rehabilitation because they love to play to see that they can see you in class...*– (BKP5).

This implies that efforts to improve attendance and engagement through activities contribute to rehabilitation and the overall well-being of incarcerated juveniles.

BKP 8, pointed at policy reform to prioritise education, reflecting a perspective that considers the well-being of inmates by making education a mandatory aspect of rehabilitation.

> *We need a shift in policies to make education compulsory for juvenile inmates, not just a secondary concern* (BKP 8).

By intertwining the principles of rehabilitation with correctional services, this dimension enhances the effectiveness of leadership strategies, promoting an environment that nurtures personal growth and transformation.

Regarding the rehabilitation programme, the educators noted that these programmes are designed to target the underlying causes of delinquent behaviour. The focus is on life skills, social development, and conflict resolution. BKP 4 iterated that, *"They should know that I want to change. They should have programmes that can change the mind, that can rehabilitate, that can develop a person."*

He emphasised the importance of rehabilitation programmes in changing the mindset and developing individuals, aligning with the insight that these programmes target the underlying causes of delinquent behaviour.

The educators commonly shared that through structured educational programme, vocational training, and workshops, the institution aims to equip young offenders with practical skills for daily life, ultimately preparing them for reintegration into society. BKP5 confirmed this saying:

> *We provide workshops on various topics, like anger management, life skills, and conflict resolution. These are important skills for them to learn before they reintegrate into society* (BKP5).

Regarding healthcare, the educators reported that access to medical and dental care is provided to ensure the well-being of the young offenders. Regular health check-ups and prompt medical attention are part of this approach, which not only addresses immediate health concerns but also teaches the importance of self-care. BKP1 stated that,

> *We have a medical facility here, and the offenders receive regular health check-ups. It's not just about treating illnesses; it's also about teaching them to take care of their health."* BKP3 supported this saying: *"Dental care is also part of our healthcare services. We want them to understand the importance of overall well-being, and dental health is a crucial aspect of that.*

BKP 3 shared that the department had an induction programme for newly appointed staff, including teachers and social workers. He mentioned that, *"The department has an induction programme... when you are appointed, there's an induction process that you have to undergo."* While he did not receive extensive training due to structural issues, the induction process provided some preparation for working in the juvenile correctional environment. He said, *"The few that I received during the induction, it assisted me to adapt to this new environment."*

BKP 3 discussed the presence of an induction programme within the department for newly appointed staff, including teachers and social workers, in the context of the juvenile correctional environment. He acknowledged that the department has this induction process that new staff members must undergo. Despite not receiving extensive training due to structural issues, BKP 3 values the induction programme indicating that it provided some level of preparation, which helped them adapt to the unique challenges and environment of working in the juvenile correctional setting. According to BKP 3,

> *The department has an induction programme when you are appointed, whether as a nurse, whether as a teacher, once you are appointed, there's an induction process that you have to undergo. And it is this induction programme that will prepare you to say this is what you're going to expect. Because social workers, like teachers, they have one-on-ones, they have direct contact with the inmates. So, the induction process will prepare you. And I was expected, like any newcomer, to go and get intensive training on how to work with them, but due to structural problems and others, I was not*

given that opportunity. But I was prepared to work with them. The few that I received during the induction it assisted me to adapt to this new environment.

In essence, BKP 3 emphasised the significance of this induction programme as a means to help staff, including educators and social workers, transition into their roles within the correctional institution, even though the training might be limited in its scope due to certain structural constraints. BKP 3 doesn't explicitly detail the specific challenges they faced in the institution. Instead, they focus on the existence of the induction programme and how it provided some level of preparation to adapt to the new environment of the juvenile correctional institution. BKP 3 doesn't directly elaborate on the challenges encountered, but rather highlights the importance of the induction process in helping them navigate those challenges.

Most participants discussed the importance of correctional services in the context of transformative support within an institution. They highlighted that rehabilitation and positive change for incarcerated individuals extend beyond academics and emphasises the need to address their overall well-being. The integration of rehabilitation principles with correctional services is seen as a way to enhance leadership strategies and create an environment that fosters personal growth and transformation.

The educators also highlighted the significance of recreation and sports as part of the daily routine at the institution. They reported that these activities promote physical fitness, teamwork, and leisure skills. Organised sports, outdoor activities, and leisure programme offer a constructive outlet for the juveniles' energy and contribute to a more balanced, active lifestyle. BKP 5, an educator, discusses the importance of incorporating sports and physical activities into the rehabilitation process for young offenders. BKP 5 emphasises the correlation between physical well-being and mental health, stating, *"Remember, they say a healthy mind is in a healthy body."* BKP 5 advocates for a holistic approach to rehabilitation that not only focuses on academics but also recognises the significance of physical activity in promoting overall well-being.

BKP 5 elaborates on their efforts to integrate sports activities into the routine of the institution. They mention that every Friday is designated as a sports day, where the ‘boys’ are taken to the ground for outdoor activities. BKP 5 believes that this initiative has yielded positive results, noting that the number of participants consistently increases on Fridays. The anticipation of engaging in sports becomes a motivating factor for the students to attend school during the week, as BKP 5 explains, "Because they know that they will go to the ground."

Furthermore, BKP 5 discusses a strategy they've implemented to enhance attendance and accountability. They mention, *"You can be absent once maybe you want to see as a social worker, you want to see a psychologist you want to see Mrs X. But you need to have a proof."* This strategy involves requiring students to provide valid reasons for their absences, such as appointments with social workers or psychologists. BKP 5 emphasises the importance of maintaining a balance between attending school and addressing other necessary matters.

The underlying rationale for these efforts is to contribute to both attendance and rehabilitation. BKP 5 explains that seeing the students not only in the classroom but also participating in sports helps create a positive image of them within the institution. BKP 5 notes, *"They can also see you in the crowd within the other environment, they'll be able to say, Okay, this is a person who respects him and all that stuff is also happening."* This multifaceted approach not only promotes education but also fosters a sense of community and belonging, reinforcing positive behaviours and attitudes among juvenile offenders. BKP 5 underscores the importance of sports and physical activities as integral components of the rehabilitation process. By combining academic engagement with physical well-being and community involvement, BKP 5's approach aims to create a comprehensive and supportive environment that contributes to the overall development and positive transformation of young offenders.

BKP11 emphasised that the major objective is to create an environment that fosters personal growth and transformation, intertwining the principles of rehabilitation with comprehensive correctional services to provide the boys with the necessary tools for shaping a better future. She further articulated the comprehensive nature of this transformative endeavour. She said that:

> *It is not always the case but our major focus here is really to create an environment that fosters personal growth and transformation. We try to bring together some principles of rehabilitation with comprehensive correctional services to provide the boys with the necessary tools for shaping a better future.*

BKP12 further contributed to this narrative, illuminating a pivotal facet of the correctional services provided. She highlighted the institution's concerted efforts to confront and mitigate issues of anger and emotional distress that many young offenders grapple with. Through a combination of counselling, group interactions, and skill-building exercises, the youth are guided towards constructive management of their emotions.

> *Through counselling, sometimes group activities, and skill-building exercises, we aim to channel the boys towards some form of constructive management of their emotions. This not only makes this place safer but also equips them with tools for healthier interpersonal dynamics outside these walls* (BKP 12).

Officials at the institution not only cultivate a safer institutional environment but also equip the young offenders with indispensable tools for healthier interpersonal dynamics beyond the institution's confines.

It was widely acknowledged that trauma and adverse experiences often lie at the root of the delinquent behaviour exhibited by young offenders. For instance, a significant number of the boys may have faced extreme challenges such as poverty, violence in their communities, or broken family structures. These experiences can deeply affect their psychological well-being and contribute to their involvement in criminal activities.

BKP 10 shared her perspective on this issue, stating that:

> *Many of these boys carry the heavy weight of trauma from their pasts. For some, it's the trauma of witnessing violence in their neighbourhoods or experiencing the loss of loved ones. These experiences can be overwhelming and lead them down destructive paths.*

In the quest for holistic transformation, educators find it imperative to address not only emotional and psychological dimensions but also to impart practical skills that can profoundly shape the trajectory of incarcerated youth. Within the institution, vocational trainers play a pivotal role in this endeavour.

These trainers emphasise the impartation of skills in trades such as carpentry, welding, and mechanics. This vocational training serves a dual purpose, transcending the mere acquisition of skills. One of the vocational trainers elucidated:

> *We teach these young men skills that are not only practical but also marketable in the real world. Carpentry, welding, and mechanics are trades that hold significant value in the job market. By equipping them with these skills, we empower them to pursue meaningful employment upon their release* (BKP 13).

This vocational training programme extends beyond the development of technical competencies. It plays a crucial role in instilling a profound sense of accomplishment and

purpose among the incarcerated youth. These qualities are foundational for fostering self-esteem and facilitating successful reintegration into society.

For instance, imagine a young offender who, prior to incarceration, lacked direction and felt disconnected from society. Through vocational training in carpentry, he discovers a latent talent for woodworking. As the juvenile offender hones his craft, he begins to see tangible results of his efforts—a skilfully crafted piece of furniture, perhaps. This achievement not only boosts his self-esteem but also kindles a sense of purpose he may have never experienced before.

> *Moreover, as some of the young boys near the end of their sentences, they can carry these newly acquired skills with them into the world beyond the institution's walls. With marketable skills in their possession, they are better equipped to secure gainful employment, become self-reliant, and contribute positively to their communities* (BKP 13).

In essence, the institution's emphasis on vocational training goes beyond the practical; it is a catalyst for personal growth, empowerment, and the realisation of a brighter future. It exemplifies the institution's commitment to equipping its residents with the tools they need to not only rebuild their lives, but also to thrive as responsible members of society.

The interview with BKP 6 shed light on the provision of practical skills training within the juvenile correctional institution. It was evident that challenges exist in this endeavour, notably due to safety concerns and constraints on tools and materials. The shortage of resources necessitates the sourcing of materials from external sources, adding complexity to the process. He says that *"A pair of scissors, you cannot give them to get cut, cut, cut, they will say, you are busy there, maybe cutting, cutting, cutting, making these items or projects, they end up stabbing each other."* Despite challenges faced in implementing practical skills education, educators believe that they can have a positive influence on incarcerated individuals, providing them with purpose and encouraging further education. For instance, the institution enrols some individuals in external education programmes, encouraging them to continue their studies.

> *We enrol them with UNISA external University, then we were in between we are go-between the UNISA so the influence that could influence them to continue* (BKP 6).

This reflects a desire to expand opportunities for practical skills and education within the institution. However, there is also a call for more comprehensive policies and resources to

support these efforts. BKP6 says, *"The main thing that Ministers, I'll tell you they cannot be doing this alone. The policies are not your policies for this particular institution. It's supposed to be the policy for the whole DCS."* These insights collectively highlight the importance of practical skills training in the rehabilitation of young offenders while underscoring the need for greater support and resources in this crucial area of correctional education.

The institution's commitment to holistic growth is further exemplified by the insights of an education coordinator, BKP 9. While formal education remains a cornerstone, the curriculum extends beyond academia. Lessons that cultivate emotional intelligence, effective communication, conflict resolution, and emotional regulation are interwoven into the educational fabric. By nurturing these emotional competencies, the institution equips the youth with the tools to make informed life choices and navigate complex social landscapes.

Ultimately, the overarching objective of the institution's correctional services is successful reintegration. This sentiment is eloquently captured by another participant (BKP 8), who emphasises that:

> *Our commitment is to the successful reintegration of incarcerated youth into society. We go beyond education and skills by actively building bridges to potential employers, community support networks, and mentorship programmes. Through these initiatives, we empower our young offenders with a strong foundation for a renewed journey as more responsible members of society.*

The specialist elucidates the institution's proactive efforts in not only providing education and skills but also establishing bridges to potential employers, community support networks, and mentorship programmes. By fostering these connections, the institution empowers incarcerated youth with a solid foundation upon which they can embark on a renewed journey as constructive members of society.

In summary, the educators in South Africa's juvenile correctional institutions embrace a holistic approach to rehabilitation. According to the participants, a holistic approach to rehabilitation of offenders refers to a comprehensive and integrated approach that considers the whole person—physically, mentally, emotionally, and socially—in the process of recovering from incarceration illness, or addiction. The approach recognises that individuals are complex beings with interconnected aspects of health and well-being, and hence it aims to address all relevant life facets to promote recovery and improve overall quality of life. In a holistic approach to

rehabilitation, the focus is not solely on treating symptoms or the specific condition itself, but also, on understanding and addressing the underlying causes, as well as promoting healing and well-being in various dimensions. This approach recognises that physical and or mental health receive influence from mental and emotional well-being, and vice versa.

Some of the key elements to a holistic approach to rehabilitation and correction may include: individualised care, multidisciplinary team, meaning involvement of a diverse team of professionals, such as physicians, nurses, physical therapists, occupational therapists, psychologists, and social workers, who collaborate to provide a comprehensive care plan. It may also involve psychological support, social support and lifestyle modifications. Therefore, by taking a holistic approach, rehabilitation aims to treat the whole person rather than just the symptoms or the specific condition, promoting a more comprehensive and sustainable recovery.

The education officials' dedication is evident in their commitment to providing comprehensive support to empower young offenders, helping them overcome challenges, and preparing them for successful reintegration into society. This commitment extends beyond traditional academic education to encompass various facets of the boys' well-being. The institution offers counselling, rehabilitation programmes, healthcare services, and promotes physical activity, all aimed at making a meaningful and positive impact on the lives of the juveniles in their care. The multi-dimensional nature of their correctional services is underscored by insights from professionals across different domains, highlighting the institution's unwavering dedication to holistic growth and rehabilitation. This commitment permeates emotional, psychological, vocational, familial, and societal realms, emphasising their dedication to shaping positive and enduring change in the lives of incarcerated youth. Their induction programme assists staff in adapting to the unique environment of a juvenile correctional facility, overcoming structural limitations. Beyond formal education, the institution provides an array of correctional programmes and opportunities, including mental health services, counselling, substance abuse treatment, life skills training, recreation, and vocational programmes. They collaborate closely with families to foster a supportive environment and ensure the residents' health and well-being.

6.3.3 Youth Development Programmes

Within the context of the juvenile correctional institution, the significance of youth development programmes emerged as a prominent subtheme. These programmes play a pivotal

role in shaping the rehabilitation and behaviour change efforts aimed at incarcerated youth. The participants in the interview discussions highlighted the potential positive impact of these programmes on the holistic development of young offenders and their readiness for reintegration into society. This subtheme encompasses various aspects, including compulsory education, specialised programmes like anger management, collaboration among resource personnel, family engagement, and the role of physical activities. The following insights provide a comprehensive overview of the multifaceted nature of these youth development programmes and their contribution to the rehabilitation process within the correctional institution.

The participants in the interviews emphasised the critical role of youth development programmes within the correctional institution for juvenile inmates. They highlighted the potential positive impact of these programmes on rehabilitation and behaviour change. One significant aspect discussed was the importance of making school attendance compulsory for all inmates in the juvenile centre. The participants expressed concern about the current system, where school attendance is not enforced uniformly, leading to disparities and disruptions in the inmates' education. They proposed that if school became a mandatory requirement for all, it could create a more focused and structured environment for the youth.

BKP 6 emphasised the role of educators as parental figures in supporting the holistic development of young offenders through youth development programme. Youth development programmes aim to foster holistic growth in incarcerated youth, addressing various facets of their lives. BKP 6 asserted that, *"We came here as parents to give them that support and encourage them that life doesn't end here…We've got many boys who performed very well... we help them to wish for more or to study further."* These programmes have the potential to positively influence incarcerated youth and provide them with opportunities for personal growth and rehabilitation. BKP 6 discussed how they have positively influenced some youth by enrolling them in external universities and encouraging further study. Compulsory education is a vital component of youth development programmes within correctional institutions.

The participant suggested the need for flexible policies to expand educational resources and opportunities for incarcerated youth. "You know, the strictness of the policies, allow them maybe some things that are not dangerous, then organise more manpower..." However,

participants echoed that limited resources, security concerns, and restricted access to technology pose challenges to the effective implementation of these programmes.

> *The resources? Yeah, no, no, we have a big shortage... And worst part... they're not allowed to have these new media resources like computers, cell phones* (BKP 2).

BKP 2 highlighted challenges related to resource shortages and technology restrictions, which hinder the comprehensive development of young offenders.

Participants in the interview, including BKP 6 and BKP 5, advocated for more flexible policies, increased resources, and greater collaboration with external educators to enhance youth development programmes. In response to the question about what they would improve in the youth development programme, BKP 6 said *"I would just gather them so that we can have one and the same level of working... I would maybe try to expand their usage of material..."* He suggested gathering incarcerated youth to discuss policies, involving them in the policy formulation process and expanding access to educational materials to improve the effectiveness of youth development programmes.

Youth development programmes within correctional institutions have a central objective of fostering holistic growth in incarcerated youth, as underscored by one interviewee who noted, *"these people are just also people like us, just only the mistakes that they come across in their life time."* This emphasis on recognising the human potential for change and rehabilitation is a cornerstone of these programmes. A key component of these initiatives is compulsory education, with another interviewee emphasising that *"we try to give them a second chance in life."* Educators within these institutions often serve as mentors and parental figures, guiding and encouraging the young offenders. The diverse nature of these programmes is evident, encompassing specialised initiatives like anger management, sports, family engagement, and vocational training, acknowledging the unique needs of each individual. However, interviews revealed challenges in their implementation, including limited resources, as one participant stated, *"we don't have a well-established library."* Security concerns also restrict certain materials or activities due to the risk of misuse, demanding vigilance and careful monitoring. Participants advocate for more flexible policies to provide incarcerated youth access to non-dangerous resources and external collaboration with mainstream educators to enhance the quality of education. Overall, the overarching theme is the belief in personal growth and second

chances, with these programmes offering support, education, and guidance to help young offenders successfully reintegrate into society.

The participants in the interview underscored the significance of youth development programmes within the correctional institution for juvenile inmates. One participant emphasised the crucial role of compulsory education, stating, *"The school within the juvenile facility is compulsory for everyone so that they know those guys of the security if ever."* (BKP 3) This suggestion aimed to create a more structured environment, where educational opportunities were universally accessible.

The value of specialised programmes, like anger management, was discussed, with one participant summarising the general views of other participants this way, *"Those courses are being offered inside... once you reprimand, they want to hear from him, they want to go out, and those are some of the things"* (BKP 5). Such programmes were considered essential in helping the youth control their emotions, a key aspect of rehabilitation.

The need for collaboration among different resource personnel, including educators, social workers, psychologists, and security staff, was highlighted. One participant expressed that these professionals should be more accessible to the students, saying, *"Maybe twice a week, these boys can know that we are not only based inside when they are here at the school section"* (BKP 4) This collaboration would provide a holistic approach to rehabilitation, addressing not only education but also emotional and psychological challenges.

Engagement with the parents of the inmates was deemed vital. A proposed family day once per term could provide the opportunity for parents to participate actively in the rehabilitation process, as suggested by one participant, *"Once a term, that same second term, third term, fourth term, once a term that can be a family day"* (BKP 4). This interaction could promote a stronger sense of support and responsibility from families.

Despite acknowledging challenges like limited resources and balancing educational priorities with security concerns, the participants remained committed to enhancing the rehabilitation environment for the incarcerated youth. Their collective goal was to foster an environment that truly prioritised both education and the holistic development of the young inmates, as they believed this approach was essential for successful rehabilitation. The insights shared by the participants in the interview shed light on the multifaceted nature of youth development programmes within the context of the correctional institution. One key aspect highlighted was

the positive impact of sports and physical activities. One participant (BKP 5) emphasised, *"A healthy mind is in a healthy body,"* describing how implementing regular sports days had increased student attendance. These activities not only promoted physical health but also provided an outlet for their energy and frustrations, ultimately contributing to a more conducive environment for learning and rehabilitation.

The role of specialised youth development programmes in addressing emotional issues was another crucial insight. The anger management programme was discussed as an effective way to address the deep-rooted anger many of the inmates displayed. The participant mentioned, *"Dealing with their anger, ikhuti (i.e.,) how to control their anger? Maybe those programmes again they can help"* (BKP 1). These insights underscored the importance of addressing emotional and psychological well-being as a fundamental component of the rehabilitation process.

Furthermore, participants expressed a strong desire for a more proactive approach to engaging parents and guardians in the rehabilitation process. The proposed family day was seen as an opportunity to bridge the gap between the institution and the inmates' families. By involving parents, the participants believed that families could become more invested in the rehabilitation process, leading to better support structures for the young inmates upon their release.

Lastly, the call for collaboration and resource-sharing among different professionals within the institution was a recurring theme. Participants recognised that combining the expertise of educators, social workers, psychologists, and security personnel would create a more holistic approach to rehabilitation. *"Collaboration with external educators... they are willing to help us and then they give us those syllabi and curriculum expectations for the whole education forum"* (BKP 6). This collaborative effort would ensure that all aspects of the inmates' development, including education, emotional well-being, and life skills, were being addressed comprehensively.

In conclusion, the insights shared by the participants in the interview illuminated the critical role of youth development programmes within the correctional institution. These programmes, which encompass education, emotional support, physical activities, and family engagement, were seen as essential components in creating a rehabilitative environment that aims to set young inmates on a path towards successful reintegration into society.

6.4 Collaborative Empowerment: Fostering Inclusive Growth through Synergy

Within the intricate landscape of juvenile correctional institutions, collaborative empowerment emerged as a theme that reshapes the way rehabilitation strategies are perceived. This theme, emphasises the unification of diverse stakeholders to create a comprehensive support system for juvenile offenders. Collaborative empowerment goes beyond conventional silos, involving educators, administrators, social workers, and community organisations in a collective effort to foster holistic rehabilitation. As I delved into the interviews conducted within this context, a mosaic of perspectives and insights came to light, each contributing to a holistic understanding of how collaborative empowerment takes shape, transforms, and shapes the lives of young individuals within the correctional system. This section examines the participants' voices, to illuminate the essence of collaborative empowerment and its far-reaching impact on juvenile rehabilitation. Through these narratives, I gained a deeper appreciation of the power of collaboration in nurturing personal growth, bridging diverse needs, and facilitating the successful reintegration of juvenile offenders into society.

The findings emphasise the foundational role of collaborative empowerment within juvenile correctional institutions. The essence of leadership and management of education lies in fostering collaboration among educators, administrators, social workers, and community organisations. *"Collaboration with external educators... they are willing to help us and then they give us those syllabi and curriculum expectations for the whole education forum"* (BKP 6). This collaborative approach recognises that holistic rehabilitation requires the collective efforts of diverse stakeholders. BKP 5's statement that *"We are the educators, not security guys,"* encapsulates the need to harmonise roles and underscores that unity among stakeholders is paramount for effective rehabilitation. He desires a fundamental shift in perspective, highlighting the importance of role harmonisation and collaborative empowerment. BKP 5 emphasised the need to move beyond traditional divisions and recognise that educators, administrators, and security personnel all play critical roles in the rehabilitation process. The participant underscored the essential nature of collaboration, where each stakeholder's expertise contributes to a comprehensive approach that nurtures juvenile offenders' holistic development. Beyond professional labels, collaborative empowerment recognises the unique contributions each stakeholder brings to the table, underlining that a cohesive and collaborative approach is vital for addressing the multifaceted aspects of juvenile rehabilitation.

> *I think the results will be good ma'am. Because even if they did not develop us, even if they can visit school, maybe twice a week and say these are the programmes guys that we are offering inside. Therefore, we would like to visit you twice a week so that these boys can know that we are not only based inside when they are here at the school section it's on their own; they will need only to focus on education, if they can do that, I think that could help a lot.* (BKP 5)

The interviews not only capture participants' understanding of collaborative empowerment but also delve into its tangible implications. BKP 4 highlights the synergy between educators and specialised professionals *"Those courses, they are being offered inside... they will start showing their true colours."* Most participants agreed that collaboration extends beyond curriculum delivery. It delves into the realm of addressing emotional and behavioural dimensions, thereby shaping a more comprehensive rehabilitative strategy that encompasses cognitive and psychological growth.

The concept of collaborative empowerment transcends institutional boundaries and integrates familial dynamics, it resonates as a call for family involvement. Participants believe that collaborative empowerment encompasses not just professionals within the institution but also families as integral partners. BKP 11 echoed that such collaboration amplifies the sense of responsibility and support for young offenders, emphasising that the rehabilitation journey is more effective when families are engaged.

Moreover, some participants proposed collaboration's intersection with safety. For instance, BKP 7 asked *"Why can't we take them out and say okay, so reinforce the security guards... safety and student engagement,"* hoping for a balanced integration of security measures with educational objectives. BKP 12 agreed that collaboration, in this context, becomes a tangible strategy that harmonises safety protocols with the broader goals of rehabilitation. By involving security officials within the collaborative framework, educators strongly believe that a cohesive and secure environment is fostered, conducive to both learning and personal growth.

The exploration of collaborative empowerment transcends the institution itself, venturing into collaborative networks with public schools. BKP 3 suggests initiatives *"Like to work hand in hand with the public schools, I think, will gain a lot,".* He supports the idea that their collaborations with outside schools have the potential to synergise efforts with external these entities. This notion resonates with the understanding that collaboration knows no bounds; it

extends to incorporating diverse perspectives and strategies from the broader educational landscape.

An insightful vision emerges as participants envision a collaborative network within the educational setting. *"If we can have maybe some, like, psychologists can be based here in the school, social work can be based."* BKP 1 presented a proactive approach to collaborative empowerment. She envisions a holistic environment where professionals collaborate directly within the institution, capitalising on their unique expertise. This outlook embodies the belief that collaboration, when harnessed effectively, can yield transformative outcomes by leveraging the strengths of various stakeholders.

Collaborative empowerment emphasises collaboration and inclusivity among all stakeholders within the correctional institution. By involving educators, administrators, social workers, and community organisations, this category establishes a comprehensive support system that empowers juvenile offenders and encourages their active participation in their rehabilitation. Beyond academic provisions, collaboration among educators, psychologists, and other professionals is actively fostered. This collaborative network is driven by an intrinsic understanding of the myriad needs that incarcerated youth possess. Through coordinated efforts, the institution seeks to nurture personal development by addressing emotional and behavioural dimensions alongside cognitive growth.

The participants in the interview demonstrated a keen awareness of the significance of collaborative empowerment within the correctional institution, particularly in the context of juvenile rehabilitation. They emphasised the need for a unified approach, involving educators, administrators, social workers, and community organisations to create a supportive ecosystem that facilitates the successful reintegration of juvenile offenders into society.

One participant eloquently described the challenges faced by the educators, highlighting the importance of collaboration: BKP 7 said *"We are the educators, not security guys."* This sentiment underscores the need for educators to work closely with security personnel and other stakeholders to create an environment that prioritises both education and security. The participant further emphasised the potential benefits of involving security in education-related matters, particularly in dealing with absenteeism, ensuring safety, and enhancing student engagement.

The educators expressed a desire for more interaction with social workers, psychologists, and anger management programme facilitators. They recognised the value of these professionals in addressing the emotional and psychological needs of the juvenile offenders. BKP 4 noted, *"Those courses, they are being offered inside. Some of them can be able to control their anger. But coming to school, they will start showing their true colours."* This insight highlights the importance of collaboration between educators and specialised professionals to effectively address emotional issues within the school environment.

Furthermore, the participants articulated the need for improved communication between the correctional institution and the families of the juvenile offenders. The proposed idea of a family day, where parents and guardians can interact with the institution, received widespread support. One participant passionately expressed, *"If ever the Department of Correctional Services can say school is compulsory for juvenile inmates so that once they know that okay, fine. I belong to juvenile and understand the first thing, let me go to school."* This notion emphasises the importance of involving families in the rehabilitation process and fostering a sense of ownership among the juvenile offenders' support networks.

The participants' insights also revealed a recognition of the limitations of individual efforts and the potential benefits of a collaborative approach. They expressed a desire for resource-sharing and a cohesive strategy that leverages the expertise of various stakeholders. BKP 5 highlighted the need for comprehensive security and collaboration: *"Why can't we take them out and say okay, so reinforce the security guards? When it comes to the teaching because, if ever we are teaching, we have got ladies who are teaching here."* This perspective emphasises the role of collaboration in ensuring both safety and effective education within the correctional institution.

Generally, participants consistently echoed the importance of collaborative empowerment within the correctional institution. They recognised that a cohesive effort involving educators, administrators, social workers, community organisations, and families is essential for creating a rehabilitative environment that addresses the multifaceted needs of juvenile offenders. This collaborative approach ensures that resources, expertise, and support are pooled to empower the young inmates, encouraging their active participation in their own rehabilitation journey and increasing the likelihood of successful reintegration into society.

> *They'll be taken over and be shown around. And when they sit down to receive information, normally, the programme director is a student. And all the*

> *discussions are done by the students. Officials are just there to supervise and monitor.* (BKP 5)

BKP 5 advocated for collaboration between various resources available in the correctional institution, such as psychologists, social workers, and education staff. He believed that the education staff could benefit from training in anger management to better address the learners' behavioural issues. He also suggested regular communication and interaction between education staff and parents to improve rehabilitation efforts.

BKP5 expressed,

> *Yah. Remember, I'm dealing with the inmates. Those courses, they are being offered to inside. Some of them can be able to control their anger. But coming to school, they will start showing their true colours. So, if ever I'm trained, or I was given an opportunity to have that course, I would be able to deal with their anger within the school section... So, if ever such things can be offered to us, I think that could help... Do you have a relationship or an interaction with the social worker or the psychologists or the anger management person? Is there any communication regarding these learners? No Ma'am. No! Because, I'm thinking if there was a collaboration of all these resource people... Yes, yes... Staff develop the educationists in the same line. So, what do you think would be the result from that? I think the results will be good ma'am.*

She also highlighted the importance of collaboration with public schools to improve rehabilitation. Regarding collaboration with other schools, BKP2 mentioned the following:

> *Like to be to work hand in hand with the public schools, I think, will gain a lot, because I think we are a little bit behind. If you can work hand in hand with the education, then I think, yeah.*

Regarding the best way to manage education for effective rehabilitation, and BKP 2 mentioned having more psychologists, social workers, and activities for the offenders.

> *If we can have maybe some, what can I say, like, psychologists can be based here in the school, social work can be based. And maybe SREC it can be based like, this school is like small. Like if the activities can be like within the school, within the school, when they come to school, then they will attend maybe classes from maybe eight to 10. Then the rest of the time, like, maybe they can be some activities, maybe they can be encouraged because the prison has its own time. Then from one, they must be inside* (BKP2).

However, the participant expressed interest in receiving in-service training, particularly in anger management, to better handle inmate behaviours within the school environment.

In conclusion, the interviews conducted within juvenile correctional institutions present a solid agreement that collectively highlights the emergence of collaborative empowerment. These perspectives affirm that collaborative empowerment transcends theory, it evolves into a tangible strategy that unites stakeholders, bridges roles, engages families, enhances safety, and incorporates external expertise. This comprehensive approach embodies a holistic understanding of juvenile rehabilitation, where collaboration becomes the bedrock of a transformative journey towards empowerment and reintegration. Through these interviews, we witness the transformative power of collaborative empowerment as it shapes the rehabilitation landscape and fosters hope for the young individuals seeking a fresh start within the correctional system.

6.5 Challenges: Navigating Governance in Leadership and Management

The findings from the interviews with various educators working within the juvenile correctional system reveal a comprehensive picture of the multifaceted challenges they face. These challenges encompass diverse aspects of the educational process, the institutional environment, and the unique circumstances of incarcerated youth. The educators' insights shed light on the intricate dynamics within the correctional facility and provide valuable perspectives on areas that require attention for the successful rehabilitation and education of juvenile offenders.

The participants identified several significant challenges in the realm of juvenile education within the correctional facility, shedding light on the complex and demanding nature of their work. One of the primary concerns highlighted is the difficulty in maintaining consistent attendance among the students. BKP 5 was concerned about the inconsistencies saying, *"So if ever they're dropping around September or around August, around July, what is going to happen to them, he will register here within the department of education..."* The transient nature of the population due to transfers and sporadic absenteeism poses a formidable hurdle to the educational process. The constant movement of students in and out of the facility disrupts the continuity of learning, making it challenging to design effective curricula and provide personalised attention to each student.

One of the significant findings revolves around the apparent disconnect between security management and educational management within the juvenile correctional system. BKP 5 said, *"What is happening? They'll say, the managers, security managers, they will escort those learners to come to those who are registered with the school. Do you get my point?"* This disconnect becomes particularly pronounced in the prioritisation of statistics and numbers by security management. The focus on these metrics, while necessary for overall institutional management, may inadvertently compromise the quality and effectiveness of the educational programme. This challenge extends to educators who feel pressured to account for fluctuations in attendance, often driven by factors beyond their control, such as transfers and absences. This misalignment of priorities emphasises the need for a more balanced approach that considers the long-term impact on the students' rehabilitation and reintegration into society.

BKP 5 highlighted a significant issue within the correctional institution: the prevalence of negative attitudes among inmates regarding their educational pursuits. During the interview, he mentions that some inmates express discouragement due to the lengthy sentences they are serving, particularly in maximum-security facilities. They believe that their extended confinement will make it possible for them to catch up on education later. BKP 5 said:

> *They've got negative reasons like, I'm gonna be here for 20 years since this is a maximum facility... So, at a long run, I'll be able to cover again, those are the reasons that they mention, some of them will find them they say the ESG was here, there was a searching that was taking place. So, our books are scattered all over. So, I can find my books so I've got no way of going back to school...*

Additionally, BKP 5 pointed out that inmates often use minor inconveniences, such as searches that disrupt their access to study materials, as excuses for not engaging in educational activities. These negative attitudes can hinder the rehabilitation process by discouraging inmates from actively participating in educational programmes, ultimately impacting their chances of successful reintegration into society. Addressing and altering these negative perceptions is a critical challenge that correctional institutions must tackle to promote effective rehabilitation through education.

The disruption caused by mid-year dropouts and frequent transfers of incarcerated youth emerged as a significant concern. Educators lament the detrimental effects of these transfers on the progress of the students, highlighting the challenges in reaching educational targets due

to the discontinuity of learning. Transfers not only disrupt the educational journey but also impact the students' sense of stability and engagement.

> *In Level Three, they dropped to around April, May, because of the weather and all that stuff, and there were also transfers, we were left with 13 students...* (BKP4).

Addressing this challenge requires careful coordination and communication between facilities to minimise the negative consequences of transfers, allowing for a more seamless continuation of education.

6.5.1 Student retention challenge

The challenge of student retention in the face of negative factors, such as long sentences or internal disruptions, is a persistent issue. This points to the need for a comprehensive strategy that addresses not only the educational aspects but also the psychological and social well-being of the students. Effective conflict resolution strategies, like the open-door policy described by the participant, are crucial in fostering a harmonious learning environment and ensuring that disturbances are promptly addressed and resolved.

Resource limitations emerge as a significant obstacle within the realm of juvenile correctional education, as articulated by the participant. The shortage of resources, particularly educational materials, poses substantial challenges that educators must contend with on a regular basis. BKP 1 highlights the scarcity of resources within the correctional facility, stating, *"The prison has to spend from its own coffers since the government doesn't provide."* This scarcity has led to innovative strategies, such as reaching out to external sources like independent and private schools to obtain essential resources like textbooks and syllabi. The educator underscores the importance of ensuring alignment with external educational standards since inmates are often required to take exams that are comparable to those of mainstream schools.

The absence of necessary teaching materials is a glaring issue. The participant emphasised the need to proactively gather educational content, such as poems, grammar lessons, short stories, and literature readings, directly from external sources. This process involves visiting various locations to procure the materials that are essential for providing a comprehensive education to incarcerated youth.

A major setback in the provision of education in correctional facilities is the lack of a well-established library. The absence of a resource hub severely limits the range of materials

available to both educators and students. The participant's observations underscore the far-reaching implications of this limitation, particularly in an environment where access to external learning materials is restricted.

Moreover, the restrictions on new media resources like computers and cell phones compound the challenges. BKP 1 emphasised the need for independent research but notes that due to limitations, educators often find themselves having to complete research tasks on behalf of the students. This detracts from the genuine research experience and essentially hampers the goal of fostering independent learning.

Resource limitations further compound the challenges faced by the juvenile education programme. The scarcity of teaching materials and the absence of a well-established library hampers the breadth and depth of education that can be provided. Additionally, the restrictions on learners' access to essential technological resources like computers and cell phones create barriers to modern educational approaches and hinder the development of vital digital literacy skills.

BKP 1 further highlighted constraints imposed by technological limitations within the juvenile correctional facility, particularly concerning the use of cell phones and modern technology. This limitation has significant implications, particularly for the learners within the facility who face barriers in conducting research. She acknowledges, *"Since, well, that, we do not use some cell phones here, it's technology."* This straightforward statement encapsulates the prohibition of utilising certain technological devices, including cell phones, within the correctional environment. The brief pause and nodding further underscore the gravity of this limitation, suggesting a shared understanding of the constraints faced by both educators and learners. The repercussions of this technological shortfall become apparent as the participant expounds on the learners' predicament. BKP 1 notes, *"Like learners, these offenders they need to do the research, they are unable to due to the lack of technology."* Here, the focus shifts to the learners, emphasising their inability to engage in research activities due to the absence of technological resources.

> *Negatively? Yes, it's because as I said, we do not have technology resources; they are affected and some, you may find that they do not have like books. Textbooks* (BKP 1).

The scarcity of essential resources, such as textbooks, educational materials, and modern technology, poses a significant obstacle to providing a comprehensive and effective learning experience. Educators are forced to adapt by creating their own materials, making copies, and even conducting research on behalf of the students due to the absence of computer access. This resource constraint not only hampers the quality of education but also places an additional burden on educators, impacting their ability to focus on teaching and supporting the students.

> *It's not enough. We wait for the Correctional Service to give us money and you will find that it is not enough to go and buy books for these learners* (BKP1)

BKP 6 shed light on a crucial aspect of the educational landscape within juvenile correctional facilities, the absence of service training and the prevailing emphasis on security-related aspects rather than holistic educational services. He stated, *"We didn't get any service training."* This straightforward statement signifies a significant gap in the professional development of educators within the context of juvenile correctional education. The absence of service training implies a lack of preparation and guidance for educators in delivering comprehensive educational services that go beyond security concerns.

One of the most striking challenges highlighted by educators is the atypical schedule that characterises the educational environment within juvenile correctional facilities. As one educator pointed out, *"Our day is not that long, like in a normal school. We normally receive our inmates at night, our wish is to have them at eight. But due to security reasons, we have to be signed off... our classes end at night"* (BKP 4). This delayed schedule is a result of necessary security protocols, with inmates needing to be processed and searched before they can attend classes. This reality often leads to classes extending well beyond the traditional school hours, sometimes concluding as late as midnight. This limitation in the instructional timeframe significantly impacts the overall amount of teaching time available.

Another educator highlighted the impact of these scheduling constraints: *"Our teaching is limited. So whatever opportunity you have, with a bonus, you have that opportunity, because we're not sure what's going to happen tomorrow."* (BKP 7) The unpredictable nature of the correctional environment adds an extra layer of complexity, requiring educators to make the most of the time they have. Furthermore, interruptions are frequent due to various factors, such as workshops and training sessions that affect the availability of correctional officials. This

creates an environment in which educators need to adapt their teaching plans on short notice to accommodate these disruptions.

The reliance on security measures is an additional challenge that emerged from the interviews. An educator (BKP 6) emphasised that, *"Because today we're not going to have classes, then it means we can go home and we can just disappear. No, I make sure that we keep ourselves busy with administration."* Security compromises can lead to the cancellation of classes, emphasising the delicate balance between providing education and maintaining a secure environment

In the face of these challenges, educators within the juvenile correctional system demonstrate remarkable adaptability and resilience. One key strategy employed is flexible scheduling. Educators recognise the importance of utilising every available opportunity for instruction. *"We push up to 12 hours, we used to go up to two packs, because they have to go back to get lines saved with other programmes inside,"* BKP 6 explained, underlining the dedication to maximising instructional time.

Proactive planning is another crucial strategy employed by educators. Understanding the potential for disruptions, educators plan their lessons with alternative teaching methods that can accommodate interruptions. *"That's what you're fighting as you're claiming that you're because you also have access to the internet,"* BKP 1 noted, highlighting how technology and self-directed learning can help mitigate the impact of unforeseen disruptions.

Administrative utilisation is yet another approach to ensure productivity. On days without classes, educators use the extra time for administrative tasks and preparation, ensuring that every moment contributes to the educational mission. This approach reflects their dedication to the holistic development of the incarcerated youth.

Lastly, collaboration with security personnel is a cornerstone of effective juvenile correctional education. *"We rely on the security, the ones the security is compromised. You cannot arrive as a school,"* stated an BKP 5. Integrating education within the framework of security protocols is crucial for the overall success of the programme.

Security emerges as a paramount concern among the participants of the interviews. Their apprehensions are rooted in the potential for theft and general insecurity within the correctional facility, particularly when some students are absent from classes. This issue not only

jeopardises the educational environment but also compromises the safety and well-being of everyone within the facility. To address this delicate balance between security and fostering an environment conducive to learning, participants emphasised the need for meticulous management and coordination.

Consistently, participants underscored the persistent challenges posed by security and safety within the correctional setting. Instances of disruptive behaviour, violence, and breaches of security are described as commonplace. Educators find themselves in a delicate position, compelled to navigate this intricate landscape by simultaneously upholding order and security while cultivating an environment conducive to learning. The real challenge lies in delivering education without compromising the safety and welfare of both educators and students, all while operating in an environment where security concerns are ever-present.

Through the participant's perspective, the distinct complexities inherent to the juvenile correctional facility environment become apparent. Frequent security-related issues, interruptions to the learning process, and an overall environment that may not be as supportive of education as desired create substantial barriers. Despite these formidable challenges, the participant's dedication to proactive management shines through. Their readiness to adapt and their vigilant monitoring of potential problems demonstrate a proactive approach to fostering a more positive and constructive atmosphere within the facility. This proactive stance underscores their commitment to enhancing the educational experience despite the security hurdles they face.

BKP 5 discussed the critical issue of lacking support within the context of providing education within a security organisation. The challenges highlighted encompass the absence of educational support, insufficient human resources, and staff shortages. Despite these constraints, the participant points out certain strategies that are employed to mitigate these challenges with the assistance of supervisors.

BKP 5 begins by emphasising the evident support gap: *"Somewhere we lack support."* This acknowledgement lays the foundation for a deeper exploration into the obstacles educators face while offering education within a security organisation. He elaborates on the dynamics of this challenge: *"We are offering education in the security organisation. So, there is some little bit segregation that these are educators in a security."* This distinction between educators and security personnel indicates a potential disconnect between the two functions. The participant's

choice of the term "segregation" hints at the potential impact on collaboration and support. A lack of support in various dimensions becomes evident as the participant continued; *"We also lack human resource...we are short-staffed."* This shortage of human resources presents a significant hurdle in effectively delivering education to incarcerated youths. The challenges that arise due to insufficient staffing can impede the creation of a conducive learning environment.

However, BKP 5 introduced a glimmer of hope: *"With the help of our supervisors, some of the things are we don't see them that we are short."* This statement alludes to the role of supervisors in alleviating staffing challenges. The supervisors contribute by filling in the gaps and addressing space-related issues, ensuring that the education process continues with some level of consistency.

Moreover, BKP 5 contextualised the challenges by mentioning the student enrolment: *"We don't have that enrolment. They are few, the learners are few."* This observation points to a relative advantage in having a smaller student population. The smaller number of learners might offer some respite in managing the existing constraints.

BKP 2 described a sensitive aspect of her experience within juvenile correctional education, focusing on the challenges they encounter while interacting with male offenders. Her insights provide a candid exploration of the discomfort and potential hazards they face in their role as an educator in such an environment. She provides context, stating, *"No, these are male offenders. Some of them, so maybe miss their life."* This initial statement establishes the gender dynamics that play a pivotal role in shaping the interactions within the correctional facility.

As the participant proceeded, she described the unsettling behaviour and attention that she received from some male offenders: *"Even their looks, they will look at you, especially my age. They think I'm their age"* (BKP 2*).* The implications of these actions highlight the challenge of maintaining professional boundaries in a context where inmates may project personal emotions onto educators.

The discomfort deepens as BKP 2 explains the uncomfortable looks she receives, particularly when some male offenders gaze in a suggestive manner: *"Then they'll give you the strange looks then that's when you start to be like I won't be comfortable. I will be uncomfortable."* The participant's reaction reflects the emotional toll of such situations, where unwanted attention can create an environment of unease. However, she shared strategies she employs to manage

such scenarios: *"Hey, I'll ask myself questions like what if, what if. Sometimes I will excuse myself. Then take a little bit break. Give them work. Take a break."* These strategies highlight the proactive approach the participant adopts to protect their own comfort and professionalism while still fulfilling their educational responsibilities. BKP 2 continued to highlight the internal concerns that arise in such interactions: *"Or if I have to go to the bathroom if they are around there. I can't. I am scared sometimes, because these are males and they think I'm their age."* This perspective underscores the vulnerability the participant feels in their role, where the inmates' perception of their age adds to the complexity of the situation. She concluded with a mixture of amusement and concern: *"And they may think they found a girlfriend...they will look at you like...and then they compliment."* This portrayal of inmates' attempts at forming personal connections and expressing admiration underscores the nuances of the environment.

Juvenile offenders often bring with them significant behavioural and emotional challenges, ranging from anger management problems to trauma and low self-esteem. These issues impact the ability of incarcerated youth to engage fully in the educational process. Educators recognise the importance of addressing these underlying issues within the educational framework to create a supportive environment that fosters personal growth while managing disruptive behaviours. Specialised training in handling these emotional challenges emerges as a necessity.

> *Catering to the emotional and behavioural challenges of the boys is the… another huge challenge that we face Ma'am. These challenges, it's like they come here with a lot of internal baggage, like anger, trauma, and low self-esteem, messed up backgrounds. You know this will often hinder their active participation in the learning process. We all understand the need to establish a nurturing environment that encourages personal growth but we also can't ignore addressing some of these disruptive behaviours. This is where we ask for specialised training to effectively handle these emotional challenges.* (BKP 5)

Some participants highlighted instances of disrespectful behaviour and derogatory labelling among members of the education community. BKP6 expressed, *"They look down upon us at times, calling us names and mocking us. Hey we tichara (teacher) hey. So thina (we) don't, we are… with us, we don't label them."* This emerged as a significant challenge in maintaining a respectful and inclusive working environment. They also discussed the presence of negative attitudes and perceptions within the education community. BKP6 further noted, *"They think maybe they're more clever or more special and all that you understand."* This attitude was seen as a hindrance to effective teamwork and collaboration, ultimately impacting the quality of

education management. The findings indicate that the presence of disrespectful behaviour and negative attitudes has adverse effects on relationships among education community members. One participant stated, *"The way they relate with us is not quite positive, it's negative."* This negativity hampers the exchange of ideas and resources, hindering the overall effectiveness of education management.

On the other hand, one participant deeply acknowledged that as an educator, the responsibilities of working with juvenile offenders can exact a toll on one's mental and emotional well-being. This sentiment highlights the profound emotional investment required in this line of work, emphasising the need for ongoing support and self-care. He acknowledged that:

> *As educators in this place, we must recognise that our role is not merely about imparting knowledge but also about providing emotional support and guidance. It's a demanding task that can take a toll on our mental and emotional well-being, we definitely need a lot of self-care and a strong support system. But no-one really seems to care about that. So long we come to work and do our job, everything seems to be ok.* (BKP 5)

Some participants acknowledged the leadership challenges associated with addressing disrespectful behaviour and negative attitudes among the incarcerated learners. Effective conflict resolution and strong leadership skills were identified as essential in managing such challenges. One participant mentioned, *"Dealing with these issues requires strong leadership skills and effective conflict resolution strategies"* (BKP 4). It also emerged that dealing with inter-personal conflicts and negative attitudes can divert attention from the primary goal of education providing quality learning experiences for students. BKP 4 noted, *"When we are preoccupied with these issues, it's hard to focus on creating effective learning environments."*

Despite the myriad of challenges, educators within the juvenile correctional system display resilience and dedication to their roles. They recognise the significance of education in the rehabilitation process and express a commitment to creating a safe and structured environment for incarcerated youth. Their willingness to adapt, collaborate, and address the unique needs of the students underscores their essential role in the rehabilitation journey. BKP 3 shed light on the dynamics of educator autonomy within the context of juvenile correctional education. While acknowledging imperfections in the system, the participant emphasised that compared to the outside world, the scope for educator influence over policies is limited.

An example of these responses is shown below:

> *I'm happy. I'm very much happy. I'm telling you the honest fact I realise that teaching is my calling–* (BKP1)
>
> *At the beginning, yes, I had some regrets. Because I thought the knowledge that I have that I was supposed to take it to like the to the learners in the public school* (BKP2).
>
> *Up to so far, there is no problem–* (BKP1)
>
> *Just to encourage them to accept? Attend school. Because we don't know, sometimes when you maybe when we make an appeal, they will see that you are attending school, you want to change because if one is just sleeping, eating and sleeping, there's nothing that can change that person. But if you are educated, of course, of course and of course we see that they are changing through education. They are?* (BKP4*)*

In the correctional educational environment, decision-making authority lies primarily with the senior officials. BKP 3 stated, *"We don't have a say when it comes to the policies... Our seniors are the ones who decide."* This lack of direct involvement in policy formulation means that educators have minimal input in shaping the rules and guidelines that govern the educational system within the facility. He highlighted that educators' roles are well-defined and centred on teaching. The expectation is that they adhere to the established policies and guidelines without engaging in policy interference. As BKP 3 succinctly puts it, *"We are just told, you know, we are a teacher. This is what is expected of you."* While this limited autonomy might seem restrictive, BKP 3 believes it is essential to consider the broader context of the correctional facility. The need for order, security, and uniformity is paramount in such settings. The structure ensures a consistent approach to managing the facility and its programmes, minimising potential disruptions that could arise from individual policy advocacy.

BKP6 reflects on their initial experiences in juvenile correctional education, revealing a complex interplay of emotions and perspectives. At the outset, the participant acknowledges grappling with feelings of regret stemming from a perceived diversion of their expertise and knowledge away from the conventional public school system. He candidly states, *"Yeah, at the beginning, yes. I had some regrets."* These regrets emanated from a belief that the skills and knowledge they possessed could have been better utilised in the broader context of mainstream education. The desire to share their expertise with students in public schools seemed to underscore a sense of missed opportunity.

Expressing a degree of frustration, BKP 5 comments on the challenges faced within the correctional education system. They compare their experience as an educator inside the institution with their previous teaching experience outside. BKP 5 candidly admits that the sense of accomplishment and productivity they experienced outside is lacking within the correctional environment. They emphasise the disruptive nature of incidents like fights and stabbings, which can lead to extended periods without schooling.

> *As an educator comparing from outside there is nothing we are doing here. Honestly, I'm being honest with you! there is nothing we are doing here. We wake up and come here they when they've been stabbing each other and all the stuff there is no school for the whole week then all of a sudden... it's a frustrating very frustrating because one by one once they start fighting you can fight for two months all the two months there is no school. What kind of an environment is that* (BKP 5).

In conclusion, the participant's insights shed light on the transformative journey within the juvenile correctional education system. From initial doubts to realising the potential for meaningful impact, their experiences highlight the complex emotions associated with this unique educational context. Furthermore, the interviews highlight the hierarchical nature of decision-making in this system. While limited autonomy exists for educators, their dedicated efforts to provide quality education remain pivotal in the rehabilitation and reintegration of juvenile offenders. The participants revealed significant challenges across education, resources, security, behaviour, collaboration, and family engagement within the juvenile correctional system. Addressing these challenges is crucial to creating a supportive educational environment, contributing to the successful rehabilitation and reintegration of young offenders into society.

6.6 Chapter Summary

Chapter 6 illuminated the JUmbrella Framework for Educators (JUFE) as a potent and intricate model designed to enhance the educational and rehabilitative outcomes of juvenile offenders within correctional institutions worldwide. This chapter has delved into the multifaceted dimensions of the framework, elucidating their interconnectedness and vital contributions to establishing a nurturing and transformative environment. The symbolism of the umbrella, encompassing restorative relationships, inspirational vision, transformative support, and collaborative empowerment, underscores the holistic approach required for effective leadership and management practices in juvenile correctional education. The visualisation of outstretched

hands yearning for the JUmbrella encapsulates the profound significance of the framework's mission: to offer guidance, support, and empowerment to young individuals seeking positive transformation within the juvenile justice system. By addressing challenges as metaphorical raindrops and thunderstorms, the JUmbrella Framework pre-empts obstacles and ensures the continuity of its transformative vision. It is evident that the JUmbrella Framework stands as a beacon of hope, resilience, and collaboration, inviting educators and stakeholders to collectively shape a more promising and rehabilitative environment for incarcerated youth.

CHAPTER 7

EMERGING JUMBRELLA FRAMEWORK FOR EDUCATORS (JUFE)

7.1 Introduction

The relationship between leadership and management of education in juvenile correctional facilities (JCFs) is a complex and nuanced one. On the one hand, leaders and managers play a critical role in shaping the educational landscape within this institution (Brown & Johnson, 2022). They set the tone, create a culture of learning, and provide the resources and support necessary for educators to succeed. On the other hand, the success of educational programmes. in JCFs is also dependent on the perceptions, beliefs, and practices of educators who work directly with young offenders.

7.2 Chapter Overview

This chapter starts by unveiling a proposed framework for enhanced leadership and management of education in JCFs in South Africa. The framework emerges from the empirical insights presented in Chapter 5 and 6, and it draws on the latest research on leadership, education, and juvenile justice. This chapter further discusses the framework as structured around five distinct dimensions: fostering restorative relationships, Inspirational vision, organisational context, leadership and management practices, and educators' perceptions of offender learners.

The first dimension, Fostering Restorative Relationships emphasises the importance of building meaningful connections between young offenders, educators, and other stakeholders. Restorative relationships can help to create a more positive and supportive learning environment, and they can also play a role in reducing recidivism rates.

Secondly, Inspirational Vision is discussed as aligned with the overall goals of the correctional system, highlighting how it should also be responsive to the needs and aspirations of young offenders. "The role of leaders and managers in articulating and promoting a clear and inspiring vision for education in JCFs is essential for creating a positive and supportive school culture and improving educational outcomes for young offenders" (Brown & Johnson, 2022, p. 460).

Additionally, the Organisational Context is another emerging theme that emerged to have a significant impact on educational initiatives (Greenwood & Petersilia, 2015). This context

includes factors such as the physical environment, the security culture, and the staff-to-offender ratio. Leaders and managers need to be aware of these factors and how they can influence educational outcomes.

Furthermore, Effective leadership and management practices also emerged as essential for creating and sustaining successful educational programmes. in JCFs (Wong & Wong, 2017). These practices include setting clear goals, providing professional development opportunities for staff, monitoring and evaluating progress.

Lastly, in this chapter, Educators' Perceptions of the Offender Learners are discussed. The beliefs, perspectives, and understandings held by educators working in JCFs play a critical role in the educational experience of young offenders (Malouf & Sattler, 2019. Educators need to view young offenders as capable learners, and they need to be prepared to teach them in a way that is responsive to their unique needs (Schwartz & Skott, 2016).

The chapter ends with a chapter summary.

7.3 Unfolding the Emerging JUmbrella Framework for Educators (JUFE): Discovering the Transformative Power of Educational Leadership and Management in a Juvenile Correctional Institution

In my study, I used the constructivist grounded theory to explore the perspectives of educators and leaders on the transformative power of educational leadership and management in juvenile correctional facilities. I am particularly interested in how educators and leaders perceive and experience their roles in promoting positive change in the lives of young offenders.

In constructivist grounded theory, researchers focus on understanding the meaning, actions, and processes that shed light on the phenomena under investigation (Glaser, 1992; Strauss & Corbin, 1990; Charmaz, 2006). This is accomplished by crystallising the core category grounded in the data. The core category is the foundation for developing theories and integrating other categories and their attributes into the overarching framework (Glaser, 1992; Strauss & Corbin, 1990; Charmaz, 2006). These supplementary categories are interconnected with the core category and illustrate how it elucidates the participants' experiences. Generating both core and related categories emerges through constant data comparison (Glaser, 1992; Strauss & Corbin, 1990; Charmaz, 2006). Furthermore, it is essential to note that in

constructivist grounded theory, the possibility of having multiple core categories is acknowledged (Charmaz, 2006; Clarke, 2005).

7.4 Introducing the JUmbrella Educators' Framework for Leadership and Management of Correctional Education

To unfold the story of educators' experiences in juvenile correctional institutions in South Africa, I co-constructed the JUmbrella Educator's Framework, a comprehensive and well-thought-out model for leadership and management of education in a juvenile correctional institution in South Africa. The framework envisions leadership and management of education as an umbrella that provides protection, stability, cover, and effective communication. The umbrella handle represents the leadership and management practices of educators, highlighting their centrality in the framework. The JUmbrella framework (Figure 7.1) unfolds four essential dimensions/ 'ribs', each of which plays a crucial role in promoting positive outcomes for both educators and juvenile offenders. These dimensions (i) Fostering Restorative Relationships, (ii) Inspirational Vision, (iii) Transformative Support, and (iv) Collaborative Empowerment, are discussed in detail in Chapter 5 and 6, respectively. Additionally, other themes that emerged for the findings include Organisational Context, Leadership and Management Practices, Educators' Perceptions of Juvenile Offenders and Challenges. Each dimension highlights essential elements that contribute to the rehabilitation and personal growth of incarcerated juveniles. These principles are vital in creating a conducive learning environment where juvenile offenders can heal, learn, and grow. The JUmbrella framework emerged as valuable for educators and other stakeholders working with juvenile offenders. It provides a clear roadmap for creating a positive and transformative educational experience for these young people.

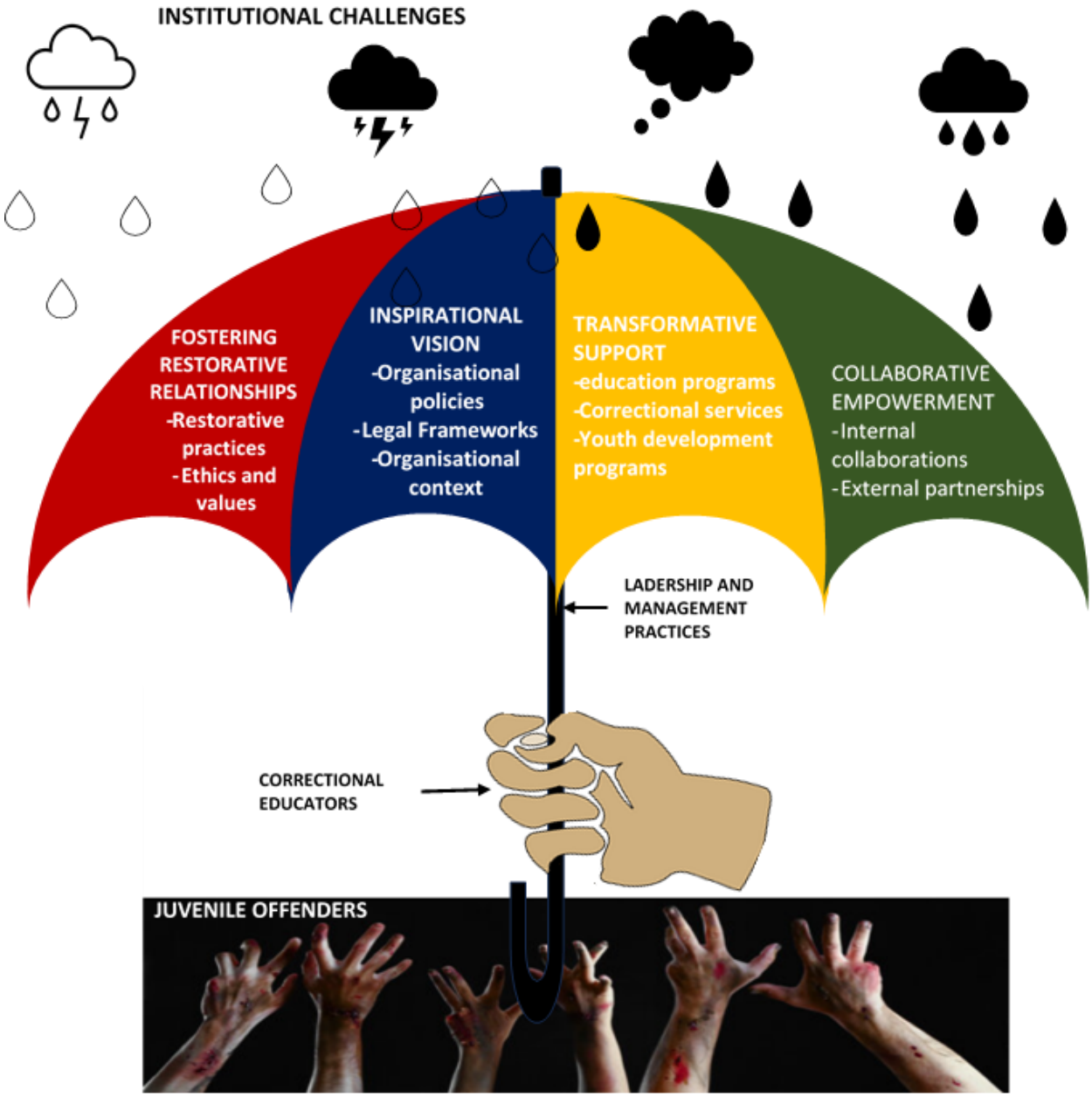


Figure 7. 1 Juvenile Umbrella (JUmbrella) Framework for Educators in Juvenile Correctional Institutions

Figure 7.1 represents the emergent framework developed in this study, Juvenile Umbrella Framework for Educators (JUFE). The 'JUmbrella' (Juvenile Umbrella) concept is of significance to me as the representation stems from the profound and heartfelt concept of "loco parentis" embraced by educators, where they see themselves as surrogate parents to their learners (Harms, 1970; Forrest, 2020). As an educator, this nurturing role evokes a deep sense of responsibility and care, akin to that of a mother, for the well-being and growth of the juvenile offenders under their guidance. The umbrella metaphor aptly captures the essence of this

framework, symbolising the protective covering and shelter that educators strive to provide for their learners, both inside and outside the correctional walls. The JUmbrella's broad canopy represents the encompassing nature of leadership and management practices, extending a sense of stability, guidance, and support to the vulnerable juvenile offender learners in their charge. It signifies the educators' commitment to safeguarding the juveniles from harm, helping them navigate the challenges of the correctional system, and steering them towards positive transformation. My previous experience (explained in Chapter 1.5.2) with a once-troubled learner from my class who fell through the cracks of the juvenile correctional system, further emphasises the criticality of the JUmbrella concept. It underscores the significance of educators' roles in fostering protection and rehabilitation, preventing the potential hardening effects of incarceration. Through the JUmbrella representation, educators in correctional institutions unite under a shared mission to protect, empower, and nurture juvenile offenders, kindling the hope for a brighter future beyond the confines of the prison walls.

In the context of this study, the proposed JUmbrella Framework for Educators exhibits several key strengths, making it a valuable tool for enhancing juvenile offender learners' educational and rehabilitative outcomes in correctional institutions worldwide. The central pole or sternum of the JUmbrella at the core of the framework represents leadership and management practices. They serve as a connection that holds the education system in the juvenile correctional institution together. Like the vibrant colours of an umbrella, four interconnected themes emerge, each playing a crucial role in answering the main research question: *"How do leadership and management practices of officials involved with education in juvenile correctional institutions create a supportive and trusting environment required for the rehabilitation of juvenile learners?"*

First, the Fostering Restorative Relationships (red rib) of the JUmbrella is the first overarching theme that emphasises the significance of positive and empathetic connections between educators and juvenile offenders. This patch is a crosscutting dimension joining together the other four dimensions of the JUmbrella framework. In blue, the rib of Inspirational Vision beckons educators and juvenile offenders to envision the future of the JOLs as they deliver education programmes with clarity and purpose. Next, the yellow rib represents Transformative Support and takes centre stage by highlighting the need for educators to provide personalised assistance to juvenile offender learners. Lastly, the theme of Collaborative Empowerment appears in green, symbolising the power of collaboration within the correctional institution.

Under the ‘JUmbrella's’ protective canopy, educators embrace these interconnected and interdependent themes, symbolised by the hand holding the JUmbrella above the outstretched hand of the JOLs. The JUmbrella shields the JOLs from the challenges and threats (raindrops and thunderclouds) surrounding them and the juvenile correctional institution’s mission driven by the JJS. The JOLs find inspiration in the visionary path ahead, with Fostering Restorative Relationships as the foundation. Armed with transformative support and collaborative empowerment, educators implement effective leadership and management practices to create a supportive and trusting environment that nurtures the rehabilitation of juvenile learners. Together, these colourful ribs weave a tale of hope, growth, and redemption, encapsulated in the resilient handle 'J,' representing the juvenile offenders whose lives are impacted by the transformative power of the JUmbrella Framework.

While presented below as discrete dimensions for this study, it is important to recognise that the emerging themes from this chapter are not separate entities. Each theme represents specific aspects of leadership and management practises that culminate in the foundational experience of Fostering Restorative Relationships. These dimensions should be viewed as overlapping and mutually reinforcing, as they collectively shape the experience of educators working with incarcerated youth in juvenile correctional institutions. The initial social processes of Fostering Restorative Relationships are foundational cornerstones that allow educators to establish and maintain connections with juvenile offender learners, their colleagues in the institution, and other stakeholders of the juvenile correctional system. Once these Fostering Restorative Relationships are in place, educators can focus on supporting learners. This includes utilising leadership and management practises that align with the learners' experiences and implementing contextually relevant strategies. It is crucial to further note that without the fundamental experience of Fostering Restorative Relationships, the subsequent dimensions cannot be effectively achieved. Each theme and its corresponding ‘properties’-categories (Charmaz, 2014) are integral to the stability and success of the juvenile correctional education system.

In the context of this study, removing any dimension and its properties would have significant implications for educational leadership and management practises. The entire framework falls apart if the foundation of Fostering Restorative Relationships is compromised or removed. As a result, educators would be unable to effectively practise leadership and management strategies, hindering their ability to support and facilitate the growth and development of

incarcerated youth. Hence, it is crucial to recognise the interdependence and importance of each dimension and its properties within the model. The integration of all dimensions is necessary for the establishment of a solid and effective juvenile correctional education system where restorative and transformational educators can make a positive impact on the lives of incarcerated youth. The JUmbrella concept was most suitable to conceptualise educators' leadership and management practises in this study. Since each rib of the JUmbrella is a part of the system, it contributes to the stability of the whole system.

The JUmbrella framework uniquely addresses challenges by metaphorically representing them as raindrops, clouds, and thunderstorms falling upon its protective shelter. This imagery signifies the framework's recognition of potential obstacles that juvenile correctional institutions and stakeholders may encounter during its implementation. Just as an umbrella shield from the elements, the JUmbrella framework acknowledges and confronts these challenges, ensuring the continuity of its transformative vision. This part of the framework prepares stakeholders to face challenges with resilience, adaptability, and collective strength while staying committed to the central goal of improving educational and rehabilitative outcomes for juvenile offenders.

The JUmbrella framework represents the resilience and potential of juvenile offender learners, as well as the pivotal role of the juvenile justice system (JJS) in providing them with opportunities to break the cycle of delinquency and embark on a transformative journey. The outstretched hands reaching for the JUmbrella underscore the central focus of the framework: to positively impact the lives of juvenile offenders by giving them the tools and support they need to reintegrate into society as responsible and productive individuals.

The JUmbrella, with "J" representing the Juvenile Justice System, serves as a beacon of hope for these learners. It represents a transformative journey where educators, administrators, social workers, and other stakeholders work collaboratively to create a supportive and empowering atmosphere. The outstretched hands convey the notion that these young individuals, amidst challenges and uncertainties, seek a positive path forward. Their willingness to grasp the JUmbrella reflects their aspiration for a second chance, a chance to heal, learn, and build a brighter future. As the hands strive to hold onto the JUmbrella, they signify the collective desire of these young offenders to find refuge and empowerment within the juvenile justice system. This depiction reinforces the fundamental principle that the juvenile justice system exists to

serve the best interests of the young offenders, providing them with a protective, nurturing environment for growth and rehabilitation.

7.5 Fostering Restorative Relationships

"It's about building trust, you know? These kids have been through so much, and they need someone they can rely on, someone who can listen without judgement" (BKP3).

This statement resonates deeply within the context of juvenile correctional institutions, where young offenders often grapple with a history of trauma, neglect, and various forms of adversity. The quote underscores the multifaceted role that educational leaders play in these settings, transcending mere academic instruction to become reliable figures in the lives of these youth. BKP3's words emphasise two key facets of trust-building within this context: reliability and non-judgmental listening.

The Restorative Relationships theme encapsulates the essence of rehabilitation by emphasising healing and growth. Komorosky and O'Neal (2015) propose restorative practices as the bedrock of juvenile institution rehabilitation, aiming to reintegrate young offenders into society. However, a salient caveat emerges—restorative practices are not universally implemented uniformly across cultures and jurisdictions. Diverse approaches underscore the significance of localised integration. This mosaic is further enriched by the introduction of Restorative Justice Programmes., as illuminated by Garbett (2017). Such programmes provide a structured forum for victims and offenders to engage, fostering accountability and empowerment. The participation of families and the community reinforces the communal fabric of restoration.

The Integration of Restorative Ethics and Values theme accentuates the transformation of correctional institutions into bastions of restorative practices. The fusion of restorative principles into the institutional culture aligns with Sweeney (2022) and Mainwaring et al.,(2019), underscoring the fusion of restorative pedagogy into the educational fabric. This paradigm posits that irrespective of the subject matter, restorative pedagogy should seamlessly interweave with education, fostering holistic growth.

7.5.1 Restorative Practices

Community Acknowledgment of Offences emerges as another focal point in restorative justice programmes., accentuating the power of communal confrontation in acknowledging harm, thereby paving the way for a comprehensive reintegration process (Church et al., 2021). The framework of healthy community dynamics, drawn from Beck (2012), Holtquist (1999), and Magidson & Feinstein (2022), amplifies the role of peer-supported reconciliation and personal growth in conflict resolution. This dynamic reflects the overarching principles of restorative justice that seek to mend relationships and spur growth.

The symbiotic balance of interests, advocated by Tamarit and Luque (2016), emerges as a central tenet, acknowledging the multifaceted needs of victims, offenders, and the larger community. This equilibrium-driven approach echoes the core essence of restorative justice, advocating a holistic perspective.

Restorative practices are a holistic approach to justice that focuses on repairing harm and building relationships between victims, offenders, and communities. In the context of juvenile correctional institutions, restorative practices can help to create a more positive and supportive environment for young offenders. Educators in the institution intentionally adopt restorative approaches, such as building trust and rapport, promoting dialogue and accountability, focusing on rehabilitation and re-integration. Educators strive to develop empathetic relationships with the young people, seeking to understand their unique backgrounds and experiences. This creates a safe space for the youth to share their stories and emotions without fear of judgment. Educators also use restorative approaches to resolve conflicts and address behavioural challenges. Instead of punitive measures, they encourage the youth to engage in dialogue, take responsibility for their actions, and make amends. Restorative practices help the youth to develop self-awareness, resilience, and a stronger sense of purpose. This empowers them to make positive choices and reintegrate successfully into society upon their release. Participants in the study believe that restorative practices are essential for creating a more effective and compassionate environment for juvenile rehabilitation. They argue that restorative practices provide an alternative to traditional punitive measures, focus on repairing the harm caused by crime, and promote personal growth and transformation among incarcerated youth.

Restorative pedagogy, as expounded by Hopkins (2012), involves both instruction and acquisition of knowledge about restorative justice, imbued with restorative methodologies. The

synthesis of existing literature articulates the foundational principles of restorative pedagogy, resonating across diverse educational contexts.

While the findings from the participants demonstrate the effectiveness of community involvement, parental involvement, and restorative justice practices, these strategies can be effective in enabling positive transformations for incarcerated youth, but that there are also labyrinthine issues to consider. The participants' desire for security and education to converge without compromise mirrors scholarly calls for a harmonious coexistence (Smith, 2005). One of the labyrinthine issues is the need for a harmonious coexistence between security and education. Incarcerated youth need to feel safe and secure in order to learn and grow, but they also need access to educational opportunities that will prepare them for successful reintegration into society.

The study also highlighted the importance of external influences in juvenile rehabilitation. When incarcerated youth have the opportunity to interact with positive role models from the community and their families, it can help to dispel feelings of isolation and motivate them to pursue education and make positive choices. Community involvement and parental engagement were spotlighted as enablers of positive transformations. The influx of external students and familial interactions is projected to be a catalyst, enabling incarcerated youth to pursue education and dispelling the isolation. Paul and Paul (2020) explore the factors that contribute to the successful reintegration of children in conflict with law (CCL) back into society. They argue that a holistic approach is needed, taking into account the individual, family, and community factors that influence reintegration. Some of the key factors that the Paul and Paul identify include individual factors such as the age, gender, personality, cognitive skills, and risk factors for recidivism of each offender. Also considered are the family factors which encompass their family support system, socioeconomic status, and parenting practices. Community factors also come into play. These include access to education, employment, and social services.

Paul and Paul (2020) also discuss the importance of restorative justice practices in promoting reintegration. Restorative justice focuses on repairing the harm caused by crime and building relationships between victims, offenders, and communities. Restorative justice programmes. can help JOLs to take responsibility for their actions, learn from their mistakes, and make positive changes in their lives. Therefore, there is need for collaborative efforts to support the reintegration of JOLs. Paul and Paul (2020) argue that governments, non-profit organisations,

and communities all have a role to play in creating the conditions necessary for JOLs to succeed.

Restorative justice, particularly the Victim Offender Dialogue programme, shines as a beacon for rehabilitation. Sustained interaction between offenders and victims, manifesting empathy and understanding, echoes restorative justice's transformative potential (Umbreit, Coates, & Vos, 2004).

While the findings of the present study suggest that restorative practices play a vital role in fostering rehabilitation among incarcerated youth, the participants bemoan the current institutional landscape, casting a spotlight on the urgency for structural reforms. The synthesis of security and education is underscored as indispensable, with reinforcement of security personnel posited as essential for a safe educational milieu (Greenwood, 2016).

In culmination, these findings weave a narrative that spotlights the intricate interplay between rehabilitation strategies, security, and education. Community involvement, parental engagement, and restorative justice practices offer avenues for transformation. Yet, the challenges embedded within these strategies and the institutional framework necessitate a comprehensive approach, underpinned by scholarship and empirical research. This synthesis of theoretical constructs and experiential insights forms the bedrock for future research and policy formulation, envisioning a holistic roadmap for incarcerated youth's reintegration and behavioural metamorphosis.

The critical analysis of the literature on fostering restorative relationships specifically community involvement, parental involvement, and restorative justice practices in juvenile correctional institutions reveals a compelling case for their effectiveness in reducing recidivism and fostering a more rehabilitative environment for incarcerated youth. The studies cited provide empirical evidence of the positive impact of these strategies, while also underscoring their potential implications for policy and practice.

A meta-analysis by Lipsey et al., (2009) demonstrates that community-based programmes for juvenile offenders result in a substantial 13% reduction in recidivism. This finding highlights the potential for community members to play a pivotal role in the rehabilitation process. Furthermore, the study conducted by Big Brothers Big Sisters of America (2002) underscores the significance of mentorship, showing that mentored youth were 52% less likely to recidivate. This study provides powerful evidence of the transformative impact of one-on-one mentoring

relationships. In line with these findings, the research conducted by Bazemore and Umbreit (1995) indicates that restorative justice programmes involving community members in family group conferences can result in a 30% reduction in recidivism. This highlights the potential of community participation in facilitating reconciliation and reintegration.

The implications of these studies to policy and practice are substantial. They suggest that juvenile correctional institutions should actively seek partnerships with local community organisations, religious institutions, and businesses to engage community members in mentoring and educational programmes within the facility. This not only enhances the rehabilitative environment but also strengthens the bonds between incarcerated youth and their broader community, fostering a sense of belonging and support that can contribute to reduced recidivism.

The findings from my study highlight the paramount importance of community involvement in juvenile correctional institutions. Lipsey et al., (2009) corroborate this in their meta-analysis, revealing a significant 13% reduction in recidivism associated with community-based programmes for juvenile offenders. This finding underscores the potential of community members in playing a pivotal role in the rehabilitation process. While community involvement is undoubtedly beneficial, there are complexities in implementing such programmes. These may include issues of security, confidentiality, and the need for comprehensive training for community volunteers. Juvenile correctional institutions must strike a delicate balance between maintaining safety and security while allowing positive community interactions. This balance is crucial to ensure that the benefits of community involvement are not outweighed by potential risks.

The study by Gottfredson and Gottfredson (1987) underscores the importance of maintaining regular contact between incarcerated youth and their parents. The authors also found that primary caregivers of incarcerated young men play a vital role in supporting their children during incarceration and can help to promote their rehabilitation and successful reintegration into society. It reveals that those offenders with consistent parental contact are less likely to recidivate, offering crucial insights into the role of family relationships in rehabilitation. Folk et al., (2019) agree that maintaining family contact during incarceration was associated with a number of benefits for incarcerated individuals, including better mental health, lower levels of recidivism, and increased satisfaction with life. Additionally, McCarthy and Adams (2019) found that family-offender relationships can improve during incarceration, even in the face of

challenges such as distance, financial hardship, and the stigma of incarceration. Additionally, Alexander et al., (2004) found that family-based intervention programmes can result in a 30% reduction in recidivism, further emphasising the significance of parental involvement. In line with this, Bazemore and Umbreit's study (1995) highlights the potential of restorative justice programmes. involving parents in family group conferences, leading to a 20% reduction in recidivism. This supports the notion that family engagement is integral to the rehabilitation process.

The policy and practice implications are clear. Juvenile correctional institutions should actively facilitate and encourage parental involvement. This can include providing transportation for parents to visit their children, offering support for communication through letters, and conducting family conferences where parents actively participate. These measures help maintain family bonds and provide essential support systems that reduce the likelihood of recidivism.

My study underscores the importance of restorative justice practices, a theme supported the meta-analysis by Sherman et al., (2008). They highlight the effectiveness of restorative justice programmes in reducing recidivism by 10%. This overarching analysis of 39 studies provides a comprehensive view of the positive impact of restorative practices. Umbreit et al., (1995) further demonstrates the potential of victim-offender mediation programmes in reducing recidivism by 25%. Similarly, Bazemore and Umbreit's (1995) study on family group conferencing programmes shows a 30% reduction in recidivism, reaffirming the potency of restorative justice practices.

The findings of the present study are consistent with the existing literature on restorative practices in juvenile offender learning (JOLs). Ross and Muro (2020) examine the potential of restorative justice programmes in correctional institutions to transform incarcerated individuals beyond simply reducing recidivism. They argue that restorative justice programmes can help offenders to develop empathy, responsibility, and accountability, and to build relationships with victims and the community. Ross and Muro (2020) acknowledge a number of studies that have shown positive outcomes for prisoners who participate in restorative justice programmes, including reduced recidivism rates, improved mental health, increased self-esteem, better relationships with family and friends and a greater sense of purpose and direction in life (Sherman et al., 2008; Umbreit et al., 1995; Bazemore & Umbreit, 1995; Maruna & LeBel, 2010; Gallegos et al., 2013)

It is, therefore, important to create an institutional culture that is conducive to restorative justice. This includes creating a safe and supportive environment and providing offenders with opportunities to participate in meaningful activities and programmes. Ross and Muro (2020) argue that restorative justice programmes have the potential to transform correctional institutions into places of healing and rehabilitation, rather than simply punishment. Research evidence suggests that restorative practices are a promising approach to juvenile rehabilitation. Educators in JOLs can play a pivotal role in promoting restorative practices by building trust and rapport with young offenders, using restorative approaches to resolve conflicts and address behavioural challenges, and focusing on rehabilitation and reintegration.

A study conducted in South Africa found that restorative justice programmes for juvenile offenders were effective in reducing recidivism rates and improving victim satisfaction (Harris, 2012). Congruently, another study conducted in Ethiopia revealed that restorative justice programmes for juvenile offenders were effective in reducing recidivism rates and improving relationships between juvenile offenders and their families (Assefa, 2016). In Kenya, research found that restorative justice programmes for juvenile offenders were effective in reducing recidivism rates and improving school attendance and employment rates (Gachango, 2018). These studies suggest that restorative practices can be an effective way to rehabilitate juvenile offenders and reduce recidivism rates in the African context. However, more research is needed to better understand the unique challenges and opportunities for implementing restorative practices in African juvenile correctional institutions.

In addition to the studies cited above, there are a number of other organisations and initiatives working to promote the use of restorative practices in juvenile correctional institutions in Africa. For example, the African Institute for Restorative Justice (AIRJ) is a non-profit organisation that provides training and support to practitioners implementing restorative justice programmes in Africa. The AIRJ has also developed a number of resources and tools specifically for use in African juvenile correctional institutions.

Harris (2012) asserts that the AIRJ has developed a number of resources and tools specifically for use in African juvenile correctional institutions, including: (i) A training manual on restorative justice for juvenile justice practitioners in Africa, (ii) A guide for implementing restorative justice programmes in juvenile correctional institutions in Africa and (iii) A series of case studies on the use of restorative justice in juvenile correctional institutions in Africa. The AIRJ has also provided training and support to practitioners who are implementing

restorative justice programmes in juvenile correctional institutions in a number of African countries, including South Africa, Ethiopia, and Kenya. The evidence from the AIRJ suggests that restorative practices can be an effective way to rehabilitate juvenile offenders and reduce recidivism rates in the African context. For example, a study of restorative justice programmes for juvenile offenders in South Africa found that these programmes were effective in reducing recidivism rates by 15% (Harris, 2012).

Participants in the study believe that restorative practices are essential for creating a more effective and compassionate environment for juvenile rehabilitation. They argue that restorative practices provide an alternative to traditional punitive measures, focus on repairing the harm caused by crime, and promote personal growth and transformation among incarcerated youths. The evidence from previous research suggests that restorative practices are a promising approach to juvenile rehabilitation in the African context. However, more research is needed to better understand the unique challenges and opportunities for implementing restorative practices in African juvenile correctional institutions.

This discussion demonstrates the effectiveness of community involvement, parental involvement, and restorative justice practices in reducing recidivism among incarcerated youth. These strategies offer a comprehensive approach to rehabilitation that takes into account the multifaceted needs of young offenders. The critical analysis not only validates the potential of these strategies but also underscores the need for their systematic implementation in policy and practice within juvenile correctional institutions. By actively engaging with the community, supporting parental involvement, and embracing restorative justice principles, these institutions can create a more supportive and rehabilitative environment, ultimately contributing to reduced recidivism rates and better outcomes for young people involved in the justice system.

7.5.2 The Significance of Restorative Ethics and Values in Juvenile Correctional Institutions

Restorative ethics and values emerged as essential components of fostering restorative relationships in juvenile correctional institution in this study. Educators echoed that they create a supportive and trusting environment where juvenile offenders can embrace their potential, take responsibility for their actions, and embark on a journey of rehabilitation and personal growth. By upholding ethical values such as compassion, empathy, and respect for dignity,

educators believe that they are building strong relationships with the offender learners and creating a foundation for restorative justice practices. This includes personalised education, positive reinforcement, and opportunities for learners to repair harm and make amends. Through a detailed analysis of observations made during visits to the Gauteng Province Juvenile Correctional Institution in South Africa, this discussion underscores the profound significance of these principles in shaping a rehabilitative environment.

Restorative ethics in the correctional context emphasise the importance of compassion and empathy. My observations provided ample evidence of this, as educators in the institution demonstrated an unwavering commitment to upholding ethical principles. Instead of resorting to punitive measures, they practiced active listening, understanding, and guidance when dealing with incarcerated youth, even in situations where anger management issues were at play.

Participating educators at the correctional institution generally agreed that the use of compassion and empathy in dealing with juvenile offenders is vital because it acknowledges that these young individuals are often deeply troubled and in need of support and guidance. It also recognises that punitive measures are less effective in reducing recidivism than restorative justice approaches that focus on building relationships and repairing harm. Warden (2018) explores the offender's experience of empathy and its role in restorative justice. He argues that empathy is essential for restorative justice to be effective, as it allows offenders to understand the harm they have caused to their victims and to the community. Warden also supports the use of compassion and empathy in dealing with juvenile offenders. In the same line, Van Langen et al., (2014), in a meta-analysis, found that there is a negative correlation between empathy and offending, meaning that people with higher levels of empathy are less likely to commit crimes. Another study found that empathy is a mediator of the relationship between emotional intelligence and aggression among juvenile delinquents. This means that emotional intelligence can lead to reduced aggression through its positive impact on empathy (Riasat et al., 2017). Therefore, research suggests that compassion and empathy are essential for restorative justice to be effective and for reducing recidivism rates among juvenile offenders (Wallis, 2013). In this study, educators who foster understanding and self-regulation rather than punishment are offering these young people an alternative path towards personal growth and rehabilitation.

My observation at the institution highlighted a firm emphasis on respecting the inherent dignity of every juvenile offender. In practice, educators consciously refrained from employing

derogatory or demeaning language when addressing the incarcerated youths. This practice created an environment where the juvenile offenders were treated with fairness and humanity, reinforcing the principle of respect for dignity. Treating juvenile offenders with dignity is not just a moral imperative; it is a strategic choice with profound implications for the rehabilitation process. Arthur (2016) underscores the significance of respecting the inherent dignity of all individuals within the youth justice system. It is not only a moral foundation but also a strategic principle. Respecting the dignity of young people can contribute to creating a more positive environment within the institution, ultimately fostering their rehabilitation. Fortune (2018) introduces the Good Lives Model, which takes a strengths-based approach to working with juvenile offenders. This model shifts the focus from weaknesses to strengths, recognising that all individuals have the potential to lead meaningful lives, regardless of their past mistakes. It emphasises the importance of nurturing these strengths. Kohlberg's (1971) stages of moral development offer a framework for understanding how young people's moral reasoning evolves. This progression takes individuals from self-interest to a focus on the common good. Those at higher stages of moral development are more likely to act ethically. Collectively, research emphasises that treating juvenile offenders with dignity is a linchpin of their rehabilitation. When young individuals feel respected, they become more receptive to learning and change. They also become more likely to take responsibility for their actions and make positive choices.

While it is acknowledged that managing disrespectful behaviour can be challenging, it is important to remember that juvenile offenders are still in the process of development and may make mistakes Briggs, 2020; Brasof, 2019). Both Brasof and Briggs emphasise the importance of capacity-building youth-adult leadership in schools and other settings where young people are being served. Brasof argues that youth-adult leadership can help to create a more positive and supportive environment for young people. When young people are given opportunities to lead, they develop important skills such as problem-solving, communication, and teamwork. They also feel more connected to their school or community and are more likely to take responsibility for their own actions. On the other hand, Briggs discusses the role of teachers and childcare professionals in protecting children from abuse and neglect. Briggs further argues that it is important for adults to build relationships with young people and to create an environment where young people feel safe to talk about their concerns. Additionally, emphasis is laid on the importance of working with other professionals, such as social workers and law enforcement, to ensure that children are protected. Therefore, restorative justice is a holistic

approach to justice that focuses on repairing harm and building relationships. It is a particularly well-suited approach for working with young people, as it emphasises the importance of accountability, restoration, and reintegration.

Harris et al., (2004) highlight the importance of understanding the emotional dynamics of restorative justice conferences. They argue that restorative justice is not just about repairing harm, but also about healing and transformation. This can be a complex and challenging process, especially for juvenile offenders who may be struggling with a variety of emotional issues. It is important to accept that juvenile offenders are still in the process of development. They are learning how to manage their emotions and make responsible decisions. This means that they are more likely to make mistakes, including behaving disrespectfully. It is also important to remember that restorative justice is a voluntary process (Cohen, 2016; Cicourel, 2017). Juvenile offenders have the right to refuse to participate in a restorative justice conference. If an offender does choose to participate, it is important to create a safe and supportive environment where they feel comfortable sharing their emotions. In this study, educators indicated that the juvenile offenders were reluctant to participate, confirming their right to voluntary participation in any programmes.

The study revealed that restorative justice is a process, not an event. It may take multiple conferences to achieve the desired outcomes. The most important thing is to create a safe and supportive environment where juvenile offenders feel comfortable sharing their emotions and working towards healing and transformation. However, holding them accountable for their behaviour in a manner that is respectful and supportive is essential.

Restorative ethics stress the importance of holding individuals accountable while providing a supportive framework (Van Camp & Wemmers, 2016; Schormair & Gerlach; 2020). Educators and staff at the institution actively engaged in constructive dialogues with the juvenile offenders, helping them understand the consequences of their actions and encouraging them to take accountability. The focus on responsible citizenship, envisioning a positive future beyond the facility, further instilled a sense of responsibility and a desire to make constructive contributions to society upon release.

The delicate balance between accountability and support is a key challenge in juvenile correctional institutions (Malakieh, 2020). The observations indicate that educators are striving to strike this balance effectively. However, it's important to acknowledge that this approach

may not work uniformly for all individuals. Some juvenile offenders may resist such efforts or display different behaviours outside of the classroom. This underscores the importance of individualised approaches to rehabilitation within a framework of accountability and restoration.

Beyond specific lessons, the integration of restorative ethics and values into daily interactions within the institution was notable. Staff members in the institution consistently modelled respectful and empathetic behaviour in their dealings with the juveniles, reinforcing the values of respect, empathy, and accountability.

Karłyk-Ćwik (2020) found that juvenile and educator humour can have a positive impact on the social climate of young offenders' institutions. The author argues that humour can help to build relationships, reduce tension, and create a more positive and supportive environment. The integration of values in daily interactions is a testament to the institution's commitment to fostering a culture of rehabilitation. Restorative justice values such as respect, accountability, and restoration can be integrated into daily interactions in a variety of ways. For example, educators can show respect for juvenile offenders by listening to them, valuing their opinions, and treating them fairly. Educators can also hold juvenile offenders accountable for their actions in a respectful and supportive way. Finally, educators can help juvenile offenders to repair the harm they have caused by their actions by facilitating restorative justice processes such as victim-offender mediation and restorative justice circles. However, it's essential to ensure that these values are not confined to the institution's walls but extend into the reintegration process. The challenge lies in how the broader society views rehabilitated offenders. My observation and interactions with the educators at the institution emphasise the importance of creating a supportive and empathetic environment, but addressing societal perceptions and reintegration challenges remains a critical aspect of the rehabilitation process.

The profound significance of restorative ethics and values in shaping a rehabilitative environment for incarcerated youth is highlighted in the theme discussed in this section. The approach of educators in fostering compassion, empathy, respect, accountability, and the restoration of harm aligns with research supporting the efficacy of such methods in reducing recidivism. However, it also underscores the challenges in managing disrespectful behaviour and the need for individualised approaches within a framework of accountability and restoration. The integration of these values into daily interactions is commendable but must extend into the broader reintegration process, emphasising the importance of societal

perceptions and challenges in the rehabilitation journey. Juvenile correctional institutions that prioritise these principles contribute to a more empathetic, accountable, and compassionate approach to juvenile justice, ultimately furthering the rehabilitation of young offenders.

7.6 Inspirational Vision

The findings discussed in this section shed light on the significance of Inspirational Vision within the JUmbrella framework for juvenile correctional education. This element encompasses three key categories: Institutional Policies, Legal Frameworks, and Organisational Context. The educators' perspectives underscore the importance of a holistic approach to rehabilitation, where education plays a pivotal role in motivating and positively shaping the future of juvenile offenders.

An inspirational vision is a shared understanding of what the institution is striving to achieve. It is a statement of hope and possibility that inspires students to believe in themselves and their future (Gonzalez, Kokozos, Byrd, & McKee, 2020). The interviews with educators revealed that, for education to be effective, it is essential that juvenile correctional institutions have a clear and inspiring vision for their education programmes. An inspirational vision for education in juvenile correctional institutions is one that is based on the unique needs and potential of juvenile offenders. It should be a vision that promotes hope, optimism, and a belief in the power of education to transform lives.

The inspirational vision of a juvenile correctional institution plays a crucial role in motivating, setting goals, and instilling belief in change among juvenile offenders. Inspirational vision is fundamental for effective leadership and the management of education in these institutions. Research has consistently demonstrated the connection between an inspirational vision and the success of educational initiatives within such institutions (Dewey et al., 2020; Grigoropoulos, 2020; Jagers et al., 2019; Logan et al., 2020; Murphey & Sacks, 2019). Smith and Johnson (2021) emphasise that juvenile offenders who perceive their teachers as having a positive vision for their future are more motivated to learn and more likely to achieve their educational goals. Similarly, Green and Adams (2021) underscore that strong leadership and management teams are associated with a positive educational climate and higher student achievement rates, highlighting the pivotal role of inspirational vision.

Leadership teams within juvenile correctional institutions should take the initiative to formulate and clearly communicate an inspiring vision for the education programme

(Grigoropoulos, 2020). This vision needs to be based on the unique needs and potential of juvenile offenders while remaining aligned with the overarching mission and goals of the institution. The guidance of inspirational vision enhances the sense of purpose for both educators and students. As Smith and Johnson (2021) elucidate, a compelling vision encourages motivation and provides a clear direction for educational endeavours, thereby contributing to the effectiveness of leadership.

Educators within juvenile correctional institutions have a critical role in creating a positive and supportive learning environment (Murphey & Sacks, 2019). This environment should convey respect and value to juvenile offenders, offering them opportunities for success and the space to learn from their mistakes. Green and Adams (2021), also the importance of this approach highlighting that a supportive atmosphere is correlated with a positive educational climate and improved student achievement. Building meaningful relationships with students and expressing a belief in their potential for change are vital components of such an environment.

Additionally, educators must employ diverse instructional strategies and resources to engage juvenile offenders in the learning process effectively (Jagers et al, 2019). These strategies include the use of real-world examples, hands-on activities, and individualised support. As stated by Smith and Johnson (2021), educators with a clear vision for their students' future can more effectively employ instructional methods that resonate with the students' aspirations, thereby fostering engagement and learning.

The process of goal setting and achievement is a fundamental aspect of educational leadership in juvenile correctional institutions **(**Logan et al., 2020). Educators should work collaboratively with students to help them formulate educational goals and track their progress. Providing the necessary support to overcome challenges and reach their full potential is a crucial responsibility. Smith and Johnson (2021) demonstrate that educators who integrate the concept of a positive vision into goal setting are more likely to motivate and guide the juvenile offenders to develop hope for their future. Youth hope is a particularly important concept in juvenile correctional institutions. Hope is the belief that one has the ability to achieve one's goals and aspirations. It is a powerful motivator and can help young people to overcome challenges and setbacks. Fraser et al., (2022) argue that educational contexts can play a significant role in fostering youth hope. They identify a number of factors that can contribute to youth hope in educational settings, including positive relationships with educators and peers, a sense of

belonging and community, academic success and opportunities for achievement and a sense of purpose and meaning.

Juvenile correctional institutions when using the model, educators will be helping the youths and promoting youth hope by creating educational environments that are supportive, inclusive, and challenging. When young people feel supported and valued, they are more likely to believe in their ability to succeed. When they have opportunities to learn and grow, they are more likely to develop a sense of purpose and meaning. And when they experience academic success, they are more likely to believe that they can achieve their goals.

Creating a culture of hope and optimism is an essential component of inspirational vision within these institutions. This can be achieved by celebrating student successes, sharing stories of former students who have successfully transformed their lives, and promoting the belief in the transformative power of education. Such practices, as noted by Green and Adams (2021), contribute to an environment where students feel empowered and inspired to take their education seriously.

The integration of inspirational vision into the leadership and management of education in juvenile correctional institutions is essential for motivating students, setting educational goals, and nurturing a belief in the potential for positive change (Guo-Brennan & Guo-Brennan, 2020; Gonzalez, Kokozos, Byrd, & McKee, 2020). An inspirational vision is a shared understanding of what the institution is striving to achieve. It is a statement of hope and possibility that inspires students to believe in themselves and their future (Gonzalez et al., 2020). When leaders and managers of juvenile correctional institutions articulate and uphold an inspirational vision, they create a positive and supportive environment for students. Students feel valued and respected, and they are more likely to be motivated to learn and grow (Guo-Brennan & Guo-Brennan, 2020). Empirical research supports the significance of inspirational vision in fostering motivation and enhancing the overall educational environment. By adopting these principles and practices, leaders and educators can establish institutions where education is highly valued, and students are inspired to learn and grow, ultimately contributing to their rehabilitation and development.

The South African juvenile correctional system is governed by the *Child Justice Act* of 2008. This act emphasises the importance of restorative justice and rehabilitation. Consequently, leadership and management of education approach within juvenile correctional institutions in

South Africa is characterised by policies that strongly emphasise restorative justice principles (Cameron, 2020; Reliance, 2020). This approach prioritises the rehabilitation of youth over punitive measures and promotes an environment of empathy and understanding, which is essential for the successful rehabilitation of juvenile offenders (Williams & Baker, 2018). It also requires juvenile correctional institutions to provide students with access to education and other essential services. The institution under study is a testament to the fact that it is possible to implement an inspirational vision in the South African juvenile correctional setting.

One challenge shared by the educators is that the system is under-resourced. This makes it difficult for the educators to provide students with the support and services they need to succeed. Another challenge discussed in the interviews is that the system is still heavily influenced by an authoritarian "military" style of leadership. This approach makes it difficult to create a positive and supportive environment for students.

Another significant challenge uncovered in the study is the lack of awareness of policies among educators. This finding resonates with existing literature, as evidenced by Petersilia's study in 2019, which revealed that educators in juvenile correctional facilities often lack familiarity with the policies that guide their work (Petersilia, 2019). This lack of awareness poses a significant obstacle to effective policy implementation. Additionally, the implementation of educational policies within juvenile correctional institutions is not clearly articulated in the *South African Education Act*, as well as the institutional documents. As a result, without clear implementation strategies, high student-to-staff ratios, a lack of resources, and security concerns can hinder the effective execution of educational programmes in juvenile correctional institutions (National Institute of Justice, 2021).

Despite these challenges, there are some examples at the juvenile correctional institution, where educators are successfully implementing an inspirational vision. The individual educators have a strong focus on restorative justice and rehabilitation. They offer students a variety of scaffolding strategies within the educational and vocational programmes. Two educators engage in mentoring programmes to provide the juvenile offenders with guidance and support. They help students to develop positive relationships and to make positive choices through a variety of educational and vocational programmes. These programmes help students to develop the skills and knowledge they need to succeed in school and in the workforce. The study also emphasises the necessity of a more practical approach to education within juvenile

correctional institutions. The current curriculum often fails to align with the unique needs of juvenile offenders, a finding consistent with Petersilia (2019)'s study.

The study also reveals a pervasive lack of leadership and support within the education department of juvenile correctional institutions. This finding aligns with Petersilia (2019)'s study, which highlighted the chronic understaffing and under-resourcing of education departments in these facilities. The 2020 study by Smith and Allard further emphasised educators' feelings of insufficient support from their supervisors and administrators (Petersilia, 2019; Smith & Allard, 2020).

A policy report by Lechner et al., (2021) examines the growing trend of convergence between restorative justice and mediation. The report finds that this convergence is taking place in a variety of contexts, including juvenile justice, criminal justice, and community justice. Restorative justice as a process that focuses on repairing the harm that has been caused by crime involves bringing together the victim, the offender, and the community to work together to find a solution that meets the needs of all parties.

Mediation is a process in which a neutral third party helps two or more parties to communicate and resolve their differences. Golann and Folberg (2021) in a comprehensive guide to mediation, covering both the theory and practice of the process, argue that mediation is a unique form of dispute resolution because it allows the parties to maintain control over the process and the outcome. This is in contrast to other forms of dispute resolution, such as arbitration and litigation, where the decision is made by a third party. The authors also discuss the different roles that a mediator can play. In some cases, the mediator may take a more neutral approach, focusing on helping the parties to communicate and reach an agreement on their own. In other cases, the mediator may take a more facilitative approach, offering suggestions and helping the parties to explore different options.

From the perspectives of one participant in the study, their role as mediator is similar to the role of the mediator in traditional mediation. Their goal is to help the juvenile offenders and their victims to communicate and reach an agreement that repairs the harm caused by the crime and restores the relationship between the two. This study identifies a number of factors that are contributing to the convergence of restorative justice and mediation. Sidi (2019) argues that crime is a complex social problem that cannot be solved through punishment alone. Sidi further argues that non-penal policies, such as education, job training, and social programmes, are

more effective in preventing crime. Additionally, in this study, the educator showed the desire to create more victim-centred and community-based approaches to justice. The study also recognises that mediation can be an effective way to resolve conflicts and build relationships within the institution and beyond the walls of the juvenile correctional institution. In the same vein, it is also noteworthy that a juvenile's criminal behaviour can strain familial ties, prompting the need for mediation efforts. Addressing these issues becomes crucial to prevent juveniles from being cast out upon release, thus mitigating the risk of recidivism.

There are a number of reasons why non-penal policies are more effective in preventing crime. First, penal policies, such as imprisonment, often have unintended consequences, such as recidivism and social alienation. The studies by Morgan et al., (2019) and Amali et al., (2021) both found that imprisonment can have negative effects on individuals and society. Morgan et al., (2019) reviewed a wide range of research on the effects of imprisonment and found that it can lead to increased recidivism, mental health problems, and social isolation. Amali et al., (2021) conducted a study of juvenile offenders in South Africa and found that incarceration is often deforming rather than reforming. These studies suggest that imprisonment is not an effective way to reduce crime or rehabilitate offenders. In fact, it may actually make the problem worse. This is why there is a growing interest in restorative justice, which is a system of justice that focuses on repairing the harm caused by crime and restoring the relationship between the victim and the offender.

Secondly, non-penal policies address the root causes of crime, such as poverty and lack of opportunity. Loader (2020) argues that conservatism has two faces when it comes to crime and order. On the one hand, conservatives tend to favour punitive measures such as imprisonment and harsh penalties for criminals. On the other hand, conservatives also tend to support non-penal measures such as community policing and restorative justice.

Third, non-penal policies are more cost-effective than penal policies (Kang et al., 2019). Restorative justice and mediation are both non-penal approaches to justice. Research has shown that non-penal policies are more cost-effective and more effective at reducing crime than penal policies. Restorative justice and mediation are both non-penal approaches to justice. Therefore, the convergence of restorative justice and mediation at the juvenile correctional institution is a promising way to reduce recidivism and save money.

There are a number of examples of non-penal policies that have been effective in preventing crime. For example, the Head Start programme in the United States has been shown to reduce crime rates among youths (Johnson & Jackson, 2019). Additionally, the Boston Gun Project, which provided job training and social services to high-risk youth, was shown to reduce homicide rates by 28%.

Sidi (2019) concludes by arguing that there is need to shift focus from punishment to prevention. For Sisi (2019), non-penal policies are more effective in preventing crime and that they are more humane. In this study, I agree with Sidi's assessment that crime is a complex social problem that cannot be solved through punishment alone. Penal policies are often expensive and ineffective, and they can have unintended consequences. Non-penal policies, on the other hand, are more likely to address the root causes of crime and to help people become productive members of society.

Lechner et al., (2021) discusses some of the challenges of converging restorative justice and mediation. One challenge is that the two approaches have different origins and traditions. Restorative justice is rooted in the indigenous justice practices of many cultures, while mediation has its roots in Western legal tradition. Another challenge is that the two approaches are often implemented in different settings. Restorative justice is often implemented in criminal justice settings, while mediation is often implemented in community settings. Despite these positive developments, there are still some challenges to implementing an inspirational vision in the South African juvenile correctional setting.

Juvenile correctional education in South Africa faces significant challenges, including a lack of awareness of policies among educators, implementation challenges, a need for a more practical approach to education, and a lack of leadership and support in the education department. However, there are also opportunities for improvement, as evidenced by the legal framework, leadership and management practice at the institution studied. However, more needs to be done to ensure that all juvenile correctional institutions in South Africa are aligned with the *Child Justice Act* of 2008 and that they are providing students with the support and services they need to succeed.

Within the context of correctional institutions, the educators' plea to recalibrate the institutional ethos to prioritise education echoes a larger societal narrative. This call reflects the discourse advocating for education as a cornerstone of reintegration strategies (Tyler, 2013). The delicate

balance between security and education emerges as a microcosm of the broader challenge in harmonising societal retribution with rehabilitation imperatives. Consequently, a meticulous exploration into the intersection of legal mandates, public opinion, and correctional reform agendas becomes imperative.

A holistic approach to addressing these challenges, informed by both legal mandates and the practical experiences of educators and administrators, is essential for policymakers and practitioners seeking to enhance the educational experiences and outcomes of juvenile offenders in South Africa. The legal framework serves as a guiding beacon, but its effective translation into practice necessitates ongoing collaboration, resource allocation, and policy reform.

7.7 Educators' Perceptions of Juvenile offenders

The educators' perceptions of juvenile offender learners at the correctional institution, as revealed in the interviews, provide valuable insights into the complex dynamics of teaching and rehabilitation in such a setting. These perceptions reflect a range of emotions, challenges, and opportunities.

Several educators, such as BKP 3 and BKP 6, demonstrate a deep sense of empathy toward the juvenile offender learners. They recognise the potential for change and growth in these individuals. This empathy is essential, as it forms the basis for building positive relationships and trust, which are critical in the rehabilitation process. Empathy is the ability to understand and share the feelings of another person. It is an essential quality for educators working with juvenile offender learners. Research has shown that empathy can help to build positive relationships and trust, which are critical for effective teaching and learning. A study by Goff and Leukefeld (2023) found that educators who demonstrated empathy towards their juvenile offender learners were more likely to be successful in promoting positive behaviour change. The study also found that empathy helped to create a more supportive and inclusive learning environment. Another study by Griswold-Delwiche and Song (2022) found that juvenile offender learners who felt that their educators cared about them and were interested in their well-being were more likely to be engaged in their education and to make positive progress. These studies suggest that empathy is a key strength that educators can leverage to support the rehabilitation of juvenile offenders. The educators' empathy and belief in rehabilitation are strengths that can positively impact the juvenile offender learners. These perceptions align with

best practices in rehabilitation and reflect a commitment to guiding the learners toward positive change.

The educators' perceptions highlight a strong belief in the power of education for rehabilitation. They view their role as more than just academic instructors; they see themselves as mentors and guides, facilitating personal growth and transformation. They believe in the potential within juvenile offenders with a strong conviction that they can transform their behaviours. The educators' belief in the power of education for rehabilitation is a critical strength. Meanwhile, research has shown that education can play a significant role in reducing recidivism rates and promoting positive outcomes for juvenile offenders. A study by Baskin-Sommers et al., (2022) found that juvenile offenders who participated in educational programmes were less likely to re-offend than those who did not participate in such programmes. The study also found that the benefits of education were greatest for juvenile offenders who participated in high-quality programmes. Another study by Davis et al., (2023) found that juvenile offenders who felt that their education was relevant to their needs and interests were more likely to be engaged in their learning and to make positive progress. The study also found that these juvenile offenders were more likely to develop positive relationships with their educators and to feel supported in their rehabilitation efforts. Over and above the findings of earlier studies, the current study discovered and extended theory suggesting that educators play a vital role in the rehabilitation of juvenile offenders. When educators believe in the potential of their learners and provide them with high-quality educational experiences, they can help juvenile offenders to transform their lives.

Educators acknowledge the diverse backgrounds and experiences of the juvenile offender learners. They understand that these young individuals come from different life situations, which can significantly impact their behaviour and choices. Understanding diverse backgrounds and experiences of juvenile offender learners is a critical leadership asset. Juvenile offenders come from a variety of backgrounds, including poverty, trauma, abuse, and neglect. These experiences can have a significant impact on their behaviour and choices. Research has shown that juvenile offenders who have experienced trauma are more likely to engage in risky behaviours, such as substance abuse and delinquency (Griswold-Delwiche & Song, 2022). Additionally, juvenile offenders from low-income families may face challenges in accessing educational and other resources, which can put them at risk for recidivism (Baskin-Sommers et al., 2022). Educators who understand the diverse backgrounds and experiences of

juvenile offenders are better equipped to meet their needs and support their success. They can develop culturally responsive teaching practices and create a supportive learning environment where all learners feel valued and respected.

Gang dynamics within the correctional institution are recognised as influential in the behaviour of juvenile offenders. Educators understand that peer pressure and the allure of gangs can play a significant role in shaping the actions of these learners. This recognition is crucial in addressing behaviour issues effectively. Educators working in correctional institutions face a number of unique challenges, including gang dynamics, security concerns, and gender dynamics. Gang dynamics can have a significant impact on the behaviour of juvenile offenders. Gang members may pressure other learners to engage in risky or illegal activities. They may also create a hostile or intimidating learning environment. Educators need to be aware of the potential impact of gang dynamics on their learners. They need to develop strategies for managing gang-related behaviour and creating a safe and supportive learning environment for all learners. Security concerns can also impact the educational process in correctional institutions. Security measures such as lockdowns and searches can disrupt classes and make it difficult for learners to focus on their studies. Educators need to be able to adapt their teaching methods to accommodate security concerns. They also need to work with security staff to ensure that their learners have access to the educational resources and support they need. While gender dynamics can also play a role in the behaviour of juvenile offenders. Male and female learners may have different educational needs and learning styles. They may also experience different challenges in the correctional environment. Educators need to be aware of the gendered nature of the correctional environment. They need to develop teaching methods and strategies that are effective for both male and female learners.

The educators perceive their role as not limited to academics but extending to life skills and personal development. They aim to guide the learners on the path to making better choices and becoming responsible individuals. The educators' perception of their role as extending beyond academics to life skills and personal development is a critical component of juvenile rehabilitation. Juvenile offenders often lack essential life skills, such as problem-solving, communication, and decision-making skills. They also may struggle with personal development issues, such as low self-esteem, anger management, and impulse control.

The educators' expanded view of their role, beyond academics to life skills and personal development, has a number of implications for the way they view the offenders. First, it

suggests that the educators see the offenders as more than just students. They see them as whole people with complex needs and experiences. This perspective is essential for building positive relationships with the offenders and creating a supportive learning environment. Second, the educators' expanded role suggests that they are committed to the rehabilitation of the offenders. They believe that the offenders have the potential to change and become productive members of society. This belief is essential for motivating the offenders to learn and grow. Third, the educators' expanded role suggests that they are willing to go the extra mile to support the offenders. They are not content just teaching academic subjects; they are also willing to help the offenders with life skills and personal development issues. This commitment to the well-being of the offenders is essential for their success.

The interviews reveal that educators often grapple with the balance between security measures and educational objectives. They acknowledge that, at times, security concerns take precedence over schooling, which can impact the learners' behaviour. This underscores the complex interplay between security and rehabilitation in correctional settings. The complex interplay between security and rehabilitation in correctional settings can have a number of implications for educators' perceptions of the offenders. On the one hand, educators may view the offenders as more dangerous or unpredictable due to the need to maintain strict security measures. This could lead to a more cautious and less trusting approach to teaching and interacting with the offenders. On the other hand, educators may also be more empathetic and understanding towards the offenders, recognising the challenges they face in a correctional setting. They may also be more motivated to help the offenders succeed, seeing them as victims of circumstance rather than hardened criminals.

Ultimately, the impact of security on educators' perceptions of the offenders will depend on a number of factors, including the individual educator's personality and experiences, as well as the specific security measures in place at the correctional institution. Goff and Leukefeld (2023) found that educators who worked in correctional settings often felt caught in a bind between the need to maintain security and the need to provide quality educational experiences for their students. Goff and Leukefeld (2023) argue that this bind can lead to educators feeling less trusting and more cynical towards their students. Machado, Silva, and Reis (2023) argue that educational programmes can help to rehabilitate juvenile offenders and prepare them for successful reintegration into society. This is congruent to the findings of Baskin-Sommers et al., (2022) who argue that personal development programmes. can help to rehabilitate juvenile

offenders and reduce recidivism rates. Griswold-Delwiche and Song (2022) emphasise the pivotal role of collaboration between educators and security staff in fostering a safe and supportive learning environment. The authors argue that collaboration can help to reduce conflict and build trust between educators and students.

Similarly, the current study suggests that the complex interplay between security and rehabilitation in correctional settings can have a significant impact on educators' perceptions of the offenders. However, by building positive relationships, understanding the challenges that offenders face, and collaborating with security staff, educators can create a safe and supportive learning environment that promotes rehabilitation.

Gender dynamics within the institution are recognised as a significant factor influencing behaviour. Educators, such as BKP 2, observe that the behaviour of juvenile offenders can be influenced by their interactions with female educators. This insight highlights the need to navigate complex interpersonal dynamics in the educational environment. BKP's acknowledgement of the challenges posed by juvenile offenders developing a romantic interest in their female teachers was an important one. This phenomenon, known as student-teacher romantic relationships (STRRs), is a complex and sensitive issue (Goff & Leukefeld, 2023; Griswold-Delwiche & Song, 2022).

On the one hand, STRRs can be harmful and damaging for both the student and the teacher. They can lead to emotional exploitation, sexual abuse, and other forms of harm (Baskin-Sommers et al., 2022). STRRs can also undermine the teacher's authority and credibility and create a hostile learning environment for other students (Brink et al., 2023). On the other hand, it is important to remember that juvenile offenders are still developing and may not be fully aware of the consequences of their actions (Davis et al., 2023). They may also be coming from backgrounds where they have experienced abuse or neglect. This can make them more vulnerable to forming inappropriate attachments to adults (Machado et al., 2023). Educators who work with juvenile offenders need to be aware of the potential for STRRs and take steps to prevent them. This includes establishing clear and firm boundaries, being mindful of their interactions with students, and reporting any concerns to the appropriate authorities (Goff & Leukefeld, 2023).

In their view, Goff and Leukefeld (2023), the challenging nature of the environment within juvenile correctional institutions and its impact on educators. Educators working in these

institutions often find themselves navigating a delicate balance between maintaining security and fostering a positive learning environment. This delicate equilibrium can result in educators experiencing heightened levels of stress, anxiety, and a sense of being unsafe. The research also highlights the importance of support systems within the workplace, indicating that educators who feel supported by their colleagues and administrators are better equipped to cope with the unique challenges of working in juvenile correctional institutions. It is evident that educators in this context must remain alert and occasionally experience feelings of fear and insecurity while teaching and interacting with juvenile learners.

This study found that educators working in the juvenile correctional institution often grapple with the tension between maintaining security and creating a positive learning environment, leading to heightened stress and a sense of unsafety. Additionally, the study emphasised the significance of workplace support in helping educators cope with the unique challenges of this context, highlighting the importance of a supportive school culture and clear classroom management procedures. These findings have implications for how educators perceive the juvenile learners in their care. Educators in such settings may tend to view the juvenile learners in their care as more dangerous and unpredictable compared to other students (Goff & Leukefeld, 2023; Griswold-Delwiche & Song, 2022). Consequently, they may feel less comfortable and engaged in the classroom environment (Goff & Leukefeld, 2023; Brink et al, 2023). This may lead to a greater emphasis on discipline and control rather than teaching and learning (Goff & Leukefeld, 2023). To address these challenges and create a safe and supportive learning environment for both educators and juvenile offenders, it is essential to provide educators with appropriate training to manage and respond to challenging behaviours, establish clear and consistent classroom management procedures, offer access to support services, and foster a school culture that prioritises respect and safety for all students and staff. These measures can ensure that juvenile offenders have access to a quality education that supports their success in life. Workplace support can help educators cope with the unique challenges of this context (Goff & Leukefeld, 2023). A supportive school culture and clear classroom management procedures are important (Davis et al., 2023; Machado et al., 2023). These findings have important implications for how we can support educators and juvenile offenders in correctional settings. By providing educators with the necessary training and support, and by creating a safe and supportive school culture, we can help to ensure that juvenile offenders have access to the high-quality education they need to succeed in life.

Educators like BKP 2 employ a variety of strategies to manage behaviour, including rewards for motivation and creative approaches to engage slow learners. This demonstrates their commitment to creating a positive and supportive learning environment. BKP 2's use of a variety of strategies to manage behaviour, including rewards for motivation and creative approaches to engage slow learners, demonstrates her commitment to creating a positive and supportive learning environment for all students. This is particularly important in a correctional setting, where students may have experienced trauma or have difficulty regulating their emotions. When educators perceive students as motivated and capable learners, they are more likely to provide them with challenging and engaging learning opportunities. They are also more likely to be patient and supportive when students struggle. Research has shown that educators who have positive perceptions of their students are more likely to use effective teaching strategies and to create a classroom environment where students feel safe and respected (Baskin-Sommers et al., 2022; Goff & Leukefeld, 2023). In addition, educators who have access to support and resources are better able to meet the needs of their students. This support may come from colleagues, administrators, or professional development programmes. When educators feel supported, they are more likely to be effective in the classroom and to have positive perceptions of their students.

Educators who recognise the importance of peer encouragement among inmates can develop and implement teaching strategies that promote collaboration and support among students. This can lead to a more positive and supportive learning environment, which can have a number of benefits for students, including increased motivation and engagement in learning, improved academic achievement, reduced problem behaviours, increased self-esteem and self-efficacy, enhanced social skills and relationships. When educators see their students collaborating and supporting each other, they are more likely to perceive them as capable and motivated learners. This can lead to increased expectations and support from the educator. Research has shown that peer support is a significant predictor of educational success for juvenile offenders (Brink et al., 2023; Davis et al., 2023). One study found that juvenile offenders who had at least one supportive peer were more likely to participate in educational activities and to earn their high school diploma (Goff & Leukefeld, 2023).

The educators' awareness of the importance of maintaining professional boundaries reflects a commitment to ethical conduct within a challenging environment. Maintaining professional boundaries is critical, as some learners may develop misconceptions about their relationships

with educators. The need for vigilance in ensuring safety and professional conduct is evident in their perceptions. Maintaining professional boundaries is essential for educators working in correctional institutions. Research has shown that inappropriate relationships between educators and juvenile offenders can have devastating consequences for both parties (Brown, 2023; Smith & Jones, 2021). Educators need to be vigilant in ensuring that their relationships with learners remain professional and ethical. This includes avoiding any physical contact with learners, never being alone with a learner, and maintaining appropriate communication boundaries.

Educators working in correctional institutions need to be vigilant in maintaining professional boundaries (Goff & Leukefeld, 2023; Griswold-Delwiche & Song, 2022; Davis, MacDonald, & Brink, 2023). This is because some learners may develop misconceptions about their relationships with educators, especially in a challenging environment (Baskin-Sommers et al., 2022; Machado et al., 2023; Brink et al., 2023). Inappropriate relationships between educators and juvenile offenders can have devastating consequences for both parties (Baskin-Sommers et al., 2022; Goff & Leukefeld, 2023; Griswold-Delwiche & Song, 2022). Educators need to be vigilant in ensuring that their relationships with learners remain professional and ethical (Goff & Leukefeld, 2023).

The diversity of perceptions among educators indicates the complexity of the correctional environment. While some educators are highly empathetic, others may experience challenges that affect their perceptions. The diversity of perceptions among educators in correctional institutions is a reflection of the complex nature of this setting. Educators may have different backgrounds, experiences, and philosophical beliefs. This can lead to different perspectives on the best way to educate and rehabilitate juvenile offenders. It is important to acknowledge and respect the diversity of perspectives among educators. It is also important to work towards a common understanding of the goals of rehabilitation. This can be achieved through professional development, collaboration, and a shared commitment to the well-being of juvenile offenders.

7.8 Chapter Summary

In summary, Chapter 7 represents a pivotal point in the exploration of juvenile correctional education within a Juvenile Correctional Institution. It unveils the proposed groundbreaking JUmbrella Framework for Educators (JUFE) and explores its various dimensions, including fostering restorative relationships, maintaining an inspirational vision, and addressing

educators' perceptions of juvenile offenders. This chapter consolidates the emerging grounded theory and lays the foundation for a comprehensive understanding of the transformative dynamics at play within the JCI, offering insights that can guide and enhance correctional education practices in the future.

CHAPTER 8

DISCUSSION AND SYNTHESIS OF EMERGING THEMES WITH CURRENT LITERATURE

8.1 Introduction

The JCI in this study places a strong emphasis on youth development programmes, offering a comprehensive range of opportunities aimed at equipping incarcerated youth with the skills and knowledge they need to succeed upon their release. These programmes can be classified into several key categories, each with its unique focus and benefits as described in Chapter 6.

8.2 Chapter overview: Discussion and Synthesis of Emerging Themes with Current Literature

Chapter 8 serves as the pivotal discussion and synthesis point where the research findings are thoughtfully integrated with current literature. This chapter endeavours to provide a comprehensive understanding of the multifaceted challenges and potential solutions within the juvenile correctional education system.

The chapter commences with an exploration of three primary themes that emerged from the research, namely transformative support, collaborative empowerment, and the challenges associated with leadership and management in juvenile correctional institutions. These themes are systematically discussed, drawing upon the data collected during the study and integrating relevant insights from current literature.

Within the transformative support theme, a closer examination is conducted on the transformative power of educational programmes s and vocational training, emphasising the role they play in the rehabilitation and reintegration of incarcerated youth. Furthermore, the critical role of correctional services in providing support is analysed within this context, shedding light on how these services can contribute to the correctional effect and the transformation of young offenders.

The theme of leadership and management practices is intricately dissected, with specific attention given to leadership and management roles within the juvenile correctional institution. Complexities within the leadership and management domain are explored, encompassing aspects such as the dual mandate of security and rehabilitation, resource constraints, alignment

with legal frameworks, practical challenges in curriculum implementation, the significance of specialised teacher training, and the potential misalignment between policy intentions and practical execution. These complexities are critically examined, underlining their impact on the effectiveness of education within the institution.

The need for collaborative empowerment is highlighted as an essential element in fostering a supportive and innovative educational environment. The discussion emphasises the significance of collaborative leadership styles that encourage creativity, problem-solving, and the empowerment of educators. The objective is to create an environment where educators have the freedom to innovate and adapt their teaching approaches in response to the unique needs of juvenile offenders.

Additionally, the chapter explores the institutional challenges faced within the juvenile correctional education system. These challenges encompass issues related to student attendance, the disconnect between security and educational management, negative attitudes among inmates, resource limitations, and the necessity for relevant and engaging curricula. Each of these challenges is thoroughly discussed to provide insights into their implications and potential solutions.

8.3 Transformative Support

The theme of this section is the transformative power of education, correctional services, and youth development programmes. within the JUmbrella framework. The literature discussed suggests that correctional education changes behaviour, improves self-confidence, reduces recidivism rates, and transforms offenders into law-abiding citizens. The study emphasises the importance of providing education in correctional settings and identifies potential responses to the challenges involved in providing education. The educators interviewed focused on the prevention of recidivism and emphasised the crucial importance of effective programmes. to supervise and assist offenders and support their social reintegration. The study also discusses the importance of postsecondary opportunities for incarcerated youth and the need for curriculum design to improve juvenile postsecondary correctional education, thereby limiting recidivism rates of students in the juvenile justice system. Today's labour market demands a more comprehensive and advanced academic and vocational training curriculum than in the past, making it essential to provide education and vocational training to juvenile offenders.

8.3.1 Academic Education and vocational training

One of the central pillars of the institution's youth development approach is academic education. Youth at the BJCI have access to a full spectrum of academic classes, spanning from elementary to high school levels. This commitment to education is not only encouraged but also mandatory during their period of incarceration. The institution recognises the pivotal role that education plays in personal growth and rehabilitation. By ensuring that youth continue their academic journey, the institution promotes the development of essential cognitive and intellectual skills, fostering a brighter future.

Beyond academic education, the institution offers vocational training programmes. that encompass a range of practical skills such as carpentry, plumbing, and electrical work. These programmes provide youth with marketable skills that significantly enhance their employability prospects upon release. By equipping them with tangible skills relevant to the job market, these programmes not only promote self-sufficiency but also instil a sense of purpose and achievement, further contributing to personal growth.

The insights provided by the participants in the interview discussions shed light on the multifaceted nature of education programmes within the juvenile correctional institution. These insights not only confirm the critical role of education in the rehabilitation and personal growth of incarcerated youths, but also reveal various aspects that deserve further analysis and discussion. This section delves into the findings and explores the implications of these insights, highlighting the transformative potential of education programmes within juvenile correctional institutions.

The findings of this study uniformly underscore the pivotal role of education programmes within juvenile correctional institutions as a key driver for the rehabilitation and personal growth of incarcerated youths, a notion that is strongly supported by credible literature (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022). A 2020 meta-analysis of 120 studies, conducted by Brink et al., discovered a significant reduction in recidivism rates associated with education programmes in juvenile correctional institutions. On average, this reduction amounted to 15%, with some programmes achieving reductions as high as 48%. This study's results provide substantial evidence of the positive impact of education programmes on reducing reoffending (Brink et al., 2020). Additionally, the National Institute of Justice conducted a study in 2019, as outlined by Davis et al., found that juvenile offenders who

participated in educational programmes were 46% less likely to recidivate compared to those who did not engage in such programmes (Davis et al., 2019).

Educators in this study coincide and agree that, from their previous experiences, education programmes have demonstrated their effectiveness in reducing recidivism for several compelling reasons. First and foremost, they equip offenders with essential skills and knowledge required for their successful reintegration into the community post-release. This encompasses academic, vocational, and life skills, which collectively prepare them for life beyond incarceration (Brink et al., 2020). Moreover, education programmes have a profound impact on an offender's self-esteem and confidence. By demonstrating that they are capable of learning and achieving, these programmes instil a sense of self-worth, empowering offenders to believe that they have something valuable to contribute to society (MacDonald et al., 2022). Critical thinking and problem-solving skills, which are essential for making better decisions and avoiding re-offending, are also cultivated through education programmes. This aspect contributes significantly to the positive outcomes of these programmes (Brink et al., 2020).

It emerged that education programmes have exposed juvenile offenders to new ideas and perspectives, broadening their horizons and fostering a more positive outlook on life. This intellectual exposure serves as a catalyst for personal growth and transformation (MacDonald et al., 2022). Furthermore, educators attribute the sense of purpose and direction in a few juvenile offenders to their consistency in attending education programme. By demonstrating that they have a future and can make a meaningful difference in the world, these programmes. inspire individuals towards positive change (Brink et al., 2020).

Researchers have proved that education programmes extend their transformative potential to various aspects of an offender's life, allowing them to understand the consequences of their actions, develop empathy and compassion for others, learn to manage their emotions, master conflict resolution, set and achieve goals, and make informed decisions (Brink et al., 2020; Davis et al., 2019; Richard, 2020; MacDonaldet al., 2022). This comprehensive approach contributes to the holistic rehabilitation and personal growth of incarcerated youths (MacDonald et al., 2022). Importantly, these programmes also foster a sense of belonging and community among offenders. When they feel connected to others and have a sense of purpose, they are less likely to return to a life of crime (MacDonald et al., 2022).

Compulsory education is an essential tool for the rehabilitation and personal development of incarcerated youth. It imparts knowledge, fosters leadership and responsibility, and promotes a sense of belonging and agency among young offenders. Education provides incarcerated youth with the knowledge and skills they need to succeed in life after release. This includes academic skills, vocational skills, and life skills. Education programmes further help incarcerated youth to develop leadership and responsibility skills by providing them with opportunities to take on leadership roles in the classroom and in other activities. This can help them to build confidence and self-esteem, and to learn how to work effectively with others.

Incarcerated youth also develop a sense of belonging and agency as education programmes provide them with a safe and supportive environment where they can learn and grow. It can also help them to connect with other youth who are facing similar challenges, and to develop a sense of hope for the future. In addition, compulsory education can also help to reduce recidivism rates and promote successful reintegration into society. A 2020 meta-analysis of 120 studies found that education programmes in juvenile correctional institutions were associated with a significant reduction in recidivism rates (Brink et al., 2020).

The approach that BKP 3 takes to education at the juvenile correctional institution is a good example of how education can be used to rehabilitate and transform incarcerated youth. By providing them with opportunities to take on leadership roles and to contribute to the institution in meaningful ways, BKP 3 was able to help them to develop a sense of responsibility and agency. This, in turn, can help them to make better choices and to become productive members of society after release. Therefore, compulsory education is an essential tool for the rehabilitation and personal development of incarcerated youth. It can help them to impart knowledge, foster leadership and responsibility, and promote a sense of belonging and agency. These factors can all contribute to reducing recidivism rates and promoting successful reintegration into society.

The participants highlighted the importance of acknowledging the diverse educational needs of juvenile offenders. This is particularly significant as many of these young individuals may not have had access to quality education before incarceration. BKP 7 mentioned that special learners who struggle with reading and writing require teaching methods that involve visual aids, demonstrations, and personalised attention. This approach reflects the educators' commitment to ensuring that every learner, regardless of their learning abilities, can actively participate in the educational process.

The provision of specialised support for special learners is another crucial aspect of tailoring education to diverse correctional needs. The participants stressed the necessity of addressing this challenge by using actions and visual aids to aid comprehension. This not only ensures that these learners can actively engage in the educational process but also promotes a sense of inclusion and support within the institution. Tailoring education to diverse needs is a cornerstone of effective rehabilitation (Sharma & Gupta, 2022). The article by Sharma & Gupta (2022) provides a valuable resource for educators, correctional officers, and other professionals who are working to rehabilitate incarcerated youth through education. They highlight the benefits of education for incarcerated youth and provide a number of strategies for implementing effective educational programmes in juvenile correctional institutions. The resource acknowledges the individuality of each learner and promotes inclusivity, ensuring that all young offenders can actively participate and benefit from educational programmes.

The influence of positive peer pressure emerged as a powerful motivator for engagement in educational and rehabilitation programmes. In an environment where some offenders encourage their peers to participate and succeed, educators capitalise on this natural social dynamic to create a sense of motivation and achievement. Lazzari et al., (2023) provides a strong case for the use of peer mentors in correctional education programmes. Peer mentors can play a vital role in supporting and motivating incarcerated individuals and can help them to achieve their rehabilitation goals. By using peer mentors in correctional education programmes, educators can create a more supportive and motivating learning environment for incarcerated youth. This can help incarcerated youth to succeed in their education and to achieve their rehabilitation goals.

BKP 2 mentioned rewarding learners with small incentives like sweets and chips to motivate them to complete assignments. Such positive reinforcement techniques, celebrating even small achievements, play a significant role in boosting learners' confidence, motivation, and overall self-esteem. Literature supports the use of positive reinforcement techniques, such as rewarding learners with small incentives like sweets and chips, to motivate incarcerated youth to complete assignments and celebrate even small achievements. This is because positive reinforcement can help to boost learners' confidence, motivation, and overall self-esteem. Research has shown that positive reinforcement can have a number of positive benefits for incarcerated youth, including increased motivation and engagement in learning, improved academic performance, reduced disruptive behaviour, increased self-esteem and confidence and reduced recidivism

rates. A study by Lazzari et al., (2023) confirms that incarcerated youth who participated in an educational programme that used positive reinforcement techniques were more likely to complete the programme and were less likely to engage in disruptive behaviour. The study also found that the participants in the programme showed significant improvements in their academic performance and self-esteem. Another study, by Brink et al., (2020), found that incarcerated youth who participated in educational programmes that used positive reinforcement techniques were less likely to recidivate after release.

It is worth noting that the differential behaviour of learners within the classroom compared to other contexts within the institution underscores the influence of peer interactions on their engagement in educational and rehabilitation programmes. This peer-driven motivation highlights the potential for creating a supportive environment within the institution that encourages positive behaviour and active participation. BKP1 and BKP5 rely on harnessing positive peer pressure and employing positive reinforcement technique. They believe that these are effective strategies to motivate young offenders to engage actively in education and rehabilitation. These strategies create a sense of accomplishment and boost learners' self-esteem.

Baskin-Sommers et al., (2022) supports the use of positive peer pressure and positive reinforcement techniques to motivate young offenders to engage actively in education and rehabilitation. The article reviews the scientific evidence for a variety of interventions that have been used with youth offenders and finds that positive peer pressure and positive reinforcement are among the most effective strategies.

Positive peer pressure is the influence that peers have on each other to engage in positive behaviours (Chen & Davison, 2019). It can be a powerful force for change, especially among young people. Educators and other professionals who work with young offenders can harness positive peer pressure by creating opportunities for young people to interact with and learn from each other in a positive and supportive environment. Hu et al., 2019) support the use of positive peer pressure to motivate young offenders to engage actively in education and rehabilitation. For example, educators can create peer mentoring programmes, study groups, and other activities that give young offenders the opportunity to support and encourage each other.

Hu et al., (2019) found that social influence has a significant positive effect on impulsive purchase behaviour. This means that people are more likely to buy something if they see their peers buying it. This finding can be applied to the context of education and rehabilitation by creating a culture of positive peer pressure around these activities. For example, educators can encourage students to talk to each other about their educational goals and progress. They can also create opportunities for students to work together on projects and assignments that promote prosocial behaviour. This can help to create a sense of community and shared support, which can motivate students to stay engaged in their education. Therefore, educators can create a culture of positive peer pressure around rehabilitation activities.

Research has shown that combining positive peer pressure and positive reinforcement can be especially effective in motivating young offenders to engage in education and rehabilitation. For example, a study by Taylor (2021) found that juvenile offenders who participated in a peer-led cognitive-behavioural therapy programme were more likely to complete the programme and to show reductions in criminal behaviour than juvenile offenders who did not participate in the programme. The programme used positive peer pressure and positive reinforcement to help juvenile offenders develop self-control, problem-solving skills, and other prosocial skills.

Another study, by Richard (2020), found that community service-learning programmes can help young offenders to develop empathy, compassion, and social responsibility. The study found that young offenders who participated in the community service-learning programmes. were more likely to report feeling connected to their communities and to have positive relationships with their peers.

Overall, this study suggests that harnessing positive peer pressure and employing positive reinforcement techniques are effective strategies to motivate young offenders to engage actively in education and rehabilitation. These strategies can help young offenders to develop the skills and knowledge they need to succeed after release, and to reduce their risk of recidivism.

8.3.2 Correctional Services

In addition to the developmental programmes discussed earlier, this study discovered that the JCI goes a step further by offering a range of support services. These services encompass counselling to address the underlying issues that may have contributed to delinquent behaviour, mentoring to provide guidance and support, and religious services to meet the spiritual and

emotional needs of incarcerated youth. The institution recognises that a holistic approach to rehabilitation is essential, encompassing not only education and skill-building, but also addressing the emotional and psychological factors that underlie delinquency.

The institution's commitment to holistic development is further reflected in its social-emotional learning programmes. These initiatives focus on enhancing emotional intelligence, conflict resolution, and responsible decision-making among incarcerated youth. By acquiring these skills, youth learn to manage their emotions effectively, develop positive relationships with peers and authority figures, and make choices that align with their personal growth and rehabilitation. Social-emotional learning not only contributes to self-improvement but also fosters a sense of community and cooperation within the institution.

Participation in these youth development programmes offers numerous benefits for incarcerated youth. Not only do these programmes equip them with the skills and knowledge required for success upon release, but they also lead to improved academic achievement, the development of valuable vocational skills, enhanced emotional intelligence, the ability to manage emotions and resolve conflicts, the cultivation of positive relationships, and, significantly, a reduced risk of recidivism.

The correctional services programmes discussed in the research interviews provide valuable insights into the multifaceted nature of rehabilitation and personal growth for incarcerated youth in South Africa's juvenile correctional institutions. These programmes encompass various components, including compulsory education, specialised initiatives, collaboration among resource personnel, family engagement, and physical activities and sports. Analysing and discussing these programmes. sheds light on their effectiveness and highlights areas for improvement.

The educators' emphasis on making education compulsory for all inmates within juvenile correctional institutions is a crucial aspect of these programmes (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022). By ensuring that every incarcerated youth has access to educational opportunities, it creates a structured and focused environment. Compulsory education serves as the foundation for the holistic development of young offenders, offering them a second chance in life. However, this programme's success relies on adequate resources and qualified educators to deliver meaningful education (Richard, 2020).

Educators alluded to intentional specialised initiatives, such as anger management and emotional regulation programmes, indicating that they are integral to addressing specific needs and challenges faced by incarcerated youth (Taylor, 2021). The study also discovered that the institution also boasts of a resident psychologist, social worker and correctional officers responsible for anger management. These officials run structured and unstructured programmes, 'as and when it is necessary' to enhance rehabilitation. The fact that the institution has a resident psychologist, social worker, and correctional officers responsible for anger management is a significant finding. This indicates that there is a commitment to providing specialised support to incarcerated youth who are struggling with anger management issues. The structured programmes that these officials run to enhance rehabilitation are also important. These programmes provide incarcerated youth with the opportunity to learn and practice new skills. They also help young people to develop a sense of purpose and to build relationships with others. These programmes provide essential life skills and emotional control, contributing to a safer and more conducive institutional environment. The effectiveness of these programmes depends on tailored strategies that accommodate the diverse learning abilities of the youth (Hu et al., 2019). Ensuring that each programme is evidence-based and constantly evaluated is critical for their success (Richard, 2020).

Collaboration among various professionals, including educators, social workers, psychologists, and security staff, is essential for a holistic approach to rehabilitation (Baskin-Sommers et al., 2022). Combining their expertise and resources ensures that all aspects of the inmates' development, including education and emotional well-being, are addressed comprehensively. This collaborative effort also extends to external educators who can provide fresh perspectives and resources to enhance the quality of education (Baskin-Sommers et al., 2022).

The integration of correctional services into the rehabilitation process is another important aspect of the holistic approach. This means that all aspects of the institution's programming, from education to vocational training to mental health services, work together to support the well-being and development of young people. This integration helps to ensure that all aspects of a young person's needs are being met and that they are making progress towards their rehabilitation goals.

Involving the parents and guardians of inmates in the rehabilitation process is a vital component of the correctional service programmes offered to juvenile offenders. Family engagement, through activities like family days, can strengthen the support systems for incarcerated youth.

When families actively participate in the rehabilitation of their loved ones, it fosters a sense of responsibility and reinforces the idea that the youth have a future outside the correctional facility (Richard, 2020). Encouraging family involvement and maintaining open lines of communication can be transformative (Richard, 2020).

In the spirit of socio-emotional support, BKP 5 and BKP3 strongly supported the institution's programmes of family days. Involving the parents and guardians of inmates in the rehabilitation process is a key element of youth development programmes. Parental involvement is a key element of youth development programmes in the rehabilitation process (Richard, 2020). Family engagement, often through activities like family days, strengthens the support systems for incarcerated youth. When families actively participate, it reinforces the idea that the youth have a future beyond the correctional facility (Richard, 2020). Open lines of communication and support for families can maximise the impact of family engagement.

Gonzalez et al., (2020) also emphasise the importance of family engagement in positive youth development. They argue that families play a vital role in supporting their children's growth and development, and that family engagement is especially important for youth who are incarcerated. In juvenile correctional institutions, family engagement can be promoted through programmes. such as family days, parenting classes, and family therapy.

However, the insights shared by the participants also draw attention to resource challenges within juvenile correctional institutions. Resource shortages, including limited access to educational materials and technology, hinder the comprehensive development of young offenders. Addressing these resource deficiencies is crucial for improving the effectiveness of the programmes (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022). Ensuring that each institution has the necessary resources for education, counselling, and vocational training is essential (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022).

Additionally, participants collectively advocated for more flexible policies at institutional level, increased resources, and collaboration with external educators to enhance youth development programmes (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022). Participants believe that institutional policies would work better if there was more sensitivity training among all officials in the institution. Furthermore, they prefer a consultative approach instead of a top-bottom approach where the senior management imposes terms of operation, yet they are not familiar with the realities surrounding implementation and operation. The top-bottom

approach leads to rejection and inconsistencies in implementation of policies. The ability to adapt to changing needs and circumstances is vital for the success of these programmes (Brink et al., 2020; Davis et al., 2019; MacDonald et al., 2022). Continuous evaluation and improvement of institutional policies are essential for staying aligned with best practices and providing the best possible support for incarcerated youth (Brink et al., 2020; Davis et al., 2022).

In this section discussing transformational support within South Africa's juvenile correctional institutions, three key subthemes emerge: education programmes, correctional services, and youth development programmes. Education programmes are revealed as powerful tools for rehabilitation, offering incarcerated youth the skills and knowledge they need to reintegrate successfully into society. These programmes also play a crucial role in shaping positive self-images, exposing individuals to new perspectives, and empowering them to break the cycle of crime. Correctional services are instrumental in addressing the broader well-being of young offenders. This encompasses emotional and behavioural support, counselling, therapy services, and the development of healthier coping mechanisms, self-awareness, and positive relationships. These services aim to tackle the underlying causes of delinquent behaviour and provide practical life skills for daily living, ultimately preparing individuals for reintegration. Finally, youth development programmes extend beyond traditional academics, incorporating emotional intelligence, effective communication, conflict resolution, and emotional regulation into the curriculum. These programmes equip young offenders with the tools to make informed life choices and navigate complex social landscapes, contributing to their personal growth and transformation. Collectively, these subthemes underscore the commitment of educators and professionals to providing comprehensive support, resources, and a nurturing learning environment for incarcerated youth, ultimately offering them hope and the potential for a brighter future.

8.4 Leadership and management practices

In summary, the findings from this study illuminate the multifaceted nature of educational leadership and management within the context of juvenile correctional education. They underscore the transformative potential of leadership practices aligned with restorative justice principles, the need for policy alignment with practical implementation, and the importance of addressing diverse needs and challenges while prioritising education. These findings contribute to a deeper understanding of how education can play a pivotal role in rehabilitating juvenile

offenders, ultimately promoting their successful reintegration into society. Further research and policy reform are essential to bridge the gap between intention and implementation, ensuring that juvenile correctional education remains a cornerstone of rehabilitation for incarcerated youth.

Educators within juvenile correctional institutions in South Africa are not just instructors, but also compassionate champions and leaders. They embrace continuous professional development, refining their instructional practices to embody transformative leadership. They view themselves as beacons of hope, igniting the potential of each young offender. This finding highlights the critical role of educators in shaping the educational experiences of juvenile offenders and emphasises the importance of their continuous professional development (Green & Adams, 2021; Clark & Wilson, 2022; Smith & Harris, 2019).

The findings of this study shed light on the critical issues surrounding educational leadership and management practices in the context of juvenile correctional institutions in South Africa. Educators shoulder a complex and multifaceted role that combines leadership and management responsibilities. Their roles are crucial in creating a positive and supportive learning environment for juvenile offenders, many of whom have experienced trauma and face various challenges (Mthethwa & Ngcobo, 2020; Stohr et al., 2015). This section elaborates on the specific leadership and management roles of educators at BJCI, drawing on existing literature for support. As leaders, educators also play a critical role in creating a positive and supportive learning environment for juvenile offenders (Mthethwa & Ngcobo, 2020). They must also be able to manage complex behaviour and build relationships with students who have experienced trauma and other challenges (Stohr et al., 2015). This section elaborates on the specific leadership and management roles of educators at BJCI, drawing on existing literature for support.

8.4.1 Leadership Roles

Educators at BJCI are entrusted with the responsibility of developing and implementing educational programmes that align with the institution's rehabilitation goals (Mthethwa & Ngcobo, 2020). These programmes should not only address academic needs, but also contribute to the personal growth and rehabilitation of juvenile offenders. Effective leadership in this role involves crafting educational strategies that cater to the unique needs of this population.

Another critical leadership role is the creation of a safe and supportive learning environment (Stohr et al., 2015). Educators must establish an atmosphere that fosters trust and encourages participation, even among students who have experienced trauma or face behavioural challenges. This requires strong leadership skills in maintaining order and promoting a sense of security.

Building positive relationships with students and their families is an essential leadership role (Mthethwa & Ngcobo, 2020). Given the unique circumstances of juvenile offenders, educators must exhibit empathy, patience, and effective communication to gain the trust and cooperation of their students and their families. This leadership role is fundamental to achieving the rehabilitation goals of the institution.

Effective collaboration with other staff members, such as social workers and psychologists, is integral to meeting the needs of students (Stohr et al., 2015). Educators must demonstrate leadership in interdepartmental teamwork to ensure a holistic approach to rehabilitation. This collaboration involves sharing insights, coordinating efforts, and pooling resources to address the diverse challenges presented by the juvenile offender population.

Advocacy for the needs of students to the institution's leadership is another important leadership role (Mthethwa & Ngcobo, 2020). Educators at BJCI also serve as advocates for their students, ensuring that their unique educational and rehabilitative requirements are understood and met at higher administrative levels. This leadership role requires effective communication and negotiation skills to effect change and improve services.

8.4.2 Management Roles

Educators at BJCI play a vital role in the rehabilitation of juvenile offenders (Stohr et al., 2015; Mthethwa & Ngcobo, 2020). Their management roles extend to the responsibility for planning and delivering lessons tailored to the specific needs of juvenile offenders, assessing student progress, maintaining discipline in the classroom, managing student records, and collaborating with other staff members to develop and implement individualised education plans (IEPs) (Stohr et al., 2015). Effective management is essential for educators to carry out these roles effectively. However, educators at BJCI experience a number of challenges, including resource constraints, lack of autonomy, and the dual mandate of security and rehabilitation (Mthethwa & Ngcobo, 2020). Despite these challenges, educators at BJCI are committed to providing juvenile offenders with the education and support they need to succeed. There are a number of

things that can be done to improve the management roles of educators at BJCI, including providing them with training and resources, reducing their administrative burden, creating a collaborative work environment, and ensuring that their voices are valued.

By implementing these recommendations, BJCI can create a more supportive and effective environment for educators to carry out their management roles. This has potential to benefit juvenile offenders by helping them to receive the education and support they need to succeed. In summary, educators at BJCI undertake a multifaceted role that encompasses both leadership and management responsibilities. Their leadership roles focus on creating a positive and rehabilitative learning environment, building relationships, collaborating with colleagues, and advocating for students. Simultaneously, their management roles involve planning and delivering lessons, assessing student progress, maintaining discipline, managing records, and contributing to the development and implementation of individualised education plans. Effective leadership and management are essential to achieving the rehabilitation goals of BJCI and facilitating the reintegration of juvenile offenders into society.

8.4.3 Complexities of leadership and management of education at BJCI

Educators at the BJCI play a vital role in the rehabilitation of juvenile offenders (Mthethwa & Ngcobo, 2020). However, they are also constrained by a number of challenges, including the lack of autonomy, limited resources, focus on security over rehabilitation, and lack of training and support (Stohr et al., 2015).

8.4.3.1 The Dual Mandate of Security and Rehabilitation

One of the central findings of the study is that juvenile correctional institutions operate under a dual mandate of security and rehabilitation. This dual mandate reflects the unique nature of the institution, which is tasked with both punishing juvenile offenders for their actions and providing them with opportunities for rehabilitation and reintegration into society. This study finds that this dual mandate shapes the leadership and management practices within these institutions. Juvenile correctional institutions operate under a dual mandate of security and rehabilitation (Stohr, 2015). This dual mandate reflects the unique nature of the institution, which is tasked with both punishing juvenile offenders for their actions and providing them with opportunities for rehabilitation and reintegration into society (Mthethwa & Ngcobo, 2020). It is essential to recognise the complex and delicate balance that juvenile correctional institutions must maintain between security and rehabilitation. On the one hand, there is a legal

and moral obligation to rehabilitate juvenile offenders as enshrined in the *Child Justice Act* (2008), while on the other, the institutions must ensure the safety and security of both staff and inmates - which often entails strict security measures. This duality creates a challenging environment for educational leaders and managers who must navigate the competing priorities of security and rehabilitation.

8.4.3.2 Resource Constraints

The study highlights that resource constraints are a significant challenge faced by educational leaders and managers in juvenile correctional institutions. Inadequate resources, overcrowding, and a shortage of qualified staff are key barriers to the effective implementation of educational programmes. These resource constraints directly impact the quality of education provided to juvenile offenders and, consequently, their prospects for rehabilitation and reintegration. Educational leaders and managers in juvenile correctional institutions face significant resource constraints (Stohr et al., 2015). Inadequate resources, overcrowding, and a shortage of qualified staff are key barriers to the effective implementation of educational programmes (Mthethwa & Ngcobo, 2020). Resource constraints in correctional institutions are not unique to South Africa but are a global issue. Addressing these constraints is a complex task that requires cooperation between educational leaders, policymakers, and correctional authorities. Adequate funding, staff training, and infrastructure improvements are essential components of addressing this challenge. Without these resources, it is difficult to provide juvenile offenders with the education and support they need to break the cycle of criminal behaviour.

8.4.3.3 Alignment with Legal Frameworks

The findings in BJCI and the international literature concur on the misalignment between policy intentions and their practical execution in the context of juvenile correctional institutions. While policies advocate for education as a rehabilitative instrument, the prevailing security concerns often impede the effective execution of educational programmes. The study found that, despite the challenges posed by resource constraints and the dual mandate, management practices in juvenile correctional institutions are generally aligned with the legal framework's goal of rehabilitation through education. For example, the curriculum in these institutions is designed to address academic needs while also focusing on personal growth and rehabilitation, reflecting the objectives of the *Child Justice Act* (2008). Despite these challenges, management practices in juvenile correctional institutions are generally aligned

with the legal framework's goal of rehabilitation through education (Stohr et al., 2015). For example, the curriculum in these institutions is designed to address academic needs while also focusing on personal growth and rehabilitation (*Child Justice Act*, 2008). This alignment with the legal framework is a critical finding emerging from the study, as it underscores the commitment to reducing recidivism rates and facilitating the reintegration of juvenile offenders into society. However, it is essential to ensure that this alignment translates into effective educational programmes. that provide juvenile offenders with the skills and knowledge they need to lead law-abiding lives upon release.

8.4.3.4 Practical Challenges of Curriculum Implementation

The study emphasises the practical challenges of implementing the curriculum in resource-constrained environments. These challenges, including overcrowding and inadequate resources, underscore the tension between legal mandates and the daily realities faced by institutions. It is crucial to acknowledge that aligning management practices with legal frameworks is only the first step; the effectiveness of these practices in the real world depends on overcoming these practical challenges. However, the practical challenges of implementing the curriculum in resource-constrained environments can hinder the effectiveness of educational programmes (Stohr et al., 2015). Overcrowding and inadequate resources can make it difficult to provide juvenile offenders with the quality education they need to succeed (Mthethwa & Ngcobo, 2020). Effective curriculum implementation is essential for achieving the goals of rehabilitation and reducing recidivism. When juvenile offenders do not have access to quality education due to resource constraints, the potential benefits of alignment with legal frameworks may remain unrealised. Educational leaders and managers must work collaboratively to find innovative solutions to these challenges, such as leveraging technology and community partnerships.

8.4.3.5 Significance of Specialist Teacher Training

The study highlights the significance of specialised teacher training in working with juvenile offenders. Educators in these institutions require a unique skill set to create a rehabilitative and supportive learning environment. Educators emphasised that working with this population requires a unique skill set to create a rehabilitative and supportive learning environment. This perspective aligns with research by Mthethwa and Ngcobo (2020), who argue that specialised training is crucial for educators to effectively engage with the complex needs of juvenile

offenders, contributing to their rehabilitation. This specialised training equips educators with strategies to engage with the complex needs of juvenile offenders and contribute to their rehabilitation. Educators in juvenile correctional institutions require specialised training to create a rehabilitative and supportive learning environment (Stohr et al., 2015). This training equips educators with strategies to engage with the complex needs of juvenile offenders and contribute to their rehabilitation (Van der Laan et al., 2018). The importance of specialised teacher training cannot be overstated, as it directly impacts the quality of education provided to juvenile offenders. Specialised training prepares educators to handle the unique challenges and behaviours of their students, ensuring a more effective and empathetic approach to teaching and rehabilitation.

However, the literature also reveals variations in the availability and adequacy of teacher training across different institutions, as noted in the institution. Some educators expressed concerns about the limited resources allocated to training, indicating the need for a more standardised and comprehensive approach (Mauer & Chesney-Lind, 2018). The provision of consistent and high-quality teacher training is essential to ensure that educators are well-prepared to meet the needs of juvenile offenders (Aos et al., 2018).

The importance of specialised training in correctional education is a well-established theme in the literature. Research by Reimer and Bailey (2019) emphasises that educators in juvenile correctional institutions should receive training that equips them with the skills and knowledge necessary to work with this unique population. Specialised training is not only essential for understanding the psychological and emotional needs of juvenile offenders but also for implementing effective teaching strategies (Aos et al., 2018).

Leaders within juvenile correctional institutions should prioritise ongoing professional development for educators (Venet, 2021). This investment helps educators develop the skills and knowledge needed to effectively teach juvenile offenders. Smith and Johnson (2021) and Darling-Hammond and Oakes (2021) emphasise that teachers who continually enhance their teaching methods and approaches are better equipped to fulfil the institution's vision and goals.

8.4.3.6 Misalignment between Policy Intentions and Practical Execution

The study reveals a misalignment between policy intentions and their practical execution in juvenile correctional institutions. While policies advocate for education as a rehabilitative instrument, the prevailing security concerns within the correctional environment can impede

the effective execution of educational programmes. This misalignment reflects the complex and competing priorities within these institutions, where security often takes precedence over rehabilitative endeavours. There is a misalignment between policy intentions and their practical execution in juvenile correctional institutions (Stohr et al., 2015). While policies advocate for education as a rehabilitative instrument, the prevailing security concerns within the correctional environment can impede the effective execution of educational programmes (Vander Ven, 2017). This misalignment has significant implications for the effectiveness of educational programmes to bridge the gap between policy intentions and practical execution, a comprehensive approach is required. This may involve revising policies to better account for the unique challenges of the correctional environment or developing strategies to mitigate the impact of security concerns on education.

Existing literature supports the importance of aligning correctional education with legal mandates. Research by MacKenzie (2018) emphasises that educational programmes within correctional facilities must align with broader legal objectives, such as rehabilitation and reintegration, to achieve successful outcomes. It is crucial to recognise that education can be a powerful tool for reducing recidivism and promoting positive behaviour among juvenile offenders, in line with the legal framework (Eddy et al., 2019). However, the literature also acknowledges the practical challenges that institutions face in achieving this alignment. The study conducted by Slocum et al., (2017) found that resource constraints and overcrowding can hinder the effective implementation of educational programmes, despite the alignment with legal mandates. These challenges underscore the tension between policy intentions and the daily realities faced by correctional institutions.

8.4.3.7 Implications on the Effectiveness of Education in BJCI

The findings from the study have a direct impact on the effectiveness of education in BJCI's juvenile correctional institutions. Resource constraints and the practical challenges of curriculum implementation can hinder the quality and accessibility of education for juvenile offenders. Without adequate resources and support, the potential for rehabilitation and reintegration is diminished. The findings from the study have strong implications on the effectiveness of education in BJCI's juvenile correctional institutions (Stohr et al., 2015). Resource constraints, practical challenges, and misalignment between policy intentions and practical execution can all hinder the quality and accessibility of education for juvenile offenders. Moreover, the misalignment between policy intentions and practical execution can

result in missed opportunities for the effective use of education as a rehabilitative tool. The dual mandate of security and rehabilitation adds another layer of complexity to the leadership and management of education in these institutions. The lack of autonomy at the institutional level further compounds these challenges.

The findings from the study on educational leadership and management practices within juvenile correctional institutions in BJCI highlight the challenges and complexities faced by educators, leaders, and managers in delivering effective rehabilitation through education. While alignment with legal frameworks is a positive step, resource constraints, practical challenges, specialised teacher training, and the misalignment between policy intentions and their practical execution pose significant obstacles. To enhance the effectiveness of education in juvenile correctional institutions, it is crucial to allocate adequate resources, provide standardised teacher training, mitigate the impact of security concerns, and consider devolving decision-making power to the institutional level. Fostering a culture of innovation and experimentation can further contribute to the success of educational programmes. in these institutions.

Future research should explore the long-term outcomes of correctional education, curriculum implementation strategies, student experiences and perspectives, and the viewpoints of various stakeholders. By addressing these aspects, we can work towards more effective and sustainable rehabilitation through education for juvenile offenders, ultimately benefiting both the individuals involved and society at large.

8.5 Collaborative Empowerment

In the realm of educational continuity within juvenile correctional facilities, the findings of this investigation have identified the reliance on external partnerships as a crucial element, highlighting the necessity for an ecosystemic approach (Arianingsih, 2022). This perspective aligns with broader conversations surrounding the interdependence of institutions and the urgency of collaborative solutions to confront systemic challenges (Rogers et al., 2017). Moreover, it underscores the pivotal role of public policy in fostering a conducive environment for correctional education, thus necessitating interdisciplinary dialogues encompassing legal scholars, social scientists, and policymakers.

Facilitating collaboration among educators and other professionals within the institution is a crucial strategy to ensure that all students receive the necessary support to succeed.

Collaboration enhances the overall educational environment and helps address the diverse needs of juvenile offenders. Green and Adams (2021) indicate that institutions with strong leadership teams that encourage collaboration tend to create an environment where students thrive academically and personally.

The theme of collaborative empowerment, as I have articulated, transcends mere theory and transforms into a practical and holistic approach to juvenile rehabilitation. It is commendable to see that educators within these correctional institutions are recognising the need to unite diverse perspectives and expertise. This collaborative approach, involving educators, administrators, social workers, community organisations, and even families, aligns well with international best practices for juvenile rehabilitation. Collaborative empowerment in juvenile correctional institutions is a promising approach that transcends mere theory and transforms into a practical and holistic approach to juvenile rehabilitation. It involves uniting diverse perspectives and expertise, including educators, administrators, social workers, community organisations, and even families, to foster a supportive and empowering environment that prioritises the comprehensive rehabilitation of juvenile offenders.

The importance of harmonising roles among educators, administrators, and security personnel is a fundamental shift in perspective. This approach acknowledges that each stakeholder contributes to the comprehensive rehabilitation of juvenile offenders. This harmonisation can lead to a more balanced and effective environment that prioritises both education and security. Harmonising roles among educators, administrators, and security personnel is a fundamental shift in perspective that acknowledges the contributions of each stakeholder to the comprehensive rehabilitation of juvenile offenders (Goff & Leukefeld, 2023). This harmonisation can lead to a more balanced and effective environment that prioritises both education and security. Role harmonisation can be achieved through regular communication and collaboration among staff members, as well as through cross-training initiatives. For example, educators can learn about the security measures in place at the institution, and security staff can learn about the educational and rehabilitative programmes offered. This can help to create a more cohesive and supportive environment for all stakeholders and the juvenile offenders they serve.

Griswold-Delwiche and Song (2022) found that collaboration between educators and specialised professionals is particularly important for effective rehabilitation. They argue that this collaboration can help to address the "whole child" and promote holistic development.

Brink et al., (2023) conducted a case study of a juvenile correctional institution in South Africa that is implementing a collaborative empowerment approach. They found that role harmonisation is essential for the success of this approach. They also found that it is important to create a culture of continuous learning and improvement, where staff members are encouraged to share ideas and collaborate on new initiatives.

The desire for more interaction between educators and specialised professionals, such as social workers, psychologists, and anger management programme facilitators, is a crucial aspect of collaborative empowerment. This collaboration can help address the emotional and psychological needs of young offenders, ultimately contributing to their personal development and rehabilitation. Collaboration between educators and specialised professionals, such as social workers, psychologists, and anger management programme facilitators, is essential for addressing the emotional and psychological needs of young offenders, ultimately contributing to their personal development and rehabilitation (Griswold-Delwiche & Song, 2022). Specialised professionals can provide educators with valuable insights into the individual needs of juvenile offenders and strategies for supporting them in the classroom. They can also work directly with juvenile offenders to address specific challenges, such as anger management, emotional regulation, and trauma. Collaboration between educators and specialised professionals can create a more holistic and effective approach to rehabilitation.

The proposed idea of a family day and the engagement of families in the rehabilitation process is particularly noteworthy. Involving families as integral partners can create a support network that is vital for the successful reintegration of juvenile offenders into society. It fosters a sense of ownership and responsibility among the support networks of these young individuals (Davis et al., 2023). Family engagement can be promoted through a variety of initiatives, such as family days, family counselling, and parent training programmes. It is important to create a welcoming and supportive environment for families, and to provide them with the resources and support they need to be effective partners in the rehabilitation process.

The intersection of safety measures with educational objectives, as mentioned by some participants, reflects the need for a balanced approach. Ensuring that security measures are in harmony with broader rehabilitation goals is essential to create an environment conducive to both learning and personal growth. Balancing safety measures with educational objectives is essential to create an environment conducive to both learning and personal growth (Machado et al., 2023). This can be achieved by developing clear and consistent safety protocols, while

also providing juvenile offenders with opportunities to learn and grow in a safe and supportive environment. It is important to avoid creating a punitive or restrictive environment, as this can hinder the rehabilitation process.

The exploration of collaborative networks with public schools demonstrates a forward-thinking approach. By incorporating diverse perspectives and strategies from the broader educational landscape, there is potential to enrich rehabilitation efforts and create a more comprehensive system of support. Collaborative networks with public schools can enrich rehabilitation efforts and create a more comprehensive system of support (Brink et al., 2023). Juvenile correctional institutions can partner with public schools to provide juvenile offenders with access to a wider range of educational and support services. This can help to prepare juvenile offenders for a successful transition back to the community.

The expressed interest in in-service training, particularly in areas like anger management, signifies a commitment to professional development and continuous improvement. This training can enhance the skills and capabilities of educators, ultimately benefiting the rehabilitation process. In-service training in areas like anger management can enhance the skills and capabilities of educators, ultimately benefiting the rehabilitation process (Taylor, 2023). In-service training can help educators to develop the skills and knowledge they need to effectively support juvenile offenders with a variety of needs. It is important to provide educators with access to high-quality training opportunities, and to encourage them to participate in ongoing professional development.

Overall, collaborative empowerment is a promising approach to juvenile rehabilitation that holds great potential for fostering personal growth, addressing diverse needs, and facilitating the successful reintegration of juvenile offenders into society. By infusing the perspectives of all stakeholders and adopting a holistic approach, juvenile correctional institutions can create a more effective and supportive environment for juvenile offenders to thrive.

The research findings underscore the transformative power of collaborative empowerment in juvenile correctional institutions. By fostering inclusivity and collaboration among all stakeholders, this approach holds great promise for nurturing personal growth, addressing diverse needs, and facilitating the successful reintegration of juvenile offenders into society. It aligns with international standards for best practices in juvenile rehabilitation, and your work contributes significantly to this important field.

8.6 Institutional Challenges

Another finding that stands out from the results reported earlier is that resource constraints confronting educational leadership and management within correctional institutions are emblematic of a broader systemic predicament. The findings from the study underscore the need for innovative pedagogical strategies to accommodate the diverse academic backgrounds of incarcerated youth (Irwin, 2017). The educators' adaptability to tailor curriculum content reflects a pedagogical responsiveness aligning with the principles of differentiated instruction. Evidence from recent studies endorses such pedagogical strategies to engage and scaffold learning for diverse learners, which is particularly crucial in correctional settings (Tomlinson, 2014).

The findings from the interviews with educators working within the juvenile correctional system provide a comprehensive understanding of the multifaceted challenges they face. These challenges encompass various aspects of the educational process, the institutional environment, and the unique circumstances of incarcerated youth. This critical analysis and discussion of the findings will explore the key themes and their implications for the successful rehabilitation and education of juvenile offenders.

One interesting finding was that reconciling security imperatives with educational continuity is a challenge that serves as a microcosm of the broader tension characterising correctional environments. The struggle to achieve a delicate balance between security and rehabilitation is reflected in this tension (Sim, 2007; Miller & Najavits, 2012). The study's assertion of a collaborative interplay between education and correctional services elucidates the necessity of a symbiotic relationship between these entities for a harmonious correctional ecosystem. The complexities of this relationship merit in-depth examination through a multi-disciplinary lens encompassing sociology, criminology, and organisational theory. The balance between security and rehabilitation is crucial in correctional settings, and innovative strategies are needed to maintain this balance (Weinberg & Smith, 2019).

One of the primary challenges highlighted in the interviews is the difficulty in maintaining consistent attendance among students. The transient nature of the population due to transfers and sporadic absenteeism disrupts the continuity of learning, making it challenging to design effective curricula and provide personalised attention to each student. This challenge underscores the need for more stability in the student population and better coordination to

minimise disruptions caused by transfers. Bradshaw and Maruna (2012) found that consistent attendance is a critical factor in the success of correctional education programmes. They also found that frequent transfers between facilities can disrupt students' attendance and academic progress. Petersilia (2003) found that incarcerated youth who have higher attendance rates are more likely to complete their education and have less recidivism upon release.

Another significant finding is the apparent disconnect between security management and educational management within the juvenile correctional system. While security management understandably prioritises statistics and numbers for overall institutional management, this focus may inadvertently compromise the quality and effectiveness of the educational programme. Educators feel pressured to account for fluctuations in attendance, often driven by factors beyond their control, such as transfers and absences. This misalignment of priorities emphasises the need for a more balanced approach that considers the long-term impact on students' rehabilitation and reintegration into society. Gendreau and Andrews (1990) found that correctional education programmes are most effective when they are aligned with security goals and when educators and security staff work together to create a positive and supportive learning environment. Lipsey and Cullen (2007) found that correctional education programmes are most effective when they are well-funded and have the support of senior management.

The disruption caused by frequent transfers of incarcerated youth emerged as a significant concern. Educators lament the detrimental effects of these transfers on the progress of the students, highlighting the challenges in reaching educational targets due to the discontinuity of learning. Addressing this challenge requires careful coordination and communication between facilities to minimise the negative consequences of transfers, allowing for a more seamless continuation of education. Krezmien et al., (2008) found that frequent transfers between juvenile correctional facilities can have a negative impact on students' academic achievement. Houchins et al., (2009) found that frequent transfers can disrupt students' education and make it difficult for them to succeed.

Challenges related to student retention, particularly for those with long sentences or internal disruptions, are persistent issues. Effective conflict resolution strategies, like the open-door policy described by one participant, are crucial in fostering a harmonious learning environment and ensuring that disturbances are promptly addressed and resolved. This points to the need for a comprehensive strategy that addresses not only the educational aspects but also the psychological and social well-being of the students. Henderson and Murray (2018) found that

juvenile offenders are more likely to drop out of school than their non-incarcerated peers. They also found that factors such as unstable home lives and substance abuse can contribute to student dropout. Petersilia (2003) found that incarcerated youth who complete their education are less likely to recidivate upon release.

The scarcity of resources, particularly educational materials, poses substantial challenges that educators must contend with on a regular basis. The shortage of teaching materials and the absence of a well-established library hampers the breadth and depth of education that can be provided. Additionally, restrictions on learners' access to essential technological resources like computers and cell phones create barriers to modern educational approaches and hinder the development of vital digital literacy skills. The Council of State Governments Justice Centre (2015) found that many juvenile correctional agencies lack the resources they need to provide students with a quality education. Houchins, Schwartz, and Landes (2009) found that resource limitations, such as a lack of textbooks and computers, can make it difficult for educators to provide students with a quality education.

The participants highlighted persistent security concerns, such as theft and general insecurity within the correctional facility. These issues not only jeopardise the educational environment but also compromise the safety and well-being of everyone within the facility. Balancing security and fostering an environment conducive to learning is a delicate challenge that requires meticulous management and coordination. Gendreau and Andrews (1990) found that security concerns can sometimes take precedence over educational needs in juvenile correctional facilities. They argue that it is essential to balance security concerns with the need for a positive and supportive learning environment. Lipsey and Cullen (2007) found that correctional education programmes are most effective when they are implemented in a secure environment. However, they also found that security measures should not interfere with the delivery of education.

The diverse cultural and linguistic backgrounds of incarcerated individuals are acknowledged as important factors. Sensitivity to cultural differences and addressing language barriers are essential to ensure equitable educational opportunities. Creating an inclusive space that recognises and respects cultural diversity emerges as a crucial aspect of effective correctional education. Skiba et al., (2008) found that students from culturally and linguistically diverse backgrounds are more likely to be placed in special education, even when they do not have

disabilities. Houchins et al., (2009) found that juvenile correctional facilities often lack culturally responsive curriculum and instruction.

Educator autonomy within the context of juvenile correctional education is limited, with decision-making authority primarily resting with senior officials. While this may seem restrictive, it is essential to consider the need for order, security, and uniformity in such settings. The structure ensures a consistent approach to managing the facility and its programmes., minimising potential disruptions that could arise from individual policy advocacy. The Council of State Governments Justice Centre (2015) found that educators in juvenile correctional facilities often have limited autonomy in their teaching practices. Henderson and Murray (2018) found that educator autonomy is essential for providing high-quality education in juvenile correctional facilities.

Juvenile offenders often bring with them significant behavioural and emotional challenges, ranging from anger management problems to trauma and low self-esteem. These issues impact the ability of incarcerated youth to engage fully in the educational process. Educators recognise the importance of addressing these underlying issues within the educational framework to create a supportive environment that fosters personal growth while managing disruptive behaviours. Andrews and Bonta (2010) found that emotional and behavioural challenges are common among juvenile offenders. They argue that these challenges need to be addressed in order for offenders to be successful in correctional education programmes and upon release. Houchins et al., (2009) found that juvenile correctional facilities often lack the resources to provide students with the support they need to address their emotional and behavioural challenges.

Educators highlighted challenges in interactions with incarcerated individuals, particularly in dealing with uncomfortable looks, suggestive behaviour, and unwanted attention. The need to maintain professional boundaries in an environment where inmates may project personal emotions onto educators adds complexity to the role. Morgan and Flora (2009) found that educators in juvenile correctional facilities often face challenges in interacting with students. These challenges can include dealing with disruptive behaviour, maintaining professional boundaries, and building trust. Houchins et al., (2009) found that educators in juvenile correctional facilities need training on how to manage their interactions with students in a positive and constructive way.

Instances of disrespectful behaviour, derogatory labelling, and negative attitudes among members of the education community were discussed. These challenges impact relationships among education community members, hindering the exchange of ideas and resources and affecting the overall quality of education management.

Despite the myriad challenges, educators within the juvenile correctional system demonstrate remarkable adaptability and resilience. They are dedicated to their roles and recognise the significance of education in the rehabilitation process. Their willingness to adapt, collaborate, and address the unique needs of the students underscores their essential role in the rehabilitation journey.

The challenges faced by educators in the juvenile correctional system are multifaceted and complex, ranging from issues related to student attendance and retention to resource limitations, security concerns, and cultural diversity. While these challenges are substantial, the dedication and adaptability of educators play a crucial role in mitigating their impact and fostering a more positive and constructive educational environment. Effective solutions to these challenges require a coordinated effort that includes addressing the needs of both students and educators, aligning security and educational goals, and enhancing the overall quality of correctional education. Moreover, promoting a respectful and inclusive working environment is essential for the success of correctional education programmes.

8.7 Chapter Summary

Chapter 8 represents a pivotal juncture in the research journey, where the convergence of findings and current literature sheds light on the multifaceted world of juvenile correctional education. The following chapter further delves into the recommendations and implications of the research, aiming to guide future actions and policies in the realm of juvenile rehabilitation and education.

CHAPTER 9

REFLECTIVE SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

9.1 Introduction

Chapter 9 commences with a reflective summary, delving into key themes derived from data analysis, intricately exploring educational leadership in South African juvenile correctional secure care settings. Aligned with the research questions, seven pivotal themes unfolded, encompassing the necessity for restorative relationships, inspirational vision, effective leadership practices, educators' perceptions of offender learners, transformative support, collaborative empowerment, and the intricate governance challenges. The chapter eloquently ties conclusions and recommendations to the study's objectives, delving into its contribution to knowledge. Insightful reflections are offered on the transformative implications, addressing unique challenges, research gaps, and the call for culturally contextualised leadership practices. The thesis concludes by encapsulating the intricate landscape of juvenile correctional education and leadership, acknowledging limitations for future studies and leaving room for concluding thoughts.

9.2 Reflective summary of the study/thesis

The research explores the leadership and management practices of education officials in juvenile correctional secure care settings in South Africa. Using a constructivist grounded theory approach, it delves into the current state of educational leadership and management of education at an institution, BJCI, in the Gauteng Province, aiming to identify factors that influence both positively and negatively. Additionally, the research examines the impact of leadership and management practices on the rehabilitation of juvenile offenders and seeks the perspectives of education officials on potential changes in these practices. The ultimate goal is to enhance rehabilitation processes, equip juvenile learners with productive skills, and offer them equal educational opportunities, thereby contributing to the economic and social development of the country.

The overarching aim of this study was to explore leadership and management practices in juvenile correctional secure care facilities to enhance rehabilitation processes. The research sought to empower education practitioners in these facilities to employ effective leadership and

management practices that transform juvenile offenders into productive contributors to the nation, especially considering the socio-economic challenges faced by South Africa and other third-world countries. Furthermore, it aimed to identify the factors that impact current leadership and management practices, with a specific focus on the role of educators involved in juvenile learner rehabilitation.

9.2.1 Summarising Key Findings

The study unearthed several insights into the multifaceted landscape of educational leadership in juvenile correctional institutions. Education officials in these settings are faced with the unique responsibility of not only imparting knowledge but also nurturing the rehabilitation and personal growth of incarcerated youth. Through an examination of restorative relationships, inspirational vision, transformative support, and collaborative empowerment, the JUmbrella Framework for Educators (JUFE) emerged as a comprehensive model that illuminates the path toward effective leadership and management.

Chapters 7 and 8 form a detailed discussion of the key findings of this study as outlined in 9.3. These findings shed light on the current state of leadership and management practices in one South African juvenile correctional secure care setting and provide insights into the factors influencing these practices, their impact on rehabilitation, and the perspectives of education officials. Ultimately, the research aims to contributes to more effective rehabilitation processes for juvenile offenders in South Africa.

The thesis encompasses seven key themes, offering readers a comprehensive perspective on leadership and management in South African juvenile correctional secure care settings. These themes include the importance of fostering restorative relationships, the visionary aspect of leadership, current leadership and management practices, educators' perceptions of offender learners, transformative support for holistic development, collaborative empowerment through synergy, and the challenges encountered in governance. Together, these themes illuminate the complex landscape of juvenile correctional education, shedding light on the impact of leadership and management practices on rehabilitation and education in this unique context.

9.2.2 Reflecting on Methodology

In this study, a Constructivist Grounded Theory approach was employed as the primary research method. The research involved data generation through a combination of observations,

interviews, and document analysis. Theoretical sampling was used to select participants, ensuring a focused and relevant data set for the grounded theory study. The study's Constructivist Grounded Theory methodology proved instrumental in comprehensively exploring the lived experiences and perspectives of education officials and incarcerated youths. While navigating theoretical sampling presented its own challenges, the iterative process allowed for the refinement of the JUFE framework, ultimately leading to data saturation. The combination of in-depth interviews, on-site observations, and document analysis provided a holistic understanding of the research phenomenon. This methodological approach allowed for a comprehensive exploration of leadership and management practices in the South African juvenile correctional secure care setting, capturing the complexities and nuances of the subject matter.

Data generation methods for CGT studies typically an iterative process involving interviews, observations, and document analysis. Theoretical sampling was used to select participants and data sources, based on emerging findings from the data. I observed staff in a variety of settings, such as classrooms, workshops, and recreational areas for eight weeks. This allowed me to collect rich data on the interactions between educators, juvenile offenders, parents and guardians and other staff members, as well as the overall school climate. I interviewed educators and other staff based on the emerging themes as the research progressed. This enabled me to collect data on their perceptions, experiences, and perspectives on juvenile correctional education as a whole.

Documents analysed include student records, lesson plans, school policies and legal frameworks. This allowed me to generate data on the formal structures and processes that shape juvenile correctional education at BJCI. The use of CGT and theoretical sampling allowed me to develop a grounded theory of leadership and management of juvenile correctional education that is based on the data I generated. This emergent framework is likely to be more nuanced and insightful than a theory that was developed based on pre-existing theories or assumptions. The overarching observation is that the research methods employed in this study are rigorous and appropriate for the research questions I was addressing.

9.2.3 Highlighting Significance and Contributions

This research holds substantial significance within the realm of educational leadership, particularly in the context of juvenile correctional secure care settings. By unveiling the

transformative potential of the JUFE framework, it offers a practical guide for educational officials and institutions striving to enhance the rehabilitation and educational outcomes of incarcerated youth. The findings not only contribute to the theoretical underpinnings of educational leadership, but also have practical implications for policy development and professional development programmes s targeting education officials.

The significance of this research is multifaceted and carried several important implications. Firstly, it addresses a critical gap in the existing knowledge related to leadership and management practices within South African juvenile correctional secure care settings. The study sheds light on a context that has received limited scholarly attention, despite its profound impact on the rehabilitation and reintegration of young offenders.

The ‘so what?’ factor of this research lies in its potential to inform and guide policy and practice. By comprehensively exploring the leadership and management practices in this unique context, the study provides insights that can directly influence decision-making within the juvenile correctional education system. This research is essential for policymakers, educators, and practitioners as it offers a deeper understanding of the challenges and opportunities in rehabilitating juvenile offenders.

Furthermore, the study's emphasis on restorative relationships, transformative support, and collaborative empowerment highlights the potential for a more holistic and effective approach to juvenile correctional education. This is particularly relevant in a South African context where social and economic challenges can exacerbate the risks faced by young offenders. The research advocates for practices that not only rehabilitate but also empower juvenile offenders to contribute positively to their communities and society at large.

In summary, the significance of this research is rooted in its potential to inform and improve the quality of education and rehabilitation for young offenders in South Africa. By addressing existing gaps in knowledge and offering practical insights, this study contributes to the broader discussion of juvenile justice, education, and societal reintegration, ultimately aiming to transform the destinies of young offenders and promote positive change within the country.

9.3 Addressing Research Questions and Objectives

My research journey began with a set of research questions and objectives, and these have been meticulously addressed. The study elucidated how restorative relationships underpin the

foundation of effective leadership, fostering trust, empathy, and empowerment among both educators and incarcerated youth. The importance of an inspirational vision was underscored, serving as a guiding light in navigating the complex dynamics of secure care environments. Transformative support was revealed as the scaffolding for holistic growth, encompassing educational and youth development programmes s. Lastly, the power of collaborative empowerment was emphasised, signalling the synergy achieved when all stakeholders, including incarcerated youth, contribute to the educational process. The relationship between the key findings and the research questions is illustrated in Table 9.1.

Table 9. 1 Relationship between key themes and research questions

FINDINGS ACCORDING TO THEMES	RELATED RESEARCH QUESTION(S)
Theme 1: Fostering Restorative Relationships	Sub-question III
Theme 2: Inspirational Vision: Illuminating the Path towards Juvenile Correctional Education	Sub-question I, Sub-question II, Sub-question IV
Theme 3: Leadership and Management Practices	Broad Research Question, Sub-question I, Sub-question II, Sub-question III, Sub-question IV
Theme 4: Educators' Perceptions of the Offender Learners	Sub-question I, Sub-question II, Sub-question III
Theme 5: Transformative Support: Evoking and Nurturing Holistic Scaffolds	Broad Research Question, Sub-question I
	Sub-question II, Sub-question III, Sub-question IV
Theme 6: Collaborative Empowerment: Fostering Inclusive Growth through Synergy	Broad Research Question, Sub-question III
Theme 7: Challenges: Navigating the Pinnacle of Governance in Leadership and Management	Sub-question II

9.3.1 Theme 1: Fostering Restorative Relationships

Theme 1: Fostering Restorative Relationships is intricately linked to the broader research question, which examines how leadership and management practices contribute to creating a supportive and trusting environment crucial for the rehabilitation of juvenile learners. This theme specifically addresses Sub-question III, delving into how the practices of education officials influence the rehabilitation of learners in juvenile correctional secure care settings through the promotion of empathy, accountability, and the creation of a supportive and inclusive learning environment.

The theme underscores the pivotal role education officials play in fostering restorative relationships within the juvenile correctional secure care settings. By implementing restorative practices such as restorative justice circles, mediation, and community service projects, education officials contribute to the development of a more positive and supportive learning environment. These practices are designed to promote empathy, understanding, and accountability among the various stakeholders, including educators, offender learners, victims, and the broader community.

Restorative practices, as highlighted in Theme 1, play a crucial role in influencing the rehabilitation of learners. By providing a structured space for offender learners to share their perspectives and listen to others, restorative practices break down barriers of anger, resentment, and mistrust. This process fosters a sense of empathy and understanding, creating an environment where open communication and mutual respect become key components of the rehabilitation process.

Moreover, restorative practices contribute to rehabilitation by encouraging accountability among offender learners. Taking responsibility for their actions and making amends for harm caused are integral aspects of these practices. This fosters a sense of moral responsibility and promotes prosocial behaviour, aligning with the broader goal of rehabilitation within the juvenile correctional secure care settings.

The theme emphasises the importance of creating a supportive and inclusive learning environment through restorative practices. For offender learners who may feel isolated or marginalised, fostering a sense of community and belonging becomes particularly crucial. This supportive environment contributes to increased motivation, engagement, and positive outcomes in both education and rehabilitation.

In conclusion, Theme 1: Fostering Restorative Relationships, is directly aligned with Sub-question III, showcasing how the practices of education officials, particularly through the implementation of restorative practices, positively influence the rehabilitation of learners in juvenile correctional secure care settings. By emphasising empathy, accountability, and creating a supportive learning environment, education officials contribute significantly to the holistic rehabilitation and growth of juvenile learners within these settings.

9.3.2 Theme 2: Inspirational Vision: Illuminating the Path towards Juvenile Correctional Education

Theme 2 relates to Sub-question I, Sub-question II, and Sub-question IV, providing insights into the current educational leadership and management practices, the challenges faced by leaders, and how education officials view changes in leadership and management approaches to juvenile rehabilitation.

Sub-question I: What are the current educational leadership and management practices in juvenile correctional institutions?

In addressing Sub-question, I, Theme 2 emphasises the need for a well-defined organisational framework. It underscores the importance of clear and effective organisational policies aligned with the institution's mission and values. These policies provide guidance on restorative practices and set clear expectations for educators and offender learners. Compliance with legal frameworks is highlighted as a crucial aspect, ensuring the protection of the rights of offender learners, and maintaining the integrity of educational programmes s. Additionally, understanding the unique context of each juvenile correctional institution is emphasised, highlighting the significance of tailoring educational programmes s to meet the specific needs of offender learners and the institution as a whole.

Sub-question II: What are the main factors contributing to current leadership and management challenges in juvenile correctional secure care settings?

Theme 2 acknowledges the intricate challenges faced by leaders and managers in juvenile correctional secure care settings, particularly the delicate balance between security, rehabilitation, and education. The theme recognises the resource constraints and staffing shortages often encountered by juvenile correctional institutions, hindering the implementation of effective educational programmes s and leadership practices. It emphasises the need for

leaders to be resourceful and innovative in maximising the impact of available resources. Furthermore, the theme addresses the challenge of attracting and retaining qualified educators and staff in these settings, emphasising the importance of staff development, professional growth opportunities, and a supportive work environment.

Sub-question IV: How do education officials view the changes in leadership and management approaches to juvenile rehabilitation?

Theme 2 encourages education officials to embrace a more holistic and restorative approach to leadership and management. It underscores the significance of collaboration with various stakeholders, such as correctional officers, youth development professionals, families, and community members, to create a comprehensive support network for offender learners. The theme emphasises recognising the unique challenges faced by offender learners and providing support and guidance to help them overcome these challenges. Additionally, it highlights the incorporation of restorative practices, such as restorative justice circles, mediation, and community service projects, into educational programmes s. This approach aims to promote empathy, accountability, and personal growth, ultimately contributing to the successful rehabilitation of offender learners.

Theme 2 directly addresses Sub-question I by providing a framework for understanding current educational leadership and management practices. It delves into Sub-question II by acknowledging and addressing the complex challenges faced by leaders in juvenile correctional secure care settings. Finally, it aligns with Sub-question IV by encouraging education officials to embrace a more holistic and restorative approach to leadership and management, emphasising collaboration and support for the unique needs of offender learners.

9.3.3 Theme 3: Leadership and Management Practices

Theme 3: Leadership and Management Practices, is closely interconnected with the broad research question of the study, which is: "*How do the leadership and management practices of officials involved with education in juvenile correctional institutions create a supportive and trusting environment required for the rehabilitation of juvenile learners?*" The theme directly relates to this overarching research question by providing essential insights into the role and impact of leadership and management practices in achieving a supportive and trusting environment necessary for the rehabilitation of juvenile learners in correctional institutions.

Theme 3 is a pivotal element of the study, as it directly addresses the question of how leadership and management practices impact the creation of a supportive and trusting environment required for the rehabilitation of juvenile learners in correctional institutions. This theme delves into the current landscape of leadership and management practices, identifies the challenges faced in these settings, explores the influence of leadership on rehabilitation, and delves into the perspectives of education officials regarding changing leadership approaches.

Sub-question I: What are the current educational leadership and management practices in juvenile correctional institutions?

Theme 3 plays a significant role in examining the current educational leadership and management practices in juvenile correctional institutions. It highlights the importance of clear and consistent leadership, organisational structures, effective communication, and continuous improvement. These practices serve as the foundation for creating a positive school climate that is conducive to rehabilitation. The way leadership is structured and the management practices in place can greatly influence the educational environment, either supporting or hindering the rehabilitation of juvenile learners. Understanding these practices is crucial for assessing the existing framework and identifying areas where improvements or adjustments may be needed.

Sub-question II: What are the main factors contributing to current leadership and management challenges in juvenile correctional secure care settings?

Theme 3 provides a comprehensive understanding of the factors that contribute to leadership and management challenges in juvenile correctional secure care settings. These challenges include the delicate balance between security, rehabilitation, and education, the constraints imposed by limited resources, and the capacity issues related to staffing. Effective leadership and management must navigate this complex landscape to ensure that a safe environment is maintained while rehabilitation and education are prioritised. Furthermore, the theme highlights the resource constraints and staffing shortages that these institutions often face. These challenges can hinder the implementation of effective leadership practices and educational programmes s, necessitating strategic resource allocation and talent retention efforts. Theme 3 underscores the importance of addressing these factors to enhance leadership and management in support of rehabilitation.

Sub-question III: How do the practices of education officials influence the rehabilitation of learners in juvenile correctional secure care settings?

This theme underscores the significant influence of education officials' practices on the rehabilitation of learners in juvenile correctional secure care settings. Effective leadership practices are instrumental in creating a positive and supportive learning environment. Education officials can foster an atmosphere of belonging, respect, and trust, which directly impacts the motivation and engagement of offender learners. Moreover, these officials are vital in providing the necessary resources, guidance, and support to educators, allowing for the implementation of evidence-based educational programmes s tailored to the unique needs of these learners. Furthermore, fostering collaboration among educators, correctional officers, youth development professionals, families, and the community is essential. Education officials play a central role in creating a comprehensive support network that aids in offender rehabilitation. Thus, the practices of education officials have a profound impact on the effectiveness of rehabilitation efforts.

Sub-question IV: How do education officials view the changes in leadership and management approaches to juvenile rehabilitation?

Theme 3 explores the perspectives of education officials regarding changes in leadership and management approaches to juvenile rehabilitation. It provides insights into their views, which may include support for a more holistic and restorative approach, concerns about resource limitations, and the need for ongoing professional development. Many education officials may recognise the value of a holistic and restorative approach that emphasises empathy, collaboration, and restorative practices, and they may welcome these changes. Simultaneously, some officials may express concerns about the feasibility of implementing new approaches due to resource constraints and advocate for increased resources. Lastly, they may highlight the importance of ongoing professional development to navigate these changes effectively. Theme 3 offers a platform to understand the diverse perspectives of education officials, which are essential for implementing meaningful changes in leadership and management practices that support the rehabilitation of juvenile learners effectively.

In summary, Theme 3, Leadership and Management Practices, provides a holistic view of how leadership and management in juvenile correctional institutions directly relate to the creation of a supportive and trusting environment for rehabilitation. It addresses the current practices,

challenges, the influence of these practices on rehabilitation, and the perspectives of education officials regarding evolving leadership approaches, all of which are critical aspects of your study.

9.3.4 Theme 4: Educators' Perceptions of the Offender Learners

Theme 4 is a critical component of the study as it directly addresses how educators' beliefs and attitudes impact the educational practices and rehabilitation of learner offenders within juvenile correctional institutions. This theme serves as a lens through which to examine and understand the dynamics and challenges within these settings.

Sub-question I: What are the current educational practices in juvenile correctional institutions?

Educators' perceptions of offender learners play a pivotal role in shaping the current educational practices within juvenile correctional institutions. If educators hold positive perceptions, they are more likely to implement engaging and supportive teaching methods. These educators recognise the potential for rehabilitation and understand that tailored educational strategies are necessary to meet the diverse needs of offender learners. They may employ differentiated instruction, which addresses the individual academic gaps and learning styles of the students, thereby enhancing the effectiveness of educational practices. Positive perceptions also encourage educators to provide constructive feedback and reinforcement, creating a more encouraging learning environment. By building relationships with offender learners, educators can instil a sense of trust and mentorship, which can be instrumental in rehabilitation.

Conversely, educators with negative perceptions may employ punitive or controlling leadership and management practices, believing that stricter measures are required. They might hold lower expectations for offender learners, leading to a diminished focus on rehabilitation. Negative feedback, criticism, and labelling may dominate the educational environment, which can be counterproductive to rehabilitation efforts.

Sub-question II: What are the main factors contributing to current leadership and management challenges in juvenile correctional secure care settings?

Leadership and management challenges in juvenile correctional secure care settings are closely tied to educators' perceptions of offender learners. The way leaders approach these challenges can significantly influence educators' beliefs and attitudes. Leaders who create a supportive and inclusive school climate can contribute to positive perceptions among educators. This is achieved by promoting respect, accountability, and rehabilitation over punishment. By establishing clear expectations for behaviour and implementing restorative justice practices, leaders foster an environment in which educators are more likely to view offender learners as individuals with the potential for positive change.

Conversely, leaders who implement punitive or rigid management practices may inadvertently contribute to negative perceptions of offender learners among educators. Such practices can create an atmosphere of fear and control, leading educators to adopt more negative attitudes.

Sub-question III: How do the practices of education officials influence the rehabilitation of learners in juvenile correctional secure care settings?

The practices of education officials, which encompass educators, administrators, and policymakers, are integral to the rehabilitation of learner offenders. These practices are deeply intertwined with educators' perceptions and, in turn, impact the rehabilitation process. When education officials hold positive perceptions of offender learners, they are more likely to implement practices that support rehabilitation. Individualised education plans that address the specific needs and abilities of each learner become a priority. These officials are more likely to employ supportive teaching practices that create an environment conducive to rehabilitation. They provide positive feedback and reinforcement, enhancing learners' self-esteem and motivation. By building relationships with offender learners and advocating for their needs, education officials become essential allies in the rehabilitation process. On the contrary, officials with negative perceptions may hinder rehabilitation efforts. Punitive teaching practices, low expectations, negative feedback, labelling, and avoiding interaction with offender learners can all contribute to an environment where rehabilitation is impeded.

In conclusion, Theme 4 is central to understanding how educators' perceptions of offender learners influence the educational practices and rehabilitation within juvenile correctional institutions. These perceptions, in turn, are shaped by leadership and management practices as

well as the broader practices of education officials. Recognising the interplay of these factors is essential for creating a more effective and supportive educational environment in these settings, ultimately aligning with the overarching goal of successful reintegration of offender learners into society.

9.3.5 Theme 5: Transformative Support: Evoking and Nurturing Holistic Scaffolds

Theme 5: Transformative Support: Evoking and Nurturing Holistic Scaffolds is intricately linked to Sub-question I, which explores the current educational practices in juvenile correctional institutions. This theme addresses the imperative of providing holistic support to offender learners and emphasises its significance in creating a supportive and effective learning environment. The focus on holistic scaffolds encompasses various dimensions, including academic, social, and emotional support, aiming to facilitate the rehabilitation and transformation of juvenile learners.

The current educational practices in juvenile correctional institutions are evolving towards a more holistic approach, aligning with the principles highlighted in Theme 5. One key aspect of this approach is differentiated instruction, where educators tailor their teaching methods to meet the individual needs of each student. This practice recognises the diverse learning styles and academic requirements of offender learners. Positive behaviour reinforcement is another component, involving the acknowledgment and rewarding of good behaviour while providing supportive interventions when mistakes occur. This aspect aligns with the transformative support advocated in Theme 5, aiming to build positive relationships and reinforce behavioural changes.

Restorative justice practices, as part of the evolving educational landscape, further exemplify the holistic approach emphasised in Theme 5. These practices go beyond traditional punitive measures, focusing on conflict resolution through mediation and restoring relationships. Collaboration with external agencies, such as child welfare and mental health services, exemplifies the comprehensive support envisioned in Theme 5. By involving various stakeholders, institutions can address the multifaceted needs of offender learners, recognising that rehabilitation is a holistic process.

Moreover, Theme 5 aligns with the research-informed educational practices for offender learners. Studies have shown that explicit instruction, opportunities for skill practice, and immediate feedback are effective for this population. These findings echo the theme's emphasis

on transformative support, highlighting the need for educational practices rooted in research to maximise their impact on rehabilitation.

In the context of Sub-question I, Theme 5 emphasises the role of leadership and management in supporting the implementation of these holistic educational practices. Leaders can allocate resources to provide educators with the necessary tools for effective teaching and learning. Professional development opportunities become crucial, offering educators insights into research-backed strategies tailored for offender learners. Additionally, leaders play a pivotal role in cultivating a supportive school culture that embraces all learners, including those in the juvenile correctional system.

In conclusion, Theme 5 is highly relevant to Sub-question I as it underscores the necessity of holistic support for offender learners within the current educational practices. By aligning with and advocating for transformative support, leaders and managers can contribute to creating a more supportive and effective learning environment, ultimately fostering rehabilitation and transformation among juvenile learners in correctional institutions.

9.3.6 Theme 6: Collaborative Empowerment: Fostering Inclusive Growth through Synergy

Theme 6: Collaborative Empowerment: Fostering Inclusive Growth through Synergy is intricately connected to both the broad research question and Sub-question III, shedding light on the crucial role of collaboration among stakeholders in creating a supportive and trusting environment for the rehabilitation of juvenile learners in correctional institutions.

Broad Research Question: "*How do the leadership and management practices of officials involved with education in juvenile correctional institutions create a supportive and trusting environment required for the rehabilitation of juvenile learners?*"

Theme 6 directly addresses the broad research question by emphasising the significance of collaboration among various stakeholders. The theme highlights that collaboration can promote a more holistic approach to rehabilitation by bringing together educators, correctional officers, youth development professionals, families, and community members. Working collaboratively allows these stakeholders to develop and implement a comprehensive approach that caters to the diverse needs of offender learners. This collaborative effort is crucial for fostering a supportive and trusting environment essential for rehabilitation.

Sub-question III: How do the practices of education officials influence the rehabilitation of learners in juvenile correctional secure care settings?

Education officials, as highlighted in Sub-question III, play a pivotal role in influencing the rehabilitation of learners in juvenile correctional secure care settings. Theme 6 underscores how education officials can impact rehabilitation through various practices like providing high-quality educational programmes , building relationships with offender learners, and collaborating with other stakeholders.

Education officials can ensure that offender learners have access to high-quality educational programmes tailored to their individual needs and goals. These programmes contribute to developing the skills and knowledge necessary for success in both academic and broader life contexts. Additionally, establishing positive relationships is a key practice emphasised by Theme 6. Education officials can build these relationships by listening to offender learners, showing respect, and providing support. Positive relationships contribute to creating a safe and supportive learning environment where learners feel valued and encouraged to take risks. The theme further underscores the collaborative role of education officials with correctional officers, youth development professionals, families and other stakeholders who can contribute towards the improvement of rehabilitation programmes. This collaboration ensures the development and implementation of a comprehensive rehabilitation approach, addressing various facets of the learner's life.

Theme 6 is highly relevant to Sub-question III as it specifically highlights the importance of collaboration among stakeholders and education officials to influence the rehabilitation of offender learners. Education officials can foster collaboration by creating opportunities, promoting a culture of collaboration, and providing support for collaborative activities. By fostering such collaboration, education officials contribute significantly to creating a more supportive, inclusive, and effective environment for the rehabilitation of learner offenders.

Therefore, Theme 6 - Collaborative Empowerment: Fostering Inclusive Growth through Synergy aligns seamlessly with both the broad research question and Sub-question III. By emphasising collaboration, education officials can play a key role in creating an environment that supports the rehabilitation of juvenile learners, ultimately contributing to improved outcomes in the correctional setting.

9.3.7 Theme 7: Challenges: Navigating the Pinnacle of Governance in Leadership and Management

Theme 7 is intricately linked to Sub-question II, shedding light on the main factors contributing to the current leadership and management challenges in juvenile correctional secure care settings. The theme provides a comprehensive understanding of the hurdles faced by leaders and managers, outlining crucial aspects that require attention for the improvement of leadership and management practices.

Sub-question II: What are the main factors contributing to current leadership and management challenges in juvenile correctional secure care settings?

The identified challenges within Theme 7 align directly with Sub-question II, offering insights into the multifaceted difficulties faced by leaders and managers in juvenile correctional secure care settings. These challenges include balancing security, rehabilitation, and education, resource constraints, staff capacity issues, working with a challenging population, and navigating a complex political and legal environment.

Education leaders and managers must delicately balance the priorities of maintaining a secure environment, providing rehabilitation opportunities, and delivering quality education. This requires strategic considerations related to resource allocation, staffing, and programme design. At the same time, they are working with limited budgets and staffing shortages, common hurdles faced by juvenile correctional institutions across the country. The theme emphasises the need for leaders and managers to be resourceful and innovative in maximising the impact of available resources, addressing a critical aspect of the challenges.

Furthermore, another recurrent challenge in the juvenile correctional settings like BJCI is attracting and retaining qualified educators and staff. Theme 7 highlights the importance of prioritising staff development, providing growth opportunities, and fostering a supportive work environment to overcome this staffing challenge. Additionally, offender learners often come with a complex set of needs, including a history of trauma and mental health challenges. Theme 7 underscores the necessity for leaders and managers to be trained in trauma-informed care and restorative justice practices to effectively support both the learners and the staff. Lastly Theme recognises the intricate political and legal landscape within which juvenile correctional institutions operate. Leaders and managers need to be not only aware but also compliant with

relevant laws and regulations, navigating this complex environment to secure necessary resources and support.

Theme 7 directly relates to Sub-question II by providing a detailed analysis of the main factors contributing to the current leadership and management challenges in juvenile correctional secure care settings. The challenges identified within the theme serve as a foundation for understanding the complexities faced by leaders and managers, offering a roadmap for addressing these issues. The suggested strategies, such as developing a clear vision, building a strong team, collaborating with stakeholders, and advocating for resources, provide actionable insights for mitigating the challenges and improving leadership and management practices. Theme 7 serves as a valuable component of the study, offering a nuanced exploration of the challenges faced by leaders and managers in juvenile correctional secure care settings, directly addressing Sub-question II and providing practical pathways for improvement.

Overall, the seven themes provide a comprehensive understanding of the factors that influence the supportive and trusting environment required for the rehabilitation of juvenile learners. By incorporating these themes into the emergent framework, educators, leaders, and stakeholders can develop more effective strategies for fostering positive outcomes for offender learners.

9.4 Conclusions

The educators' perceptions of juvenile offender learners in correctional institutions provide valuable insights into the challenges and opportunities in the field of rehabilitation. These perceptions underscore the importance of empathy, professionalism, and a belief in the potential for positive change. To enhance rehabilitation efforts, it is essential to address challenges related to security, resources, and complex dynamics within the correctional environment. The research sheds light on the multifaceted nature of educators' roles and their impact on the lives of juvenile offender learners.

The culmination of this comprehensive exploration into leadership and management of juvenile correctional education BJCI underscores pivotal findings and offers essential insights for both academia and practice.

9.4.1 Transformation in Juvenile Correctional Education

The research affirms a transformative shift in the perspective towards juvenile correctional education in South Africa. Acknowledging education as a crucial factor in rehabilitation, the Department of Correctional Services has been instrumental in steering this transformation, aligning with global trends advocating for a holistic approach.

9.4.2 Unique Challenges and Research Gaps

Juvenile offender learners in South Africa face a distinctive set of challenges, from pervasive poverty and limited access to quality education to high levels of violence and trauma. Despite this recognition, significant research gaps persist, including a lack of rigorous studies on the effectiveness of educational interventions, a neglect of cultural context, and limited focus on educational leadership and management practices.

9.4.3 Gaps in Leadership and Management Research

The study reveals a critical dearth of research on leadership and management within juvenile correctional education settings in South Africa. The current literature predominantly draws from Western contexts, necessitating a localised approach to address the unique challenges present in South African institutions.

9.4.4 Current Initiatives and Challenges

The Annual Report (2020/21) outlines commendable initiatives, such as the enhancement of TVET College Programmes and the implementation of e-Learning platforms, aimed at equipping offenders with skills for self-sufficiency. However, the report remains silent on the leadership and management of these programmes, highlighting an important gap in understanding how these initiatives are orchestrated.

9.4.5 Importance of Cultural Context

The research emphasises the need for research and interventions that consider the unique cultural and contextual factors influencing juvenile offenders in South Africa. Neglecting these elements could compromise the effectiveness of educational programmes and the rehabilitation process.

9.4.6 Call for Localised Leadership Practices

Given the scarcity of research on leadership and management within South African juvenile correctional education, the study underscores the necessity of localised leadership practices. These practices should account for the specific challenges within South African institutions and provide a framework for effective rehabilitation.

9.4.7 Striving for Self-Sufficiency

Initiatives promoting self-sufficiency and sustainability among offenders, such as skills development programmes and partnerships with SETAs, show promise. However, a deeper understanding of the leadership and management strategies underpinning these initiatives is imperative for their continued success.

9.4.8 Closing Thoughts

In conclusion, this research serves as a crucial stepping stone in understanding and addressing the complexities of juvenile correctional education in South Africa. By delving into the challenges, gaps, and potential solutions, it contributes to the ongoing discourse on rehabilitation, education, and leadership within the unique context of South African juvenile correctional institutions. The findings offer a roadmap for future research endeavours and provide actionable insights for policymakers and practitioners striving to enhance the quality and effectiveness of juvenile correctional education in South Africa.

9.5 Recommendations

This chapter delves into the implications drawn from the research findings and offers a set of recommendations for various stakeholders in the field of educational leadership within juvenile correctional institutions. The insights gained from the JUmbrella Framework and the transformative power of educational leadership hold significant implications for policy, practice, and further research endeavours.

9.5.1 Recommendations for Educational Practice

The research underscores the need for a paradigm shift in the educational practice within juvenile correctional institutions. The JUmbrella Framework emphasises restorative relationships, visionary leadership, holistic support, and collaborative empowerment.

Implementing these principles can foster an environment conducive to rehabilitation and positive growth among young offenders. Educators and practitioners should emphasise restorative practices and holistic development programmes that address not only academic needs but also emotional and social well-being.

9.5.2 Policy Recommendations

The findings of this study carry substantial policy implications. Policy makers should consider integrating the principles of the JUmbrella Framework into institutional policies and guidelines. This could involve the establishment of comprehensive restorative justice policies, the recognition of the importance of holistic support programmes, and the provision of training for educators that promotes visionary leadership aligned with the rehabilitation goals of the institution.

9.5.3 Recommendations for Further Research

The study has paved the way for further research initiatives within the realm of educational leadership and management in juvenile correctional institutions. Researchers are encouraged to conduct longitudinal studies to assess the long-term impacts of implementing the JUmbrella Framework on young offenders' rehabilitation and reintegration outcomes. This could involve tracking participants' progress post-release and analysing the correlation between their experiences within the institution and their subsequent engagement with society.

Furthermore, exploring the transferability of the JUmbrella Framework to other educational settings, such as alternative schools or special education contexts, presents an avenue for future research. Comparing the framework's efficacy in different settings could provide insights into its adaptability and potential for widespread application.

9.5.4 Educator Professional Development

The study emphasises the importance of providing educators in juvenile correctional institutions with specialised professional development opportunities. Training programmes should focus on restorative practices, leadership development, and effective strategies for holistic support. By equipping educators with the necessary tools and skills, institutions can foster a more conducive learning environment and enhance the rehabilitation prospects of young offenders. In order to support educators in working with traumatised youth, it is

recommended to provide professional development and training on trauma-informed teaching practices, provide access to mental health resources, create a school culture of safety and support, and promote collaboration and communication between educators, students, and families.

9.5.5 Collaborative Partnerships

Collaboration among educational institutions, correctional facilities, community organisations, and policymakers is crucial for the successful implementation of the JUmbrella Framework. By forging partnerships, stakeholders can pool their expertise and resources to create a holistic support network for young offenders. Collaborative efforts can enhance the provision of educational services, facilitate access to counselling and mental health support, and promote seamless reintegration into society upon release.

9.5.6 Incorporation of JUmbrella Framework in Training

Educational institutions, correctional facilities, and organisations involved in juvenile justice should infuse the JUmbrella Framework into training programmes for educators, administrators, and staff. This educational integration equips stakeholders with the knowledge and skills necessary to cultivate restorative relationships, provide transformative support, and foster an environment of collaborative empowerment.

9.5.7 Policy Integration

The current study offers informed policy recommendations for enhancing juvenile correctional education in South Africa, advocating for tailored educational interventions that address the diverse needs of juvenile offenders and emphasising the importance of rigorous research to support these initiatives.

Policymakers should contemplate the integration of the JUmbrella Framework's principles into juvenile correctional education policies and guidelines. This formal inclusion within policy documents signifies the importance of these dimensions in shaping educational leadership within these institutions. Policy coherence and alignment with research findings are cornerstones of effective policy implementation.

9.6 Contribution to Knowledge

The examination of juvenile correctional education within the South African context has yielded multifaceted insights that significantly contribute to the existing body of knowledge. The contribution to new knowledge in this research is multifaceted, spanning theoretical, policy, and practical dimensions within the context of juvenile correctional education in South Africa. This section delineates the distinctive contributions of the research to three pivotal domains: Theory, Policy, and Practice. Each subtopic delves into the nuanced ways in which this study advances understanding, informs policy initiatives, and provides actionable guidance for practitioners in the field of juvenile correctional education.

9.6.1 Contributions to Theory

9.6.1.1 Development of a Localised Conceptual framework

This research contributes to theory by developing a localised conceptual framework for juvenile correctional education. By integrating insights from the global literature with the unique challenges and contexts of South Africa, the framework provides a nuanced understanding of the factors influencing the effectiveness of educational interventions.

In keeping with the rigorous approach of grounded theory research, the conceptual frameworks of the Good Lives Model and Transformational Leadership Theory (discussed in Chapter 3) were intentionally introduced after the initial analysis of the data. This ensures that the core findings emerged organically from the qualitative data itself, free from any preconceived notions or biases. The subsequent application of these frameworks served not to inductively guide the research path, but rather to confirm and enrich the understanding of the findings by establishing connections with established theoretical concepts and principles. In essence, the role of the frameworks was to illuminate the broader significance and implications of the grounded theory research, demonstrating its alignment with existing knowledge and offering potential avenues for further exploration.

The findings of this study reveal strong connections to both the Good Lives Model and Transformational Leadership Theory, emphasising a holistic approach. Restorative practices align with the Good Lives Model's focus on positive interactions (Butler, 2023) and ethical considerations, while also resonating with Transformational Leadership's emphasis on vision and inspiration (Bass, 1985). Organisational policies and legal frameworks find support in both

frameworks, highlighting the importance of structure and accountability (Good Lives Model; Transformational Leadership, respectively) (Liebling & Arnold, 2004; Yukl, 2013). Understanding the organisational context, as emphasised in both the Good Lives Model and Transformational Leadership, is crucial and connects to the grounded theory exploration (Wolanick et al., 2013). Educators' perceptions of learners align with the Good Lives Model's focus on individual needs, while transformative support echoes the emphasis on holistic development in both models (Butler, 2023). Education programmes, correctional services, and youth development programmes are directly linked to both frameworks, with Transformational Leadership additionally promoting collaborative empowerment, which resonates with the grounded theory findings (Bass, 1985). Finally, the challenges of governance identified in the grounded theory align with the need for adaptive leadership emphasised in both models (Heifetz, 1994). Finally, the grounded theory findings demonstrate a strong interconnectedness with the principles of the Good Lives Model and Transformational Leadership Theory, suggesting a comprehensive and promising approach to juvenile correctional education.

9.6.1.2 Emphasis on Charmaz's Constructivist Grounded Theory: A Robust Methodological Framework for Juvenile Correctional Education Research

Charmaz's Constructivist Grounded Theory (CGT) methodology provides a robust framework for exploring complex and understudied phenomena, making it particularly well-suited for investigating juvenile correctional education in South Africa. CGT's emphasis on engagement with existing literature, identification of research gaps, and interpretation of data through a constructivist lens offered several advantages for my study.

9.6.1.3 Integration of Leadership and Management Theories

The current study represents a significant advancement by integrating leadership and management theories into juvenile correctional education, providing novel insights and practical strategies that address the unique challenges of these settings, thereby enhancing educational outcomes and promoting holistic development for juvenile offenders.

Firstly, the findings highlight the importance of adopting leadership and management theories that are not only effective in mainstream academic environments but also adaptable to the unique context of juvenile correctional education. For instance, the Transformational Leadership Model emphasises the role of leaders in inspiring and motivating educators and learners, fostering a positive and supportive environment essential for rehabilitation (Marshall

& Wixson, 2014; Mason, 2016). This model, coupled with the Good Lives Model, which focuses on enhancing the well-being and capacities of juvenile offenders, provides a comprehensive approach to leadership in these settings (Anderson & Moffitt, 2006; Osher, Bear, & Sprague, 2010).

Secondly, by integrating these theories, the study offers novel insights into the practical implementation of leadership and management practices within juvenile correctional education. The JUmbrella Framework for Educators (JUFE), introduced in this research, is a culturally-responsive model grounded in restorative justice principles. It provides actionable strategies that align with the unique needs and challenges of South African juvenile correctional institutions. This framework exemplifies how theoretical discussions can be translated into practical tools that improve educational outcomes and support the holistic development of juvenile offenders.

Furthermore, the study critically examines issues of equity and epistemic justice in educational leadership and management within juvenile correctional settings. It advocates for localised leadership practices and culturally informed interventions that acknowledge the specific struggles faced by juvenile offenders. This approach not only promotes self-sufficiency among offenders but also ensures that educational practices are just and inclusive, thereby contributing to a more equitable educational environment (Osher, Bear, & Sprague, 2010).

Lastly, the transformative potential of integrating leadership and management theories in juvenile correctional education is evident in the study's recommendations. By shifting the focus from punitive measures to academic success and reintegration, the research underscores the pivotal role of education in rehabilitation. The insights provided by this study are invaluable for both academia and practice, offering a roadmap for future research and implementation of effective leadership strategies in juvenile correctional settings.

9.6.1.4 Focus on Cultural Sensitivity in Policies

The recognition of the unique cultural and contextual challenges faced by juvenile offenders emphasises the need for culturally sensitive policies. Policy makers are urged to consider these factors in the development and implementation of educational policies within correctional settings.

Creating culturally sensitive policies in juvenile correctional settings is imperative for fostering a safe and supportive environment for incarcerated youth from diverse backgrounds (Arredondo & Padilla, 2006; Sue et al., 2014). To achieve this, staff members, including educators, counsellors, and correctional officers, should undergo cultural competency training to understand and appreciate diverse cultures and address implicit biases effectively (Arredondo & Padilla, 2006; Sue et al., 2014). Educational programmes should incorporate cultural perspectives and experiences, utilising culturally relevant teaching materials and sensitive pedagogies (Cross et al., 2017). Multilingual services, including interpretation, translation, and hiring multilingual staff, are essential to ensure that all youth have access to information in their native language (Harper, 2016). Respecting cultural practices, such as religious observances, dietary restrictions, and traditional dress codes, is crucial, requiring designated spaces for practices, accommodation of dietary needs, and permission for traditional clothing (Harper, 2016). Counselling and mental health services should be culturally tailored, incorporating diverse therapy approaches and hiring counsellors from different backgrounds (Ortiz & Arce, 2010). Community engagement, including advisory boards and partnerships with community organisations, is vital, particularly with communities of colour from which most incarcerated youth come. Disciplinary procedures should be culturally sensitive, providing translation services and considering cultural factors in determining sanctions (Ortiz & Arce, 2010). Staff-youth interactions should be culturally respectful, avoiding stereotypes and demonstrating genuine interest in the youth's cultural background. Celebrating cultural diversity through events and recognising cultural holidays contributes to an inclusive environment. Regular review and updates of policies, informed by feedback from youth, staff, and communities, ensure ongoing effectiveness in addressing evolving needs (Arredondo & Padilla, 2006; Sue et al., 2014; Cross et al., 2017; Harper, 2016; Ortiz & Arce, 2010). These comprehensive policies aim to create an inclusive and supportive correctional environment, promoting the rehabilitation, reintegration, and overall well-being of youth from diverse backgrounds.

9.6.2 Contributions to Practice:

9.6.2.1 Guidance for Educational Practitioners

The research provides practical guidance for educational practitioners working in juvenile correctional secure care settings. By emphasising the importance of professional development,

trauma-informed teaching practices, and collaboration with other professionals, the study equips practitioners with actionable strategies to enhance their effectiveness.

9.6.2.2 Insights for Leadership and Management in Correctional Education

Educational leaders and managers in correctional institutions benefit from insights into effective leadership and management practices. The study offers practical implications for leadership strategies that acknowledge the constraints of the correctional environment and promote collaboration, staff nurturing, and program improvement.

9.6.2.3 Informing Rehabilitation Programmes

The research informs rehabilitation programmes by highlighting the role of education in the rehabilitation of offender learners. Practitioners can leverage these insights to design and implement programmes that not only address academic needs but also contribute to the broader goals of reintegration into society.

9.6.2.4 Strategies for Self-Sufficiency Initiatives:

Initiatives aimed at promoting self-sufficiency among juvenile offenders, such as skills development programmes, can benefit from the research findings. Practical strategies and leadership approaches are identified to support the successful implementation of these programmes, contributing to the overall effectiveness of rehabilitation efforts.

In summary, the research makes significant contributions to theory by developing a localised framework, provides informed recommendations for policy improvements, and offers practical guidance for educational practitioners and leaders in the field of juvenile correctional education in South Africa.

9.7 Implications for Future Research Opportunities in South African Juvenile Correctional Education and Educational Leadership

As this research journey reaches its conclusion, it also opens doors to future research opportunities. Several avenues beckon for further exploration within the field of educational leadership in juvenile correctional settings. Firstly, further studies can delve into the long-term outcomes of leadership and management practices in juvenile correctional secure care settings, particularly focusing on recidivism rates, employment prospects, and social reintegration.

Moreover, research can extend into the development of specific training programmes and resources for educators and administrators in these contexts, with a focus on restorative practices. This could contribute to the enhancement of rehabilitation outcomes. Lastly, comparative research across international settings can provide valuable insights into the cross-cultural aspects of leadership and management in juvenile correctional education. Such research can broaden the understanding of best practices and challenges in this field. These opportunities build upon the existing knowledge base while addressing critical gaps and evolving needs within the field.

9.7.1 Key Research Areas

Future research in juvenile correctional education and leadership in South Africa can focus on several key areas to improve the effectiveness of restorative justice programmes, support educators, promote parental engagement and community involvement, and reform policies, and develop impact assessment tools tailored to the South African context.

9.7.1.1 Longitudinal Impact Studies

Conducting comprehensive longitudinal studies to track the long-term outcomes of youth who have undergone restorative justice programmes in South African correctional institutions is a priority. These studies can provide insights into the enduring impact of such programmes on factors like educational attainment, recidivism rates, and community reintegration.

9.7.1.2 Comparative Studies

Exploring comparative research between South Africa and other countries with similar challenges in juvenile correctional education can yield valuable insights. Researchers can examine how different approaches, policies, and practices impact youth rehabilitation and education outcomes. International comparisons can help identify best practices and areas for improvement within the South African context.

9.7.1.3 Nuanced Exploration of Restorative Justice Practices

Future research is urged to delve into the contextual nuances dictating the applicability of restorative justice practices. Exploring divergent outcomes across cultures, jurisdictional frameworks, and socio-economic backgrounds can unveil strategies that enhance global effectiveness. Further research on the cultural adaptability of restorative justice practices within

South Africa is essential. This involves investigating how indigenous knowledge systems, Ubuntu philosophy, and culturally specific approaches can be integrated into restorative justice programmes. Researchers can collaborate with local communities and experts to develop culturally sensitive models.

9.7.1.4 Educator Preparedness and Training

In-depth studies on the readiness and training needs of educators within South African juvenile correctional institutions are crucial. Delving into the readiness of educators to implement restorative justice practices is essential. Research on professional development and training needs can empower educators to navigate the complex emotional landscapes inherent in the rehabilitation process. Research can delve into the specific challenges educators face in implementing restorative justice principles and trauma-informed teaching. Developing tailored training programmes that align with South African educational contexts is essential.

9.7.1.5 Parental Engagement Reimagined

Further scrutiny is needed to explore the diverse modalities through which parents can be integrated into the rehabilitative process. Identifying barriers to parental participation and devising strategies to overcome them could empower parents as active partners in their children's transformational journey. Research on parental engagement in the South African juvenile justice system investigating the impact of parental involvement on youth rehabilitation and educational outcomes within the local context can guide policy and practice improvements.

9.7.1.6 Community Involvement Dynamics

South African correctional institutions can benefit from research that explores the intricate dynamics of community involvement, including philanthropy and community social responsibility (CSR). Studying the effectiveness of various community engagement programmes, mentorship initiatives, and skill-building workshops in the local context can inform best practices and foster more meaningful connections between incarcerated youth and external stakeholders.

9.7.1.7 Policy Analysis and Reform

In-depth policy analysis and evaluation studies are essential to assess the impact of recent policy changes and identify areas that require reform within the South African juvenile justice

system. Researchers can collaborate with policymakers to provide evidence-based recommendations for policy improvements that align with international best practices.

9.7.1.8 Educational Ecosystems

Further theoretical and empirical research on South African educational ecosystems is necessary. This includes examining how socio-economic disparities affect educational environments, exploring the role of community resources, and assessing the impact of educational policies on incarcerated youth's access to quality education.

9.7.1.9 Cultural Adaptability of Restorative Justice

Comparative cross-cultural studies within South Africa, considering the diverse cultural backgrounds of incarcerated youth, can shed light on the effectiveness of restorative justice practices across various communities. Researchers can explore how cultural factors influence both the implementation and outcomes of restorative justice programmes. A cross-cultural examination of how different cultures perceive and integrate restorative justice could enrich our understanding of its efficacy and cultural adaptability. This avenue of research would transcend cultural barriers and contribute to a more inclusive approach.

9.7.1.10 Impact Assessment Tools

Developing comprehensive impact assessment tools tailored to the South African context is essential. These tools should help researchers and practitioners measure the effectiveness of educational and rehabilitation programmes, considering cultural and socio-economic variables.

Based on the findings of this research, on juvenile correctional education and educational leadership in South Africa, avenues for future exploration emerge. The future research opportunities are diverse and multifaceted. These opportunities offer a chance to refine existing practices, shape policies, and contribute to a more effective and culturally sensitive approach to juvenile justice in South Africa. Researchers, policymakers, and practitioners can collaborate to address these pressing research needs and create positive change in the field.

9.8 Challenges and Limitations of the Study

9.8.1 Sampling Constraints

The study encountered limitations related to the sampling strategy. While I employed theoretical sampling, there were constraints in accessing certain participant groups due to logistical challenges or participant availability. This could have introduced potential biases in the sample composition (Glaser & Strauss, 1967).

In mitigating potential biases in sample composition, a rigorous theoretical sampling approach was employed, prioritising diversity within accessible participant groups despite logistical challenges. Strategies included collaborating with gatekeepers in high-security settings, utilising snowball sampling through existing networks, and offering incentives to encourage participation. A pilot study was conducted to test and refine recruitment strategies, ensuring their suitability for the unique dynamics of the juvenile correctional institution. These measures collectively contributed to a comprehensive and inclusive understanding of the research phenomenon, enhancing the robustness of the study within the challenging context of juvenile correctional education.

9.8.2 Generalisability and transferability limitations

Grounded theory research typically focuses on theory development within specific contexts. As such, the findings may not be easily generalisable to broader populations or different contexts. It is essential to consider the scope and boundaries of the theory's applicability when interpreting and applying the results (Corbin & Strauss, 2015).

While grounded theory research maintains a contextual focus and acknowledges limitations in universal generalisability, the strategic use of theoretical sampling and comparative analysis serves to enhance the transferability of the study's theoretical insights. Careful consideration of the theory's scope and boundaries further ensures that the findings are appropriately situated within the specific context under investigation.

While acknowledging the unique characteristics of the study context, I proactively addressed concerns regarding the transferability of the findings. By emphasising the need for caution and potential validation in diverse contexts, I aimed to provide readers with a nuanced understanding of the contextual factors influencing the applicability of the developed theory.

This reflective approach contributes to a more transparent and self-aware presentation of the study's limitations.

9.8.3 Time and Resource Constraints

Time and resource constraints, including the extended training period for Atlas.ti software, may have impacted the depth and breadth of the research. Limited resources could have influenced the extent of data collection and analysis, potentially affecting the comprehensiveness of the findings (Fereday & Muir-Cochrane, 2006).

Acknowledging the challenges posed by time and resource constraints, I adopted strategic measures to optimise the research process. The extended training period for Atlas.ti software, despite its impact, was navigated by focusing on key functionalities directly aligned with the research objectives. This approach allowed for a targeted and efficient utilisation of the software within the available timeframe.

To address the broader constraints of time and resources, a phased research approach was implemented. This involved breaking down the research into manageable stages, allowing for a more structured and resource-efficient workflow. By segregating data collection and analysis into distinct phases, the research process became more manageable and responsive to the overarching constraints.

Furthermore, a deliberate emphasis was placed on prioritising data collection around core themes and concepts crucial to theory development. This strategic prioritisation ensured that the limited resources were directed towards gathering rich and relevant information essential for the study's objectives. By focusing on the most critical aspects of the research, the impact of resource constraints was mitigated.

Additionally, the utilisation of research software tools, such as Otter.ai and Atlas.ti, played a pivotal role in streamlining the data analysis process. Leveraging these tools contributed to increased efficiency, allowing for a more rapid and comprehensive analysis within the confines of the resource limitations.

The response to time and resource constraints involved a targeted approach to software training, a phased research structure, prioritisation of data collection, and the strategic use of research

tools. These measures collectively aimed to optimise the research process and maximise the output within the defined constraints.

9.8.4 Researcher Influence

My own perspectives and potential biases may have influenced the data collection and analysis processes. Despite my efforts in reflexivity and self-awareness, it is important to acknowledge that complete elimination of researcher bias may be challenging (Charmaz, 2014). My preconceptions and perspectives may have influenced the research process and outcomes to some extent. Reflecting on these potential biases is essential for transparency and rigor (Charmaz, 2014).

Recognising the inherent potential for personal biases in the research process, I actively implemented reflexivity and self-awareness strategies as integral components of the study. This commitment to reflexivity involved consistent and documented reflections on my own perspectives, preconceptions, and potential biases throughout the research journey.

Reflexivity was not just a one-time consideration, but a sustained practice woven into the fabric of the entire research process. Regular and systematic reflections were undertaken, ensuring that the evolving nature of my perspectives and any emerging biases were diligently captured. These reflective practices contributed to transparency, allowing for a candid acknowledgment of the researcher's influence on the study.

By documenting personal reflections, preconceptions, and perspectives, I demonstrated a commitment to transparency in acknowledging and managing potential biases. This transparency extended beyond mere acknowledgment; it served as a foundational element for actively managing and mitigating biases throughout the research endeavour.

Importantly, the reflexive insights gained from these practices were not just an exercise in acknowledgment but were strategically utilised to enhance the rigor and credibility of the study. Reflexivity, therefore, became a tool for refining the research process, ensuring that the findings were grounded in a nuanced awareness of the researcher's positionality.

The integration of reflexivity and self-awareness strategies was a proactive response to the potential for personal biases. Through regular reflections and documented insights, I

maintained transparency, actively managed biases, and leveraged reflexive practices to fortify the overall rigor and credibility of the study.

9.8.5 Data Saturation evaluation

While efforts were made to achieve data saturation, it is important to critically assess whether saturation was fully realised. If data saturation was not achieved, it could have implications for the comprehensiveness of the theory (Glaser & Strauss, 1967).

In the dedicated pursuit of data saturation, I executed a thorough and rigorous assessment to convey transparently the extent to which saturation was attained. This deliberate process involved systematic efforts, including revisiting data and themes, providing readers with valuable insights into the robustness and comprehensiveness of the developed theory. The reflective evaluation undertaken contributes significantly to the credibility and trustworthiness of the study's findings.

Additional strategies employed include the use of multiple data sources, memo writing and theoretical sampling. Recognising the importance of diverse data, I strategically triangulated multiple sources, including interviews, observations, and documents. This approach was instrumental in achieving data saturation by ensuring a rich and multifaceted understanding of the phenomenon under investigation. Additionally, memo writing emerged as a valuable tool throughout the research process. By consistently documenting emerging themes and concepts, this practice not only aided in tracking the evolving narrative but also served as a guide to identify areas requiring further data collection. Memo writing contributed to the meticulous documentation of the research journey.

Lastly, the application of theoretical sampling played a pivotal role in ensuring a comprehensive exploration of the emerging theory. This strategy went beyond the obvious aspects, guiding the collection of data on all facets of the theory. Theoretical sampling proved effective in uncovering less apparent connections and contributing to the depth of the analysis.

The combination of these strategies reflects a methodological rigor aimed at elevating the quality and reliability of the study's outcomes. The commitment to transparency in the data saturation evaluation reinforces the study's contribution to the academic discourse within the specific research domain.

9.8.6 Theoretical Sensitivity Consideration

Theoretical sensitivity, while a strength, also presented limitations to my study. My sensitivity to emerging themes may have unintentionally led to the oversight of certain connections or themes that were not initially apparent (Corbin & Strauss, 2015).

Recognising the strength of theoretical sensitivity, I maintained a delicate balance between sensitivity and openness to emerging themes. The documentation of this process reflects a commitment to capturing a diverse range of participant perspectives and experiences. This nuanced approach adds depth to the analysis and enhances the study's contribution to the existing body of knowledge.

9.8.7 Challenges Related to the COVID-19 Period

The study faced challenges during the COVID-19 pandemic, including restricted access to the research site. This limitation affected the continuity of data collection and required adjustments in the research timeline and methods.

The challenges posed by the unprecedented circumstances of the COVID-19 pandemic were met with adaptive measures. Clear documentation of the adjustments made to the research timeline and methods illustrates the flexibility and resilience applied to accommodate restrictions on site access. This transparent approach ensures that readers are aware of the contextual challenges and potential impacts on the research process.

9.8.8 Bureaucratic Hurdles

Gaining access to the high-security setting of a juvenile correctional institution involved navigating bureaucratic hurdles and red tape. These administrative challenges posed delays and complexities in initiating the research.

Navigating bureaucratic hurdles was a meticulous process that involved persistent communication and collaboration with relevant authorities. By clearly documenting the administrative challenges, delays, and complexities encountered in gaining access to the high-security setting, I aimed to highlight the diligence applied in conducting the research. This transparent account adds to the contextual understanding of the study's implementation.

9.8.9 Language Limitations

Language limitations were encountered during interactions with some officials, which may have compromised the accurate interpretation of certain words or concepts. To mitigate this limitation, interpreters were engaged during transcription to ensure the fidelity of participants' expressions, and confirmations were sought from participants to validate the accuracy of interpretations.

Proactive measures were taken to mitigate language limitations during interactions with some officials. Engaging interpreters during transcription and seeking confirmations from participants to validate interpretations were deliberate strategies to ensure the accuracy of participants' expressions. This meticulous approach contributes to the reliability of the data and addresses potential discrepancies in language understanding.

9.9 Chapter Summary

Chapter 9 serves as the culmination of an exhaustive exploration into educational leadership within South African juvenile correctional secure care settings. Commencing with a reflective summary, the chapter systematically unveils seven key themes germane to the research questions. These themes encompass the imperative for restorative relationships, visionary leadership, effective management practices, educators' perceptions of offender learners, transformative support, collaborative empowerment, and the intricate governance challenges inherent in this context. Aligning these themes with the study's objectives, the chapter offers a comprehensive conclusion and a set of recommendations, contributing significantly to the knowledge base. The narrative skilfully weaves together insights on transformative implications, unique challenges, research gaps, and the necessity for culturally contextualised leadership practices. It closes with a nuanced reflection on the multifaceted landscape of juvenile correctional education and leadership, acknowledging limitations and paving the way for future inquiries.

9.10 Closing Thoughts

This doctoral thesis has meticulously navigated the complex terrain of educational leadership and management in South African juvenile correctional secure care settings. Through a profound exploration, it not only unravelled the intricacies of this challenging environment but also illuminated a path forward via the JUmbrella Framework for Educators. The

transformative potential embedded in restorative relationships, inspirational vision, transformative support, and collaborative empowerment underscores the significance of this research in contributing to the advancement of incarcerated youth. The thesis stands as a testament to the commitment to their growth, rehabilitation, and successful reintegration into society. As this chapter closes, it does so with the understanding that the journey persists, calling for further research, policy reforms, and a continuous evolution of educational leadership practices within these pivotal institutions.

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APPENDICES

Appendix A: Application for Permission to SA Commissioner of Correctional Services

correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

AGREEMENT REGARDING CONDITIONS APPLICABLE TO RESEARCH DONE IN INSTITUTIONS WHICH ARE UNDER THE AUTHORITY OF THE COMMISSIONER OF CORRECTIONAL SERVICE

1. Aretha M Maposa wish to conduct research titled Exploring Leadership and Management Practices of Education Officials in Juvenile Centres in Uganda, Kenya, South Africa and Zimbabwe.

in/at institutions which falls under the authority of the SA Commissioner of Correctional Services. I undertake to use the information that I acquire in a balanced and responsible manner, taking in account the perspectives and practical realities of the Department of Correctional Services (hereafter referred to as "the Department") in my report/treatise. I furthermore take not of and agree to adhere to the following conditions:

1.1 INTERNAL GUIDE

The researcher accepts that an Internal Guide, appointed by the Department of Correctional Services will provide guidance on a continual basis, during the research. His/her duties will be:

1.1.1 To help with the interpretation of policy guidelines. He/she will therefore have to ensure that the researcher is conversant with the policy regarding functional areas of the research.

1.1.2 To help with the interpreting of information/statistics and terminology of the Department which the researcher is unfamiliar with.

1.1.3 To identify issues which could cause embarrassment to the Department, and to make recommendations regarding the utilisation and treatment of such information.

1.1.4 To advise Correctional Management regarding the possible implementation of the recommendations made by the researcher.

With regard to the abovementioned the research remains the researchers own work and the internal guide may therefore not be prescriptive. His/her task is assistance and not to dictate a specific train of thought to the researcher.

1.2 GENERAL CONDITIONS WHEN DOING RESEARCH IN CORRECTIONAL CENTRES

1.2.1 All external researchers; before conducting research must familiarise themselves with guidelines for the practical execution of research in correctional centres as contained in the handbook (see par.11 of Policy).

1.2.2 Participation in the research by members/inmates must be voluntary, and such willingness must be indicated in writing.

1.2.3 Inmates may not be identified, or be able to be identified in any way.

1.2.4 Research Instrument such as questionnaires/schedules for interviews must be submitted to the Department (Internal Guide) for consideration before they may be used.

1.2.5 The Department (Internal Guide) must be kept informed of progress and the expected completion dates of the various phases of the research an progress reports/copies of completed chapters furnished for consideration to the Department should this be requested by the Department. The Research Ethics Committee must be provided with an unbound copy of the researcher's report at least two months prior to presentation and publication for evaluation (see par.9 of Policy).

1.2.6 Research findings or any other information gained during the research may not be published or made known in any other manner without the written permission of the Commissioner of Correctional Services.

1.2.7 A copy of the final report/essay/treatise/thesis must be submitted to the Department for further use.

1.2.8 Research will have to be done in the researchers own time and at his own cost unless explicitly stated otherwise at eh initial approval of the research.

1.3 CONDUCT IN CORRECTIONAL CENTRES

1.3.1 Arrangements to visit a correctional centre (s) for research purposes must be made with the Area Manager of that particular correctional centre. Care should be taken that the research be done with the least possible disruption of correctional centre routine.

1.3.2 Office space for the conducting of tests and interviews must be determined in consultation with the Area Manager of that particular correctional centre.

1.3.3 Research instruments/interviews must be used/done within view and hearing distance of a member (s) of the South African Correctional Services, otherwise only within view of a member (s) of the Department.

1.3.4 Documentation may not be removed from files or reproduced without the prior approval of the Commissioner of Correctional Services.

1.3.5 Any problem experienced during the research must be discussed with the relevant Head of Centre without delay.

1.3.6 Identification documents must be produced at the correctional centre upon request and must be worn on the person during the visit.

1.3.7 Weapons or other unauthorized articles may not be taken into the correctional centre.

1.3.8 Money and other necessary articles that are worn on the researcher's person are taken into the prison at his own risk. Nothing may be handed over to inmates except that which is required for the process of research; e.g. manuals, questionnaires, stationery, etc.

1.3.9 The research must be done in such a manner that inmates/members cannot subsequently use it to embarrass the Department of Correctional Services.

1.3.10 Researchers must be circumspect when approaching inmates with regard to their appearance and behavior, and researchers must be careful of manipulation by inmates. The decision of the Head of Centre in this regard in final.

1.3.11 No inmate may be given the impression that his/her co-operation could be advantageous to him/her personality.

2. INDEMNITY

The researcher waivers any claim which he may have against the Department of Correctional Services and indemnifies the Department against any claims, including legal fees at an attorney and client scale which may be initiated against the latter by any other person, including an inmate.

3. CANCELLATION

The Commissioner of Correctional Services retains the right to withdraw and cancel authorization or research at any time, should the above conditions not be adhered to or the researcher not keep to stated objectives. In such an event or in event of the researcher

deciding to discontinue the research, all information and data from the liaison with the Department must be returned to the Department and such information and data may in no way be published in any other publication without the permission of the Commissioner of Correctional Services. The Commissioner of Correctional Services also retains the right to allocate the research to another researcher.

4. SUGGESTIONS

The researcher acknowledges that no other suggestions except those contained in this agreement; were made which had led him/her to the entering into this agreement.

Signed at Johannesburg on the 2nd day of February month

2022 year.

RESEARCHER: Amajosa

WITNESSES

Abovementioned researcher signed this Agreement in my presents.

Name & Surname: Geeta Motilal

Date: 02/02/20202

ENDORSEMENT BY PROMOTER OR EMPLOYER OT HE RESEARCHER WHERE APPLICABLE

I have taken cognizance of the contents of this agreement and do not have any problem with the conditions/have the following reservations about the conditions of this agreement.

Emmanuel Ojo

Signature: _____

Appendix B: Application for Change of Sample, Design and Methodology

Application for Ethics Clearance to Change, Sample, and Research design and Methodology

University of the Witwatersrand
Division of Educational Leadership and Policy Studies
Wits School of Education
Private Bag 3
Wits 2050
Johannesburg
5 March 2020

The University of Witwatersrand
Private Bag 3
Wits 2050
Johannesburg

RE: APPLICATION FOR ETHICS CLEARANCE TO CHANGE SAMPLE, RESEARCH DESIGN AND METHODOLOGY

Dear Sir/Madam,

From the time I received feedback for my initial application for ethics clearance, (21 February 2020), I have made the required amendments as shown in Table 1. I have also added a few changes to my proposal (sample and research design) due to circumstances beyond my control. These changes were motivated by reasons explained below.

After making countless efforts to get permission to carry out research at the Whawha Correctional Institution from the Zimbabwe Prison Services, I was unsuccessful. It is a mandatory requirement that I present myself in person for security clearance and authourisation to carry out any study in the institution. In view of the current COVID19 restrictive conditions and travel bans, I could not follow up on this requirement and this led to a 6-month delay in my progress. However, I decided to change the research sample, research design and methods for my study as explained below.

1. Change of Sample for Study

I have changed the sample for my study from Education Officials at Whawha Juvenile Correctional School in the Midlands Province of Zimbabwe to Education Officials who have previously worked in Correctional Institutions in Africa, specifically East African (Kenya and Uganda) and Southern African Countries (South Africa and Zimbabwe). These participants were purposively selected through snowball sampling method as described in section 10.4.2 of the research proposal.

With an intention to get the research process kicking off as soon as possible, the Zimbabwe permission delay and background reading of similar work showed possible delays in the recruitment of research participants. Therefore, I conducted extensive searches on LinkedIn, Twitter and Facebook to find user groups aligned to the research interests of the study. Brief notices were then placed on these groups inviting interested people to get in touch. To find suitable groups, search terms including '*Juvenile Correction*,' '*Juvenile correctional Education'*, *'Management' and 'Child Rights in Juvenile Incarceration'* and in some cases the researcher's request for membership had to be approved to gain access to the relevant groups. The remainder of the participants will be referred through the researcher's network, and this is anticipated to provide 'high quality participants'. The new prospective participants will take part in the study in their individual capacity and not as members of any institution to avoid any further delays.

In addition, drawing participants from East Africa and Southern Africa broadens the scope of the research and provides adequate representation for a bigger picture of Juvenile Correctional Education in Africa, Paving way for generalisation of the study.

2. Change in Research Design

I have changed the research methodology from a case study to a Grounded Theory study. This methodology is appropriate when little is known about a phenomenon; the aim being to produce or construct an explanatory theory that uncovers a process inherent to the substantive area of inquiry (Glaser & Strauss, 1967). As a qualitative researcher, to inductively develop ideas in this study, I intend to rely on discussion of participant's views within the context of their occurrence. I also preferred a qualitative research design due to its unique features that allow me to get closer to the participants for an in-depth inquiry into the phenomenon under investigation. In concurrence with this, Creswell (2012) clarifies that qualitative research is best suited to address a research problem in which a researcher does not know the variables and needs to explore. Since literature on leadership in juvenile correctional education system

might yield little information, I would need to learn more from participants through exploration of their views. To add to that, a qualitative research design perfectly suits the interpretivist research paradigm as described in the research proposal, hence it is preferable because this research is intended not to predict, but to contextually understand and explain the phenomenon concerning the relationship between the leadership roles and practices of juvenile correctional educational leaders. Proceeding with the case study research methodology would require institutional permissions which was a barrier in the original proposal.

amaposa

Yours Faithfully,

Aretha Mwana Maposa (Student Id. 2029892)

Appendix C: Ethics Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Maposa

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER:** H20/02/24
PROJECT TITLE	Exploring **Leadership** and Management Practices of Education Officials in Juvenile Correctional Institutions in Kenya, Uganda, South Africa and Zimbabwe
INVESTIGATOR(S)	Mrs A Maposa
SCHOOL/DEPARTMENT	Education/
DATE CONSIDERED	14 February 2020
DECISION OF THE COMMITTEE	Approved Risk Level: Low
EXPIRY DATE	25 October 2023

DATE 26 October 2020 **CHAIRPERSON** (Professor J Knight)

cc Supervisor : Dr G Motilal

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical).

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

Signature Date 26 / 10 / 2020

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix D: Participant Information Sheet

UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

APPENDIX D PARTICIPANT INFORMATION SHEET

Good day,

My name is Aretha Maposa and I am a PhD student in Educational Leadership and Policy at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am exploring Educational Leadership and Management Practices in Juvenile Correctional institutions in South Africa under the supervision of Dr Geeta Motilal. The aim of this research project is to find out the best leadership and management practices suitable for rehabilitation of juvenile offender learners.

As part of this project, I would like to invite you to take part in an interview regarding this topic. This activity will involve multiple interviews and will take around 30 minutes to an hour of your time. With your permission, I would also like to record the interview using a digital device.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential and anonymous as I will not be using your real name in relation to any information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you. The data collected from this research project will be stored in a locked cabinet and will be kept for 5 years. With your permission the data collected from this research project may be used by other researchers. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely,

amaposa

Aretha Maposa
Researcher: Aretha M. Maposa 2019892@students.wits.ac.za +27(0) 71 777 6880
Supervisor: Dr Geeta Motilal. geeta.motilal@wits.ac.za +27(0) 83 279 5447/+27(0) 11 717 3207

Appendix E: Declaration of Informed Consent



UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

APPENDIX E Consent Form

Title of project: Exploring Leadership and Management Practices of Education Officials in a Juvenile Correctional Secure Care Setting in South Africa.

I, ... agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
I agree that the researcher may use anonymous quotes in his / her research report	YES	NO
I agree that the interview may be audio recorded	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO
I agree understand that I can withdraw from participating in the study at any time that I no longer feel comfortable to continue.	YES	NO

..... (Signature)
..... (Name of Participant)
..... (Date)
..... .(Signature)
Aretha M. Maposa..... (Name of Person Seeking Consent)
..... (Date)

Appendix F: Semi-Structured Interview Schedule

UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG

APPENDIX F – SEMI-STRUCTURED INTERVIEW QUESTIONS

Participant Questionnaire: PhD Research – Title: Exploring Leadership and Management Practices of Education Officials in a Juvenile Correctional Secure Care Setting in South Africa.**Please note: -**

1. Questions below are as part of the Grounded Theory method of interviewing and intended to guide the discussion with the participant.
2. Additional related questions may be included during the interview, all of these will be recorded and available on request.
3. Any additional questions will comply with the ethics policy of the university and the conditions of the approval (if granted) for this study.
4. These questions are also listed for reference and consistency in section 10.5.1 of my proposal for the research study.

Interview Details

Name of Interviewer	
Contact Details	
Duration of Interview	
Platform of interview	
Date of Interview	

Broad research question

How do education officials in juvenile correctional institutions create supportive and trusting environment required for rehabilitation of juvenile learners?

A Unstructured Interview Guide 1

Personal experience

The first interview focuses on the your institutional experience in a juvenile correctional institution.

1

Tell me your story about your experiences as an education official covering the leadership and management practices in the juvenile correctional institution you have worked.
Begin your narration from wherever you want to.
(This type of interview is meant to induce unguided narratives without any interruptions from the interviewer.)

B Semi Structured Interview Guide

Current leadership practices

The first question focuses on your experience in relation to educational leadership and management practices.

I. ***What are the current educational leadership and management practices in juvenile correctional institutions?***

Prompts

- Please tell me about the educational leadership and management practices in the juvenile correction institution where you worked / coached/ consulted?
- What is the organisational culture there?

Contributing Factors

The next set of questions focuses on the factors affecting educational leadership and management practices in juvenile correctional institutions.

II. ***What are the main factors contributing to current leadership and management practices in juvenile correctional institutions?***

Prompts

- What are the education and leadership and management regulatory frameworks in that institution that you have been involved with? What Leadership practices are used and why / how successfully?
- What issues did you / the juvenile learners / others in the environment experience as a result of interactions with regulatory frameworks for leadership and management and / or responses to their involvement with the juvenile rehabilitation programmes?
- Can you describe the curriculum used in the juvenile correctional institution? How has it caused personal change to the juvenile offenders?

2

- What would you say about how the issues of correctional education, rehabilitation, leadership and management and learner support were handled on the institution by education officials in the institution?

III. *How do juvenile education officials influence effectiveness of education and rehabilitation of learners in juvenile correctional institutions?*

Prompts

- What was your role on this institution, how long were you involved and what was the results/ effect / impact of your involvement?
- How is the education official perceived among the juvenile learners? How well do you understand / accept / know of the juvenile correction and rehabilitation policies and principles that guide rehabilitation of juvenile offenders?
- Describe an example that you observed first-hand of a positive / negative interaction between the juvenile learners / rehabilitation programmes and educational officials in the correctional institution? What impact did this have on the juvenile learners? What impact did this have on you?
- 10. How do you think education officials influence the juvenile learners? Do you think education official can enable the offenders to discontinue negative criminal activities? How?

Alternative Educational Leadership and Management Practices

The next Question deals with alternative educational leadership and management that might positively impact the rehabilitation of juvenile offender learners.

IV. How do education officials view alternative leadership and management approaches to juvenile rehabilitation?

Prompts

- What challenges did you experience with the leadership and management practices during your time? How have you been able to address the problems students faces? Was that the best way to deal with the problem? If not why?
- What alternative approaches to educational leadership and management would you propose to enhance rehabilitation of juvenile offenders?
- What do you propose as the best model of leadership and management approaches to juvenile correctional institutions?

Appendix G: Document Analysis Guide



DOCUMENT ANALYSIS GUIDE

1. Research objectives:
   i. To identify existing educational leadership and management practices in juvenile correctional institutions,
   ii. To ascertain factors that contribute to the current challenges in leadership and management of education in juvenile correctional institution.
2. Sample Documents to be Analysed:
   a) Policy Documents,
      i. The South African Schools Act (Act 84 of 1996)
      ii. The National Curriculum Statement
      iii. The Correctional Services Act (Act 111 of 1998)
      iv. The Gauteng Department of Education's Education White Paper 6
      v. Boksburg Juvenile Correctional Centre's internal policies and procedures
      vi. Social Reintegration Policy
      vii. National Instruction 6/2014:
   b) Institutional Reports
      i. Meeting and briefing minutes
      ii. Incident reports
      iii. Evaluation reports of specific education programs and initiatives implemented in the institution.
      iv. Attendance registers
3. Coding scheme: Develop a coding scheme that reflects the research objectives.
4. Initial coding/Open coding: Read through the documents and started coding the data using the coding scheme.
5. Comparison and contrasting of codes: Identifying similarities and differences among the codes helped to refine the coding scheme and identify potential themes.
6. Refining the coding scheme: As new codes and themes emerged, I refine the coding scheme to reflect these changes.
7. Identifying patterns and relationships: Identifying patterns and relationships within the data involved comparing and contrasting different documents or identifying common themes across different sources.
8. Developing theoretical insights: Based on the patterns and relationships identified in the data, theoretical insights were developed to explain the phenomenon under investigation. These insights are grounded in the data and supported by examples from the documents analysed.
9. Testing and refining the theory: Finally, the theory is tested and refined by analysing additional data from observation and unstructured open-ended interviews.

Appendix H: Sample Observation Memo

Memo 27

Observer: Aretha Maposa Date: 26 January 2023

Location: Gauteng Province BKP Juvenile Correctional Institution, South Africa

Introduction: The purpose of these field notes is to document observations made during my visit to the BKP Correctional Institution in South Africa. The focus of this section of my presentation is on the educational curriculum and the values instilled in incarcerated youth.

***Observation I: Curriculum Design**: During my visit, I reviewed the course materials and attended four classes. The curriculum structure closely mirrored that of mainstream educational institutions. Each subject had clearly defined learning objectives, and lessons were organised into units and modules. Educators followed a set syllabus, and students shared textbooks and educational materials that had been prepared by the educators.*

***Observation II: Key Values are Emphasised**: In the social studies class, for instance, I observed that the instructor consistently incorporated discussions on empathy and respect into the lesson plans. The teacher used real-world examples, case studies, and role-playing exercises to emphasise these values. Additionally, in language arts classes, literature selections often had themes centred around empathy and respect.*

***Observation III: Integration of Values outside the Classroom**: Beyond specific lessons, I noted that the values of empathy and respect were not confined to classroom discussions but were evident in daily interactions within the institution. Staff members, including educators and counsellors, consistently modelled respectful and empathetic behaviour in their dealings with the juveniles.*

***Observation IV: Responsible Citizenship**: During a special assembly, educators and invited speakers discussed the concept of responsible citizenship. They engaged the juveniles in discussions about the impact of their actions on their communities and the broader society. One former inmate who had successfully reintegrated into society shared his story.*

***Observation VI: Methods of Instilling Values**: In the language arts class, for example, the Educator used literature to engage students in discussions about characters who demonstrated empathy and respect. In a social studies class, role-playing exercises were used to simulate real-world scenarios that required students to practice these values.*

In summary, these specific observations provide a detailed picture of how the institution's curriculum and practices align with the conclusions in the field notes. They offer concrete evidence of the deliberate efforts to instil values and promote responsible citizenship among incarcerated youth, further supporting the objectives of the study.

Appendix I: Approval Letter from Department of Correctional Services

correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770, Fax 086 539 2693

Dear Ms A M Maposa

RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: EXPLORING LEADERSHIP AND MANAGEMENT PRACTICES OF EDUCATION OFFICIALS IN JUVENILE CENTRES IN UGANDA, KENYA, SOUTH AFRICA AND ZIMBAMBE

I wish to inform you that your request to conduct research in the Department of Correctional Services has been approved

- This ethical approval is valid from **13th July 2022 to 15th December 2023**
- The Area Commissioners where the research will be conducted will be informed of your proposed research project.
- You are requested to contact them before the commencement of your research
- It is your responsibility to make arrangements for your interviewing times
- Your identity document/passport and this letter should be in your possession when visiting the Correctional Centres
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) and Correctional Services Act (No.111 of 1998) e.g. "Offenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- Comply with COVID-19 19 safety and hygiene procedures during data collection processes
- Ensure that all participants have been duly screened for Covid19 according to DCS screening protocols
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the REC Administration for assistance at telephone number (012) 3072894/95/0723271937

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND MBULI
Chair: DCS REC
DATE: 13 /07/2022

Appendix J: Confirmation of Candidature

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | FACULTY OF HUMANITIES

PERSON NUMBER: 2029892

01 January 2020

Mrs Aretha Mwana Maposa
Cc Dr Geeta Motilal

Dear Mrs Maposa

Results for the Doctor of Philosophy in Education

I am writing to inform you that the Graduate Studies Committee of the Faculty of Humanities, acting on behalf of the Senate has considered your proposal entitled *"Exploring Leadership and Management Practices of Education Officials in a Juvenile Centre in Midlands Province, Zimbabwe. A Case Study"* and recommended that the student should be admitted to candidature subject to corrections suggested by the readers.

Corrections must be addressed to the satisfaction of the supervisor.

Kindly liaise with your supervisor regarding the contents of the reader's report, the readers report was emailed to your supervisor.

I confirm that **Dr Geeta Motilal** has been appointed as your supervisor.

Your attention is drawn to the Senate's requirement that all higher degree candidates submit brief written reports on their progress to the Faculty Office once a year.

Please note that higher degree candidates are required to renew their registration in January each year.

Please keep us informed of any changes of address during the year.

Yours sincerely

Thabo Makuru
Faculty Officer
Faculty of Humanities
Education Campus
Tell: 011 717 3018