

**PERCEPTIONS OF MULTI-DISCIPLINARY TEAM MEMBERS  
REGARDING PSYCHO-SOCIAL FACTORS CONTRIBUTING  
TO JUVENILE DELINQUENCY IN OSHAKATI, NAMIBIA**

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**A full thesis submitted in the partial fulfilment of the requirements for the  
Degree of**

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**Department of Social Work**

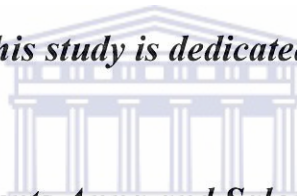
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**27 November 2015**

*This study is dedicated to:*



*My late parents Anna and Salomo Hidengwa,*

*My husband Kleopas Shatona, and*

*My children, Allan, Ndeshipanda and Hafeni*



## DECLARATION

I declare that “*Perceptions of multi-disciplinary team members regarding psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia,*” is my own work, that it has not been submitted for any degree or examination to any other university and that all the sources I have used or quoted have been acknowledged as complete references.

**ALBERTINA POMBILI SHATONA**

Signed: Albertina Shatona



Date: 2015/11/27

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## ABSTRACT

Child crime (juvenile delinquency) has become a norm in many societies and the world at large. Crime is prevalent in all age groups and is said to be on the increase among children under the age of eighteen. Juvenile delinquency also increases in Namibia. The study was informed by Bronfenbrenner's (1979) ecological systems theory as the factors contributing to the phenomenon are the social relationships and individual's environment.

The research question asked by the researcher was: What are the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia? The research goal, based on the research question, was to achieve an in-depth understanding of the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia, from the perspectives of the multi-disciplinary team working with the involved youth in this area. The research objectives to attain the goal were: To explore and describe the social factors and psychological factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents and, to provide recommendations that could be included in treatment and prevention of the phenomenon.

The study adopted an exploratory, descriptive, qualitative approach, using the case study strategy of inquiry, where multiple data collection methods and sources were used. The population was the multi-disciplinary team working with juvenile delinquents in Oshakati, Namibia and eight participants were purposefully selected, including teachers, police officers, social workers and youth workers. Data was gathered through in-depth interviews and document analysis was done in order to involve multiple sources of data. Six themes were identified, which included the influence of the internal family environment with reference to lack of parental

guidance; lack of parental control and supervision due to parents being absent; the external family environment and delinquency in relation to the social environment with special reference to the effects of bars and social clubs in informal settlements; lack of community support; the school factors; lack of recreational and educational facilities and poverty; adolescence and peer pressure/peer acceptance and the influence of the media.

The results indicated that the environment and its interactions with the child impacts massively on the outcome of the child's behaviour. It can also be concluded that the contributing factors that make a child prone to delinquency, are based in the systems, including the individual, family and community networks hence, to ascertain success regarding treatment and prevention, the role of the ecological systems theory in developing suitable programs for intervention should be considered. The researcher further suggests that phenomenological research should be done to gather the lived experiences of juveniles and parents, as well as quantitative and evaluation research.

In conclusion it is suggested that correctional services provide specific services to juveniles.

**Key Words:**

**Juvenile delinquency; multi-disciplinary team; psycho-social factors; psychological factors; social factors**



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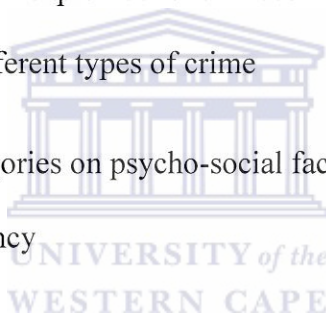
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## CHAPTER 1

# ORIENTATION TO THE STUDY

### 1.1 INTRODUCTION

Crime and violence committed by young people has become the order of the day in many societies, communities in Namibia and the world as a whole. Crime is prevalent in all age groups and, every society has its own criteria and own definition of the term, “*Juvenile Delinquency*” (Schulz, 2013; Hirschi, 2002; Siegel & Welsh, 2013). However for this study “*juvenile delinquency*” refers to crimes committed by minors under the age of 18 (Regoli & Hewitt, 2003; Siegel & Welsh, 2013).

The population of juveniles in the United States is estimated at 75 million and it is projected to still increase even further up to 2015. The majority of arrests in the United States include young people. Researchers reveal that 50% of youth in the United States engaged in at least one or more kinds of risk behaviour, which result in arrests (Siegel & Welsh, 2013; Dryfoos (cited in Calhoun, Glaser & Bartolomucci, 2001). In 2008, the American law enforcement made an estimation of 2.11 million arrests of juveniles as a result of this behaviour (Puzzanchera, 2009).

Juvenile delinquency is also a problem in African countries. In 2006, the Department of Correctional Services in South Africa recorded 60703 youth sentenced and detained in Correctional Centres (Mandisa, 2006). Juvenile delinquency is on the increase in Namibia. Speaking at the Police Training on Juvenile justice in Gobabis, the police spokesperson of the town of Gobabis, Namibia, highlighted the possible causes for this as poverty, unemployment, drugs and alcohol abuse (Cloete, 2007). In congruence, Peya Mushelenga, a member of Namibian parliament, raised his concern about the increase of juvenile delinquency in the

country (Cloete, 2007). Mushelenga concluded by saying that crime is a national problem and therefore should be addressed at all levels and by all possible sectors of the Namibian society. Namibian statistics reveal high rate of juvenile delinquency. The Karas region had 321 crimes committed by juveniles in 2007 (Shivute, 2005). The Oshakati police station crime unit recorded 174 juvenile arrests in 2013 (Oshakati Police Crime Register, 2013). These numbers are very high in the community of Oshakati with a population of 55 000, according to Tvedten and Hangula as cited in Dima, Ogunmokun and Nantanga (2002). The Namibian Police Register (Oshakati Police Crime Register, 2013) in Oshakati indicated that, the nature of the crimes committed, range from theft, grievous bodily harm, rape, common assault and possession of cannabis (Oshakati Police Crime Register, 2013).

Kapere (2000) and Schulz (2013) deliberated on the juvenile justice system, more specifically on preventative and restorative aspects. Negligence exists in preventing delinquent behaviour by focusing on the causes of the problem. This encompasses not only the social aspects but also the personal aspects of delinquency.

Namibia is identified as among the countries with the lowest ages of criminal capacity and juvenile delinquency is said to be on the increase in Namibia (Schulz, 2002). An investigation by the multidisciplinary team on juvenile delinquents (young offenders as is termed in Namibia) in police cells found that the majority were illiterate, had dropped out of school at young age, the majority are raised up by grandparents, were exposed to alcohol and drugs by family members and all of them represent the low income category of households (Super, 2002).

## **1.2 LITERATURE REVIEW: JUVENILE DELINQUENCY**

There has been a remarkable progress in the studies on juvenile delinquency and many theories, practices and new ideas have been developed trying to find solutions to this phenomenon. These include social processes, social learning and social control theories. These theories have common characteristics as they all deliberate on the individual and their interactional relationships in their environment as a major focus to explain the psycho-social factors that influence delinquency (Siegel & Welsh, 2013). The researcher however utilized the ecological systems theory of Bronfenbrenner (1979) for this study, which will be discussed in detail in chapter two (**Psycho-Social factors contributing to juvenile delinquency**) of this study.

Factors contributing to juvenile delinquency include the individuals' characteristics as well as the personal environment, including the world the individual is relating to in a social, economic, political and religious context. These are regarded as vital in the study of the development of delinquent behaviour and will be discussed in this chapter as orientation to the study, however juvenile delinquency as a social phenomenon will be unpacked in detail in chapter two (**Psycho-Social factors contributing to juvenile delinquency**), the literature review.

### **1.2.1 Social factors contributing to juvenile delinquency**

#### **1.2.1.1 Theories on socialization and juvenile delinquency**

Socialisation is highlighted as one of the important aspects in shaping human behaviour (Siegel & Welsh, 2013). An individual's social relationships are therefore regarded as crucial in the study to understand the genesis of delinquent behaviour. The social process theories, specifically the social learning and the social control theories, emphasize the importance of relationships that the individual has with various elements of socialisation such as the family, peers, school, and religious institutions as indicated in the study of human behaviour (Siegel



& Welsh 2013). The social learning theory suggests that adolescents learn behaviour through intimate relationships with delinquent peers. On the other hand the social control theory asserts that all people are born bad and with the potential to become delinquent but their behaviours are controlled by the strong bond and loyalty they have with the agents of socialisation, such as the family, peers, school and the religion (Hirschi, 2002).

### **1.2.1.2 Family factors contributing to juvenile delinquency**

Family is regarded as a crucial institution in which humans receive their foundation in physical, social and cognitive development. Juvenile delinquency is the result of lack of rules and supervision according to the proponents of the self-control theory of Gottfredson and Hirschi (as cited in Siegel & Welsh, 2013). This theory implies that parents who refuse or are unable to monitor a child's behaviour will produce children who lack self-control. One of the causal factors of juvenile delinquency is family dysfunction. The family structure, economic status, size, as well as parental attitudes, skills, stress and sibling influence contribute to this phenomenon. Juveniles exposed to family aggression and/or violence whether as victims or witnesses, are likely to develop delinquent behaviour (Ruchkin, Eisemann & Hagglof, 2000; Siegel, & Welsh, 2013). Ruchkin *et al.*, (2000) argue that children raised in environments where control and supervision is lacking are likely to lack self-control themselves. Moitra and Mukherjee (2010) studied the impact of parenting behaviour and delinquency. This was done as a comparative study for delinquent and non-delinquent male adolescents in Kolkata, India. A number of parental aspects such as care, support and control were used as comparable measures. The study found that in the absence of parental supervision and parent - child involvement, juvenile delinquency is highly projected. The study also found that parent rejection and lack of parent - child involvement are due to other socialization variables predicting delinquency.

### **1.2.1.3 Relationships with peers contributing to juvenile delinquency**

The nature of the relationship that a child has with peers is a certain variable found to play an important role in the onset of delinquency. Youth who are exposed to delinquent peer association are more likely at risk of learning delinquent behaviours (Regoli & Hewitt, 2003; Borduin & Ronis, 2012). This can be regarded as an affirmation to the social learning theory that implies that adolescents learn behaviours through intimate relationships with peers (Siegel, & Welsh, 2013).

### **1.2.1.4 The school context as a contributing factor to the incidence of juvenile delinquency**

The school context is of utmost importance in the study of adolescent behaviour and juvenile delinquency. Failure in education contributes to a predisposition to delinquency. Children who perform poorly in school may experience peer rejection and also criticisms by parents and teachers. This contributes to them viewing themselves as a failure and feelings that teachers do not care. As a result they may experience rejection by their associates and this could pave a way for them to join deviant peer groups where they will be socially accepted (Graves, Frabutt & Shelton, 2007).

A study of Maschi, Bradley and Morgen (2008) reveals that anger may contribute to delinquency, if the youth is exposed to delinquent peers. This may be true more especially with a youth who experience anger, stress and even depression due to academic failure.

### **1.2.2 The influence of culture, religion and beliefs on juvenile delinquency**

Kapere (2000) signifies the role of culture, religion and beliefs on juvenile delinquency, which guided the researcher to the following discussion of these elements.

### **1.2.2.1 Culture and juvenile delinquency**

Fiske (as cited in Kim, 2011:396) defines culture as a “*socially constructed constellation of such things as practices, competencies, ideas, schemas, symbols, values, norms institutions, goals, constitutive rules, artefacts and modification of the physical environment.*” According to theories of intergenerational transmission of violence, the violent culture is transmitted by a violent individual to another who eventually will also manifest such behaviour (Kim, 2011). Such violence is however regarded as legitimate as members in such a community may consider such behaviour as a rightful way of living and a better way of solving their problems (Regoli & Herwitt, 2003; Siegel & Welsh, 2013; Kim, 2011). This should be considered as a possible factor contributing to juvenile delinquency in the Oshakati town as the type of crimes committed by juveniles are indeed considered as a better way of solving their challenges.

### **1.2.2.2 Influence of religion and beliefs**

In addition to “*culture*” as a contributing factor to juvenile delinquency, the influence of religion and beliefs should also be taken into account. Children who attend church and practice religion and faith have high moral values and are likely to refrain from committing delinquent acts (Siegel & Welsh, 2013). Consistent with that Petts (2009) conducted a study to examine the impact of family and religion characteristics on delinquency. On the religious variable he concluded that involvement in religion normally predicts a decrease in delinquent behaviour throughout adolescence.

### **1.2.3 Economic factors and delinquency**

The socio-economic status of a family is a contributing factor to juvenile delinquency. Low economic income and poverty has a negative impact on parent’s emotional state and therefore families without or with low economic income may experience economic stress (Micham, Papalia, Olds & Feldman, 2004). Parents in such a situation are said to have less interest to



monitor and supervise their children activities, and this may give chance to juveniles to involve in risk behaviour (Micham *et al.*, 2004; McNeil, Herschberger & Nedela, 2013).

Kandenge (2005) conducted a study to explore the social environment of repeat offenders in Damara, Katutura in Windhoek, Namibia. The research concluded that economic factors in relation to the low income of the parents affected the livelihood of the young offenders. The need to survive and to sustain themselves forced children into committing delinquent acts. The study also found that repeat offenders were school drop outs.

Women are a strong influencing factor in family wellbeing. Economic demands in the family however influence the role of a mother. Due to economic circumstances, women currently are left with no other choice than to join the labour force. As a result, they are not able to meet the demands put to them by families. Time spent with the family decreases and this may give chance to the youth to spent time with whoever they wish and without the supervision of the parents and therefore youth may be tempted to engage in undesirable activities (Chair, Shoemaker & Mekolichick, 2010).

Another aspect with regards to economic factors is the inability to attain goals as set by an individual and society due to limited economic resources. Individuals in such a situation may become stressed and frustrated and may opt to commit delinquent acts. In congruence, the general strain theory of delinquency implies that delinquent acts are consequences of anger, stress and frustration due to unattainable personal goals and demands of society according to Agnew (as cited in Regoli & Hewitt, 2003; Siegel & Welsh, 2013).

#### **1.2.4 Communities and juvenile delinquency**

Community characteristics are of utmost importance in the study of delinquency Gibson, Sullivan, Jones and Piquero (as cited in Barnes & Morris, 2012). Youth from poor

neighbourhoods are more likely to engage in delinquent acts (Siegel & Welsh, 2013). Children from communities where resources and adolescent activities are non-existent are inclined to take part in delinquent acts (Fagan & Wright, 2012). In communities with conventional institutions such as the churches and community centres, a conventional life style and value system are likely to be adopted. Inhabitants of such communities have a chance to socialize through conventional activities. Social disorganized areas such commercial places and border posts where trades take place with different immigrants from different cultures and different experiences are characterised with lack and/or inadequate resources. Such communities are prone to poverty, illnesses and confusion (Regoli & Hewitt, 2003).

### **1.2.5 The media and juvenile delinquency**

There are concerns about how the media as an agent of socialization affect children's behaviour negatively. Myers (2013) highlights the danger of the influence of commercial advertisements on a child's dreams by saying: "*Children are the advertiser's dream*" -reasoning that younger children cannot grasp the intention of the commercial advertisement and thus may adopt socially undesirable behaviour by modelling (Myers, 2013:261). On the other hand Wartella and Robb (2008) and Kornblum (2012) posit that viewing violent games and videos together with exposure to sex and pornography by children may predispose aggressiveness and delinquency in them. A study on the correlation between violent video games, delinquency and violence, conducted by DeLisi, Vaughn, Gentile, Anderson and Shook (2012) revealed that there is a correlation between these factors.

DeLisi *et al.*, (2012) concluded that the most affected children are those spending long hours on media entertainment, which may apply to the Oshakati children as well, whose parents are not always present to control the children's exposure to television, digital games, cell phones



and computers, either by being ignorant or by being absent from home due to long working hours.

## **1.2.6 Psychological factors and juvenile delinquency**

### **1.2.6.1 Aggression and juvenile delinquency**

Psychological and social factors are in many instances intertwined as mentioned in the previous text stating that childhood exposure to a dysfunctional family- and social life characterized by aggression may influence the development of delinquent behaviour (Ruchkin *et al.*, 2000). The effect of that is that such children often experience anger, stress, and frustration, they become self-centred, and experience psychological problems such as anxiety and depression, and in most cases demonstrate hostility which they view as an appropriate method of resolving interpersonal conflicts and fights (Caldeira & Woodin, 2012). This is a confirmation of early psychologist Albert Bandura's theory of aggression where he assumes that children's behaviour are products of modelling—positing that children develop aggression by observing such in their social relationships/environments (Regoli & Hewitt, 2003). Delinquent children are often diagnosed with anti-social behaviour such as aggression and hostility. They are self-centred and often experience anxiety and /or depression (Graves *et al.*, 2007; Caldeira & Woodin, 2012).

### **1.2.6.2 Personality and juvenile delinquency**

Personality is a product of not only the way humans perceive themselves, but also the way others see and treat them. The way others see the human may affect the way that the human look at himself or herself. The type of interaction or socialisation that the children have will therefore determine the kind of self-concept children will possess. Children with a negative self-concept are more likely to develop poor self-esteem and children with low self- esteem are

more at risk of becoming delinquent than those with positive self-image (Kornblum, 2012; Regoli & Hewitt, 2003; Church, Wharton & Taylor, 2008).

The psycho-analytic theory of Sigmund Freud (as cited in Regoli & Hewitt, 2003) suggests that personality develop in three successive stages, namely: the id, (stage at birth characterised with instinctual desires where the child is driven by the biological and psychological aspects and where a child's actions are not limited by any rule or reasoning), the ego, (succeeding the id, where reasoning starts) and the superego, (where the individual acquires moral code and morality). Over- development or under – development of any of these stages may lead to undesirable behaviour that might result in delinquency. Another proposition is that children, who were diagnosed with psychopathic, callous- unemotional (CU) traits, are likely to become delinquent. Such children are described to be callous, self- centred, exploitive, anti-social and unable to maintain bonds with others (Flexon, Ryan & Meldrum, 2013).

### 1.3 PROBLEM FORMULATION

Juvenile delinquency has become a major concern in Namibia as indicated in the previous text. The focus of the juvenile justice program in Namibia is on counselling and life skills training. The juvenile justice is silent on the causal factors contributing to juvenile delinquency. Prevention is better than cure and therefore, in order to combat juvenile delinquency, there is a need to understand the causal factors of the phenomenon. It is also clear from the literature that environmental, socio-economic, political and cultural problems contribute to the phenomenon. A child who is delinquent, experiences various problems and challenges.

The fore mentioned leads the researcher to ask the research question: **What are the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia?**

## 1.4 GOAL AND OBJECTIVES OF THE STUDY

### 1.4.1 The goal of the study

Juvenile delinquency is a puzzling phenomenon in Oshakati. The multi-disciplinary team members are in constant interaction with the juveniles. This has not only exposed the multi-disciplinary team to many problems in the lives of the children but has also rendered them special knowledge regarding the behavioural and the social problems of juveniles in Oshakati.

The goal of this research was to get an in-depth understanding of the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with this phenomenon.

### 1.4.2 The objectives of the study

The following objectives are set out by the researcher in order to reach the goal of this study:

- To explore and describe the social factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents;
- To explore and describe the psychological factors contributing to juvenile delinquency in the Oshakati, Namibia as perceived by the multi-disciplinary team working with juvenile delinquents;
- To provide recommendations that could be included in treatment and prevention of the phenomenon of juvenile delinquency.

## 1.5 ORIENTATION TO THE RESEARCH METHODOLOGY

The following section briefly introduces the research methodology that was used in conducting this study. The research methodology will be discussed in detail in chapter three (**Research Methodology: Perceptions of multi-disciplinary team members regarding psycho-social**



**factors contributing to juvenile delinquency in Oshakati).** In this study, the researcher opted for a qualitative research approach which will be outlined in the following paragraph. Permission for this research study was granted by the University of the Western Cape where the researcher is enrolled as a Master's Degree student (**See Appendix A: Permission for Research**).

### **1.5.1 The Research approach**

Qualitative research refers to *“a study in which researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them”* (Denzil & Lincoln in Creswell, 2007:36). This research approach is best suited to investigate a phenomenon that needs a complex and detailed explanation, and that is aiming at describing the contexts, characteristics, experiences of participants and their attitudes towards the phenomenon (De Vos, Strydom, Fouché & Delport, 2011; Creswell, 2007). The researcher was interested in a juvenile delinquency and the meaning that multi-disciplinary team members have towards the phenomenon in the context of Oshakati. These meanings have resulted in complex and detailed explanations on the phenomenon. Hence, it was suitable to employ the qualitative approach in the study of the perceptions of the multi-disciplinary team on the contributing factors of juvenile delinquency in Oshakati, Namibia.

### **1.5.2 The Research design**

The research design was **explorative** and **descriptive**. Explorative studies are used to make preliminary investigations into relatively unknown areas of research. They employ an open, flexible and inductive approach to research as they attempt to look for new insights into the phenomena. Descriptive studies aim to describe a phenomenon accurately, either through narrative-type descriptions, classifications or measuring relationships (Terre Blanche, Durrheim & Painter, 2006). The researcher have explored and described the social factors and

psychological factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents as indicated in the objectives of the research,

### **1.5.3 Strategy of inquiry**

The researcher used a case study approach during this research. A case study refers to a researcher's explorative investigation of a phenomenon, within a context, using one or more cases and eliciting information from variety of data sources over time. It is a research that takes place within a bounded system, a context or a unit of study (Patton, 2002; Baxter & Jack, 2008; Creswell, 2007). In this study the case was the town of Oshakati, Namibia. The sources included in-depth interviews with the multi-disciplinary team members working in Oshakati that have had experience of working with juvenile delinquents, as well as document analysis on cases, which occurred during the year 2013-2014. Each of the multi-disciplinary teams were individual cases that contributed to the final case of juvenile delinquency in Oshakati, Namibia.

### **1.5.4 The study Population**

The study population is the totality of the groups of individuals or objects whose members are included in the study (Rubin & Babbie, 2011; D'Cruz & Jones, 2006; Creswell, 2007; Gilbert, 2008). The population for this study was the multi-disciplinary team members consisting of police, social workers, teachers and youth officers who work with delinquents in Oshakati, Namibia.

### **1.5.5 Sampling**

Unlike probability sampling in quantitative research where each unit has a chance of being selected, qualitative sampling uses non-probability sampling techniques where any unit can be

selected (Patton, 2002; Babbie & Mouton, 2008; Creswell, 2013; D’Cruz & Jones, 2006). Non-probability, purposive sampling seeks to purposefully select individuals with particular common characteristics or descriptions that enable the researcher to explore and describe the central ideas of the phenomenon (D’Cruz & Jones, 2006) and therefore it was suitable to use in the execution of this particular study. Participants of this study were purposefully chosen from a multi-disciplinary team consisting of members who were all exposed to work with the children.

### **1.5.6 The Pilot study**

The aim of a pilot study is to examine the practicality of and the method that is intended to be used in the research process, including the research instruments and the method of analysis (Leon, Davis & Kraemer, 2011).

The pilot study precedes the actual data collection. The research questions were pre-tested in a sample drawn from the multi-disciplinary team population but did not include the participants selected for the final study.

### **1.5.7 Method of data collection**

In contradiction with the positivist/rationalist ontology which assumes that there is a single reality, the naturalistic ontology believes that reality is comparative and multiple and that there are many ways of gaining information from such realities (D’Cruz & Jones, 2006; Creswell, 2007). As stated earlier, a case study should use more than one method of data gathering (Patton, 2002; Creswell, 2007; Baxter & Jack, 2008). In this study researcher employed one – one, in-depth- interviews with multi-disciplinary team participants in order to gather the data. This was done face to face. In - depth interviews was suitable for this case study as it allowed the researcher to probe into the perceptions of the multi-disciplinary team regarding



the psycho-social factors contributing to juvenile delinquency (Rubin & Babbie, 2011; Creswell, 2007). The interviews were tape-recorded and then transcribed. The researcher also took field notes and used reports from the multi-disciplinary team members for the purpose of document analysis. The same questions were asked to all the participants during the interviews and the researcher focused on them during document analysis.

The research questions were in line with the objectives of this study and included:

- **What are your perceptions about the social issues that contribute to juvenile delinquency in Oshakati?**
- **In your opinion what are the factors in the juvenile delinquents' mind and behaviour that contribute to their delinquency?** The researcher has asked this according to her definition of psychological factors as indicated in this chapter because multi-disciplinary team members might not be able to understand psychological factors.

#### **1.5.8 Data analysis**

During case study data analysis "*the analyst's first and foremost responsibility consists of doing justice to each individual case and, all else depends on that*" (Patton, 2002: 449). The researcher organized all types of raw information of each case. In this research an individual case was the unit of study which included each multi-disciplinary context. These data were organized in case records. The researcher has initially done inductive analysis of each case separately and finally used layering by comparing and contrasting individual cases to have one case representing the social and psychological factors contributing to juvenile delinquency in the Oshakati, Namibia (Patton, 2002). The final case demonstrated the influence of social factors on the individual's mind and behaviour and the interrelation of behavioural and social factors.

## 1.6 TRUSTWORTHINESS

**Trustworthiness** in qualitative research refers to the way in which the researcher persuades him or herself and researchers' audiences whether research findings are worth taking account of and it involves matters such as the **credibility** of the research which is aiming at proving the compatibility between the constructed realities and those in the minds of the participants; **dependability** refers to whether findings would be the same if the same study would be conducted in the same context and with the same participants; **transferability** is extent to which constructed realities (research results) can be applied with other respondents or in other contexts; **conformability** refers to extent to which the findings are the product of the research inquiry and not influenced by the researcher's own ideas (Babbie & Mouton, 2008; Sinkovics, Penz, & Ghauri, 2008). The researcher will discuss these aspects and how researcher has utilized it during the research in more detail in chapter three of the study.

## 1.7 ETHICAL CONSIDERATIONS UTILIZED DURING THIS RESEARCH

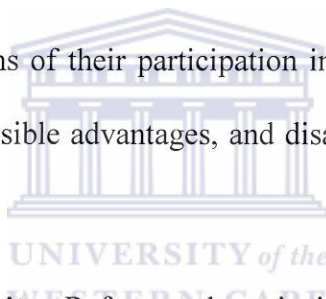
Ethics in research refers to the moral principles that guide the research process. It is an essential part of the research that is to be considered throughout the research process, starting from the commencement to the conclusion, including publication of research results (Dahlberg & McCaig, 2010; King & Horrocks, 2010). Such ethics are intended at guarding the concerned participants' rights and interests (De Vos *et al.*, 2011; Rubin & Babbie, 2011). The ancient Greek philosophers, Socrates and Aristotle (as cited in Dahlberg & McCaig, 2010) posit that research should not cause unhappiness and so for a researcher to achieve the desired human happiness, one has to have good conduct of self.

In this regard, two key principles should be taken into account, namely *informed consent* and *confidentiality*, which are the most common principles in social research.



### 1.7.1 **Informed consent**

The principle of informed consent has a dual-purpose. Firstly it implies that research should at all times be conducted openly and secondly, participation should be voluntarily. Participants were informed about all that is involved in being a participant to research and secondly, participants participated voluntarily and no participant were forced, persuaded or prompted into taking part in the research. (De Vos *et al.*, 2011; Green & Thorogood, 2004). Participants were made aware of their right to withdraw from taking part in the research any time during the course of the research should they feel uncomfortable to go on with the participation. Researcher obtained written informed consents (**See Appendix B: Consent to take part in research**) from participants before the commencement of interviews. Participants had a full understanding of the implications of their participation in the research- and they were well informed about the purpose, possible advantages, and disadvantages, as well as the duration and procedure of the study.



**1.7.2 Confidentiality/Anonymity:** Refers to the principle of keeping the identity of the participants in anonymity meaning that participants are to be protected. No information that leads to participants' identification was disclosed and data was kept in a safe locked place. No harm was done to participants (Creswell, 2013). Information was kept in a confidential manner as well as in anonymity and no participant's identity was disclosed.

## 1.8 **DEFINITION OF CONCEPTS**

For the purpose of this study, the following key concepts related to the field of study are described in order to ensure a better understanding of the phenomenon:

**1.8.1 Juvenile delinquency:** is criminal acts committed by children below the age of eighteen years;

**1.8.2 Juveniles:** are children below the age of eighteen who happen to come into contact with the legal system as stipulated in the Namibian Government Gazette (2002);

**1.8.3 Multi-disciplinary team:** refers to a team of professionals of different professions working with the Juvenile Justice Program, Oshakati, Namibia;

**1.8.4 Police officers:** are the police officers in Oshakati, Namibia who deal with cases of arrested young criminals;

**1.8.5 Psycho-social factors:** encompass the social factors and those factors which have an effect on an individual's mind or behaviour, and to the interrelation of behavioural and social factors;

**1.8.6 Psychological factors:** describe the character, behaviour and interests of the particular juvenile (Cambridge International Dictionary of English, 2002);

**1.8.7 Social Factors:** relate to the environment of the juvenile delinquent in terms of the ecological systems theory of Bronfenbrenner (1979) as described in the theoretical framework of the study;

**1.8.8 Social workers:** in this study are those who are working specifically and professionally with juvenile delinquency cases in the area of Oshakati, Namibia;

**1.8.9 Teachers:** in this study are persons teaching delinquent youth;

**1.8.10 Youth officers:** are officers in the Ministry of Youth in Namibia who offer life skills training to young offenders.

## 1.9 CHAPTERS TO FOLLOW

The chapters listed below will give an overview of the information on the research work and procedures.

- **Chapter Two:** This chapter provides a literature review on juvenile delinquency and the contributing factors and, the theoretical framework underpinning the study.
- **Chapter Three:** presents the research methodology as implemented in this study which was a case study approach as a framework;
- **Chapter Four:** describes and presents the findings of the research and
- **Chapter Five:** presents the conclusion and recommendations, consisting of a review and the findings of the study and, the information and recommendations for program and policy makers

In the next chapter, chapter two: (**Psycho-Social factors contributing to juvenile delinquency**), a literature review on juvenile delinquency and the theory that structures and underpins the study will be presented.

## CHAPTER 2

# PSYCHO - SOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY

### 2.1 INTRODUCTION

Scholarly research has shown significant progress made so far on juvenile delinquency and this has been evident in the development of theories and practices in the field. De Vos *et al.*, (2011) propose that the literature review in qualitative research should be organized around theories. In this study, the author reviews different but complimentary theories on juvenile delinquency. These include: biological theory, psychodynamic theories and the social learning theories. These theories have played major roles in the study of the juvenile delinquency phenomenon, therefore, to have a better understanding of the contributing factors on juvenile delinquency, it is worthy to deliberate on some of these theories' propositions. While there is no conclusive understanding on why juveniles turns to criminal behaviours, existing theories provide us with a framework to understand juvenile delinquency.

Drawing from Lombroso (cited in Ellwood, 2012) individuals who from childhood commit crimes do so because of biological and inherited factors. Similarly, the *trait theory* infers that delinquents display biological and physical similarities to their descendants (Siegel & Welsh, 2013). Modern theories including the *biosocial theory* that implies that both individual thoughts and individual behaviours have biological and social roots (Siegel & Welsh, 2013). The social part of an individual has received massive attention from both researchers and theorists for the exploration and explanation of delinquent behaviours. However, drawing from the *social disorganization theory* of Shaw and McKay (cited in Siegel & Welsh, 2013) emphasis is on the condition of the community in terms of the level of violence, poverty, racial disparity and



the physical deterioration of the city structures as the factors projecting juvenile delinquency. The theory implies that when there is no chance in the community for a child to progress, it may lead a child into conflict and despair and a child without any other option will be forced to engage in delinquent activities.

The other important theory is the *Strain Theory*. The Strain theory argues that individuals divert to anti-social behaviour as a result of unattained goals and wants in the economic mainstream (Agnew, 2012). Once an individual cannot attain their goals in a legitimate way, they opt to attain such by criminal acts.

*The Social Learning theory* of Albert Bandura (cited in Siegel & Welsh, 2013) is also critical and it hypothesizes that individuals learn criminal behaviour through close interactions with others. According to this theory, children are being born well but, they learn bad behaviour through interactions with close others. The theory states that all people are born with the potential for delinquency because the current society provides so many opportunities to do so. However humans have a choice to engage or not to engage in delinquent activities.

The *cognitive social process, social learning and the social control theories* have common characteristics as they all deliberate on the individual and their interactional relationships in their environment as a major focus to explain the psycho-social factors that influence delinquency (Siegel & Welsh, 2012). Factors include the individuals' characteristics or the personal, as well as the world the individual is relating to in a social, economic, political and religious context. These are regarded as vital in the study of the development of delinquent behaviour.

Socialisation is highlighted as one of the important aspect in shaping human behaviour (Siegel & Welsh, 2013). An individual's social relationships are therefore regarded as crucial in the study to understand the genesis of delinquent behaviour. The social process theories,

specifically the social learning and the social control theories, emphasize the importance of relationships that the individual has with what is termed the elements of socialisation such as the family, peers, school, and religious institutions in the study of human behaviour (Siegel & Welsh, 2013). The social learning theory suggests that adolescents learn behaviour through intimate relationships with delinquent peers. On the other hand the social control theory asserts that all people are born bad and with the potential to become delinquent but their behaviours are controlled by the strong bond and loyalty they have with the agents of socialisation, such as the family, peers, school and the religion (Hirschi, 2002).

Despite these existing theories in the explanation of juvenile delinquency, the researcher employs the ecological system perspective, which focuses on the ways in which different social settings such as the family, peer group, schools and the neighbourhood may influence behaviour. To understand juvenile delinquency, it requires a multi-dimensional outline that includes and takes into consideration all the possible contributing factors. The ecological system theory will therefore be discussed with regards to factors contributing to juvenile delinquency.

## **2.2 THE ECOLOGICAL SYSTEMS PERSPECTIVE**

Juvenile delinquency can derive from various situations and conditions. Social systems such as the family, school, peer, religion and beliefs, the individual's biology and personality were highlighted in the previous text. The child and his/her interaction with the world around him/her are highly considered in determining the origin of delinquent behaviour. Bronfenbrenner (1979) indicated that the ecological systems theory is the most appropriate theory to frame the study on contextual factors contributing to juvenile delinquent behaviour, considering the fact that it explains human behaviour from both a personal and ecological perspective.

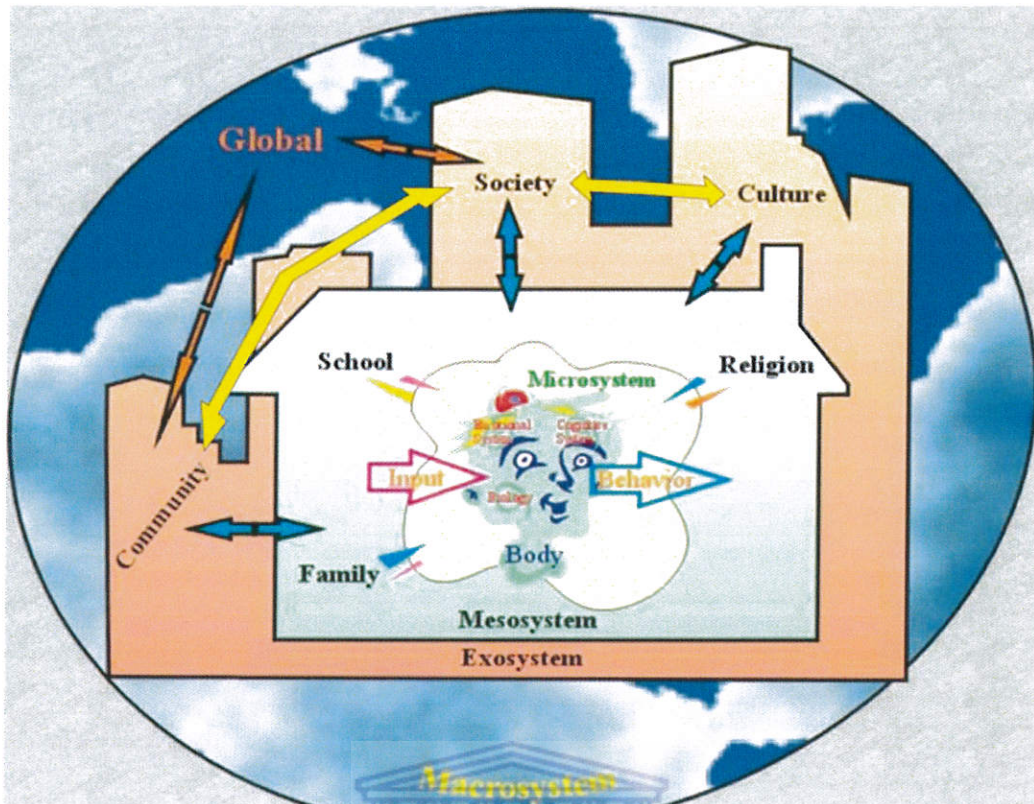
The core of Bronfenbrenner's ecological systems theory implies that human development takes place within a set of complex social relationships and that the individual's biological disposition and the practices in an individual's environments shape child development either positively or negatively.

Bronfenbrenner suggests that human development cannot be fully understood without the consideration of the social networks surrounding the individuals (Lerner, 2002). He proposes four ecological systems that may influence human development. The systems theory hypothesizes that the individual's development is influenced by dynamics of the immediate setting in, which the developing person lives and this process is affected by the interactions between these settings, and by the larger context in which the settings are embedded (Bronfenbrenner, 1979).

The ecological systems perspective does not provide action or any particular intervention plans, but provides the framework for the study of the relationships within the individuals, environments and the wider society. This perspective proposes that the individual's ecological environment is made up of a hierarchy of four structures, each illustrated by Bronfenbrenner (1979). Bronfenbrenner referred to these structures as the *micro* -, *meso* -, *exo*- and *macro* systems.

In Fig. 2.1: Bronfenbrenner's Ecological Systems Theory as indicated below, this structure is visually demonstrated.





**Fig. 2.1: Bronfenbrenner's Ecological Systems Theory** (Paquette & Ryan, 2001).

To have a better knowledge and understanding of juvenile delinquency, the *ecological system perspective* was used to illustrate how various ecological factors interact as well as how they impact the development of juvenile delinquency. Based on the ecological system orientation, this section deals with the psycho-social issues that various researchers have noted or identified as trajectories to the phenomenon -juvenile delinquency.

### 2.2.1 The microsystem

The *microsystem* consists of the individual, his biology, cognition and behaviour. There are however direct relations between the individual and the immediate environment such as family, peers and local community such as school and the religious organization, which directly affect the individual (Bronfenbrenner, 1979). This is in congruence with previous text, which refers to an individual's relationship with the elements of socialization namely the family, peers,



school and the religious institutions (Siegel & Welsh, 2013; Kornblum, 2012). These are regarded of as utmost importance when considering the shaping of individual's behaviour.

### **2.2.1.1 The individual**

As highlighted earlier in this text, an individual as a system is being moulded by the individual's relations with the surrounding environment (Bronfenbrenner, 1979). How the individuals perceive themselves has an impact on their personalities and behaviours.

Personality refers to the compound of characteristics that differentiate an individual or a nation or group, and in *particular*: the totality of an individual's behavioural and emotional characteristics (Merriam-Webster, 2004). Personality is a product of not only the way people perceive themselves but also the way others see and treat them. The way others see or treat them may affect the way they see themselves (Siegel & Welsh, 2013). It refers to the stable patterns of behaviour, thoughts or actions that distinguish one person from another. The type of interaction or socialisation that the children have will therefore determine the kind of self-concept children will possess. Children with negative self-concepts are more likely to develop a poor self-esteem and children with low self-esteem are more at risk of becoming delinquent than those with positive self-images (Kornblum, 2012; Regoli & Hewitt, 2003; Church, Wharton & Taylor, 2009). While the earlier criminologists claim that certain personalities like defiance, extroversion, narcissism and suspicion are more likely to affect criminal behaviour, contemporary researchers have associated some traits to violence including hostility, egoism, self-centredness, spitefulness, jealousy, and indifference or lack of empathy (Junger-Tas, 2012).

As stated earlier, the psychoanalytic theory of Freud (cited in Regoli & Hewitt, 2003) suggests that personality develop in three successive stages, namely: the id, (stage at birth characterised with instinctual desires where the child is driven by the biological and psychological aspects

and where a child's actions are not limited by any rule or reasoning), the ego, (succeeding the id, where reasoning starts) and the superego, (where the individual acquires moral code and morality). If any of these stages are over or underdeveloped it leads to undesirable behaviours that result in delinquency. In severe situations, both underdeveloped and over-developed egos (and superegos) can contribute to "*psychosis*" and the inability to feel sympathy for the victims of crime (Rosenberg & Wilcox, 2013). Violent offenders therefore are explained as impulsive, people who can be easily frustrated and they are controlled by the events or issues that happened during their early development years (Dinapoli, 2002; Bezuidenhout & Dietrich, 2008).

Individuals who have been physically abused during their childhood ages are to develop violent delinquent behaviour during their adolescence or early adulthood age. Physically abused youth stand a less chance to complete high school and they are more often to become teen parents (Lansford, Johnson, Berlin, Dodge, Bates & Pettit, 2007). The child therefore experience trauma during abuse, which influence the functioning in the school or as parents later in their lives.

Children who experienced trauma and who did not get help regarding the effects of trauma may in the long run display undesirable behaviours. They may develop violent or abusive behaviours towards others, attachment problems, develop suicidal behaviour and may even turn to substance abuse (Lemmon, Smith & Thornberry, cited in Maschi *et al.*, 2008). This concur with Agnew's revised *strain theory* that there is a link between stressful life experiences and delinquency. The theory proposes that negative emotional response is a result of negative life events (Agnew, 2012). In studying the structure of problem behaviour for maltreated youth Culhane and Taussig (2009) conclude that maltreated children are at a higher risk of developing behavioural problems than those that did not experienced maltreatment. In addition the study found that maltreated children are likely to engage in sexual risky and self-destructive

behaviour. In congruence, the general strain theory of delinquency implies that delinquent acts are consequences of anger, stress and frustration due to unattainable personal goals and demands of society according to Agnew (as cited in Regoli & Hewitt, 2003; Siegel & Welsh, 2013). Children who cannot attain their goals become frustrated and this may increase probability to crime as these children may opt to attain goals by means of criminal activities such as robbing, stealing, substance and drug selling, looting and by other illegal means. Another proposition is that children, who were diagnosed with psychopathic callous-unemotional (CU) traits, are likely to become delinquent. Such children are described to be callous, self-centred, exploitive, anti-social and unable to maintain bonds with others (Flexon *et al.*, 2013). Many psychopathological problems that are related to delinquency are a result of social factors. One of the commonalities among the juvenile delinquents is aggressive behaviour. Child aggression refers to the anti-social attitudes, temperament or acts in children under the age of 18 (Boots, 2008).

### **2.2.2 The meso system**

The meso system includes “... *the interrelations among two or more major settings in which the developing person actively participates ...*” (Bronfenbrenner, 1979: 25). It is a system consisting of networks interacting in an individual’s life (micro system). How productive and unproductive meso systems are, is determined by the number and the quality of the links of such relationships (Muuss, Velder & Porton, 1988). The existence of supporting interrelations between the systems contribute to positive behaviour, whereas the destruction of such links contributes to the socially destructive behaviour (Bronfenbrenner, 1979). For a child, this could be the interrelation among home, the school and the church he attends, as well as peers and friends, in other words, it is the interrelation among the meso systems for example the connection between the child’s teacher and his parents, between his church and his neighbourhood or between a teacher and the school board. Undesirable interactions in meso



systems have the potential to strain the child. The main reason for this is that when two or more meso systems come together the child is placed in a situation where he may feel he must play multi-functional roles at once, in order to rectify the situation. The nature of the interactions determines how the child's behaviour would be impacted, whether positively or negatively (Bronfenbrenner, 1979).

As a critical phenomenon, for those that deals with childhood aggression in all systems, including home, school and in the neighbourhood, it is important to determine how aggression develops. Childhood exposure to a dysfunctional family, which is a meso system, characterized by aggression, may influence delinquent behaviour (Ruchkin *et al* 2000). Maschi *et al.*, (2008) reveal that anger during trauma may contribute to delinquency, if the youth is exposed to delinquent peers. This may be true more especially with a youth who experiences anger, stress and even depression due to academic failure. With the support of the Strain Theory this can be more vital with individuals from the lower socio-economic class who are more prone to have more trouble in attaining their goals due to lack of the resources for advanced education and therefore have to attend inferior schools or not even being prepared for school due to lack of early school preparation agencies like the pre-school and other early developmental facilities. The researcher continues to discuss the meso system in the following section.

#### **2.2.2.1 The family**

Family is regarded as a crucial institution in which humans receive their foundation in physical, social and cognitive development (Moitra & Mukherjee, 2010; Micham *et al.*, 2004; Grobler, 2012). One of the causal factors of juvenile delinquency is family dysfunction. The general negative social practice in families and lack of parental skills are regarded as possible predictors of juvenile delinquency (Macomber & Grigorenko as cited in Grigorenko, 2012).



The family structure, economic status, size, as well as parental attitudes, skills, stress and sibling influence contribute to this phenomenon. Juveniles exposed to family aggression and/or violence whether as victims or witnesses are likely to develop delinquent behaviour (Ruchkin *et al*, 2000; Siegel & Welsh, 2013).

Juvenile delinquency is the result of lack of rules and supervision according to the proponents of the self-control theory of Gottfredson and Hirschi (as cited in Siegel & Welsh, 2013). This assumption implies that parents who refuse or are unable to monitor a child's behaviour will produce children who lack self-control. Ruchkin *et al*, (2000) argue that children raised in environments where control and supervision is lacking are likely to lack self-control

Moitra and Mukherjee (2010) study the impact of parenting behaviour and delinquency. This was done as a comparative study for delinquent and non-delinquent male adolescents in Kolkata, India. A number of parental aspects such as care, support and control were used as comparable measures. The study found that in the absence of parental supervision and parent child involvement juvenile delinquency is highly projected. The study also found that parent rejection and lack of parent-child involvement are other socialization variables predicting delinquency. According to Jolivet (2011), there are common parenting problems. The impaired parent refers to the parent that does not know the difference between love as an emotion and skill to apply in parenting. Such parents cannot say no to their children and therefore cannot exercise their authority on their children. The “*amnesia*” and “*surprise*” factors according to Jolivet (2011) implies that after a crisis an impaired parent would imaginary act as if nothing happened and never try to do anything about the crisis, only to be surprised when such behaviour or crisis occur again. Jolivet states that children of impaired parents at one point would realise that and become hopeful that their parents start to be in charge and take control of directing them, which is a cry for help.

The family structure with reference to the size of a family and single parents families are reconsidered to be among the factors contributing to juvenile delinquency (Wong, 2011). Sampson (cited in Wong 2011), argues that individuals from insecure or a single parent family stand a high chance of involving in crime and delinquency. Divorce or breaking up of a relationship from which children were born can be damaging to the child if the parents are not skilled on how to handle the situation. When a family is restructuring either by separation or by divorce and in case where the involved parents lack parenting skills, the “*Parental Alienation Syndrome*” is likely to occur. “*Parental alienation syndrome (PAS)* is a term coined by Richard A. Gardner in the early 1980s to refer to a disorder in which a child belittles and insults one parent constantly due to the indoctrination by the other parent (Gardner, 1998; Sauber, 2006).

In the study of family transition and juvenile delinquency, Schroeder, Osgood & Oghia (2010) concluded that children from non-intact families are more likely to adopt behaviours leading to delinquency than children from intact families. In Namibia, 88 % of parents are single (Grobler, 2012) and this would justify the conclusion that the majority of Namibian children are from single parent families. Parental separation either by divorce or merely a breakdown of the relationship of which a child is born is said to not only effect stress but also diminish the capacity for warm, involved and consistent parenting and as a result it reinforces lack of parent child attachment, which in turn may have a negative impact on the child’s behaviour (Cooper, McLanahan, Meadows & Brooks-Gunn, 2009). Negative sibling influence may impact on the onset of delinquency (Calhoun, Glaser & Bartolomucci, 2001; Grigogenko, 2012). Children who grow up in families where they witness members of families engaging in delinquent activities are likely to be influenced into modelling delinquent behaviour.

Intimate partner violence can be harmful to the child’s emotions. Policy makers, researchers and workers with children have come to an understanding that *intimate partner violence* does

not only affect adults but it filters through to the children that are exposed to that. Intimate violence refers to physical violent incidents and verbal and emotional abuse that may occur between the partners. Generally, researchers when they compare children who were exposed to domestic violence with those that were not exposed, conclude that those who were exposed exhibit more aggressive and antisocial behaviours, (also called external behaviours) and fearful and inhibited behaviours ( internalised behaviour) ( Edleson, 2008). The effect of that is that such children often experience anger, stress, and frustration; they become self-centred, and experience psychological problems such as anxiety and depression, and in most cases demonstrate hostility which they view as an appropriate method of resolving interpersonal fights (Caldeira & Woodin, 2012). This is a confirmation of early psychologist Albert Bandura's theory of aggression where he assumes that children's behaviour are products of modelling—positing that children develop aggression by observing such in their social relationships/environments (Regoli & Hewitt, 2003). Delinquent children are often diagnosed with anti-social behaviour such as aggression and hostility. They are self-centred and often experience anxiety and/or depression (Graves *et al.*, 2007; Caldeira & Woodin, 2012).

The family's socio economic status is one of the contributing factors to juvenile delinquency. Low economic income and poverty has a negative impact on parent's emotional state and therefore families without or with low economic income may experience economic stress (Micham *et al.*, 2004). Kandenge (2005) conducted a study to explore the social environment of repeat offenders in Damara, Katutura in Windhoek, Namibia. The research concluded that economic factors in relation to the low income of the parents affected the livelihood of the young offenders. The need to survive and to sustain themselves forced children into committing delinquent acts. The study also found that repeat offenders were school drop outs. Parents in such a situation are said to have less interest to monitor and supervise their children's activities, and this may give chance to juveniles to involve in risk behaviour (Micham, *et al.*, 2004;



McNeil *et al.*, 2013). A study on home and family circumstances of young offenders in the Eastern Cape, South Africa reveals that the majority of young offenders come from poor and deprived families who live in informal settlements (Mandisa, 2006).

Women are a strong influencing factor in family wellbeing. Economic demands in the family however influence the role of a mother. Women are left with no choice than to join the labour force. As a result, they are not able to meet the demands put to them by families. Time spent with the family decreases and this may give chance to the children to spent time with whoever they wish and without the supervision of the parents and therefore youth may be tempted to engage in undesirable activities (Chair *et al.*, 2010).

Economic stress where the parents are supposed to be the providers contribute to stress, frustration and may result in delinquent acts. According to Grigorenko (2012) families characterized with low economic status and lack of economic resources are reported to be associated with the conduct problems in juveniles.

Regnerus and Burdette (2006) studied the influence of religion practices of family life from the child perspective. They assessed the influence of religion on the dynamics of adolescents' relationships with their parents, and the overall satisfaction with their families. The study reveals that; when growth in religiosity occur in an adolescent, it can relate to improved parent–child and family interactions. The study also found that the more religious mothers and their adolescent children are, the less delinquent behaviour. However, when a mother or child is very religious and the other is not, the child's delinquency rises. Therefore, religion can be cohesive when shared relatively and equally among family members, but when unshared, higher adolescent delinquency can be projected. These findings not only shows how family religious dynamics improves family interactions but also suggest that the influence of religiosity depends on the social context in which it is experienced.



### **2.2.2.2 The child's School**

Education is an important factor of child development. Children need to learn within a secure relationship, both outside and inside the family. School is of utmost importance in the study of adolescent behaviour and juvenile delinquency. It is regarded as one of the system where the child has direct contact with schoolmates and teachers. The direct interaction with peers plays an important role in the development of a child and so is the way the teacher interacts with the child. It is a bi-directional avenue where positive behaviours are expected when the interactions are positive and encouraging and in contradiction to that, negative behaviours are expected when the interaction between the two is not encouraging and supportive (Eddy, Reid, & Fetrow, 2000).

Failure in education contributes to predisposition to delinquency. Children who perform poorly in school may experience peer rejection and also criticisms by parents and teachers. This contributes to them viewing themselves as a failures and feel that teachers do not care. As a result they may experience rejection by their associates and this could pave a way for them to join deviant peer groups where they will be socially accepted (Graves, Frabutt & Shelton, 2007).

### **2.2.2.3 The peer Group**

This group is part of the immediate system of a child and therefore is part of the micro-system. It is one of the ecological layers closest to the child. The direct interactions with the peer group members have a direct influence on a child's development and behaviours and therefore are vital in the development of a child's behaviour. This would include for example interactions on the sports playground and other activities in which a child may be involved with the peer group (Siegel & Welsh, 2013; Muuss, *et al.*, 1988).

The nature of interaction and relationship that a child has with peers is found to play an important role in the onset of delinquency and youth who are exposed to delinquent peer association are more likely at risk of learning delinquent behaviours (Regoli & Hewitt, 2003; Borduin & Ronis, 2012). This also is a confirmation to the social learning theory that suggest that the adolescents learn behaviours through close relationships with peers (Siegel, & Welsh, 2013). Wallace, Moak and Moore (2005) suggest that delinquency varies along developmental stages. The authors also sought to determine the effect of the revised social bond along 6th, 8th, 10th and 12th grades.

### **2.2.3 The exo system**

According to Bronfenbrenner, the exo-system “... refers to one or more settings that does not involve a developing child as an active participant but, in which events occur that affect or are affected by what happens in the setting containing the developing person ...” These may include for example the neighbourhood, parent’s workplace and the activities of the school committee (Bronfenbrenner, 1979:25; Lerner, 2002).

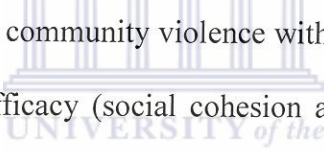
#### **2.2.3.1 Neighbourhood or community**

Neighbourhood characteristics are of utmost importance in the study of delinquency according to Gibson, Sullivan, Jones and Piquero (as cited in Barnes & Morris, 2012). Sampson (cited in Wong, 2011) argues that families of juvenile delinquents may cut their participation in or support from their community organization, which will contribute to the beginning of the weakening of collective efficacy in the community.

Youth from poor neighbourhoods are more likely to engage in delinquent acts (Siegel & Welsh, 2013). This is due to a number of reasons. Crime is associated with the characteristics of the

neighbourhoods and neighbourhoods associated with hostility, dilapidation, disorganization and residential mobility forecast delinquency (Grigorenko, 2012).

Mrug and Windle (2010) studied the prospective effects of violence across multiple contexts of early childhood. Their study found that exposure to violence is present in all poor urban areas. Community violence refers to any violence that takes place in the public ground and not only interpersonal violence such as gang fighting, homicides, robbing or looting. Community violence can also refer to institutional violence executed to a group of people or to a community. Community violence often includes personal victimization and knowing of others who have been victimized and this is more common witnessed by children from low income communities and its public manifestation can be socially, politically or economic (Jenkins, 2008).



It is almost impossible to discuss community violence without highlighting the importance of collective efficacy. Collective efficacy (social cohesion and the community's commitment needed to act on behalf of collective efficacy for the common good), community organising and mobilising (intended to build the unity of a neighbourhood cohesion, public motivation and trust), are both tools that can guard against crime and violence in the communities. In the absence of neighbourhood collective efficacy, the likelihood of juvenile delinquency increases. The negative consequences of community violence include increased levels of aggression, post-traumatic stress disorder, antisocial behaviours, a reduced sense of control, reduction in collective efficacy, poor school performance, general neighbourhood deterioration, the weakening of social bonds and social control and, all these can serve as trajectories to juvenile delinquency (Brown, 2008).

Children from communities where resources and adolescent activities are non-existent may take part in delinquent acts whereas, children raised in supportive communities that have strong



values and where children have positive role models in both the immediate family and outside home, are prospected towards attaining goals. Communities with conventional institutions, a conventional life style and values are likely to be adopted. Inhabitants in such communities have a chance to socialize through conventional activities (Fagan & Wright, 2012).

The *social disorganization theory* (Shaw & McKay, 1942) dominated in the proposition that; crime is a result of neighbourhood dynamics and not necessarily a function of the individual within the neighbourhood in the system (Fagan & Wright, 2012). Social disorganized areas such as commercial places and border posts where trades take place with different immigrants from different cultures and different experiences are characterised with lack and/or inadequate resources. These communities are prone to poverty, illnesses and confusion (Regoli & Hewitt, 2003). In social disorganized neighbourhoods children have no access to proper educational, social or physical resources, neither boys nor girls recreational clubs. Such neighbourhoods are marked with high rate of unemployment and single parenthood is remarkably salient (Fagan & Wright, 2012). For a family or an individual to survive in such a neighbourhood, there is no other option than to engage in illegal activities to support themselves.

#### **2.2.4 The macro system**

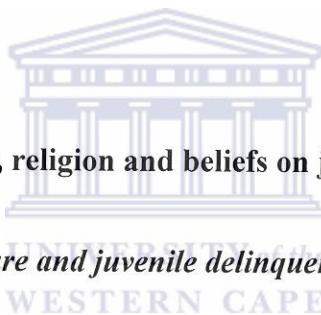
Bronfenbrenner refers to the macro-system as “ ... *the consistencies in the form and content of lower order systems (micro, meso and exo) that exists or could exist at the level of the subculture or the culture as a whole., along with any belief systems or ideology underlying such consistencies ...* ”(Bronfenbrenner, 1979: 26).

The macro system is the fourth level of the ecological system theory. It is concerned with the blueprint of society and how society is perceived. The worldview of society effects the ideologies and the organisation of that society and therefore, it influences how people in that society view themselves and eventually will influence the way they behave. Every level of



society has its own blueprint. At the country level there are principles that are deemed to be correct by society and that are to be followed. These are in the form of government acts, policies and regulations, and municipal bylaws. It should also include issues such as the cultural values, the health, and public policies and laws. Such regulations form the culture and subcultures of the society (Lerner, 2002).

*Cultural Deviance theories* explain that due to the demanding lifestyle of children living in depreciating neighbourhoods, children turn to social isolation and start engaging in delinquent behaviour. These behaviours are manifested in cultural deviance and by creating subcultures such as gangs and cults in which children join for the need to belong, feel accepted and loved. The group will then form up a subculture that is to be followed by members of the group (Siegel & Welsh, 2013).



#### **2.2.4.1 The influence of culture, religion and beliefs on juvenile delinquency**

##### **2.2.4.1.1 *Influence of culture and juvenile delinquency***

Fiske (as cited in Kim, 2011:396) defines culture as a “*socially constructed constellation of such things as practices, competencies, ideas, schemas, symbols, values, norms institutions, goals, constitutive rules, artefacts and modification of the physical environment.*” According to theories of intergenerational transmission of violence, the violent culture is transmitted by a violent individual to another and eventually manifesting such behaviour (Kim, 2011). This theory implies that parents who maltreat children might have been victims of maltreatment themselves during their childhood. Such violence is however regarded as legitimate within certain communities because members of such a community may consider the mentioned violent behaviour as a rightful way of living and a better way of solving problems (Regoli & Herwitt, 2003; Siegel & Welsh, 2012; Kim, 2013).

In a study on Namibian parenting, Grobler (2012) reveals that in some Namibian societies it is culturally accepted for a man to beat his wife as it is regarded as a way to show love to the wife. The author also states that due to the gender role in some Namibian communities, women are taught to be submissive as society has given men sexual and financial power. This should be considered as a possible factor contributing to juvenile delinquency.

#### **2.2.4.1.2      *Influence of religion and beliefs***

In support of religion it is suggested that children who attend church and daily practice religion and faith, normally display high moral values and are likely to refrain from committing delinquent acts (Siegel & Welsh, 2013). Consistent with that Petts (2009) conducted a study to examine the impact of family and religion characteristics on delinquency. On the religious variable he concluded that involvement in religion predicts a decrease in delinquent behaviour throughout adolescence.

Researchers also examined whether religion characteristics of groups or social contexts might positively supplement the *social disorganization theory*, enhancing morals in the community. Researchers found that there is a relation between religion and a low level of crime. In communities where religious characteristic of members are high, lower rates of delinquency seem to exist. Moreover, communities where religiousness are exercised are found to have high collective efficacy (Regnerus, 2003).

Wallace, Moak and Moore (2005) have done a study on the effectiveness of *social bond theory* in restraining students from committing school delinquency in a rural schools. They concluded that the social control theory was moderately successful in explaining school delinquency, while religion and accompanying activities seemed to achieve a higher degree of positive outcome.

#### **2.2.4.2 The media and juvenile delinquency**

The term, “*media*” is defined as: “... *A channel or system of communication, information or entertainment. Mass media refers to communication that is designed to reach a large number of the population ...*” (Hernandez, 2005:9). Contemporary media include internet websites, social network sites, emailing, games and mobile technology. Children who have access to internet for example are exposed to vast information.

Researchers estimate that 98% of the American households have televisions and 80 % of these households have computers (Whitney, 2008). Whitney identified three key issues that can serve as the framework to discuss child exposure to violence in media:

##### **2.2.4.2.1 Massive exposure to media from early age**

Children between the age of 6 and 18 are most saturated regarding the influence of media and accompanying technology.



##### **2.2.4.2.2 Violent content of mass media**

A large portion of mass media contains violence. The manner in which the media presents violence, varies from one form of media to the next form of media, also varying with regard to the degree, the nature and the contexts of their respective violent content. Media content directed to older children may be the most violent while media for younger children may contain “*risky*” violence.

##### **2.2.4.2.3 Media as an agent of socialization affects children’s behaviour negatively**

The media content aiming toward the children often contains moderately violent content while the media content directed to older children are said to contain more violent content even more



than those content directed to adults. This has triggered concerns about how the media as an agent of socialization affects children's behaviour negatively.

Myers (2013) highlights the danger of the influence of commercial advertisements on a child's dreams by saying: "*Children are the advertiser's dream*", reasoning that younger children cannot grasp the intention of the commercial advertisement and thus may adopt socially undesirable behaviour by modelling (Myers, 2013:261). Literature, indicates that violent games and videos, as well as exposure to sex and pornography by children may predispose aggressiveness and delinquency in them (Wartella & Robb, 2008; Kornblum, 2012). Studies on the correlation between violent video games, delinquency and violence revealed that there is a correlation between these factors (DeLisi, *et al.*, 2012; Saleem, Ahmed, Hanan & Haroon, 2013). DeLisi *et al.*, (2012) concluded that the most affected children are those spending long hours on media entertainment. Comic books, magazines and radios are also among the written media that may affect the incidence of juvenile behaviour, depending on the nature of the information conveyed by this particular media modes (Park, 2002).

### **2.2.5 Juvenile delinquency in Namibia**

In the fore mentioned section, juvenile delinquency was discussed briefly. In the next paragraph, the factors contributing to juvenile delinquency as well as the juvenile justice system particularly within the Namibian context will be discussed.

#### **2.2.5.1 Factors contributing to juvenile delinquency in Namibia**

The researcher will provide literature on Oshakati as choice of case study in chapter three (3.4.3.1) where the context, an important factor in a research case study, is discussed. The literature in this current section focusses particularly on Namibia and the incidence of juvenile



delinquency in Namibia, but also factors and policy that influence the phenomenon of juvenile delinquency in Namibia in general.

The relationship between the child (micro system) and his education (meso system) was discussed in the previous text. However the macro system, with the broader education context of Namibia also influence the child. The Namibian education Act no.16 of 2001, emphasizes the right of every child to education. In 2011 however, the then Namibian Minister of Education, Minister Abraham Iyambo, described the system of the Namibian education as "*crippled*". Minister Iyambo highlighted the high rates of school drop-outs, lack of proper educational facilities and the non-attendance of primary education as some of the major factors negatively impacting the future of the Namibian child and its education (Nakale, 2011). In response to this opinion of Minister Iyambo, the government of Namibia introduced the free and compulsory Primary Education Policy in 2013 (Nakale, 2011). Compulsory education starts at the age of six when the child is obliged to attend primary education (Office of the Prime Minister, 2011).

The school-drop-out statistics for 2005 for example, indicated that out of the 13 850 students who wrote grade 12 final examination, only 2840 students eventually qualified for admission to tertiary institutions and 38% of the students who wrote the grade ten final examination of the same year dropped out of school because they have failed and due to their age they were no longer allowed to be admitted to the secondary school.

The education sector and the teaching staff also contributed to the poor school performance in Namibia. In 2005, the Namibian education sector experience the inconvenience of teachers who were not satisfied with their salary structures and therefore threatened to do a mass demonstration. Teachers were accusing the Namibian Teachers Union of not being effective in their negotiations (Shivute, 2005). The conflict between the teachers and the unions resulted in demonstrations by the teachers, which in turn has affected the students as there would be no

education on the days of demonstration. This is a demonstration of how the interactions of the two macro systems may affect the individual and, this was indeed the situation in Namibia. Mseyamwa (2006) states that teachers were leaving the profession due to disagreements between them and the teachers unions because of the low salary structure and the working conditions especially in the rural areas. The fact that teachers left the profession, impacted majorly on the performance of students. In 2009, The “*Recruitment and Intensive*” allowance, commonly known as the “*Bush Allowance*” was introduced for teachers working in disadvantaged communities. The allowance was revised in 2012 to contribute to teachers feeling comfortable and safe at their workplaces (Kavishe, 2012).

As highlighted earlier in this text, teachers were leaving their profession for a dual reason, firstly for better remunerations and secondly for better living conditions in terms of housing and basic services, mostly for teachers working in the remote areas. The situation does not directly involve the child, but the effects of it would definitely filter through to the child and the situation may later force the child not only to be unable to finish school but also becoming a frustrated and bored unemployed school drop-out who might opt to committing juvenile delinquent acts for survival.

#### **2.2.5.2 The Juvenile Justice System in Namibia**

The Juvenile justice forum in Namibia was established in 1994. It consisted of non-governmental organizations, ministries and individuals. This program was decentralized and in 1994 almost every region had its own juvenile justice forum. In 1995 Namibia started with a pre-trial diversion program, known as a juvenile justice program. The program was being managed by the Legal Assistance Centre. By 1999 all thirteen regions had their juvenile justice forums (Sloth-Nielsen & Gllinetti, 2004; Schulz, 2013).

The United Nations Children Fund (UNICEF) organized a workshop for youth representatives and the parliamentarians in Namibia. The workshop was conducted on the 04 – 06 June 1996 at Safari Hotel (UNICEF, 1996). During the workshop the parliamentarians were briefed on the problems and concerns regarding the children and youth as identified by the regional youth representatives from all the thirteen regions of Namibia. On the last day of the workshop, 06 June 1996, the regional youth representatives visited the state house and gave their report to the president on the outcome of the workshop. The youth also suggested the solutions to the problems that were identified (UNICEF, 1996). The following were the problems, facing Namibian youth, as it were identified:

- Child abuse and child neglect;
- Problems related to education. There were children who could not attend school due to various reasons such as HIV/AIDS as the number of reported infections in Namibia were still increasing;
- Drugs and alcohol abuse, which was as a result of too many alcohol outlets and the selling of alcohol to minors according to the youth;
- Unemployment and lack of rural development and
- Lack of recreational facilities to keep young people busy in a constructive manner.

The effects of the above problems seriously contributes to the increase in juvenile delinquency, contributes to the high rate of school drop-out, poor school results, high rate of unemployment, formation of gangs, teenage pregnancy, increase of HIV infections, suicide to avoid the consequences of problems, illegal abortions, disrespect of elders, less concentration on school work and the influx/urbanization of children to towns (UNICEF, 1996).



### **2.2.5.2.1      *The restorative approach to juvenile justice in Namibia***

In the restorative justice system children are supposed to have separate courts. In the Namibian context however, the Magistrate Court Act (16 of 1990) and the High Court Act (15 of 1990) do not provide for separate juvenile courts (cited in Kamwanyah, 2013). Some magistrate courts reserve however court rooms for procedures against juveniles, in order to meet the requirement to have separate juvenile proceedings from adults as in accordance with the requirements of the Convention of the Rights of Children as described in article no 37 (cited in Kamwanya, 2013)

### **2.2.5.2.2      *Arrest and diversion***

Generally and at present it is observed that there is an insufficient number of cells reserved for young offenders in the Namibian jails, hence the young offenders have to share cells with adults (Schulz, 2014; Kamwanyah, 2013). A Diversion Program seeks to deal with the young offenders in the most appropriate way, which cannot be achieved in a normal criminal justice system. The decision to divert a young offender lies with the prosecutor- general who withdraws the charges laid on condition that the child accept certain alternative measures as corrective punishment, for instance, community service, mediation and/or attending a life skill program. This however applies only to minor offences. Upon arrested, the police have no power to divert or to release the young offender. After the arrest, the child is brought before the magistrate and the prosecutor in consideration of the recommendations of the social worker, who will then decide upon going forward, whether to continue with the prosecution or to terminate.

Currently, there are two diversion options in Namibia namely: The pre-trial community service and the life skills program, however, some challenges are experienced regarding the implementation of both these alternatives. In the first place there is a challenge to find suitable



placements for young offenders as there are no lists of places available that are already identified and suitable for diversion program such as for community sentence where placements could take place. Secondly, the life skills program that is currently implemented, is adapted from South Africa and it is not always applicable in the Namibian context.

While the responsibility to do screening and mediation lay with the social workers in the Ministry of Gender Equality and Child Welfare (MGECW), the task of conducting the life skills program is vested with the Youth Officers in the Ministry of Sport, Youth and National Service. Some of the participants in this study were from these organizations.

There are problems with the implementation of the life skills program as so far it is not fully implemented in Namibia (Kamwanyah, 2013; Schulz, 2014). During the period June 2011 and July 2013 only four out of the fourteen regions reported records of diversions into the life skills program. Oshana is one of the regions where records were reported (Schulz, 2014). The program by the then Ministry of Youth, National Service, Sport and Culture (MYWSSC) is not operating as expected due to the fact that not all the multi-purpose youth resource centers have social workers and the program is sometimes delayed to such an extent that diverted children wait for long periods before they were allowed or in a position to attend the life skills program before the withdrawal of the cases (MYWSSC, 2014; Schulz, 2014).

### **2.2.5.3 International policy on juvenile delinquency**

Children - incarceration has always been a concern amongst human rights activists. The international bodies, such as the United Nations, took responsibility to draw up frameworks according to which the rights of children should be protected and effected. These rights comprise the United Nations Standard Minimum Rules on Juvenile Justice, also known as the "*Beijing Rules*". Due to the vulnerability of the children, the topic of juvenile justice is frequently discussed in criminal justice deliberations. Countries that are member states of the

United Nations are obliged to effect the children rights under the Juvenile Justice Act and in accordance with the Convention of the rights of the child (Jacobs-Du Preez, 2002).

In 1990 Namibia ratified and signed the Convention on the Rights of the Child. Namibia accepted to be responsive to the living conditions of children and women and also to advocate and raise the national awareness of their human rights. This resulted in the Juvenile Justice Forum (JJF), which was discussed in the previous text.

### **2.3 CONCLUSION**

This chapter focused on a literature review regarding factors contributing to juvenile delinquency. The ecological systems theory as a framework for the study was reviewed and illustrations were provided on how various ecological factors interact and how they can have an impact the child's behaviour (Bronfenbrenner, 1979).

The chapter also discussed the various psycho-social issues identified and described as pathways to juvenile delinquency. From the literature it is evident that juvenile delinquency is a puzzling phenomenon in Namibia and in Oshakati in particular, which need attention not only in terms of intervention, but also in terms of researching on various aspects of the phenomenon in trying to successfully address this challenge in Namibia.

The next chapter explains the research method and the research design utilized during the execution of this research study. Chapter three also describes the various multi-disciplinary teams as multiple cases of the research and gives an overview of the nature of Oshakati as a context of this particular study.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter introduces the research methodology that was utilized during this research study. This chapter also provides more detailed information on the approach that was applied for this study, the design that was used, the strategy of inquiry, the research population and research setting of the study, the methods and the process for qualitative data gathering and trustworthiness verification procedures within the case study inquiry.

#### 3.2 GOAL OF THE STUDY

The goal of a study leads one to conduct a study or anything that one hopes to achieve by conducting it. Maxwell (2009) posits that there are two main purposes of research goals. Goals serve as the guidance during design decisions and also serve as validation of the study. Goals direct the researcher to the nature of descriptions, interpretations and the theories that the researcher creates.

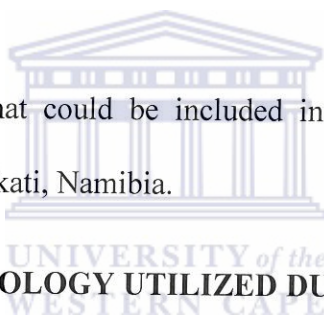
The goal of this particular study was to achieve an in-depth understanding of the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia.

### 3.3 OBJECTIVES OF THE STUDY

The reason why researchers are carrying out their studies, influences their objectives because the reason will tell whether they have to explore, describe, explain or compare (De Vos *et al.*, 2011).

The objectives of this study were to:

- Explore and describe the social factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents;
- Explore and describe the psychological factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents;
- Provide recommendations that could be included in the treatment and prevention of juvenile delinquency in Oshakati, Namibia.



### 3.4 RESEARCH METHODOLOGY UTILIZED DURING THIS STUDY

Research methodology refers to “... *the coherent group of methods that complement one another and that have the goodness of fit to deliver data and findings that will reflect the research question and suit the research purpose ...*” (Henning, Van Rensburg & Smit, 2004:34). It is an epistemological umbrella of inquiry, meaning that it is hosting different methods and traditions of carrying out a research from which a researcher can choose during the process of designing a research. It is a manner in which data is obtained, pre-arranged and analysed. Research can be qualitative or quantitative (Henning *et al.*, 2004).

In this study, a qualitative research approach was utilized to conduct this study.



### **3.4.1 Research approach**

Qualitative research covers an array of interpretive techniques, which seek to describe, decode, translate, and otherwise come to terms with the meaning of naturally occurring phenomena in the social world (Welman, Kruger & Mitchell, 2005). The qualitative research approach was chosen as it aimed at illuminating an in-depth understanding of the phenomenon (Henning *et al.*, 2004). While quantitative studies seek to discover knowledge about the phenomenon and explain it, qualitative studies are aiming at understanding the phenomenon by constructing the knowledge (Welman *et al.*, 2005; Walliman, 2006).

The researcher aimed at having an in-depth understanding regarding juvenile delinquency and therefore sought to construct knowledge from the perspectives of the multi-disciplinary team. This means that the researcher sought to understand by: exploring the information provided by the multi-disciplinary team; trying to reach a proper understanding of the perceptions of the participants about the psycho-social factors contributing to juvenile delinquency, where-after the researcher would be able to describe the psycho-social factors contributing to this phenomenon.

### **3.4.2 Research design**

Research can take many shapes and can be in different arrangements, depending on the researcher's focus and interest hence, researchers need to be clear about why choosing a specific design and where they are hoping it will lead them to (Thomas, 2011).

The researcher in this study chose to apply the exploratory and descriptive designs. Qualitative case studies are explorative when they are aiming at exploring situations in which intervention being evaluated has no clear, single set of results (cited by Yin in Baxter & Jack, 2008).

An **explorative** research design is suitable to employ where there is a problem or an issue that is puzzling and where the researcher need more information on what is happening and why it is happening (Thomas, 2011). The juvenile delinquency phenomenon has been a concern in the community of Oshakati town and as stated earlier in chapter one, there has been no study so far done regarding juvenile delinquency in Oshakati. The researcher explored the perceptions of the multi-disciplinary team on the juvenile delinquency phenomenon in the town of Oshakati. A study design is **descriptive** when it is aiming at describing a phenomenon or intervention together with the real life context in which it is experienced (Thomas, 2011). This research is also **contextual** in the sense that it is bound to the context of Oshakati. Research can be contextual either by the setting, the time or the context. (Thomas, 2011).

### 3.4.3 Strategy of inquiry

A case study refers to an in-depth explorative or descriptive study using one or more cases and employing a variety of methods of collecting data (Sarantakos, 2005; Robson, 2002). The explorative case study answers the “*why*” questions (Thomas, 2011; Creswell, 2007). The multiple evidences are considered for exploration as sub-units, which focus on different prominent aspects of the case. The main units may be a place and the small units may be units as seen by various disciplines or groups involved (Scholz & Tietje, 2002; Creswell, 2013).

A case may be a simple or a complex entity that can be a person, a place, community, institution, a group of people or even an event. A case study uses multiple perspectives and more than one method of data gathering. A case is referred to as a bounded system and a qualitative case study is always context – bound (Yin, 2003; De Vos *et al.*, 2011; Willis, 2007). This approach is valuable because it can help evaluate programs or develop interventions (Baxter & Jack, 2008). The essence of a case study is that it deliberates on the knowledge of a case and the impact of its social, political and other contexts (Yin, 2000). It is concerned with

the particular rather than the general and one cannot generalize from a case study (Thomas, 2011). The case study used in this research explored psycho-social aspects of juvenile delinquency. The knowledge (perceptions) of various cases (each multi-disciplinary team was utilized as a separate case) and these individual cases contributed to the case of Oshakati. The findings of this research will be used to develop recommendations which may eventually lead to effective interventions when addressing the challenge of juvenile delinquency in Oshakati, Namibia.

The researcher used collective or multiple case studies, which are extended to a number of cases in which the researcher explored variations between and within the cases and finally replicated the findings across the cases in the Oshakati case (Thomas, 2011). Collective/multiple case studies allow analysis within each setting and across settings. It is aiming at examining several cases to understand the similarities and differences between the cases. Multiple case studies can be utilized either to predict similar results or predicting contrasting results (Baxter & Jack, 2008).

In the following paragraph and for the purpose of this study, a contextualization of Oshakati, is provided, as case studies are always context bound and that: certain social issues within a particular context may be perceived differently to another. Juvenile delinquency within the context of Oshakati may therefore be understood differently to juvenile delinquency within another context.

#### **3.4.3.1 Contextualizing Oshakati**

Since independence, the Government of Namibia has consistently formulated policies and programs to address the challenges faced by the Namibian community. The vision 2030, is the document guiding the National Development plans, which encompasses national development plans (National Planning Commission, 2000). The national development plan number three of



vision 2030 placed the responsibility to develop strategies and plans to increase jobs and to boost local economy in the regions and on the local governments (National Planning Commission, 2000). One of the priorities in the vision was to proclaim the towns and to decentralize some of the functions from the central government to local authorities and in that way, town councils were mandated to work towards the development of the town with special focus on project identification, project preparation, feasibility studies, capacity building and enhancement, investment promotion, job creation, infrastructural development and poverty alleviation, environmental preservation, joint ventures and, equity participation.

Oshakati Town council was not an exception to any other town in Namibia and therefore, the town was made responsive to facilitating the process of industrialization, commercialization and the provision of services (Oshakati Town Council, 2015). With a rapid development, the key institutions to cater for the northern regions of Namibia, are based in Oshakati. These include the only high court in the northern regions, the only bank of Namibia in the north and the regional council of Oshana region – the region in which Oshakati is located. Other institutions include Social Security Commission offices, the main police station of the Oshana region, the northern branch of the University of Namibia, the only referral hospital in the north (Oshakati State hospital) and the youth center for the Oshana region. A significant number of businesses are hosted in Oshakati and a number of shopping malls were built to facilitate both local and international investors. A new open market (omatala) is also under construction for the informal businesses. The strategic plan of the town is promising as it is focused on themes of socio-economic development, planning, infrastructure development and community facilities (Oshakati Town Council, 2015).

Oshakati is regarded as the regional capital of Oshana region. The town is very popular and it serves as the commercial center for the northern part regions of the country. Oshakati is located



713 km north-west of Windhoek, the capital city of Namibia, on the B1 national road and it is almost 45 km south of the Angolan border. (Oshana Regional Council, 2014).

The town was established in 1966 and originally, it was used as a base for military operations by the then, South African Defense Force during Namibian war for independence. In 1992 Oshakati was proclaimed as an autonomous town and became self-governing in 1995 (Oshakati Town Council, 2012).

Being a business center in the north, business people from regions like Omusati, Ohangwena, Oshikoto and the Kunene regions and even people from Angola meet in the town to conduct various businesses. This is in addition to the local businesses who reside in Oshakati and those that commute on the daily basis from the outskirts of the rural neighborhoods. According to the National Population and Housing Census of 2011, the population of the town is estimated at 55 600 residents. However, on top of that figure, many people from the surrounding towns and villages are served by the town (National planning commission, 2011).

Of the 55 000 total population of Oshakati, 65 % live in the informal settlement and 35% in formal settlement, Tvden & Hangula ( cited in Dima *et al.*, 2002). In total, there are eight informal settlements in Oshakati namely: Ompumbu, Oshoopala, Okandjengedi, Oneshila, Amnkambya, Uupindi, Evululuko and Sky location. The characteristics of the informal settlement are that most of the dwelling is not made of bricks, but either with corrugated sheets or any other materials.

Entrepreneurs are faced with many challenges whereby 93 % of them are reported to experience a lack of the start-up capital, 75% have no entrepreneur skills and 30 % struggle to find a place to conduct their business. Oshakati Town Council (2015) highlighted inflation, the occurrence of floods, poverty, HIV, public indecency and damage to property as some of major challenges faced by the inhabitants.

Urbanisation and housing is a global phenomenon that is mostly caused by a combination of economic and socio-cultural factors. Approximately 47 % of the world's population is said to be living in towns (Frayne, Pendleton & Pomuti, 2001). The increasing rate of urbanisation has a number of implications for social and economic development. There is a high rate of women migration to the cities and this has an effect on the status and roles of women as well as on the status of families.

Urban poverty increasingly exhibits specific features, which need to be understood. People in urban areas largely depend on a commercialised market, employment and income. These are the key guarantees of well-being. The lack of employment in the public sector has led to the increase in informal employment, which is characterised by low income and long hours of labour. Economic and socio-cultural factors also influence housing. There is a difference between a formal fully serviced settlement and informal settlement. Oshakati has about seven informal settlements. Inhabitants in these areas are partially marginalised from receiving any services and also in participating in decision making in the society at large (Tvedten & Pomuti, 1994). The research conducted by Tvedten & Pomuti (1994) on marital status among the adult informal settlement population in Oshakati revealed that 15% of marriages were formal and in a nuclear family setting, 3% got married in a church and 12% at the magistrate offices. Single parent families constitute 58% of the informal settlement population in Oshakati and 22% were cohabitating, while 20% were widows.

The high population densities in most urban shantytowns in Oshakati are contributing factors to social problems. Oshakati informal settlements have implications on economic security and the total wellbeing of the inhabitants Tvedten & Pomuti (1994). The informal settlement dwellings in Oshakati consist of brick houses where 36% are owned by male and 29% are owned by female dwellers. In contrast, 52% of iron shack houses are owned by males, while 69% are owned by female dwellers. These dwellings are characterised by overcrowdings, lack

of resources and the breakdown of the traditional structure of social organisation. These can have an impact juvenile delinquency. Additionally it can contribute to the increase of diseases (UNDP in Murorua, 2009).

Unemployment in Namibia remains a serious concern with more than 30% of the Namibian population being unemployed in 2006 (NPC in Murorua, 2009). Informal economic enterprises are distinct in informal settlement areas in Oshakati. There are also small outlets for alcohol, especially for local brew (tombo). These outlets are open from early morning hours and close very late night or not at all. Women are the most involved in enterprising in the Oshakati - shanty towns and their business are mainly selling cooked food. This is done at their own houses and they sell it at nearby shopping complexes in the town. There are a number of small shops selling the basic necessities for example salt, sugar, soap, bread and sweets. Street vendors also sell a variety of items ranging from food and clothing. Other services, such as hairdressers and tailoring can be rendered in the open as there are no business facilities to operate from (Tostensen, Tvedten & Vaa, 2001).

Villagers or migrants find it difficult to get employment in Oshakati. Most of these people are not permanently employed, they are under-paid or they earn inconsistent salaries with which they have to support their families, especially in the remote areas (Tvedten, 2004).

#### **3.4.4 Research population**

The population is the entire collection of elements of investigation. It includes all cases from which sample cases are drawn (Robson, 2002; Welman, Kruger & Mitchel, 2005; Thomas, 2011). The population in this study was the overall population of the multi-disciplinary team members in Oshakati, which includes the teachers, social workers, youth and police officers dealing with the children who display behavioural problems.



### 3.4.5 Sampling

There are two main types of sampling, namely, probability sampling, which is based on random sampling, whereby each item stands a chance to be selected and that all possible groups of items has an equal chance of being selected. This sampling technique is mostly used in quantitative research. Non-probability sampling is non-randomly selected but carefully chosen, enabling the researcher to gather data concerning specific experiences of some members of the study population, to explore a particular social phenomenon or concern or to develop theories that are generated from real experiences of some real members of the population being studied. The mentioned are mainly qualitative studies and involve managing the variations in the phenomenon under study from first-hand information (Welman *et al*, 2005; Flick, 2008; Henry, 2009; Cohen, Manion, & Morrison, 2007).

*“... Non-probability, purposive sampling is a selection method where the study’s purpose and the researcher’s knowledge of the population guide the process of the selection ...”* (Tansey, 2007:769). The researcher must be able to identify the particular respondents of interest and pick a sample consisting of those the researcher deems most suitable. Purposive sampling elements are selected because they possess specific characteristics and because they are appropriate to the purpose of the particular research study (Cohen *et al.*, 2007, Creswell, 2013; Sarantakos, 2005). Purposive sampling is significant in the sense that it can be used either to develop theories or to generate explanations regarding the variations between the cases and within the case units (Thomas, 2011). Cases and samples in a qualitative study are to be defined thoroughly and sampling should not only focus on the participants, but also the sites they are from (Flick, 2008).

The sample of the study was purposefully selected. Four case samples were purposefully selected using a non-probability technique. The four samples included a sample of two social

workers, a sample of two police officers, a sample of two teachers and a sample of two youth officers.

The researcher selected the social workers who work with the young offenders in the juvenile justice program and who possess the knowledge and quality information about the social life lives of the children and are exposed to the children's behaviour during their work interventions. The juvenile justice programme is a statutory program that is advocating the protection and wellbeing of the children. These social workers are involved in screening the young offenders at the Oshakati Magistrate court with the aim to advocate against normal/adult trial, depending on the nature of the crime committed by the young offender and with the aim to divert young offenders to a life skills program and/or community sentence as it is an option provided for the young offenders by the program. The social workers also are the ones to make follow ups, do family evaluations and assessment as per need and either refer or recommend for assistance as may be required and to make sure that the families take responsibilities of their child after the court hearing is concluded.

After the approval by the magistrate for the young offender to be diverted from normal trial to the life skills and/or community service sentence option, the young offenders are referred to the Ministry of Sports, Youth and National Service, Directorate of Youth Development. The youth officers facilitate life skills programmes at the Oshakati Multi-Purpose Youth Resource Centre with young offenders in diversion programs.

The fore mentioned information on the nature of the multi-disciplinary team made them a suitable sample as they regularly experience direct interaction with the young offenders during the sessions. One of the components of the life skills program is to bring the young offender together with their parents and their guardians and have a session with both and through these youth officers, one may gain significant insights and understanding regarding the factors

contributing to juvenile delinquency in Oshakati. The sample of the teachers was drawn from teachers in Oshakati at one of the secondary schools. Both teachers were responsible for counselling and disciplining the students, as well as arranging referrals for professional counselling. The police officers sample were selected on the basis that they work in the juvenile crime unit and have experience in juvenile crime and juvenile arrest. They are highly exposed to juvenile delinquency in the community and they are exposed to the juveniles' behaviour, as well as to their social context. The researcher also did a document analysis and purposively asked each multi-disciplinary team member for two reports without any names.

#### **3.4.6 Method of data gathering**

The following three main categories of data collection in qualitative studies need to be mentioned, namely study observations, interviews and artefacts or documentary studies (King & Horrocks, 2010; Leedy & Ormrod, 2013; Thomas, 2011).

The researcher utilized interviews and documents as data gathering methods for this qualitative case study research because more than one form of data gathering is required for a case study as discussed in Chapter one (**Orientation to the study**). These data collection methods will be discussed in the following section.

##### **3.4.6.1 Entry into the research site**

When entering the research site, there are procedures to be followed regarding the rights, roles and the responsibilities of both researcher and participants as researcher seeks to enter the lives of the participants for certain reasons and it may not be comfortable for some participants to disclose the kind of information the researcher is looking for (Reitsma-Street, Peredo, Chen & McHugh, 2003). The gaining entry for research purposes and accessing participants for a research purposes is unique to each study (Wanat, 2008).



The researcher is an employee with the Directorate of Youth Development where social workers are employed, having direct links with the police, youth officers and teachers. The selection of these samples was also facilitated by the fact that the multidisciplinary team needs assistance in understanding juvenile delinquency in Oshakati. The multi-disciplinary team as a whole is very aware of the fact that a research study of this nature may not only benefit the youth in Oshakati, but eventually also the services rendered by the multi-disciplinary team.

### **3.4.6.2 Methods of data collection**

The researcher employed interviews and documents as methods of data collection and will discuss these methods and the implementation in the following section:

#### **3.4.6.2.1 Interviews**

Interviews are the most familiar manner used to elicit extensive information from participants (Mason, 2002; Henning *et al.*, 2004; Diccico-Bloom & Crabtree, 2006; King & Horrocks, 2010). Babbie and Mouton (2001) mention that the interviewer has a general plan, which will be used during the interview but not specific questions, with the same content, which are asked in specific order. Interviews in qualitative research may either be semi structured or unstructured in-depth interviews (Creswell, 2013; Patton, 2002). Unstructured, in-depth interviews are not reliant on predetermined questions and the participants tell their own stories, in their own order with minimal guidance from the interviewer (Dahlberg & McCaig, 2010).

There are different types of interviews and applying them depends on the type of research. Henning (2004) stipulates two types of interviews namely:

- The standardized interview that encompasses guided questions without other input from the interviewee, which is mostly used in quantitative research;

- Discursive interviewing where participants are allowed to converse with an interviewer, which is mostly applied in qualitative studies.

In this study the researcher used discursive interviewing as it was necessary that the researcher and the participants were allowed to freely converse (Henning, 2004; Gorman & Clayton, 2005; Thomas, 2011). During the interview the researcher had to direct the discussion towards issues pertaining to the research question in order to keep the discussion goal oriented (Gorman & Clayton, 2005; Thomas, 2011). The researcher asked the following questions:

- **What are your perceptions about the social issues that contribute to juvenile delinquency in Oshakati?**
- **In your opinion what are the factors in juvenile delinquents' mind (thoughts) and behaviour that contribute to their delinquency?**

#### **3.4.6.2.2 *Audio recording of interviews***

It is common and hence, advisable that a researcher use audio recorders. The physical setting for the interviews was arranged in such a way that eco-disturbances were avoided and also ensuring that no information could be lost during the interview due to disturbances or any other reasons. To ensure that no information could be lost due to technical problems, two recorders were used for interviews (Gorman & Clayton, 2005; King & Horrocks, 2010; Henning, 2004). Participants were informed prior to the interview that a recorder will be used during interviews and were also given the opportunity to decline the interview being recorded (Dahlberg & McCaig, 2010; Henning, 2004).

After recording the interview, the next step was to transcribe the information into an analysable format. The researcher converted the information from the audio to the text, by typing the words and produce a transcription (Bernard & Ryan, 2010) **(See Appendix C: Example of a**

**transcription).** This is the first step of a systematic analysis whereby the researcher transcribes the recording word by word and in the exact word of the participants. Transcription is best done by the researcher him- or herself rather than employing someone else to do it and it is best done shortly after the interview while information is still fresh in the mind of the interviewer (Thomas, 2011; Bernard & Ryan, 2010). For this reason the researcher in this study opted to transcribe the interviews herself.

#### 3.4.6.2.3 *Documents as an option for data gathering*

Data gathered from written documents can be valuable sources of information in research and these can be in the form of either formal or informal, public or private documents such as reports, diaries, records, memos and minutes (Creswell, 2007; Thomas, 2011). De Vos *et al.*, (2011) highlight content analysis, textual analysis, semiology and linguistic analysis as forms of document analysis.

Apart from employing interviews the researcher also collected documents from the participants, containing relevant information which might also be addressing the questions asked. From these documents, the researcher performed a content analysis. Content analysis of documents tends to quantify the frequency of elements within the document for example words or images or the quantity of similar types of documents. It involves transforming the content of the document from a qualitative into a quantitative form of information. (Monette *et al.*, cited in DeVos *et al.*, 2011) while textual analysis is regarded as part of interpretive qualitative tradition whereby emphasis is more on interpreting the meaning in the document and have less focus on the number and frequency of occurrence of the wanted element. The researcher utilized textual analysis where the meaning in the documents were interpreted.



### 3.4.6.3 Preparation of participants for interviews

After telephonically confirming appointments with the participants, researcher went to meet them one by one. In order to prepare the participants for interview, the researcher ensured that they were well aware of what was expected from them in taking part in the research, also what their participation entailed as it was clarified to them (**See Appendix B: Consent to take part in research and Appendix D: Research Information**). The researcher provided the mentioned letters for request for participation to participants with attached information sheet.

The researcher further ensured that the participants understood the information sheet by discussing it and answering questions if any. The participants were ensured that their identity will remain anonymous and an issue of confidentiality was maintained by keeping participants' information in a secure locked drawer. Participants were informed that they will be audio recorded and a consent form was introduced and participants have given informed consent. (**See Appendix B: Consent to take part in research**).

### 3.4.6.4 Interviewing skills used during data gathering

#### 3.4.6.4.1 *Starting the interview*

Qualitative interviews involve interviewing techniques (Mason, 2002a). During this study and at the start of the interview, the researcher discussed some of the most important aspects that she wanted to focus on during her interviewing. The first matter the researcher had dealt with was to strive to build a rapport with all the participants (Richie & Lewis, cited in Dahlberg & McCaig, 2010). A good relationship with the participants made them feel comfortable and encouraged them to provide information freely. However the researcher had to be sensitive to anything unethical that might have appeared during the course of interview, as that would not serve the purpose of the study. For example the researcher needed to be aware of issues that

might cause emotional discomfort to participants. The manner of asking questions was clear and not confusing in such a way that the participants felt judged, undermined or uncomfortable in any way. The extent to which the researcher allowed the participants to reveal their private matters is important, and keeping anonymity and confidentiality during the interviews is essential (Mason, 2002b).

#### **3.4.6.4.2      *Usage of specific interviewing skills***

To keep the participants interested and focused during interviews the researcher had to apply interviewing skills that encourage a full response from the participants. Researcher used prompting and probing techniques during the interviews as it was essential to apply in eliciting in-depth information. This encouraged full response of participants. The researcher further allowed silences, repeated questions and offered examples when she prompted and asked clarification, further details and examples to be probed during the interviews. Researcher asked participants to explain or elaborate more when more clarity was needed. Silence was also used to encourage the participants to think and to continue. Participants were also asked to give examples to enhance a better understanding by the researcher (Denscombe in Dahlberg & McCaig, 2010).

#### **3.4.6.4.3      *Ending of the interview***

Ritchie, Lewis, Nicholls & Ormston (2013) advise that the researcher should provide a signal to participants about five to ten minutes before the end of the interviews. This was helpful as it allowed the participants to raise anything else that they might not yet have touched. Before ending the interview the researcher asked participants if there was any other thoughts that they wanted to discuss (Ritchie *et al.*, 2013) suggest that the researcher discusses with participants what will happen with the data after the interview. Researcher explained about the transcription of the data and also once again reminded participants that the data will be

kept safe and anonymous. Researcher then thanked participants and explained to them what will happen to the interviews and also the reporting of interviews.

#### **3.4.7 Pilot study**

The aim of a pilot study is to examine the practicality of, and the method which is intended to be used in the research process, including the methodological issues and research instruments of analysis (Leon, *et al.*, 2011). A pilot is best conducted with participants that have similar characteristics as those that participated in the implemented study (Turner, 2010).

The pilot study was done before starting the actual data collection. Researcher interviewed two members of the multi-disciplinary team from two case settings that is a teacher and a social worker. The participants understood the questions and responses were goal directed. The research questions were pre-tested in a sample drawn from the multi-disciplinary team population but did not include the participants selected for the final study.

#### **3.4.8 Data analysis**

Data analysing involves pinpointing the main ideas that emerge from the responses. The main aim of analysis is to understand the nature of the data through examining the relationship between concepts and to see whether there are any patterns or trend that can be identified. Interpretation involves the synthesis of the researcher's data and relating the researcher's results and findings to theoretical frameworks (Mouton 2001). Qualitative data cannot be totalled or measured and is presented in words and therefore it is mostly descriptive (Walliman, 2006; Mouton, 2001). As mentioned in chapter one (1.5.7) the researcher used Patton's case study analysis. Researcher brought together all types of raw information of each case (multi-disciplinary team and documents) and organized the data in case records to form a comprehensive primary source package (Patton, 2002). The next step was to create codes for



recording all the key information in order to label the data according to their kind. Creating codes involved identifying data that was perceived valuable for a particular research, group them together into different categories and allocate codes according to categories (Dahlberg & McCaig, 2010; Patton, 2002). Inductive analysis of each case was done separately and then compared and contrasted. This layering of data has led to the final case presenting the social and psychological factors contributing to juvenile delinquency in the area of Oshakati, Namibia (Patton, 2002). The data was then used in concluding the case analysis and in writing the final research report. The researcher also utilized an independent researcher, which followed the same process. This contributed to trustworthiness of the study. Patton (2002) mentions that findings should not stem from the predispositions of the researcher to ensure credible qualitative findings (Patton, 2002).

### 3.5 TRUSTWORTHINESS

Unlike in quantitative research where trustworthiness is concerned with reliability, validity, generalizability and objectivity, trustworthiness in qualitative research involves issues such as credibility, dependability, transferability and conformability (Sinkovics, *et al.*, 2008). The methods of trustworthiness that were used in this study include:

#### 3.5.1 Credibility

The researcher has to show through credibility that the data gathered can be verified as representing the understanding and realities of the participants (Lincoln & Guba, 1985). The researcher in this study achieved credibility by employing **triangulation** through sources and member checks. The researcher used member checking with participants from whom data was originally collected and asked them if the transcriptions and findings reflected their perceptions. The researcher has spent time in the different settings where the multi-disciplinary team members have been interviewed and used prolonged and varied field experience as

mentioned by (Lincoln & Guba, 1985). Peer examination was also applied between the researcher and the independent coder during data analysis and findings.

### **3.5.2 Reflexivity**

Reflexivity is the reflection of the researcher on the degree to which assumptions, values and ideas influences the study and the steps that are taken in the process of data collection and analysis (King & Horrocks, 2010; Leedy & Ormrod, 2013; Green & Thorogood, 2004). Qualitative researchers must have the ability to critically do assessments on informers' comments and on artefact/documents, to debate the reasons for adopting some actions and to challenge their own assumptions and decisions that effected the research process (Carcary, 2009). Researchers may decide to keep the diary for their own thoughts and personal experiences throughout the course of the study (Shank, 2006).

The researcher used a reflective journal during the research to reflect on her assumptions, values and ideas about juvenile delinquency and her acquired knowledge on the phenomenon. This was important as the researcher is employed in the Department of Youth but not directly with the juvenile delinquents. She had to reflect on her own knowledge on Oshakati and ensure that she heard the voices of the multi-disciplinary team correctly and is not influenced by her own pre-conceived ideas.

### **3.5.3 Dependability**

Reliability, where the same results will be found under the same circumstances in another place and time do not exist within qualitative research. However, when stability of research results in contextual differences can be achieved and the research is reliable, only then are the research results dependable (Lincoln & Guba, 1985). The researcher used code-recode procedures during data analysis where the researcher, independent coder and supervisor discussed the data

analysis when an agreement was reached after each has done their own analysis on the themes and sub-themes. Thick descriptions (Lincoln & Guba, 1985) was done by describing the research methodology in depth in this fore mentioned section.

### **3.6 CONCLUSION**

This chapter described the research approach and design, the method of data collection and data analysis that was used with thorough reference to the application of the research process.

The next chapter discusses the findings with reference to the literature review.





## CHAPTER 4

### EMPIRICAL FINDINGS

#### 4.1 INTRODUCTION

The researcher interviewed and extracted information from the members of the multi-disciplinary team as highlighted in the previous chapter. The multi-disciplinary team consist of the professionals that are involved in working with juvenile delinquents in Oshakati. The participants included two teachers, two social workers, two youth officers and two police officers. In-depth interviews were used as an instrument to elicit information from the participants. In addition to that the researcher obtained two documents from each profession in order to do document analysis. The aim of this research was to get an in-depth understanding of the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia, from the perspectives of multi-disciplinary team working with this phenomenon.

The objectives, which are the focus of this chapter include the description of the social and psychological factors contributing to juvenile delinquency in Oshakati, Namibia, as perceived by the multi-disciplinary team working with juvenile delinquents.

## 4.2 DEMOGRAPHIC DETAILS

The demographic information of the participants and the juvenile delinquents are discussed in this section.

### 4.2.1 Demographic details of the participants

The demographic details of the participants in this research study are presented in table 4.1 underneath.

**Table 4.1: Demographic details of participants**

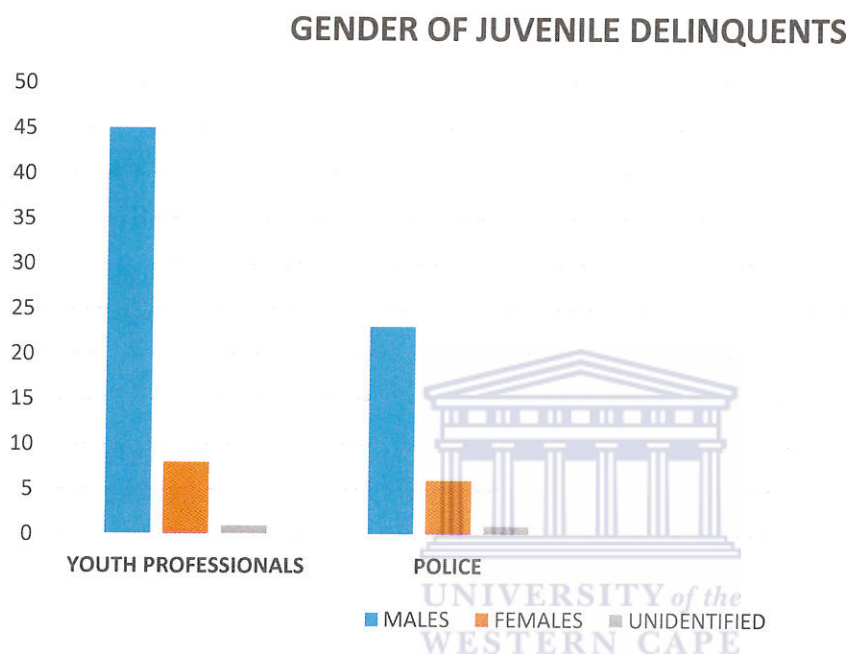
Participant	Gender	Profession	Age	Years' Experience
1	M	Police officer	30 - 40	6
2	M	Police officer	41 - 50	15
3	M	Teacher	30 - 40	6
4	M	Teacher	41 - 50	12
5	F	Social Worker	30 - 40	9
6	F	Social Worker	30 - 40	4
7	M	Youth Officer	51 - 60	5
8	F	Youth Officer	51 - 60	20

The multi-disciplinary team working with the juvenile delinquents are police, teachers, social workers and youth workers. It is clear from the above information that the multi-disciplinary team members, who work with juvenile delinquents are, mature individuals between the ages of 30 and 60. Years' experience in working with the juvenile delinquents vary between 4 and 20 years.

## 4.2.2 Demographic details of the juvenile delinquents

The demographic details of the juvenile delinquents were obtained from the document analysis of the social workers reports, police and child and youth worker's reports.

### 4.2.2.1 Gender of juvenile delinquents



**Fig. 4.1: Gender of juvenile delinquents**

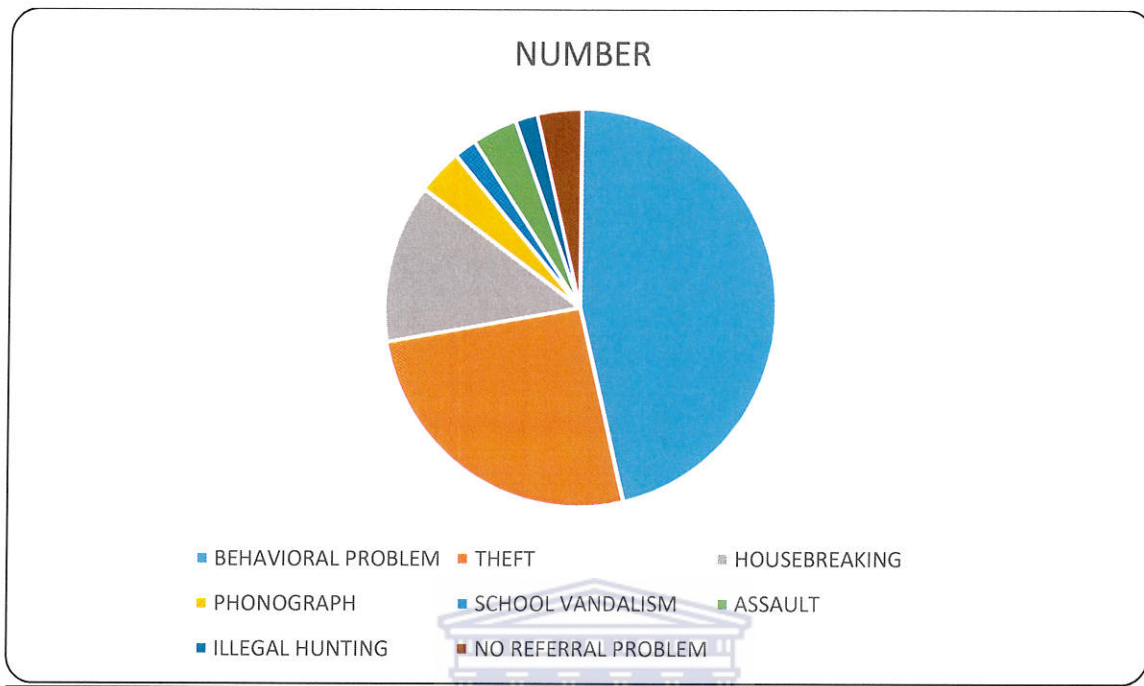
The gender of the police reports was obtained from the Oshakati crime register for the period September – December 2013. The youth officer's information is from the life skills training from 1-14 December 2013. It is clear that there are more males than females but it is interesting that female offenders are also identified.

### 4.2.2.2 Type of offence

The problems, which were mentioned in the life skills training of young offenders for the period 1-14 December 2013 included 25 behavioural problems, 14 theft, 7 housebreaking, 2

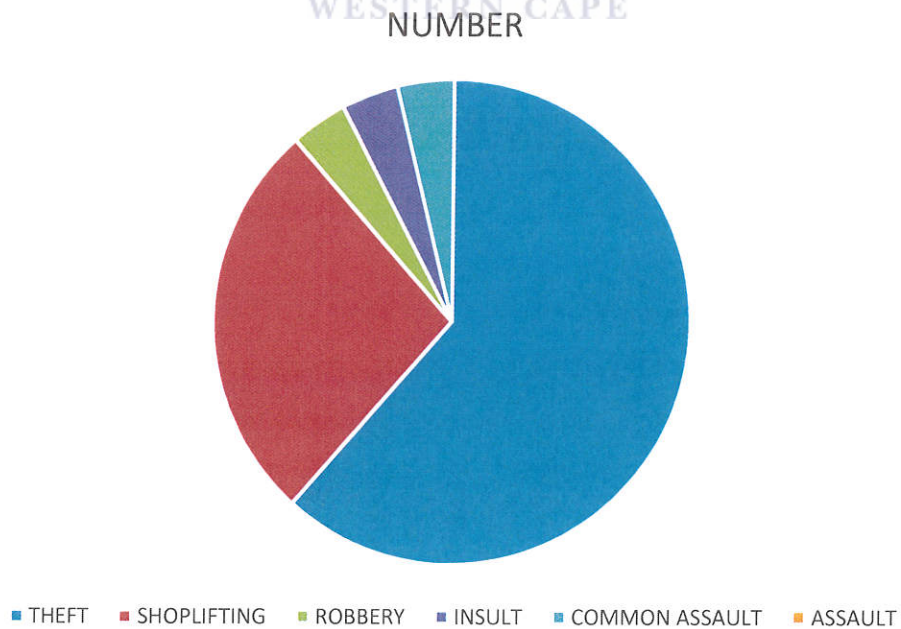


phonograph, 2 assault, 1 school vandalism and 1 illegal hunting as indicated visually underneath.



**Fig. 4.2: Behavioural problems identified for life skills program by youth professionals**

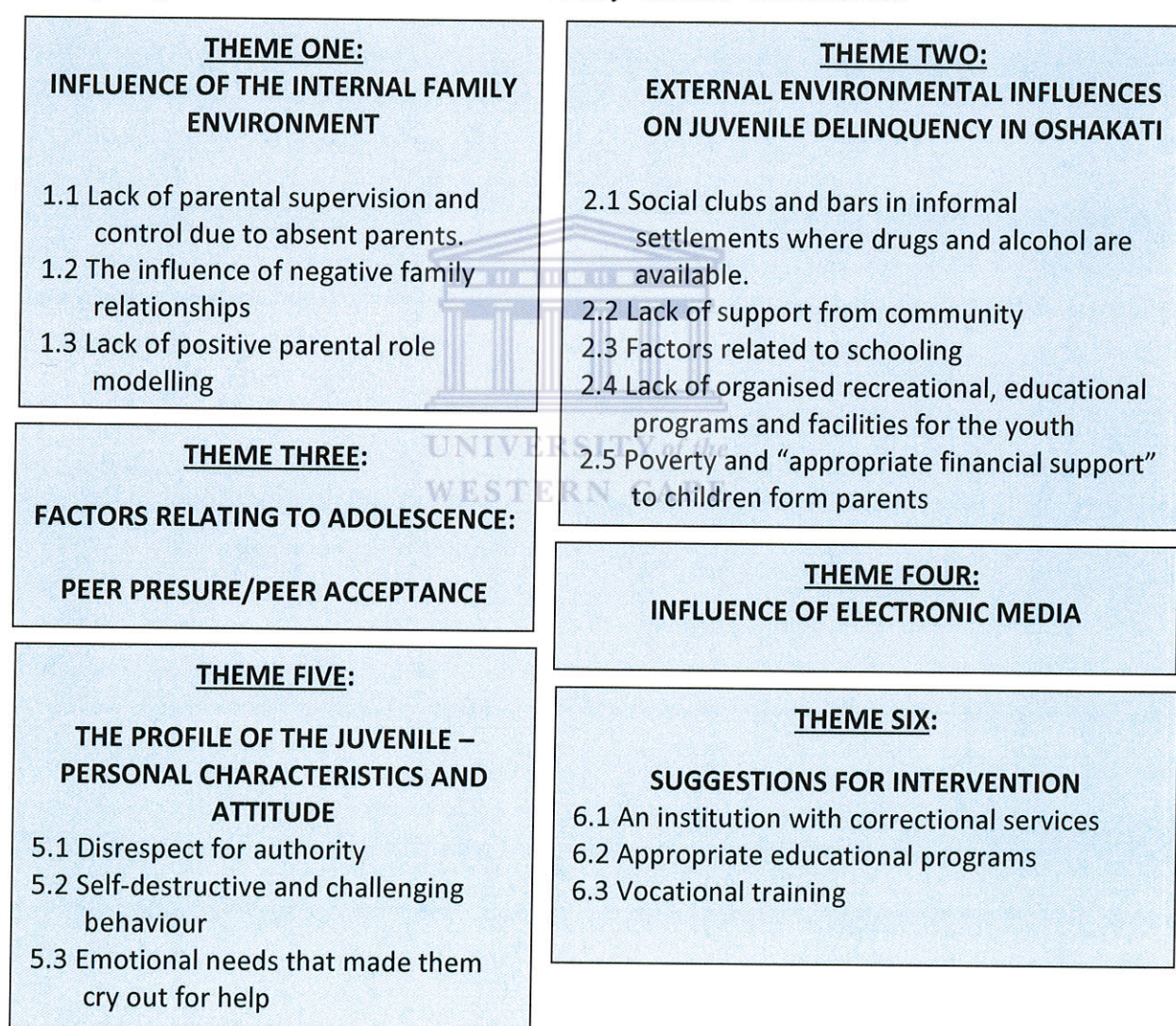
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**Fig. 4.3: Police reports from September until December 2013 indicating the number of different types of crime**

The police reports as visually presented above in **Fig. 4.3:** indicated that there were 16 thefts, 7 shoplifting, which are similar to theft, 2 assault, 1 robbery, 1 insult, and 1 common assault, which are related to assault.

It is clear that theft and shoplifting seem to be the most prevalent behavioural problems according to the data from the youth worker referrals. If shoplifting and robbery are included with the numbers of theft, the evidence seem that theft is a serious problem in juvenile delinquency in Oshakati. The themes of this study will now be discussed.



**Fig. 4.4: Themes and categories on psycho-social factors contributing to juvenile delinquency**



### 4.3 THEMES AND SUB-THEMES ON PSYCHO-SOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY

The themes, sub-themes and categories as a result of the data analysis of the research are specified in Figure 4.4: **Themes and categories on psycho-social factors contributing to juvenile delinquency (See also Appendix F: Themes and sub-themes for research)**

A collective case-study was done as discussed in chapter one and three and a case was developed on each of the multi-disciplinary teams and this final case on psycho-social factors contributing to juvenile delinquency was developed. The researcher used in-depth interviews and document analysis in order to gather data (**See chapter three: 3.4.3; 3.4.6; 3.4.8**).

It was clear that in general there is agreement on basic issues as contributing factors, therefore the themes are listed as such and difference in emphasis will be indicated in the reporting where applicable. The following abbreviations will be used for the participants: PO (police officer), YW (youth worker), SW (social worker) and T (teacher).

#### 4.3.1 **Theme1: Influence of the internal family environment**

The internal family environment is explained within the broader concept of family environment. According to Zastrow and Kirst-Ashman (2006:1) the family environment consists of an internal and external family environment. According to Zastrow and Kirst-Ashman (2006:1) “... *family environment involves the social circumstances and social climate conditions within family ...*” Stanhope & Lancaster (2000:208) identify different types of environment, namely internal and external environments. The internal environment is made up of all the forces and interactive influences that are solely within the boundaries of the client/family system.



All participants placed strong emphasis on the role of “*forces and influences*” in the internal family environment on children who get involved in criminal activities. Internal forces and influences in this study referred to lack of parental control and supervision due to absent parents and/or lack of skill to give parental guidance by primary carers of parents. It will also become clear in the themes and sub-themes that there is a strong inter-relationship between the internal family and external environmental family influences.

#### **4.3.1.1 Lack of parental supervision and control due to absent parents.**

The participants referred to parents being absent in order to look for employment, working away from home, as well as the reality of single parents, usually mothers, who struggle economically and an absent father. There was also strong emphasis on the number of orphans, who are most vulnerable and questions were asked about guardians and foster parental control.

The following quotes indicate the fore mentioned:

- ***The absent father**, not only absent fathers but the phenomena of single parents you know, single parent you see. In my school if I go back to the statistics about 50% to 60% of the learners they are either orphans they have lost one parent or both parents are gone. Now this put a lot pressure on the people who are taking care of this children because mostly it's the mother (T);*
- ***Mostly orphans or children from broken families or run away children.** Not really per say... children living in the streets but we prefer hem to be called the runaway children (SW);*
- *Most of the juvenile's parents are **single parents**, who in most cases are also **not skilled in how to bring up their children.** And if for instance you are a single mother, and there is no father there to look after the child. You know it already... the child that is growing without the father, the role that the father was supposed to play in*

*the life of that children are not living with their parents. People who live with the kids ...some they are ... the parents are working very far. **The children are left with wrong people.** A person who does not stay home is not controlling the kids. Kids come home in their own time (PO);*

- *The **absence of parental guidance** - they fail to educate their children, to educate them about what is acceptable in society and what's not acceptable in the society, to say one of the ethic moral values (T);*

Youth workers indicated that “**children control parents and parents do not take charge**” in the following quotes:

- *Parents who are quiet, they will see the situation but they don't talk. They just keep quiet because of what we call human rights...sometimes it is preventing the parent also to play their roles, to play their parts because they are afraid. (YW);*
- *Young offenders, **most of them are staying with the grandparents, and grandparents are not working, they are taking care of many kids** (YW);*
- *The status of the **orphans** also contributes because these are the people that are under the care of the guardians. And we have **different types of guardians**...YW ... The parenting state. In **society** you know exactly that we have the **higher rate of divorce**. Some people are trying really now to do what they can in order for their children not to go to their mothers or to their fathers. And while they are as till young...when the parents disagree and the relationship is not good (YW).*

**Data from document analysis** of juvenile delinquents who have been referred for life-skills training also indicate that parents were absent and the family structure consisted of **single mothers, grandmothers, guardians and uncles** (See Appendix E: Raw data from document analysis).

There are a number of benefits when a mother and a father are together. A child who has both parents benefit from the care of both parents. In a family where both mother and fathers are present, different strengths and parenting styles and roles are brought together and child rearing can become easy (Rosenberg & Wilcox, 2006). The different roles are important in the life of a child, especially during the developmental stages. They are the ones to introduce the child to other siblings and the outside world. Mothers can also benefit from the fathers in the sense that fathers can help at home with for example repair and maintenance, helping in paying bills and school fees for the children. The security of a father enables the mother to take care of the child and make the home a pleasant place to be for a family. A family where a father is present may also cope better financially as both mother and father can complement each other's income in order to make ends meet (Grobler, 2012).

Literature on fathers and fatherhood reveal that there is a great benefit to the child when the father is part of the child's life. Fathers have direct positive effect on the wellbeing of their children's cognitive abilities, educational achievements, and psychological wellbeing as well as on their social behaviour (Rosenberg & Wilcox, 2006).

The fathers' attachment to a child is important and it is best if it starts during infancy. Studies affirm that children who have secure attachment to their fathers during infancy display high empathy at an early age. These children develop the ability to make out how other children feel and also may take action towards making them feel better (Rosenberg & Wilcox, 2006).

Single parenthood can be a difficult task as one parent cannot offer effective parenting than two parents together. This is attributed to the fact that, two parents can assist each other not only in monitoring and bringing up the child, but also by economically supporting each other (Barnes & Morris, 2012; Grobler, 2012).



When economic demand forces the mother to go for employment, there is no other option than to either hire a caretaker, taking a child to a day care, taking a child to family member or even leaving a child with the neighbours. Such absence of parental care may result in leaving a child without the necessary psycho-social support as necessary for the development of the child's behaviour (Fiese & Winter, 2010)

It is also noted that children who are born to young mothers who mostly lack parenting skills are at risk of adapting delinquent behaviour. Literature show a relation between young motherhood and child delinquency (Pogarsky, Thornberry, & Lizotte, 2006; Barnes & Morris, 2012). Teenage pregnancy are unplanned and in most cases unwanted. Teenagers are caught in the situation they are not ready for. Some teens are too young and inexperienced and because pregnancies came unexpectedly, teenagers are not prepared and have no experience to take care of their born babies. This is a risk to the child's wellbeing. Literature reports an increased tendency for anti-social problems and delinquency in children born to inexperienced young mothers. The maternal age of childbirth is found to be playing a role in affecting the child behaviours (Pogarsky *et al.*, cited in Barnes & Morris, 2012) examine a range of the developmental outcomes of male children born to young mothers and found that such children are at risk of using drugs, becoming gang members, prone to becoming unemployed and become parents them at early age. Females born to young mothers were also found at great risk of early parenthood themselves.

These findings are similar with the literature in chapter two (2.1; 2.2.2.1) where the theories and family as meso system are discussed.

#### **4.3.1.2 The influence of negative family relationships**

The quality of relationships among the family members plays an important role in the development of a child's behaviour. The relationship between the father and mother is the most

important as it has an effect on the child. The quality of the relationship affect the parenting of both parents and that in turn would affect the behaviour of the child. (Rosenberg & Wilcox, 2006).

The previous excerpts already implied the interrelationship between absence of parents and lack of control/guidance and family relationships. The participants mentioned lack of emotional bonding, violence, lack of positive role models. **Social workers** talk at length on the effect of the quality of family relationships as a priority influence, mentioning lack of parental control and support, family violence as indicated in the following quotes:

- *The family factor that plays a role is neglect. Sometimes they are neglected to a point where you observe that there is no or there is **poor parental control, or supervision, and sometimes no or less parental support**, which might then lead the child to doing whatever they feel like. And then they would also end up displaying delinquent ...behaviour;*
- *The other thing is also **witnessing family violence**, I spoke about **broken families**, whereby the child psychologically cannot deal with the situation at home, and from that they may now go out to the street;*
- ***Harsh punishments** can also make them run away. They get tired and again look into other areas... when they are stressed they can also resort to crimes, and lack of positive male role models...**physical abuse** filters down to the children. If there is physical abuse on the child, whether is now physical abuse or emotional abuse on the child what will happen? The child will go out and seek for refuge. And where is the refuge? It is among peers. It could be refuge somewhere under a bridge;*
- ***Issues between the mother and the father**, the father wants to see the child, the mother refuses issues between the mother and the father, the father wants to see*

*the child, the mother refuses...the child started misbehaving, and she started exploring drugs and so on and later on she was found with drugs...*

The disagreements between the father and mother may cause harm to the child. In most cases the disagreements result in the parent with whom the child stays, refuses access to other parent to see the child and in some cases, children are even instigated into being against the other parent. This is likely to happen especially when parents have no understanding of how harmful the situation is to a child, and when parents have no proper skills on how to deal with the situation. The situation can be so bad, some parents can do all that it takes to keep the child from seeing another parent. The parent alienation syndrome may develop in a child. Parent alienation syndrome refers to a disorder in which a child on a constantly basis belittles or insults one parent, due to the indoctrination of another parent (Gardner, 2002; Kelly & Johnston, 2001; Dunne, & Hedrick, 1994). Literature further describe parental alienation syndrome as a child's campaign to belittle a parent without any justification and that results from the combination of two contributing factors: the programming or brainwashing by one parent and the child's own contributions to the defamation of the target parent.

**Teachers** also refer to the conflict between parents and the effect on children:

- ***The parents are arguing**, they argue even in front of the kids. And they will just feel that this is good. Sometimes you see they are even doing some of the things that are supposed to be of privacy. There is just a chaos. And that is how some kids tend to lose respect for parents;*
- *There is a lot of social problems at home and they are **putting more pressure on our teenagers juveniles** ...you talk about their physical need not met, you talk about their emotional feelings. “There is just a chaos. And that is how some kids tend to lose respect for parents”. (T)*



By constantly witnessing parents arguing, the child may take it as a way of living. It becomes a culture and children brought up in such an environment are said to exercise what they have witnessed during the early age of their development as children mostly learn by modelling what is happening around them. Children who witnessed fighting between their parents or among their family members are likely to adapt violent behaviours (Farrington, 2010).

**Police officers** also refer to harsh punishment as a further contributing factor to the behaviours of the children:

- *Parents are still having that old mentality of raising up children, trying just to solve the **problem by beating** which is in other way contravening the law (PO).*

Because of lack of skills some parents were said to punish their children in an abusive way, more especially by beating the children. As stated in chapter two (2.2.1.1) children who experienced abuse and violence during their childhood are likely to become abusers themselves (Dodge, Dishion, & Lansford, 2007), a behaviour form that may contribute to juvenile delinquency.

Recent literature on the impact of spanking children reveals that spanking children is a hazardous disciplinary practice. Scientists revealed that it may cause a variety of personal and social harms including an increase in a child's level of aggression as well as a decrease in cognitive functions and an increase in psychological and physical ailments. Some countries including Namibia have banned not only child corporal punishment but also parental child spanking (Pollard-Sacks, 2003). The United Nations Convention on the Rights of the Child prohibits corporal punishment of children. Namibia was among the countries that signed the convention in 1994. The Committee on the Rights of the Child is officially designated to monitor the fulfillment of the rules on the rights of the children. Since 1994, the Committee do not accept corporal punishment as a rightful way of disciplining children hence the committee

campaign against corporal punishment. Several provisions of the Convention contain statements inconsistent with spanking. The committee also proposes that all legislative, administrative, social and educational measures necessary should be taken to protect children from all forms of physical or mental violence while in the care of the parents or guardians (UNICEF, 2006; Pollard-Sacks, 2003):

- **Document analysis** of social worker's court reports noted the following, which indicates negative family relationships:
- *...more time is spent outside the family. This stage and period is difficult to the children especially when a child is approached in a negative way (SW report);*
- *His grandfather expressed disappointment in him...He stated that the day he was released into his care he totally refused to stay with him and it is the last date he saw him. His mother is also disappointed by him.... The father never played a role in the child's life....Guardian refused to take the child and was ordered to take child back to the police holding;*
- *The family is tired and gave up on him...*

The literature review described above and findings are similar with the literature in chapter two (2.1; 2.2.1.1; 2.2.2.1) where the theoretical frameworks, micro and family as meso system were discussed.

#### **4.3.1.3 Lack of positive parental role modelling**

Youth workers, teachers and police officers explicitly express the lack of positive role models in the internal and external environments of the juvenile. Parents of the children and community members' abuse alcohol. They are involved in criminal activities and even misuse the youth for their activities.

The following excerpts illustrate:

- *A high incidence of parents involved **in alcohol abuse and even supporting children in criminal activities...**They (parents/community members) *exactly know that when a child come in conflict with the law, that child will not stand for a normal trial, because they are still under age, so they are really supporting them with all the materials, needed materials you know... Needed for robbery. Some parents provide them with materials even provide them with transport -using other children, my neighbour's children or any other children that are in the same location. Those are business people who are doing that... so to say (YW);**
- *You find **many people there they don't work. They just drink.** They don't have work. The way they are surviving is only to go and work for "Kamenye", to get twenty dollars for drinking, Most of the children... **at the age of ten they are already drinking.** Alcohol in young kids is leading them to committing crimes....police they don't want to patrol in the location... because there in the location... you just find the people ... **the whole time their duty is just drinking,, walking around, there is just no control...** like their coca shops they don't have licences. **The way they are living... the adults and the children... everyone is just living their own way (YW).***

Because of the boredom and the status of being unemployed, many parents in the informal settlements spend their time idling and not having something to do. This has left them with nothing else other than turning to alcohol as a way of socialising. At the same time because of lack of facilities and programs to keep their children busy, children are also joining adults in drinking and so drinking become a way of life in an informal settlement. There is no way a parent under the influence of alcohol could provide a child with guidance not to take alcohol as they themselves are the example. Parents become the role models for their children in



drinking and sitting at the coca shop all day and in such a way, children adapt to such behaviour and develop a habit of wandering around shebeens, drinking alcohol and imitating all sorts of behaviour they are exposed to:

- *And some parents don't care even if the child is arrested. When you call them they do not come... to say ok... if this kid is arrested may be ... I get advice from the police... how this child can be helped to become a good boy...**Some of the parents they are the ones who influence their children to go steal. Another point is the lack of inspiration and the role model (PO).***

In a community where maladaptive behaviour such as stealing is accepted as a way of living, parents do not hesitate to influence their children to commit such acts as it is the only way of surviving and also for the fact that no one sees it as a wrong act, as it is a way of survival in the community and has become an accepted norm and culture in that particular setting (Regoli & Herwitt, 2003; Siegel & Welsh, 2012; Kim, 2011):

- *The influence and the behaviours of elders as an example to the child are not so much visible to the child, I can say that most of our children are copying example from what other people are doing...**So lack of..., role models in the society.** Is one of the issues, is **one of the main problem**...Some of them they have witness how people are fighting everyday there. The insulting and the swearing that they are exchanging, to them is something that is happening every day, so when they come to other place whereby,... let me say when they are, when they went to school sometimes it's difficult for them to identify whether that this thing is acceptable or not acceptable because they have adapted to that condition of insulting, stealing, fighting, no respect (T).*

To display positive behaviours, a child needs good role models. In the absence of good role models, a child is left with no any other choice than to imitate whatever is displayed to him/her. The importance of the social environment on the child was mentioned in chapter two (2.1; 2.2) where the different theories, especially the ecological systems theory was discussed and the influence on the juvenile delinquent (micro) system (2.1) as a result of the meso (2.2) system was indicated.

In the **document analysis**, which was discussed above it is clear that the child does not stay with the parents and that even other family members do not want to take care of the child. The parent as a role model is therefore non-existent.

#### **4.3.2 Theme 2: External family environmental influences on juvenile delinquency in Oshakati**

The external family environment refers to the environment outside the client system and is made up of forces and interactive influences that are outside the boundaries of the client system (Stanhope & Lancaster, 2000:208). The external family environment refers to the meso- and macro systems in Chapter two (2.2; 2.3).

##### **4.3.2.1 Social clubs and bars in informal settlements where drugs and alcohol are available**

Participants were in agreement on the role of clubs and bars that are accessible for youngsters and where criminal activities take place. Representatives from the **police and youth workers** introduced their discussion with an emphasis on the influence of the environment. The following insertions come from them:

- *Whatever the criminals are doing at those bars or at clubs, they are doing it in front of the juveniles, and for a young person whatever he/she sees he is more likely to copy (PO);*

- *When you come to the bars, it's just small boys who are there. **People who are selling at the bars are not following the liquor act...** they are not chasing the children away (PO);*
- *Alcohol outlets... Also the **availability of drugs, like dagga and mandrax...** You see if you can chat with this cell phone you can talk to (YW).*

**Document analysis** of a social worker's court report mentions the following:

- *... apparently they go to town to come and look at TV's at bars ... This made him vulnerable to interact with others who live in the town and engage in crimes .....*

Informal settlements in Oshakati are characterized by a high numbers of informal alcohol outlets. Illegal activities can take place at these outlets, the reason being that informal traders including foreigners target such places and take chances to do their businesses with the children who are so vulnerable and in need (See the Oshakati context chapter three **3.4.3.1**).

This is more reinforced by the fact that shebeen owners or the owners of the bars are not following the regulations of the Liquor Act and also for the fact that legislation is not seriously reinforced to an extent that it is effective in keeping the children away from the bars. The Government notice no.142 subsection 57. 3 (b) on Liquor Act Regulations prohibit the selling of liquor to any person under the age of 18years of age (Ministry of Trade and Industry, 2001).The regulation seems to not be applied and minors are still being seen around the bars and in that way they adapt to the behaviour of drinking and spent more time in the bars.

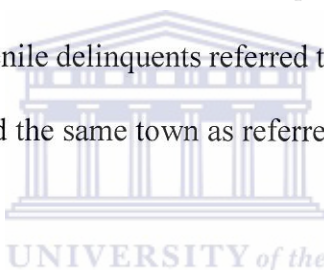
**Teachers** confirmed the influence of the environment:

- *When we are talking about **environment we mean the location** a young person is staying and we also include the home itself a young person is coming from. For example, As I have been in Oshakati for almost 8-10 year now and I have*



*detected out that the last specific areas with young people having problems, having disciplinary problem, for example we talk of Okandjengedi, we talk of Omahenene, Upindi settlement and Amunghambja.... principal at a school given an order that they are no longer admitting learners from O... because, most of them are having disciplinary problems. Most of the time they are just fighting (T).*

The **document analysis** from the Namibian Police documentation crime register (Oshakati Police Crime Register, 2013) also refers to the villages surrounding Oshakati, which include Ehenye, Ekamba, Omeege and Onenghadi. The juvenile delinquents, which are noted in the register from September 2013 – December 2013 encompasses 29 and 18 were from informal settlements. The majority of juvenile delinquents referred to the life skill training project come from the informal settlements and the same town as referred to above (**See Appendix E: Raw data from document analysis**).



Life in informal settlements is said to be so difficult in the sense that it is so overcrowded and there are no needed resources. There is a general concern about the effects of the influences of the environment on a child and its development and behaviour. Communities where inhabitants earn low income, or living in livelihood where there is lack of basic necessities, and also communities with a high level of unemployment, provide a fertile ground for children to develop into adults suffering from a lack of self-discipline as such environments invites many maladaptive behaviour (MacDonald, Bluthenthal, Golinelli, Kofner, Stok, Sehgal Fain & Beletsky, 2009).

- *Currently we have a problem of drugs this was not a problem a few years ago or two decades ago before independence. Currently we also have an **economy in Oshakati that is growing so fast** that it invites people from other countries to come*

to Oshakati. But also **people from neighbouring countries and other parts of Africa to come to Oshakati**. In Oshakati as we speak now there **are foreigners from Angola from South Africa from Nigeria and so on**. And some of this foreigners are the ones that are **introducing drugs to the town**, it's an open secret where drugs are being obtained here in Oshakati and many kids have access to this drugs... **the consequences of using drugs with regards to engaging in criminal activity finding the money to fund the habit and also to engage in violent activities**. (T)

As mentioned earlier in chapter three (3.4.3.1) Oshakati is a commercial place that is accessible to many neighbouring countries. Foreigners are said to be trading informally in the town and because of the condition of the informal settlements foreigners are taking chances to sell drugs to the nationals. It is noted that the cross border town usually are associated with such characteristics because of the fluctuation of both informal and formal foreigners. Such places are disorganised and may become harbours of many social ills (Regoli & Hewitt, 2003).

The **social worker** confirmed:

- **Bars are the source of “the bottle” that is killing our peoples’ minds**. The bars are in every second corner... unemployment that is high that **everyone just want to sell alcohol**. Alcohol is the most profitable thing...there is a lot of alcohol in Oshakati which causes dysfunctioning families. ..Our kids tend to fall in the trend of the **drinking culture**... and by becoming drunk he... it... it ends up being a problem... and is not only end up with alcohol, **ends up on bigger drugs**(SW).

Having bars in every second corner of the street as narrated by the social worker can be devastating to anyone concerned with the wellbeing and safety of the people in the area concerned. Whether it is the most easy way of making money or whether selling alcohol is the

most profitable way, one cannot tell however, there are concerns as to what extent alcohol contributes to family dysfunction in Oshakati,

The liquor regulations mentioned earlier also prohibits the opening of liquor outlets unless otherwise licencing grants people to do so. This however seems not to be the case, especially in the informal settlement.

**Police officers and teachers share** the concern of the life in the settlements and the *influence of drugs and criminal activities* in promoting juvenile delinquency:

- *People in the settlements they are even selling drugs. ...Some children you find they are even involved in that but it's just because they don't know. They think are just given can you sell this things but some they never saw that things in their life. At the end of the day the police will come and say you are involved in drug dealing, but the child never knew, but because of that the life in the settlements is really a problem and those people the... the drug dealers they are targeting the settlements (PO).*

Children in informal settlements are prone to manipulation by drug dealers as mentioned above. This may be because of the fact that they are ignorant about drugs. Parents as highlighted before might not have time to talk about such to their children, and schools may not have the provisions of teachings about drugs. At the same time the community does not have programs aimed at educating children on issues such as these. There are no conventional activities where the children can be brought together and acquire different knowledge that may enhance their understanding not only regarding substance abuse but also on other aspects of life:

- *Houses are in the form of shacks. Yea; and I think the problem where it comes from is because it has got a number of population, and it cross to the formal houses, unlike Amnghanbya which is a bit located separate from the town. This*



*one (Uupindi) is a bit close to the town centre. That is why you see it is harbouring a lot of criminals (T).*

**Document analysis** of the court reports of social workers indicate:

- *.....The environment where he is seems to undergo changes due to urbanization.... This is said to be accompanied by breakdown of traditional norms, values and forms of social control ....*

Shaw and McKay (cited in Bezuidenhout, 2008) found that the closer to the business city centre, the higher rate of delinquency and the further one lives from the business city centre the lower the rate of delinquency. People who are too close to the business centre are not only exposed to every happening in the inner city but also it is easier for them to access the place without having to spend to transportation and it is not difficult for them to move from place to place in the town, unlike people who stay further from the town centre like Okandjengedi, Amunghambya and other that are a distance from the town centre.

The cultural deviance theory was discussed in chapter two (2.2.4), as well as the culture and religious beliefs (2.2.4.1), which are relevant to the above quotation of breakdown of traditional norms and values.

#### **4.3.2.2. Lack of support from community**

Social workers expressed concern about the lack of cohesion and support in the community and the negative role modelling as set by some community members. This is also expressed by the social workers' report and document analysis above:

- *Culturally we used to say "A child is not your child alone". You know you are raising this child to be a community person or ... but now you say it is not my*

*child. Now the moment they see that somebody is having a child that has a problem and they ignore, it contributes again when there is no support from families (SW).*

In an African tradition, the child is the responsibility of everyone in the community however, this seems not to be so in the above quotation. Neighbourhood collective efficacy refers to the social cohesion and commitment to the common goal among the residents of a community as confirmed by Brooks-Gunn, Johnson & Leventhal (2010). It is about the willingness of the community to work together towards a common goal. As per statement of the social worker above, this seems not to be the case as the social worker has narrated that people have a tendency to ignore when somebody is having a child that has a problem. This makes it very difficult for parents as they may lack skills on how to handle their children.

The above literature also refers to chapter two where the exo system (2.2.3) and neighbourhood and community (2.2.3.1) together with the cultural deviance theory (2.2.4) were discussed.

It is clear from the previous text that the community context contribute to risk behaviour for example substance abuse and that juvenile delinquents visit certain places for example bars, where there is a breakdown of traditional norms and values. The following quotations focus on the risk behaviour:

- *This young girls are involved with boyfriends. Who are these boyfriends...? They are **older men**. These man are taxi-drivers or even police officers or any elderly man who are involved in relationships... intimate relationships with these young girls who are underage ... some people from the community that were using this child (SW);*
- *You know, a child is always a child, they are prone, and they are victims always. They promise this child ten Namibia dollars, but when you look at the crime that the child has committed, it was house breaking, because he fits through the*

*windows where they want to enter... he is paid ten Namibia dollars and he run away...so it is how the **community is organised or neighbourhoods where there are always fights or where they can see that this people are getting rich because they steal and so on.***

#### **4.3.2.3 Factors related to schooling**

School is an important part of a child and is a meso system in the ecological systems theory (Bronfenbrenner, 1979). It is a place where a child is expected to develop both psycho-social and academic skills, while preparing for their better future socio-economic status. Children however, may experience difficulties at school which may hinder their achievements and as a result, they may drop out of school. (See also chapter one, **1.2.1.4** and two, **2.2.1.3; 2.2.5.1**).

The quotation of the following social worker indicates that the children are also school dropouts because of bullying, learning problems and lack of parental supervision:

- *The beginning of all the problems, including crimes, starts when the child is **absent from school or skipping school.** Again it can also be **influenced by poor parental supervision,** at home, but also when the child is absent it would also lead to school dropout, whereby ... when the child drops out of school the most activity that they will engage in will be **bosses at the school grounds, bullying other kids.** That would be an issue that juveniles tend to become aggressive and it will become a problem at school...When the child is always **a victim of bullying ,for say gangsters,** ... bullying and so on will increase and the child will drop out ... The child that has **difficulty in learning... runs away from school** so that they don't need to face that embarrassment or that humiliation.... in front of all other kids or merely because I am not performing, when I get home I will get in trouble because I am not performing.... (SW).*



**Document analysis** from the social workers information of juvenile screening and referral for life skill training shows that from the 14 children there are 7 children that are dropouts and one suspended child. The life skills training for the period 1-14 December 2014 was done with 53 children, from that number 14 have been in grade 10; 7 in grade 9; 3 in grade 8; 4 in grade 5 and 4 in grade 2. There were 4 that have dropped out from school, 9 that have not been to school and 9 which had no information. The police reports had 30 children for the period September to December 2013 and 8 have dropped out; 3 have been in grade 11; 4 in grade 10; 1 in grade 9; 1 in grade 7; 1 in grade 1 and 12 had no information (**See Appendix E: Raw Data from document analysis**).

Bullying is defined as a “*physical, verbal or psychological intimidation that is intended to cause fear, distress, or harm to a victim, with more powerful person oppressing a less powerful one*” (Farrington, 1993:381). Generally, people who bully others are said to be tough people, and they are characterized as confident, impulsive and lack of empathy but on contrary they also have a low self-esteem (Farrington as cited in Baldry & Farrington, 2000). Bullying may drive the victim into the state of depression and anxiety (Bond, Carlin, Lyndal, Rubin & Patton, 2001).

Baldry and Farrington (2000) conducted a study on the personal characteristics and parental styles of children who bullies their delinquent children. Their study found that parents of children who bully others, were:

- parents that were in conflict;
- lacked warmth;
- is used to an authoritarian style of parenting;
- Using power and force in applying their disciplinary methods including physical punishment and, therefore concluded that people who bully others come from less

loving and less cohesive families. Of importance is the coinciding behaviour of bullying and delinquency, in the sense that bullying can be an earlier anti-social behaviour that may lead to delinquency (Baldry & Farrington, 2000).

There are many factors that contribute to school truancy and dropout. Brooks-Gunn, *et al.*, (2010) attribute school truancy and school dropout to the conditions in the home environment, including the family processes and the home routines. These authors argue that youth stay away from schools and eventually drop out from school where there are unorganized home activities and uncondusive home environments as a result of poor physical structures and no control by parents. When there is chaos at home and where there is lack of social bond with the parents, the child may feel neglected. This is true in the sense that for such a child there is no time to assist with whatever the child is struggling with, including schoolwork (Maxwell, 2010).

#### 4.3.2.4 Lack of organised recreational and educational programs and facilities for the youth

Participants were concerned about lack of organised recreational and educational programs for the youth to keep them from getting involved in illegal activities:

- *Lack of activities in which children can get involved into that can make them busy... Activities like may be **sports, like library**, those are activities that are so interesting to the young people, they are not many here. You find that the only things that are too much in the town is just bars, just clubs just things that do not promote the social well -being a child...**having programs that are aimed at training young people to have good behaviours, training them to become law abiding citizens even involving them in groups where they are preventing crimes but this is not happening in Oshakati... churches for instance that are supposed***

*to be the back bone in training the young people they are also reluctant they don't have such programs (PO);*

- *We don't have entertainment in the settlement the children will just be roaming around. But if you have entertainment, may be **tennis or soccer after the school** and even those that are not attending school, they can take part in other activities with the other young people (YW);*
- *If we had like **indoor activities** for those not attending school, they can keep themselves so that they cannot do anything wrong. In Oshakati we have a stadium... soccer stadium but soccer stadium is only for the schools (T).*

There is a need to introduce programs that are aiming at promoting the children's physical, intellectual, social, psychological and emotional development in the disadvantaged communities where children are vulnerable and where parents are finding it difficult to meet the needs of their children. In a high risk environment children are prone to adapting to risky behaviours as they experience a huge number of hours being on their own after school and during the weekends. Special community facilities need to be established and programmes need to be developed in order to cater for children in the informal settlements/ disadvantaged communities including those that come from troubled families (Gootman, & Eccles, 2002).

#### **4.3.2.5 Poverty and “appropriate financial support” to children from parents**

Unemployment, lack of means to provide in basic needs, were identified as playing a big role in children going to the streets and getting involved in crime. However some parents who can support children also were reported to hand out inappropriate amounts of money to children, or support their activities by paying the fees for the children's wants and wish lists.

Insufficient economic resources are emphasized as one of the factors contributing to juvenile delinquency. As stated in chapter three, there is a high rate of unemployment in Oshakati and



parents are finding it hard to finance the basic needs of their children. Most of the parents depend on informal employment with low income and stated earlier in chapter one (1.2.3); chapter two (2.2.1.3) and chapter three (3.4.3.1). Most of the households are headed by women who in most cases, some of them work far from home. Insufficient economic resources cause strain on the parents and this would then filter to the children. Knowing that their school fees are not paid because of lack of finances may cause shame to a child and this may as well affect the child's self-esteem. Apart from school fees a child need money to buy the basic needs and if money is not available, a child can become stressed and depressed. Because of that a child may even opt to steal or even drop out of school. This may also be the reason why children involve themselves in relationships with adults in order to get financial support.

On the contrary, there are parents who are well off and have all that is needed for their children however, some of these parents lack skills on how to give to or to support their children. Such parents give as much as a child asks and not necessarily what is needed. This again may be a problem to the child as the child may be ruined by having too much as opposed to what is needed.

**Teachers** report children being in need of basic care:

- *Physical need... there is a problem of poverty, **visible sign of poverty** as a school principal we see them, you know how juvenile or a leaner looks physically. You can see that..., you know they are something of physical needs in terms of clothing, in terms of proper nutrition in terms of other things that you can observe (T).*

Youth workers reported that some primary carers/guardians cannot provide for proper basic care from government grants and others do not use the money for the priority needs of the children:

- *Young offenders, most of them are staying with the grandparents, and grandparents are not working, they are taking care of many kids and they just depend on the government. That is where they are getting food and other needs. That's why you find that some kids they just go into the streets and do what they can or they see their peers are doing in the street (YW).*
- *While parents are gone to look for jobs, children are left with family members and in most cases the grandparents to look after them:*
- *And we have different types of guardians. But according to what I have learned is that the majority of them they do not budget well. They are receiving the monthly grants but at the end of the day the monies do not reaching those (children). Those **parents that are not working** and they are many and if a parent is not working you find out that he or she might be struggling trying to get money for the bread but they might not be enough money to buy food or buy school uniform for a child or to give for a child to have good shoes or buy books or things like that, so that might force a child to go and steal (YW);*
- *There are also those that **give more than that is needed** and you find out that those parents that give the much money to their children when their young it becomes a problem... and parents protect their kids when they do wrong (YW);*
- ***Poverty** also contributes. Poverty... if parents do not have anything and the kids are growing, they need a lot of things, and they go to school they don't have all the needs If the parents cannot give what they need ... what will happen if the child joins the friends? Committing crime will be the only way to survive..... **Hunger is a problem., Hunger is a problem (PO).***

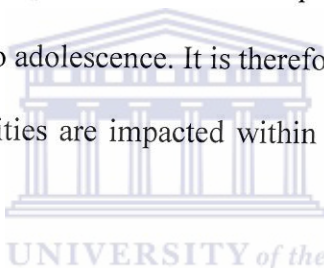
**Document analysis** from court reports of social workers stated the following:

- *Poverty forced him to go for self-employment at early age and his family depend on him ...*

#### **4.3.3 Theme 3: Factors relating to adolescence: Peer pressure/peer acceptance**

Youth workers and teachers explicitly mention teenagers' dependence on peers as an issue that contributes to involvement in criminal activities.

The behavioural perspective of an adolescent can be viewed within the context of an environment within which an adolescent is living and having interaction with. This again would bring us back to the ecological perspective with its multiple layers of contextual influences on human development in relation to adolescence. It is therefore vital to observe how adolescents function and how their personalities are impacted within their micro, meso, exo and macro systems.



Adolescents have an urge to be accepted by their peers and in a peer group adolescents are expected to conform to the norms and values of the peer group. Being in a risk taking age of adolescence a group may practice risk behaviour such as stealing, substance abuse, violence and many others. Adolescents who associate with delinquent peers find it difficult to effects the values and norms they were taught and so in the company of peers with deviant behaviour, an adolescent fight to suppress the values they have been taught in order to adapt to the new values of the group. To be accepted into a group, one has to accept the norms and values of the group.

Adolescence is a difficult stage of development for children. It is a period of exploration. Sometimes exploration can be unacceptable and even dangerous. During adolescence, children engage in risky behaviour as they explore the avenue to adulthood and independence. During



adolescence, the individual is in the process to define and shape their identities (Bezuidenhout & Dietrich, 2008).

A social worker's court report stated:

- .... *Is at adolescence stage and at identity .... More time is spent outside the family. This stage and period is difficult to the children especially when a child is approached in a negative way.*

Risk taking can be either destructive or constructive and, while risk taking can encourage more complex thinking, it also increases confidence and help develop adolescent's ability to think constructively, it can also be dangerous to an adolescent. Early theorists for example Freud, Freud and Blos (as cited in Bezuidenhout & Dietrich, 2008) explored the psychological perspective of an adolescent and found that sexual drives have an impact on a psychological functioning of an individual. This according to theorists make adolescence a difficult period as it is characterized by the increase of these drives. Erikson (as cited in Bezuidenhout & Dietrich, 2008) suggest eight stages of personality development. Erikson sees these stages as a preparation and foundation for adolescence and adulthood. These stages are:

- Stage one: where the child learns about trust versus mistrust from birth to one and a half year old;
- Stage two, where a child learns autonomy versus shame at age one and half to three years;
- Stage three, when child learn to about initiative versus guilt;
- Stage four, when a child learns about being industrious versus inferiority;
- Stage five when a child becomes an adolescent and faces issues of identity versus the role confusion between the ages 12 to 18 and which is the adolescence age;

- Stages six to eight are stages of adulthood, which are also very important as they are impacted by the happenings in the early stages of personality development.

The following quotes confirm the above mentioned view of Erikson:

- **Peer pressure is a very big thing** when it comes to the young people especially at school you will find out that learners from different houses and different backgrounds, different religious backgrounds come together and discuss things such as what others do and what others don't do and influence each other with different believes. Some of the **learners come from families for instance where there are criminals**. They normally grow up with that criminal mentality and knowledge and when they come to school they have to give that knowledge to the fellow learners (T);
- **Sometimes friends are not good friends**; you leave the kid to play with the child who is always committing crime. They will be influenced. If they get one thing that they steal they will always steal (B.... The social status I mean including poverty, so our status in the society are not the same, some people are coming from poor background families, some they are coming from wealth families, so when the poor ones are coming to join the others like in schools, they also want to be in the same page with others. This will force them to **start stealing, just because they want to move at the same pace with their peers** (YW);
- I think **the most contributing factor is peer pressure**, cause you find out that some learners are good from their house but once they join group of others, where they use to meet either at social functions or at the school they are likely to influence one another (T).

Developmental psychologists and sociologists have acknowledged the importance of the peer group and peer pressure during early adolescence by inferring that: it is essential in shaping and supporting the behaviour of its members (Farrington, Loeber, Yin, & Anderson, 2002). It is also noted that peer experiences during early adolescence are different from those of early childhood and one example is that: as adolescents grow, peer interactions become more frequent and less supervised and as such peers can start engaging in anti-social and subsequently delinquent behaviours (Espelage, Wasserman & Fleisher, 2007).

With the guidance of the social-ecological perspective that individual characteristics of adolescents interact with group-level factors, many scholars have paid high attention to how peers contribute to aggression, including verbal and physical forms (Espelage & Swearer, 2003; Rodkin, Farmer, Pearl, & Van Acker, 2000). Some theories of peer influence are:

- **Homophily hypothesis** (Espelage & Swearer, 2003), inferring that peer groups during early adolescence typically consist of members who share common attributes including sex, race, and behavioral characteristics. Studies examining peer networks and aggression have found support for the homophily hypothesis. Peers not only affiliate with students with similar levels of aggression, but they also influence each other over time (Espelage & Swearer, 2003);
- **Dominance theory** argues that the transition to middle school requires peers to renegotiate their dominance relationships, and bullying is thought to be a deliberate strategy used to attain dominance in newly formed peer groups Pellegrini & Long (2002);
- **Attraction theory** posits that young adolescents, as they grow, they develop a need to become attracted to their peers who possess characteristics that reflect independence for example delinquency, aggression and disobedience while they are less attracted to



individuals who possess more of their childhood characteristics (Bukowski, Sippola, & Newcomb, 2000).

These theories demonstrate how peer pressure can have an effect on an individual and his/her development.

Peer pressure was a recurring topic mentioned in **document analysis of the** social worker's court reports:

- *Peer pressure seems to be playing a big role .... Negative peer pressure and the environment in which he lives also seems to have impact on his behaviour .... Because there is a group of runaways in the village .... Roaming around .... committing petty crimes;*
- *He joined the **company of bad friends** ....;*
- *Peer pressure also .... This made him vulnerable to interact with others who live in the town and engage in crimes.*

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The influence of peer pressure on juvenile delinquency was also discussed in chapter one (1.2.1.3) and chapter two (2.1; 2.2.2.3).

#### **4.3.4 Theme 4: Influence of electronic media**

Teachers and Youth workers were concerned about the influence and uncontrolled access to the internet and other social media on the children:

- *They are exposed to the media, where kids **being exposed to this aggressive movies**. ...I am talking about the face books, the twitters, the WhatsApp's list goes on. Social media nowadays is the best friend of our kids. It is the best friend of the children. What are the kids doing nowadays*

*with the internet? They are **watching blue movies**. And then they go on and practice. You find the seven years old that is practicing it (T).*

As stated in chapter one, (1.2.5) and chapter two (2.2.4.2) there is a concern about how the media affect the lives of the children. Palmer (cited in Davies, 2010) in her book “*The Toxic Childhood*” expressed her concern about how technology is causing harm to children’s ability to think, learn and behave. Palmer criticized the screen bases culture of the computers and television which has taken over the children. Palmer warns that the habit of children investing their time in front of television and computer screens watching and playing games does not only impact children’s behaviour but also drive them to the state where they are socially isolated. Being a child, one is prone to be influenced by whatever happen in their surroundings and whatever is displayed on television and computer screens has effect on the children. Many literatures suggest that there is a link between exposure to violent video games and other forms of violent media. Violent media is found to have an impact on children’s aggression (Anderson & Bushman, 2001; DeLisi, *et al.*, 2012):

- *There are no proper parental guidance most of the parent don’t really care what the child **is doing with internet**, what the child is doing behind the computer (YW).*

Children need monitoring when accessing internet however, as stated earlier, some parents do not have the knowledge or skills of advising their children and even though some may have the skills how to advise the children, it is made difficult as most of the parents are breadwinners and have long hours of work, and in most of the cases far from home. During the course of the day children are on their own and have no one to supervise them. Children may then watch whatever they wish without any hindrance, and these include violent games, violent movies

and pornography. Without advice children will take everything they view and choose whatever they perceive as worthy practicing in their lives.

#### **4.3.5 Theme 5: The profile of the juvenile: Personal characteristics and attitude.**

Participants did not really directly address the issue of psychological factors that influence the child or getting involved with criminal activities, but some refer to the child's personal characteristics and attitude. The profile of the juvenile can be compared to the micro system of Bronfenbrenner's ecological systems theory (1979), as well as other theories discussed in two (2.1; 2.2.1.1). Youth workers and Police officers mentioned the following:

##### **4.3.5.1 Disrespect for authority**

- *Parents cannot even talk to them. They just do what they want. In the house they can bring in friends, cook, eat and go (YW).*

Children who come from an aggressive environment where they know only hostility, may adopt such behaviour. The way children view authority determines their behaviour towards the people in authoritarian positions. Disrespect for authority is also linked to the family environment as already discussed in theme one (4.4.1).

- *They can even spit saliva into your face... when you arrest them (PO).*

A teacher also mentioned the lack of general respect for authority and also the enabling behaviour of richer parents:

- *There is a general negative attitude toward authority. That's the first one and this one you observe it that most of the time they do not want to follow the rules and the boundaries set for them. They are rebellious, they just don't like authority in general and the negative attitude towards authority first of all start with name calling of those who are in charge of the*



*authority. Those that are engaged in sugar daddies and sugar mommies, they are the ones who lacking good behaviour. Because you can see that some learners from there, after school they are chilling out in very expensive cars. They are given enough money, they are drinking and eating at expensive restaurants and when they come to school, having even five hundred dollars given to a young person, some of them they don't even listen to a teacher (T).*

The term, “*sugar daddy*” refers to a man with an advanced age and who is dating a girl who is far younger than himself. By having a sugar daddy and living a luxurious life the child start to see himself/ herself as better off than others. By giving a child so much money, attention can be diverted from the studies to material things. Such behaviour in most cases lead children to drop out of school as a result of dismissal due to misbehaviour. This is likely to happen in an environment where parents cannot afford to provide financial support to their children.

#### **4.3.5.2 Self-destructive and challenging behaviour**

A youth worker mentioned the challenging and self-destructive behaviour in the following attitude:

- *I want to drive my own car. If I steal something ... that is my career... that is my talent... That's what they say. Don't worry about me... leave me ...;*
- *If I get arrested I will not die in custody. **Even if they sentence me for 4 years, I don't care...** I will come back and continue. But in most cases the prison ....;*
- *Some are aggressive and some they think ah... **this people they think I will change or what?** Even the face ... the face is so arrogant.*

The concept challenging behaviour has been defined as “... *culturally abnormal behaviour (s) of such an intensity frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of or result in the person being denied access to ordinary community facilities ...*” (Emerson, 1995 as cited in Emerson, 2001:3). In the case of juveniles, this refers to the abnormal, odd or unusual behaviour that juveniles display involving significant risks to their physical wellbeing or act to reduce markedly access to community settings. Behaviour may include the physical aggression, destruction and self-injury as well as health threatening behaviours (Emerson, 2001). On the other hand, *risk behaviour* refers to behaviour that may render chance or possibility of negative consequences or loss. Risky behaviour is normal behaviour in the sense that it is necessary for the enhancement of the development of children however, high risk may be hazardous when a juvenile engage in self –destructive behaviours such as early and unsafe sex, teenage pregnancy, alcohol and drug abuse, dropping out of school, taking part in criminal behaviours, fighting and violence, swearing and using foul language and running away from home (Bezuidenhout, 2008).

#### **4.3.5.3 Emotional needs that made them cry out for help**

Social workers refers to the emotional needs, which contribute to juvenile delinquency as a cry for help in the following quotations:

- *You see a child is seventeen and they don't feel any guilt, they think it is normal. You know, I have dealt with cases where a child **has never gone to school in their whole life**. And you can really see that they are not thinking of anything. It is like they are living in a nothing box. Like to them the world exit when they see anything that they can find anything and it is always just through stealing;*

- *Emotional detachments* this emotional detachment affects this children so much. It affects them so much that there is actually no bond with anybody. And a lot of these kids **lack confidence..., self-confidence where they are affected by peer pressure...;**
- We have a lot of orphaned children. And this orphaned children are **seeking a lot of help out there... in many ways....** And these many ways, could be ways that get them in trouble;
- They are **aggressive or they are passive...** This could be school girls that are really just screaming for help. Whether now this kids are scratching in dust bins looking for food...it is another **cry out for help...**

Juvenile delinquency is in many instances the consequence of neglect and therefore a cry for help. Neglect is “*the persistent failure to meet a child’s basic physical and/or psychological needs likely to result in the serious impairment of the child’s health or development. It may involve a parent or a carer failing to provide adequate food, shelter, clothing, failing to protect child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s emotional need*” (Tanner & Turney, 2003:25).

#### **4.3.6 Theme 6: Suggestions for interventions**

Some of the multi-disciplinary team members proposed interventions, which will also be included in chapter five (**Recommendations**). These interventions impacted on their services to the juvenile delinquents in Oshakati and are based on their needs for better services. It also refers to the current juvenile justice system in Namibia in chapter two (**2.2.5.2**).



#### 4.3.6.1 An institution with correctional services

Presently there is no correctional institution for young offenders in Oshakati. The only available program is the two weeks life skills program for the young offenders that are provided by the MYNSSC (2014) together with the Ministry of Gender Equality and Child Welfare. Therefore the participants had the following suggestions:

- *... An institution with correctional services that are trained only to work with juveniles, having psychologists at the very same facilities, social workers and the recreational facilities, a juvenile institution is so necessary... And the last we must also look at continual detention of juvenile offender.*

The juvenile delinquents share cells with adults (Kamwanyah, 2013; Schulz, 2013), which has a bad influence on them (see 2.2.5.2):

- *The longer they stay in the cells the more they become interested in committing crimes.*

There is a need for better programs where all the role-players and members of the multi-disciplinary team should contribute.

- ***Create our programs**, sub-culturally created programmes, meaning that something that is suitable for our people;*
- ***All ministries will be required to do their part.** Ministry of Education they have to play their role, Social Services they have to play their role, Justice will have to play their role, Ministry of Youth will have to play their role, and everybody has a part to play. And if there is negligence on one angle then the other ones will not be able to operate. So really, all these social factors ... ..*

#### 4.3.6.2 Appropriate educational programs for parents and children

A teacher emphasizes life skills programmes to assist with certain skills development of the individual (micro system) in **2.2.1.1**.

- *Life skills programmes...lack of skills... cognitive skills ...anger management skills are lacking in children (T).*

Many researchers have documented the basic elements of effective preventative community programs for children in the community and rehabilitation programs for young offenders. It is suggested that a conducive environment should be created when treating the young offenders or when conducting programs for children in the community (Spencer & Jones-Walker, 2004). Gendreau (cited in Spencer & Jones-Walker, 2004) suggests the application of the following principles for an effective intervention:

- services should be intensive and behavioral focused of nature;
- programs should target needs of high-risk offenders;
- characteristics of offenders, therapists and programs should be carefully matched;
- the program should be flexible, possibilities and behavioral strategies should be enforced in a firm but fair manner;
- sensitive and constructive interpersonal communication should be used with offenders;
- program structure and activities should be designed in such a way that it disrupt delinquency networks;
- strategies to prevent repeat offending should be put into place in the community and
- Advocacy and brokerage should be there for the young offenders and for the children in need residing in the community.

A need to educate parents about parenting and other issues relating to the development of their children was expressed by a teacher:

- *When corporal punishment was removed... outlawed from schools as well as from home there was a challenge because parents and care givers were left without viable means, according to them viable means to discipline the juveniles. That's why it became so difficult even for educators even for parents. It became difficult to direct this learner's so **it called for innovative methods of discipline.** I think our parents ... we must be strict with our children.*

As stated earlier in subsection 1.2., corporal punishment and spanking of children are banned in Namibia. However, after the banning of corporal punishment, parents and teachers were not oriented into other measures to discipline children. A substitute way of discipline is therefore needed to be introduced and teachers and parents needed to be educated on these. This was not done and a teacher expressed the difficulty to discipline children, not only at home but at school as well. Youth workers and police officers perceive the need for education in other ways of discipline as follows:

- *There is **much need in Oshakati to educate people so that we can know and respect and abide onto the law of the country;***
- *Raised in such a way that **their parents, the school, church, the community are involved in their wellbeing and train them in such a way that they give their lives a meaning;***
- *Most of people trying to **talk on how young people can change their behaviours normally radios but most of the young people don't listen to the radio ....;***
- ***Training for teachers, community leaders, for churches and other institution just to have open dialogues for young people so that they can find out why do***



*they get involved in criminal activities or why do we have many misbehaving learners in school.*

The need for education and a multi-disciplinary approach was emphasized in the next quotation:

- *Education is really needed among the parents and also involve other stakeholders like the police, Ministry of Gender also Ministry of Health to work as a team to address the issue... training we should perhaps also bring in other staff from justice, because we are just doing our part. So what is happening there we don't know. So **they must come and tell us what really is happening there. So that we can work as teams** the school must also play their part because they have school counsellors, to invite in the social workers do deal with the situation from the beginning until the very end. Not today we go there, tomorrow you are busy. We also need to bring the larger group together because when you bring out one out of ten of the children is not effective.*

A youth worker emphasized the important role that schools should play in life skills and values;

- *The schools they don't prepare learner's with life after school..., education is also playing a big role. If the child did not attend school, they cannot differentiate anything. Because if you are not educated, at least you must know how to read and write, **so that you can know what is good.***

There is a great challenge when children are not educated. And it is more severe for those that cannot even read and write as they will be very far from understanding what is going on around them. Such children may as well feel inferior when among others who are literate and can read and write.

### 4.3.6.3 Vocational training for the youth

The need for vocational training to combat crime and unemployment was expressed as:

- *In Oshakati there are no vocational training centres, there are no many activities. **Unemployment** is so high that the person of grade 8 cannot even get a job so as at end of the day it forces the young people to be engaged in criminal activities.*

Factors related to education, which result in school drop outs were discussed in 4.3.2.3, as well as poverty and lack of basic needs and financial support in 4.3.2.5. The lack of organized recreational and educational programmes is also discussed in 4.3.2.4 of this chapter and the Namibian educational system in 2.2.5.1. Unemployment and limited opportunities were also discussed in the context of Oshakati in chapter three (3.4.3.1).

The fact that there is no vocational training in the town has made it difficult to many children, more especially the school dropouts who have no any other hope of completing their grade twelve and continue with tertiary education. These children's hope is the vocational training because that is what they are qualified to do when their educational level is taken into consideration (4.3.2.4.)

## 4.4 CONCLUSION

Juvenile delinquency is a problem in Oshakati and the findings pertaining to the factors, both internally and externally within the external family environment and which are contributing to juvenile delinquency, were presented and discussed in this chapter. Among these highlighted as contributing factors to the phenomenon in the internal family environment, are the following: the harsh discipline of children by parents or care takers, low supervision, weak parent and child attachment and the effects of poverty, all were identified as contributing

factors within the family environment. On the other hand, lack of collective efficacy, the negative social life in the informal settlement, and lack of recreational facilities and programs, were all identified as contributing factors in the external family environment. Furthermore, peer pressure and peer influence and the personal characteristics and the influence of the media were not out of context. In this chapter, participants provided possible suggestions and these were: the establishment of the correctional services institution, appropriate educational programs, and the establishment of a vocational training in the town. Of importance is that: there is a remarkable correlation between the findings and literature as discussed in chapter two **(Psycho – Social factors contributing to juvenile delinquency)**.

The next chapter will conclude with the findings, as well as the recommendations and suggestions for further actions as emerged from this research study.





## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The goal of the study as mentioned in chapter three (3.2) was to get an in-depth understanding of the psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia, from the perspectives of the multi-disciplinary team working with juvenile delinquents. The purpose of this chapter is to come to certain conclusions from the information evolved from the themes and sub-themes of the research findings in chapter four. Thereafter, recommendations that could be included in treatment and prevention of the phenomenon will be provided (objective three).

#### 5.2 CONCLUSIONS AND RECOMMENDATIONS ON DEMOGRAPHIC DETAILS



The subsequent section will comprise the conclusions and recommendations that emerged from the findings. See chapter 4 (**Findings on the perception of multi-disciplinary team members regarding psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia**). The layout that will be followed will be in accordance with the layout of the themes and sub-themes in chapter 4.

##### 5.2.1 Demographic profile of participants

Participants were experienced members of the multi-disciplinary team who work with children in Oshakati, Namibia. The group of eight participants constituted two (2) social workers, two (2) youth officers, the two (2) police officers and two (2) teachers.

It can be concluded that all members of the multi-disciplinary team were aware of the problem of juvenile delinquency and have an in-depth knowledge on what is happening in the community, which influences the behaviours of the children.

**In the light of the above conclusion, the researcher recommends:**

- *That the multi-disciplinary members meet on a regular basis, develop a partnership and lobby for action that is required in helping the children of Oshakati. These members are the ones, which are in daily contact with the children and are exposed to their behaviour hence, they are the appropriate people to mediate juvenile delinquency in the town.*

### **5.3 CONCLUSIONS AND RECOMMENDATIONS ON THE THEMES AND CATEGORIES IN THE STUDY**

#### **5.3.1 Influence of the internal family environment**

Internal environment refers to all forces and interactive influences that are within the boundary of an individual.

**Conclusions:**

- There is a lack of control and supervision of the child due to absent parents and lack of skills to give parental guidance by caretakers and parents;
- There is a strong relationship between the internal family environment that has an effect on the child's behaviour and the external environment that influences the family as a whole.

**Recommendation:**

In view of the conclusion above, it is recommended that:

- *Intervention should take into account both internal and external family environments when attempting to sustainably addressing the phenomenon of juvenile delinquency.*

### **5.3.1.1 Lack of parental supervision and control due to absent parent**

#### **Conclusions:**

- It was noted that some children are not supervised or monitored during their afterschool hours due to the fact that parents do not spent time at home due to the long work hours. Some parents work far from home;
- There are single female headed households, absent fathers or children are either in the day-care of others for example the extended family or they are totally without caregivers.

#### **Recommendations:**

The previous conclusion lead to the following recommendations:

- *After school care, programs for caregivers on parental control and regular meetings or visits to them should be introduced by social workers, youth workers and teachers in order to establish the much-needed control and to provide preventative - and intervention services if necessary.*

### **5.3.1.2 The influence of negative family relationships**

#### **Conclusions:**

- The parents and family members lack knowledge of how their negative relationship may affect the children especially when parents are facing a situation of relationship conflict;



- Team members believe that negative relationships including parental conflict, separation or divorce have an impact on the child and it indeed affect the child's behaviour negatively;
- It was also noted that parents, who are taking care of a child, refuse the other parents to see the child and in some instances instigate the child against the other parent.

### **Recommendations:**

Built on the fore mentioned conclusion it is recommended that:

- *Professional counsellors need to come together and find a way on how to provide coping skills for parents during the relationship dissolution;*
- *Counselling must be done for children going through such a trauma of parents' separation while parents are advised accordingly so that the relationship and support of both parents to the child may be maintained.*

### **5.3.1.3 Lack of positive parental role models**

#### **Conclusions:**

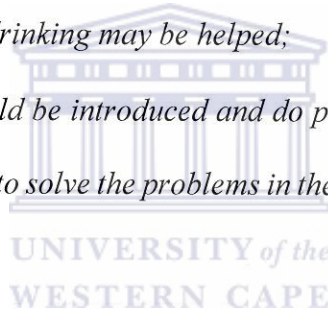
- There are bad role models both in the internal and the external environment of the juvenile;
- There is alcohol abuse by both the community members (external environment) and the parents of the children(internal environment);
- Team members also expressed their concerns about children starting to drink alcohol at an early age. Children have no good role models to look up to and therefore children practice what they see is happening in the community. Children do not see the habit of drinking as a negative habit but accept it as a way of life in the community, since their

parents and other community members are drinking freely and also the fact that no one is prohibiting them from drinking.

### **Recommendations:**

In the light of the above, it is recommended that:

- *There is a need to make both the children and the other members of the community aware of the dangers of taking alcohol;*
- *Stakeholders in the community health-sector need to establish a campaign against alcohol and drug abuse;*
- *Alcohol Anonymous needs to be introduced in Oshakati, so that those who are willing to get rid of the habit of drinking may be helped;*
- *Community workers should be introduced and do preventative work in the community or involve the community to solve the problems in the community which leads to alcohol abuse.*



### **5.3.2 External family environmental influences on juvenile delinquency in Oshakati**

All participants indicated that there are external family influences on juvenile delinquency.

#### **5.3.2.1 Social clubs and bars in informal settlements where drugs and alcohol are available**

### **Conclusions:**

- Alcohol is easily accessible at the coca-shops in the informal settlements as bars are not working according to the liquor regulations;

- Alcohol is sold to individuals under the age of 18, which is contrary with the regulations of the Liquor Act of 1998 which prohibits bar owners from selling liquor to people under the age of 18;
- There is disorganization in the informal community and because Oshakati is close to the border post, foreigners get a chance to hide there and do business within the settlements, including the selling of drugs to children.

### **Recommendations:**

- *It should be determined why, despite regulations prohibiting bar owners not to access alcohol to children, shebeen owners are still continuing selling liquor to children and the necessary legislative steps are not implemented;*
- *The law enforcement should find a way to deal with offences in this regard and ensure that the rules and regulations of bars and clubs are adhered to;*
- *Both children and parents must be educated on the danger of the use of alcohol and drugs;*
- *Necessary actions must be taken to monitor the influx of the foreigners and the availability of drugs in the informal settlement by both the nationals and the foreigners.*

### **5.3.2.2 Lack of support from community**

Participants raised their concern about lack of cohesion in the community and emphasized on the negative role models of some community members.

### **Conclusions:**

- It can be concluded that society's moral to care for one another and to have a common goal in raising the children living in that particular community is decaying;



- There is no cohesiveness among the community members and people are concerned with their own affairs, striving to survive in the unfavourable conditions and lifestyles of the informal settlements.

### **Recommendations:**

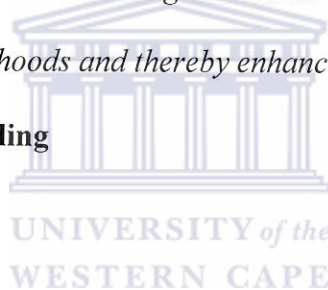
In the light of the above conclusions, the following recommendations are made:

- *Community workers and stakeholders involved in working with the communities and families should think creatively about introducing community programs where members of the community encourage each other and work towards a common goal in their communities;*
- *Community members must be encouraged to value community cohesion and collective efforts in their neighbourhoods and thereby enhancing collective community efficacy.*

### **5.3.2.3 Factors related to schooling**

#### **Conclusions:**

- The number of school dropouts in juvenile delinquency is high;
- Team members raised their concern about the difficulties experienced by the child when bullied at school;
- Among the concerns is that a child, who suffers learning difficulties, may drop out of school because of this reason;
- Lack of parental supervision also result in absconding from school.



### **Recommendations:**

The above conclusions motivate the following recommendations:

- *School authorities are to be alerted about the danger of bullying for the victims in schools, and school managements should be vigilant in identifying any signs of bullying at their schools;*
- *Intervention programs to curb the phenomenon should be put into place and administered accordingly especially since both the bully and the victim suffer from this anti-social behaviour. Both restorative and preventative programs should be introduced;*
- *In consideration of the ecological systems theory, the mentioned program should include all systems in which children live and, by so doing taking into account both the bully and the victim's social relationships.*

#### **5.3.2.4 Lack of organized recreational and educational programs**

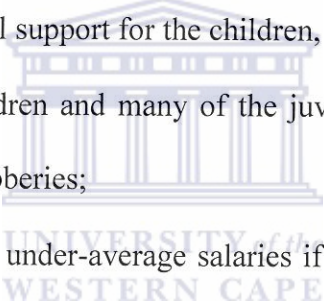
##### **Conclusions:**

- There are no libraries, sports or other creative activities for example educational activities such as music making, dance or theatre activities;
- Children are roaming around in town and informal settlements due to boredom and the unavailability of accessible recreational facilities for the purposes of the youth were among the concerns highlighted by the participants;
- Children in the disadvantaged communities in Oshakati town are not taken care of after school and therefore opt to go roaming in streets for recreational purposes where they meet friends of doubtful character who may influence their behaviours negatively.

**Recommendations:**

- *The town council and community with a community worker should establish the needs and develop community recreational facilities and programs especially in the informal settlement areas;*
- *Programs should be planned in such a way that the child's physical, intellectual social and emotional needs are catered for.*

**5.3.2.5 Poverty and appropriate financial support to children from parents****Conclusions:**

- 
- There is a lack of financial support for the children, especially for basic needs;
  - Poverty is visible in children and many of the juvenile delinquents' crimes involve break-ins, stealing and robberies;
  - Parents or guardians earn under-average salaries if they are employed and therefore, find it difficult to make ends meet, especially to pay for the children's school fees;
  - Most children live with grandparents and depend only on grandparent's monthly pension money from the government;
  - On the contrary, it was also mentioned that some parents are unnecessary giving massive amounts of money to children, which are completely misused.

**Recommendations:**

- *The multi-disciplinary team should take responsibility to identify suitable options especially regarding the financial aid that are available in the system and put up the mechanisms to generate sufficient funding to the benefit of the vulnerable children, especially those living in poor areas in the environment;*



- *Schools and communities should organize meetings at schools and awareness campaigns at a community level to educate parents on monetary issues. Issues revolving around pocket money and budgeting should be made part of the agenda;*
- *Mechanisms should be put in place to trace parents who are still alive but however, are not taking care of their children, instead the children are living with the grandparents. It should be established whether these parents can still contribute to the maintenance of their children. In the case that the parents are not willing to take responsibility for their children, the multi-disciplinary team should mediate by making proper referrals and arrangements to arrange for guardians for the children instead of the grandparents.*

### **5.3.3 Factors relating to adolescence: Peer pressure and peer acceptance**

Teachers and youth worker team members are of the opinion that the life phase of adolescence with accompanying demands is in itself a contributing factor to juvenile delinquency.

#### **Conclusions:**

- Adolescence is a difficult time as a life phase because it is a time when an individual evolve from childhood to adulthood and develop his/ her personality;
- Adolescents are prone to peer pressure as they cannot totally refrain from socializing with peers due to the need to belong. It is however a risk when an adolescent becomes a member of the group that displays unfavourable behaviours.

#### **Recommendations:**

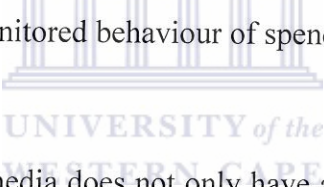
- *A preventative initiative should be taken to teach children about adolescence and the accompanying demands, so that they may understand themselves, be prepared and so*

*that they may take precautions to avoid unnecessary challenges during this phase of life;*

- *Parents also need to be educated about issues of adolescence so that they may understand their adolescent better and know how to advise and direct them. This can be done at a community level and in a language that the people understand;*
- *Adolescents need proper advice and encouragements to conform to what is acceptable in their communities. This is best done not only to individuals at home, but also to groups in the community.*

#### **5.3.4 The influence of electronic media**

The negative influence of electronic media is a global concern and teachers and youth workers expressed their concern about:

- 
- Children displaying unmonitored behaviour of spending time on internet, social media and video games;
  - Too much on electronic media does not only have a negative impact on the ability to think, but also results in social isolation;
  - Children tend to model whatever character is displayed to them as a result of their childhood and lack of proper ability to distinguish between right and wrong. Watching violent videos for example are found to have a negative impact on children;
  - It can be concluded that parents have no time to monitor and control the behaviour of their children as they actually are supposed to do;
  - Apart from not having time, it could also be concluded that parents simply are not informed properly about their role and responsibility regarding the monitoring of children pertaining the use of media and social networks.

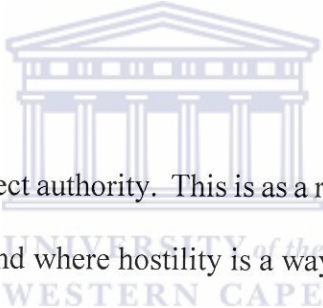
**Recommendations:**

- *Programs and recreational facilities should be put into place to keep the children occupied when they have free time;*
- *Parents and children need to be educated about the dangers of electronic media.*

**5.3.5 The profile of a juvenile: Personal characteristics and attitude**

Team members have not directly mentioned issues of psychological nature that might be influencing children to get themselves involved with criminal behaviours but they have referred to the personal characteristics and attitude of the children.

**5.3.5.1 Disrespect for authority****Conclusions:**

- 
- Some children do not respect authority. This is as a result of their internal environments where respect is lacking and where hostility is a way of living;
  - This can be attributed to the conditions they live, not only within their house of origin, but also within the broader community;
  - Some youth do not respect authorities because they are more privileged and have all what they want in comparison to others and label those that do not have;
  - There are youngsters having love affairs with older people and receive money and material things from them.

**Recommendations:**

- *Schools and youth workers should incorporate life skills, wellness and behavioural programs for the children;*
- *These programs should be of a preventative or restorative nature;*



- *These programs should also include social, emotional, spiritual, intellectual, physical, occupational and environmental wellness skills.*

### **5.3.5.2 Self destructive and challenging behaviour**

#### **Conclusions:**

- Juveniles who display challenging behaviours in most instances also display abnormal and out of the ordinary behaviours that may risk their lives;
- Some children persist to tell those that attempt to help them that they should leave them alone as stealing is their career and therefore no one should be bothered by that. Some even maintain that even when they are incarcerated, they will still come back to their career of stealing after serving the sentence one day when they are older;
- Some children grew up in communities of Oshakati, where hostility and other social ills for example stealing, are accepted, and has become a culture and norm of their communities. They believe it is the right way to do and see it as the only way to gain necessities and satisfy their wants and boost their egos;
- This may be the case in some of the communities of Oshakati more especially in the informal settlement where it is said to be so much in chaos.

#### **Recommendations:**

- *The above said phenomenon need a rehabilitative intervention while considering programs that are suitable to make children aware of the danger and consequences of self-destructive behaviours;.*
- *Psychologists need to join the team in order to assist working with children who display characteristics associated with psychological problems such as hostility, aggressiveness and arrogance;*

- *Religious and cultural organizations should play a bigger role in the communities and in children's lives.*

### **5.3.5.3 Emotional needs that made them cry out for help**

#### **Conclusions:**

- There are children who have no proper care;
- They are illiterate and have no emotional attachment to anyone and as a result they are forced to go into the streets to look for food and other necessities;
- They are vulnerable to peer-pressure and are likely to easily conform to the expectation of the peers because of their lack of self-confidence. In the company of the peers their need to belong is fulfilled and so they adapt to the culture, value and norms of the group which in most cases lack good counselling.

#### **Recommendations:**

- *Collective efficacy should be considered to curb the illiteracy of the children. Further to this, community members should be sensitized to monitor the children in their community and respond positively to children who seem to be abused or neglected;*
- *Relevant programs should be put in place to cater for the emotional needs of children;*
- *Relevant professionals should be available at schools and other areas for example youth workers, social workers and psychologists.*

### **5.3.6 Suggestions for intervention**

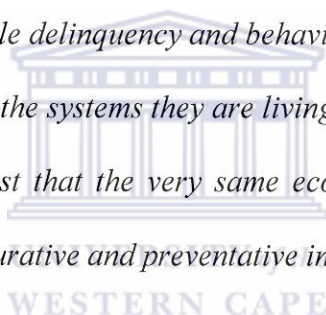
#### **Conclusions:**

- Juvenile delinquency has multiple causal factors hence; there is a need for a multifaceted intervention;

- Intervention in Namibia has been more of a restorative nature through the juvenile justice program, however, this program was perceived not to be successful;
- There is a need for a well-planned **restorative intervention**, where young adults who opt for a life of independence and bargaining their way through schools, job-training options, work settings and family life could be assured of support and access;
- **Preventative intervention** is necessary where children particularly early adolescents are still in their developing phase;
- Youth, particularly adolescents, face decisions about how to effectively spend their leisure time, hence the need for more structure in communities in this regard.

### **Recommendations:**

*Having concluded that the juvenile delinquency and behavioural problems of the children can be affected by the individual and the systems they are living in, as suggested by the ecological system theory, one would suggest that the very same ecological systems theory should be applied as a framework to both curative and preventative interventions as illustrated in **Table: 5.1**, indicated underneath.*



### **5.3.6.1 An institution with correctional services**

#### **Conclusion:**

- The only intervention being done by the correctional services in Namibia is the two weeks' life skills program that is offered to young offenders as part of the restoration program of Juvenile Justice. The two weeks life skills program that is offered for the young offenders is not sufficient and not sustainable.

#### **Recommendations:**

- *Social workers suggest the establishment of correctional services in Oshakati with staff that are trained only to work with young offenders, including psychologists;*



- *The multi-disciplinary team and the town authority should consider the establishment of an institution for correctional services;*
- *The Table 5.1: Community preventative program: an Ecological systems theory and related best practices (Duerden & Witt, 2010), could be a proper guidance for an effective intervention program, indicated below.*

**Table 5.1: Community preventative program: An ecological systems theory and related best practices (Duerden & Witt, 2010)**

ECOLOGICAL LEVEL	DESCRIPTION	ASSOCIATED BEST PRACTICES
Micro system	Individual, intra-individual and program level characteristics	<ul style="list-style-type: none"> <li>• Be aware of the unique characteristics of target populations. Make attempts to make the youth you serve feel comfortable within your program;</li> <li>• Hire adults who possess positive attitudes towards youth;</li> <li>• Provide ongoing youth worker training;</li> <li>• Evaluate your programs in terms of features of positive developmental systems;</li> <li>• Provide opportunities for youth, voice and choice;</li> </ul> <p>Intentionally develop programs with specific target outcomes. Use established lists of developmental assets to select your targeted outcomes.</p>
Meso-system	All other contexts youth inhabit	<ul style="list-style-type: none"> <li>• Establish collaborative relationships with other youth contexts (e.g., family, school, other programs);</li> <li>• Advocate for the development of unified community efforts to promote positive youth development;</li> <li>• Encourage parental participation in your program so they better understand their children's experiences.</li> <li>• Work to establish positive relationships with your youths 'parents and families. Learn their names and greet them when they come to pick up their child from your program.</li> </ul>
Exo-system	Systems in which the youth do not directly take part but that still have an influence on their lives (e.g., teacher-youth worker relationships).	<ul style="list-style-type: none"> <li>• Administrators need to treat their youth workers with the same degree of care they expect the youth workers to treat the youth.</li> </ul>
Microsystem	Society at large	<ul style="list-style-type: none"> <li>• Be an advocate for youth.</li> </ul> <p>Improve public perceptions of youth.</p>



### 5.3.6.2 Appropriate educational programs for parents and children

#### Conclusions:

- Team members highlighted the need for educational programs for parents and children;
- In particular, cognitive skills and anger management skills are highlighted as most lacking in the children;
- There is no educational program for parents and children in the community more especially that has to do with life skills and the wellness of individuals and the community as a whole.

#### Recommendation:

- *The multi-disciplinary team should facilitate the development of suitable programs that can enhance life skills development and wellness for parents and children, as well as the community.*

## 5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

Having been informed by the responses of the multi-disciplinary team, researcher has identified more needs for research.

- *There is a need to hear from the people living in the situation about their own perceptions about their lives. The researcher therefore suggests that the research be done using an explorative phenomenological method to juveniles and parents of juveniles to determine their lived experiences of the phenomenon of delinquency;*
- *There is a need to determine the needs and assets in the community that are linked to juvenile delinquency and services to these children, especially in the informal settlements. The findings of this research can be used to determine research priorities. Participatory action or quantitative research can be done;*
- *Research on juvenile delinquency can be done in the whole of Namibia;*

- *Program evaluation that will inform program developers to determine what methods, approaches and programs would be suitable to employ for intervention, as well as what changes can be made, is necessary.*

## **5.5 CONCLUSION**

With reference to the outcome of the study, it is evident that the interaction between the child and his/her environment of living impacts hugely on the nature of the child's behaviour. It can also be concluded that; the contributing factors that influence a child to resort to delinquency are based in the systems, including the individual, the family, and community networks, hence, to make treatment and prevention a success, one has to consider the ecological system theory in developing suitable programs for intervention.





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## APPENDIX A: PERMISSION TO DO RESEARCH



UNIVERSITY of the  
WESTERN CAPE

### OFFICE OF THE DEAN DEPARTMENT OF RESEARCH DEVELOPMENT

23 November 2015

#### To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:  
Ms A Shantona (Social Work)

Research Project: Perceptions of multi-disciplinary team members regarding psycho-social factors contributing to juvenile delinquency in Oshakati, Namibia.

Registration no: 14/9/44

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

*Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape*

**APPENDIX B: CONSENT FORM TO TAKE PART IN RESEARCH**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa

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

**CONSENT FORM**

**Title of Research Project:**

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

**Participant's name**.....

**Participant's signature**.....

**Witness**.....

**Date**.....



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

**Study Coordinator's Name:**

**University of the Western Cape**

**Private Bag X17, Belville 7535**

**Telephone: (021)959-**

**Cell:**

**Fax: (021)959-**

**Email:**



## APPENDIX C: EXAMPLE OF A TRANSCRIPTION

### TRANSCRIPT 7:

#### Youth Officer: Participant: A.

Gender : .....

Age : .....

Home language : .....

Interview : .....

Years of experience : .....

Occupation : .....

Current Position : .....

1	Good morning Mr..... Good morning. I really thank you for honouring this	
2	appointment and that you have made yourself available for this important	
3	interview. As I have mentioned to you before and as per information sheet	
4	presented to you, this research is for study purpose but it will also be an	
5	aid to those that may be in need for the information on juvenile	
6	delinquency, I once again what to invite you to feel free, be assured that	
7	the information you are giving will be kept in anonymous. Mhmm Do you	
8	perhaps have any question before we start? Hmmm... Not now, may be	
9	later. Then we can start with our interview... so according to your opinion	
10	What do you think are the factors contributing factors for juvenile	
11	delinquency in Oshakati?	
12	There are many contributing factors. And these factors differ from	
13	location to location ( <i>settlement to settlement</i> ) or I can say from person to	
14	person. Number one I may say is the social status. The social status I mean	
15	including poverty, so our status in the society are not the same, some	
16	people are coming from poor background families, some they are coming	
17	from wealth families, so when the poor ones are coming to join the others	
18	like in schools, they also want to be in the same page with others. This	
19	will force them to start stealing, just because they want to move at the	

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52	<p>same space with their peers. Secondly I may say that the parenting state. In society you know exactly that we have the higher rate of divorce. Some people are trying really now to do what they can in order f for their children not to go to their mothers or to their fathers. And while they are still young... <b>Not to?</b> Yes... that is when the parents disagree and the relationship is not good. And when they are young whatever they are asking they give. And when the child reach the age of thirteen fifteen, so the demand also become like high <b>Hmm...</b>the person won't be able to meet the Childs demand. So since the child is not getting what he used to get, the child will go away with others, it means that the child will start like desire to get away. <b>You have mentioned that a parent prevent a child to visit a parent when they have divorced can you elaborate more on that?</b></p> <p>The reason why I mentioned that is because when we talk of preventing the child not to visit other families or other parents, there are two things involved. Number one is we have the believe of because my children are still too young, I cannot let them go to the other parent, perhaps the treatment that they are going to get there is not the same to that I am giving to them. Number two: simply because there is an anger between you and the other parent, so now you don't really tell the child that there is a conflict between you and the father but you are trying to do it in another way. Psychologically, you don't really want the child to know. Ummmm....Thirdly; You want to show the child that I am the only one who loves you. So by doing that now, when the child is young you can afford, but by the time the child reach the age of adolescence, you will struggle now to get what the child is asking. Also in oshakati also there are parents who are using the children in what is called child labour, perhaps, because they exactly know that when a child became in conflict with the law, that child will not stand for a normal trial. Because they are still under age, so they are really supporting them with all the materials, needed materials you know...Needed for robbery. Some parent provide them with materials even provide them with transport for them to move with the stolen items to the place where they want to take them</p> <p>At the end of the day they are given money but they are not enough.</p>	
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53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85	<p>Yes, but in that case they are also... the children think they are enjoying but at the end of the day they will become a person who will survive from stealing. You have said that the parents are encouraged to go do crime because they know that if children commit crime they will get what they want and the children will not be arrested. What else can you say...? What I actually mean are not biological parents. For instance I am a parent a director and I will not be able to use my children I know exactly that it is wrong but I will end up using other children, my neighbour's children or any other children that are in the same location. Those are business people who are doing that... so to say... Yea...Because they know that for them to get the stuff that they want or the resources that they want or the item that they want, they have to use other means and the other means are now to send the children to get the stuff for them on their behalf. The question that you have said; what I want to say... it is like the alarm to ask the social workers... We need to come up with a campaign to inform the parents irrespective of what we just have to inform them, we have to educate them on the consequences of using another... Or your friend's child to become your labourers, because this will cause their lives at the end of the day, and they will lose their education, that start liking money at the early age at the end of the day. Some of them will even drop from school because of that items that what they are getting from the adults. Year, Education is really needed among the parents and also involve other stakeholders like the police, Ministry of gender also ministry of Health to work as a team to address the issue. <b>What do you think are the other factors contributing to this problem... specifically in Oshakati.</b> If you go around you will see that the availability of the alcohol outlets...<b>Alcohol outlets...</b> Yes it is also contributing. And also the ... I don't know how I will mention because I think alcohol and drugs are...Also the availability of drugs, like dagga and man drugs..... You see if you can chat with this cell phone you can talk to the whole world. So the same apply to them. They talk to one another that if you use dagga so.... even if you are a quiete person you will become... Like ... you see... So the same apply to them so..... they have to try because my friend apply that and he is sharp in</p>	
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86 school so let me also do the same thing not knowing that in the long run  
87 that thing can have a negative effects. Those are the main causes of  
88 delinquency in Oshakati. **So what you are basically said is that they think**  
89 **it is not a big thing to use drugs but they are benefitting from doing that?**  
90 Yes...*Silense*, Because they think they are boosting their characters.  
91 Perhaps I should say that there is the... I don't know if I did mention the  
92 orphans... You didn't. Yes the status of the orphans also contributes  
93 because these are the people that are under the care of the guardians. And  
94 we have different types of guardians. But according to what I have learned  
95 is that the majority of them they do not budget well. They are receiving  
96 the monthly grants but at the end of the day the monies do not reaching  
97 them. It is only the guardians who know where the money ends. When  
98 they realize now that no, my guardian is receiving money but I am not  
99 given even the pocket money, they have to come up with the plan to get  
100 something, so they can start like stealing or hang around with bad friends.  
101 What happens when one hang around with bad friends... You become  
102 also like them. Year so that is it. Any other/ Because of the peer pressure  
103 you know when other learners come from other schools and coming to  
104 joining other boarding schools you might be a good person but when you  
105 come to join your peers, you just have to do the very same thing in order  
106 for you to fit in. otherwise you will be isolated . Yea. We also look at the  
107 material needs. This we can also connect to peer pressure that if I am  
108 moving around with my friend and that friend of mine is always wearing  
109 expensive clothes which I cannot really afford. Because that person is a  
110 friend of mine we have to talk. How do you get your what ... Where do  
111 you get your expensive clothes/ So in our discussion I may find out that  
112 this is how she is getting his clothes, I must also do the same in order for  
113 me to get the very same clothes., so that people can say oh, look at the  
114 friends, not like the other one is wearing the clothes from Edgars and the  
115 other one is from the Chinese shop. So it will not really sound good. So  
116 those are really also some of the contributing factors. So children even  
117 when you know that your parents cannot afford you will try to put yourself  
118 there by using other means. You also see parents who are quiet, they will



119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151	see the situation but they don't talk. They just keep quiet because of what we call human rights... if you talk the child will think that you don't love her and she will end up reporting you at the police. <b>Can you explain more on the issue of human rights...How do you relate it to juvenile delinquency? Can you elaborate more?</b> You know... Currently wherever you go you will hear children say... "No it is my right". But before that word never existed. Even in the society in the community, this my house and this is my neighbour's house, but because of this rights that is now existing... I might see my neighbours children do funny things I will not be able to intervene because that child might even say no even my parents they never said that I am doing wrong things. So this applies...Even the rights that children are talking today they know w exactly that whatever I do the law is there to protect everyone. They know that even if I go to court nothing will happen. I have the right to be protected. That is why you see we are going to police cells, we are going to court just to screen and try to pull them back from the situation they find themselves in and divert them to life skills training. Yea, When they say it is their rights ... yes it is true but sometimes it is preventing the parent also to play their roles, to play their parts because they are afraid. The system is just like that. Perhaps I should also have e to add parenting styles, because I have already said something on that perhaps I should just add that when the child is in the care of somebody... perhaps it is the orphan they are the ones who suffer. That whatever they what the parents do they will send the orphans, saying that they cannot send their own children because their own children they don't want to be send. To make the orphan think that: "that one does not like to be send so let me go because I am the good person",but it is not...Psychologically you are abusing the person... And one day when Nangula is grown up and the parents pass away who will take Nangula, because Nangula is spoiled. Some orphans are there with no one wanting to take them. They know them already from their early age that they are spoiled... (Nangula is just a girl's name and not referring to any actual person) so they are concerned... What will happen if I take Maria to my home...she will do delinquent acts...? <b>How do you describe</b>	
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152 these children's behaviours: These delinquent children that you have met  
153 in your work...? I should say their behaviour is bad especially in  
154 Oshakati. That one you can start reading it from their dressing code. So  
155 In most cases they dress in an inappropriate manner. Boys they call them  
156 "FALENDE" (those that wear trousers at very low buttocks) You have  
157 your trouser up to hear , the whole part is like... everyone can see, and  
158 ladies sometimes they wear short... short... short skirts, so that's the  
159 beginning and you cannot tell them that don't dress in that way... How do  
160 you describe their behaviours in relation to the other people whether now  
161 in their own setting or towards the officials with you like during your first  
162 contact with them... or so.? I should say the groups that I had into contact  
163 with; during the first day they do not really respect. As I mention that  
164 parenting skills will also play a great role in a family in the houses. What  
165 do you mean by saying they don't respect. They will always try to put you  
166 down, but it is to you as a social worker it is your role to tell them that  
167 look... the situation is different ...is may be your behaviour is the one that  
168 put you in that problem. They want to look at you as their peers. They  
169 don't tell the truth. It is only when you probe, that is when you can find  
170 the truth. There are some yes, when they come they come as people who  
171 respect but it is just to... they don't want you to go deeper. Because the  
172 reason here in Oshakati is that the children here they know each other.  
173 Those who have attended the course have already informed others that  
174 that is what is happening. Those that have attended the life skill training  
175 they have already informed the colleagues that that is what is happening  
176 at the life skill training. Even before they come they know that this is what  
177 we are going to see happening during the life skills. How do you relate  
178 that behaviour? The home setting is playing the role in shaping this  
179 behaviour. The way we treat our children... I may do wrong but when my  
180 parents come they are always protecting me... No... it is not him... may  
181 be it is the friends... by hearing that ... it is may be the friends it may  
182 make a child to feel that o, my parents really love me they will always be  
183 there for me to protect me,. Without realizing that by the time I will be  
184 eighteen may be they will not be there for me or they will not be able to

185 186 187 188 186 189 190 191 192 193 194 195 196 197	protect me. The very last thing that I want to say... may be we have to ask now the social workers and all those other staff who are interested in the development like the staff from the ministry of gender to identify children that are displaying bad behaviours and to refer them to a specific program or programs and perhaps when we have a training we should perhaps also bring in other staff from justice, because we are just doing our part.. So what is happening there we don't know. So they must come and tell us what really is happening there. So that we can work as teams the school must also play their part because they have school counsellors, to invite in the social workers do deal with the situation from the beginning until the very end. Not today we go there, tomorrow you are busy. We also need to bring the larger group together because when you bring out one out of ten of the children is not effective. There is a larger amount that also needs help.... (continued)	
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## APPENDIX D: INFORMATION SHEET



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### INFORMATION SHEET

**Project Title: PERCEPTIONS OF MULTI-DISCIPLINARY TEAM MEMBERS REGARDING PSYCHO-SOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY IN OSHAKATI, NAMIBIA.**

#### **What is this study about?**

This is a research project being conducted by Albertina Pombili Shatona, a Master in Child and Family student at the University of the Western Cape. We are inviting participants in this research project because they have experience and knowledge about various factors that contribute to the problem of young offenders in Oshakati Namibia. The purpose of this study is to describe the social and the psychological factors contributing to juvenile delinquency in Oshakati and to provide recommendations that could be included in both the treatment and the prevention of the phenomenon.

#### **What participants be asked to do if they agree to participate?**

- Participants will be asked to take part in an interview which will last for approximately two hours. The interviews will be done privately in an office as arranged prior to the meeting. The interview will be approximately one hour. A tape recorder will be used with your permission. The questions which will be asked are: What are your perceptions about the social issues that contribute to juvenile delinquency in Oshakati?
- In your opinion what are the factors in the juvenile delinquents' mind and behaviour that contribute to their delinquency?



**Would participation in this study be kept confidential?**

We will do our best to keep personal accounts and document information confidential. To ensure confidentiality, the participants' name, as well as names that appear on the documents will not be revealed on the records and it will not appear on any transcript or at any collected data. A code will be placed on the collected data and the researcher will be able to link the study to the participants' identity with a code.

Codes will be used to identify data collected. No one else other than the researcher will have access to the data and the data which will be stored in a safe place, locked place. When writing a report or an article about this study, your identity will be protected.

In accordance with legal requirements and professional standards, we will have to disclose to the appropriate individual and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others.

**What are the risks of this research?**

There may be a risk of emotional feelings as the interview is dealing with the issue of the complex difficulties in the lives of children, family and society. The interview may result in anger and feeling of hopelessness.

**What are the benefits of this research?**

The participant will not directly benefit from this study but, but the outcome of the study will help improving understanding of others and provide recommendations regarding suitable interventions in prevention and treatment of child crime/ juvenile delinquency.

**Do participants have to be in this research and may they stop participating at any time?**

Participation in this research is completely voluntary. Participants may choose not to take part at all. If they decide to participate in this research, they may stop participating at any time. Participants will not be penalized or lose any benefit to which they otherwise qualify if they decide not to participate.

**Is any assistance available if participants are negatively affected by participating in this study?**

If need arise that participants need assistance, they will be referred to the relevant person for help. Should they have any questions regarding this research and their rights as a research participant or if they wish to report any problems they have experienced related to the study, please contact the supervisor.

This research is being conducted by the Social Work Department at the University of the Western Cape. If there are any questions about the research study itself, please contact my supervisor Dr. A. Beytell at [ambeytell@uwc.ac.za](mailto:ambeytell@uwc.ac.za) or telephone number (021) 959 22821 or (021) 959 2012. The address is: Social Work Department, University of the Western Cape, Private Bag X17, Belville 7535.

Should you have any questions regarding this study and the rights as a research participant or if any problems experienced related to the study need to be reported, please contact:

Prof. R. Schenck  
Head of Department: Department of Social Work  
University of the Western Cape  
Private Bag X17  
Belville 7535

Tel: (021) 959 2011  
E-mail: [rschenck@uwc.ac.za](mailto:rschenck@uwc.ac.za)

Prof. J. Franz (Dean of the Faculty of Community and Health Sciences)  
University of the Western Cape  
Private Bag X17  
Belville 7535



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

## APPENDIX E: RAW DATA FROM DOCUMENT ANALYSIS

Information per Nampol, Oshakati arrest and crime register for the period Sept, 2013- Dec 2013

crime	gender	age	school	Settlement
assault	M	17	Drop out	Informal
shoplift	M	17	Drop out	Informal
shoplift	F	16	Dropout	Informal
insult	M	16	Grade 10	Informal
Theft	M	16	Grade 10	Informal
shoplift	F	17	Grade 10	Informal
shoplift	F	16	Grade9	Informal
House breaking	M	17	dropout	Formal
House breaking	M	17	dropout	Formal
shoplift	F	15	Grade 10	Formal
Theft	M	17		Formal
shoplift	M	17	Grade11	Informal
shoplifting	F	16		Informal
Vandalism and bussiness			Drop out	Informal
Theft	M	17	dropout	Informal
Theft	M	14	dropout	Informal
Theft	M	15	Grade 7	Informal
Theft	M	14	-	Informal
Theft	M	17	Grade 1	Informal



Theft	M	17	-	Ainformal
Theft	M	17	-	Informal
Theft	M	-		Formal
Theft	M	17	-	Surrounding village
Theft	M	15	-	Informal
Robbery	M	17	-	Informal
Common assault	M	17	-	Informal
Theft	F	17	-	Informal
Theft	M	16		
Theft	M	17	11	Surrounding village
Theft	M	17	11	Surrounding village

The above information reveals that

- There are more boys arrests than girls arrests
- The majority of young offenders are from the informal settlements
- Crime commitment are more theft related
- Few crimes are committed in the formal settlements

## Life skills training for young offenders - Youth Officers 01-14 December 2013

Gender	Age	case	Region	Scool Grade
M	-	-	Omusati	-
M	-	Behavioural Problem	Omusati	-
M	15	Behavioural Problem	Oshana	Grade 8
M	17	Behavioural problem	Oshikoto	Drop out
M	17	Theft	Oshikoto	Grade8
M	17	Theft	Oshikoto	Not schooling
M	10	Behavioural problem	Oshikoto	Grade 2
M	10	Behavioural problem	Oshikoto	Grade 2
M	11	Behavioural problem	Oshikoto	Grade 2
M	11	Behavioural problem	Oshikoto	Grade 2
F	-	Behavioural problem	Oshana	Grade 9
m	-	Behavioural problem	Oshana	Grade 9
M	-	Behavioural problem	Oshana	Grade 9
M	-	Behavioral problem	Oshana	Grade 9
M	17	Behavioral problem	-	-
M	15	Behavioral problem	-	-
M	17	Theft	-	-
M	15	Theft		
M	17	House breaking	Omusati	Not schooling
M	14	Theft	Oshana	Not schooling
M	17	Illegal hunting	Oshikoto	Not schooling
F	17	Theft	Omusati	
M	17	Assault	Oshana	N/A
M	17	Assault	Oshana	N/A

F	17	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	16	Behavioral problems	Oshana	Grade 10
M	16	House breaking	Oshana	Grade 9
M	16	Theft	Oshikoto	Dropout
F	-	Theft	Oshikoto	Dropout
M	-	Theft	Oshana	Dropout
M	16	House breaking	Oshikoto	Grade 5
M	16	House breaking	Oshana	Grade 5
F	16	House breaking	Oshikoto	Grade 5
F	17	Behavioral problem	Oshana	Grade 10
F	17	Behavioral problem	Oshana	Grade 10
M	16	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
	16	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	17	Behavioral problem	Oshana	Grade 10
M	16	Theft	Omusati	Not schooling
M	16	Theft	Omusati	Not schooling
M	17	Stock theft	Omusati	Not schooling
M	15	Theft	Omusati	Not schooling
F	16	Theft	Omusati	Not schooling
M	17	House breaking	Oshana	Grade 8



M	17	House breaking	Oshana	Grade 10
M	16	Phonograph	Oshana	Grade 9
M	16	Phonograph	Oshana	Grade 9
M	15	School vandalism	Oshana	Grade 8



## No. 3

### Document name: Professional reports

#### The PROFESSIONAL REPORTS OF SOCIAL WORKERS TO THE COURT INDICATE THAT

Most of the children's parents are unemployed. In some instances you find that the whereabouts of the parents are unknown. Social workers report also emphasized the vulnerability of adolescence. A report by the social worker evaluation and recommendation report reads

*"According to Santrock, 2009 "Max( not real name)" is at adolescence stage and at identity..... more time is spent outside the family. This stage and period is difficult to the children especially when a child is approached in a negative way... ( SW report)*

*He joined the company of bad friends, ... His grandfather expressed disappointment in him... He stated that the day he was released into his care he totally refused to stay with him and it was the last date he saw him. His mother is also disappointed by him.... The father never played a role in the child's life.... Guardian refused to take the child and was ordered to take child back to the police holding.*

*Social workers observations: Peer pressure seems to be playing a big role.... Negative peer pressure and the environment where he lives also seems to have impact on his behaviour... because there is a group of run-aways in the village ... rooming around...committing petty crimes*

*The family is tired and gave up on him...the environment where he is seems to undergo changes due to urbanization.. This is said to be accompanied by breakdown of traditional norms values and forms of social control....*

Summary of the social worker on cases reads:

- *Never kept his promise of staying with his parents*
- *Negative peer pressure contributed to his behaviour*
- *The three institutions: home, school and church are lacking*
- *Father has never played a role in his life*

Some families live in poverty:

*"Poverty forced him to go for self-employment at early age and his family depend on him"... Peer pressure also... apparently they food to town to come and look at TVs at the bars....This made him vulnerable to interact with other who live in the town and engage in crimes.."*

## No 4. Report from teachers:

- Lack of interest in school work after father's death
- Breaking in and steal property: Theft
- Dropped out of school
- On contrary the majorities of the learners who went for voluntary counselling were females
- Males were seen more for behavioural problems
- Among problems for counselling where | Lack of guidance in career, lack of motivation in studies, lack of financial support from home. There were also counselling for those who misbehaved at school and where referred for life skills.





## 1. Social workers Information per Juvenile screening and referral to life skill training

Age	Highest qualification	Educ. status	Gender	Crime committed	Economic status of parents	Residential address	Family structure	Previous crime committed	Status of father	Mother	No. of people in the house
17	Grade 10	Dropout and run away child	M	Theft	Unemployed	Informal Oshakati	Single mother	Dug use	Self employed	unemployed	3
17	Grade 9	Dropout	M	Assault with GBH	Unemployed	Surrounding village	grandmother	Committed crimes but never jailed before	Not known	Not know mother	4
17	Grade 2	dropout	M	Theft	Grandmother old age pension	Informal	Maternal grandmother Guardian parents separated	Theft	unemployed	unemployed	7
17	Grade 9	Abscondment from school	M	Robbery	Uncle and auntie support	Informal	Uncle	None	unemployed	unemployed	6
16	Grade 9	Grade 9	M	ammunition	Guardian	Informal	Care of guardian	None	Single / unmarried & unemployed	Single/unmarried & unemployed	7
17	-	-	M	House breaking & Theft	Guardian	Informal	guardian	None	Tracing parent	Tracing parent	5
16	Grade 10	dropout	M		Mother	Informal		None		Public servant	5
16	Grade 8		M	Drugs/ dagga	Both parents	Informal		None			10
16	Grade 8	suspended	M	Drug/ dagga	Both parents	Informal	parents	None	Self employed	Self employed	5
16	Grade 8	dropout	F	Damage to property	Mother	Informal	mother	Dagga; theft	Self employed	Self employed	3
17	Grade 8	Still schooling	M	Greivous bodily harm	-	Informal	mother	None	unknown	unknown	8

15	Grade 2	Dropout	M	Theft	grandmother	Informal				10
17	Grade9	Still schooling dropout	M	Housebreak & theft	Yes	Informal	-	-	-	6
16	Grade 3		F	House breaking	Unemployed	Surrounding village	Uncle/ guardian	deceased	Single & unemployed	3

- Again the majority of the young offenders are boys
- The majority come from the informal settlements
- Have dropped out of school
- Some have dropped at lower grades eg. Gade 1, grade2 or grade 3.
- Some come from other villages and come to commit crime in Oshakati
- Most of them are from the broken families and single parents and the majority are taken care of by guardian who are thir grandparents, or aunties.



## APPENDIX F: THEMES FOR RESEARCH

### DATA ANALYSIS

#### PERCEPTIONS OF MULTI-DISCIPLINARY TEAM MEMBERS REGARDING PSYCHO-SOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY IN OSHAKATI

This is a case-study, and data included perspectives from selected participants from different professions.

It was clear that in general there is agreement on basic issues as contributors so the themes are listed as such and difference in emphasis will be indicated in the reporting where applicable. .

Themes

#### **Theme1 Influence of the internal family environment**

All participants placed strong emphasis on the role of “forces and influences” in the internal family environment on children who get involved in criminal activities. Internal forces and influences in this study referred to lack of parental control and supervision due to absent parents and/or lack of skill to give parental guidance by primary carers of parents

It will also become clear in the analysis that there is a strong interrelationship between the internal family and external environmental family influences

#### Sub-theme 1.1 Lack of parental supervision and control due to absent parents.

In this regard references were made to that for parents to look for employment, working away from home and the reality of the numbers of, single parents, usually mothers, who struggle economically and an absent father. There was also strong emphasis on the number of orphans, who are most vulnerable and questions about guardians and foster parental control



*The absent father, not only absent fathers but the phenomena of single parents you know single parent you see. In my school if I go back to the statistics about 50% to 60% of the learners they are either orphans they have lost one parent or both parents are gone .Now this put a lot pressure on the people who are taking care of this children because mostly it's the mother (T )*

*Mostly orphans or children from broken families or run away children. Not really per say... children living in the streets but we prefer hem to be called the runaway children (SW*

*Most of the juvenile's parents are single parents, who in most cases are also not skilled in how to bring up their children. And if for instance you are a single mother, and there is no father there to look after the child. You know it already... the child that is growing without the father, the role that the father was suppose to play in the life of that children are not living with their parents. People who live with the kids ...some they are ... the parents are working very far. The children are left with wrong people. A person who does not stay home is not controlling the kids. Kids come home in their own time (PO*

*Youth workers indicated that children control parents and parents do not take charge:*

*Parents who are quiet, they will see the situation but they don't talk. They just keep quiet because of what we call human rights...sometimes it is preventing the parent also to play their roles, to play their parts because they are afraid. (YW)*

*Young offenders, most of them are staying with the grandparents, and grandparents are not working, they are taking care of many kids (YW)*

*The status of the orphans also contributes because these are the people that are under the care of the guardians. And we have different types of guardians...YW*

*The parenting state. In society you know exactly that we have the higher rate of divorce. Some people are trying really now to do what they can in order for their children not to go to their mothers or to their fathers. And while they are as till young...when the parents disagree and the relationship is not good (YW*

*The absence of parental guidance - they fail to educate their children, to educate them about what is acceptable in society and what's not acceptable in the society, to say one of the ethic moral values (T)*

### Sub-theme 1.2 the influence of negative family relationships

The previous excerpts already implied the interrelationship between absence of parents and lack of control /guidance and family relationships. The participants mentioned lack of emotional bonding, violence, lack of positive role models the following quotes illustrate:

Social workers talk at length on the effect of the quality of family relationships as a priority influence, mentioning lack of parental control and support, family violence:

*The family factor that plays a role is neglect. Sometimes they are neglected to a point where you observe that there is no or there is poor parental control, or supervision, and sometimes no or less parental support, which might then lead the child to doing whatever they feel like. And then they would also end up displaying delinquent ...behaviour. The other thing is also witnessing family violence, I spoke about broken families, whereby the child psychologically cannot deal with the situation at home, and from that they may now go out to the streets*

*Harsh punishments can also make them run away. They get tired and again look into other areas... when they are stressed they can also resort to crimes, and lack of positive male role models...physical abuse filters down to the children. If there is physical abuse on the child, whether is now physical abuse or emotional abuse on the child what will happen? The child will go out and seek for refuge. And where is the refuge? It is among peers. It could be refuge somewhere under a bridge*

*Issues between the mother and the father, the father want to see the child, the mother refuses issues between the mother and the father, the father want to see the child, the mother refuses...the child started misbehaving, and she started exploring drugs and so on and later on she was found with drugs...*

Teachers' also refer to the conflict between parents and the effect on children:

*The parents are arguing, they argue even in front of the kids. And they will just feel that this is good. Sometimes you see they are even doing some of the things that are supposed to be of privacy. There is just a chaos. And that is how some kids tend to lose respect for parents.*



*There is lot of social problem at home and they are putting more pressure on our teenagers juveniles ...you talk about their physical need not met, you talk about their emotional feelings. (T)*

Police officers also refer to harsh punishment:

*Parents are still having that old mentality of raising up children, trying just to solve the problem by beating which is in other way contravening the law (PO)*

### Sub-theme 1.3 Lack of positive parental role modelling

Youth workers, teachers and Police Officers explicitly express the lack of positive role models in the internal and external environments of the juvenile. Parents of the children and community members abuse alcohol, are involved in criminal activities and even misuse the youth for their activities.

The following excerpts illustrate:

*A high incidence of parents involved in alcohol abuse and even supporting children in criminal activities... They (parents/community members) exactly know that when a child come in conflict with the law, that child will not stand for a normal trial, because they are still under age, so they are really supporting them with all the materials, needed materials you know... Needed for robbery. Some parents provide them with materials even provide them with transport -using other children, my neighbour's children or any other children that are in the same location. Those are business people who are doing that... so to say (YW)*

*You find many people there they don't work. They just drink. They don't have work. The way they are surviving is only to go and work for Kamenye, to get twenty dollars for drinking, Most of the children... at the age of ten they are already drinking. Alcohol in young kids is leading them to committing crimes....police they don't want to patrol in the location... because there in the location... you just find the people ... the whole time their duty is just drinking., walking around, there is just no control... like their coca shops they don't have licences. The way they are living... the adults and the children... everyone is just living their own way. (YW)*

*And some parents don't care even if the child is arrested. When you call them they do not come... to say ok... if this kid is arrested may be ... I get advice from the police... how this child can be helped to become a good boy... Some of the parents they are*



the one who influence their children to go steal. Another point is the lack of inspiration and the role model. (PO

*The influence and the behaviour of elders as an example of to the child are not so much visible to the child, I can say that most of our children are coping example from what other people are doing .So lack of... role models in the society. Is one of the issue, is one of the main problem)...Some of them they have witness how people are fighting everyday there. The insulting and the swearing that they are exchanging, to them is something that is happening every day, so when they come to other place where by, let me say when they are, when they went to school sometimes it's difficult for them to identify weather that this thing is acceptable or not acceptable because they have adapted to that condition of insulting, stealing, fighting, no respect.. (Teacher*

## **Theme 2; External family environmental influences on juvenile delinquency in Oshakati**

The external family environment refers to....

Theme 2.1 Social clubs and bars in informal settlements where drugs and alcohol are available.

Participants were in agreement on the role of clubs and bars that are accessible for youngsters and where criminal activities take place. Representative from the police and youth workers introduced their discussion with an emphasis on the influence of the environment. . The following insertions come firstly from them

*Whatever the criminals are doing at those bars or at clubs, they are doing it in front of the juveniles, and for a young person whatever he/she sees he is more likely to copy (PO*

*When you come to the bars, it's just small boys who are there. People who are selling at the bars are not following the liquor act... they are not chasing the children away (PO*

*Alcohol outlets... Also the availability of drugs, like dagga and mandrax... You see if you can chat with this cell phone you can talk to (YW*

Teachers confirmed this influence:

*When we are talking about environment we mean the location a young person is staying and we also include the home itself a young person is coming from. For*

example, As I have been in Oshakati for almost 8-10 year now and I have detected out that the last specific areas with young people having problems, having disciplinarily problem, for example we talk of Okandjengedi, we talk of Omahenene, Upindi settlement and Amnghambja.... principal at aschool given an order that they are no longer admitting learners from O... because, most of them are having disciplinary problems. Most of the time they are just fighting. (T

Currently we have a problem of drugs this was not a problem a few years ago or two decades ago before independence. Currently we also have an economy in Oshakati that s growing so fast and this invites people not only within the country to come to Oshakati. But also people from neighbouring countries and other part of Africa to come to Oshakati. In Oshakati As we speak now there are foreigners from Angola from South Africa from Nigeria and so on. And some of this foreigners are the ones that are introducing drugs to the town, it's an open secret where drugs are being obtained here in Oshakati and many kids has access to this drugs... the consequences of using drugs with regard s to engaging in criminal activity finding the money to fund the habit and also to engage in violent activities. (T

Social worker confirmed:

Bars are the source of the bottle that is killing our peoples' minds. The bars are in every second corner... unemployment that is high that everyone just want to sell alcohol. Alcohol is the most profitable thing...there is lot of alcohol in Oshakati which causes disfunctioningfamilies. ..Our kids tend to fall in the trend of the drinking culture... and by becoming drunk he... it... it end up being a problem... and is not only end up with alcohol, ends up on bigger drugs(SW

Police officers and teachers share the concern of the life in the settlements and the influence on drugs and criminal activities.

People in the settlements they are even selling drugs. ...Some children you find they are even involved in that but it's just because they don't know. They think are just given can you sell this things but some they never saw that things in their life. At the end of the day the police will come and say you are involved in drug dealing, but the child never knew, but because of that the life in the settlements is really a problem and those people the... the drug dealers they are targeting the settlements (PO



*Houses are in the form of shacks. Yea; and I think the problem where it comes from is because it has got a number of population, and it cross to the formal houses, unlike Amnghambya which is a bit located separate from the town. This one is a bit close to the town centre. That is why you see Uis harbouring a lot of criminals. (T*

## 2.2 Lack of support from community

Social workers expressed concern about the lack cohesion and support in the community and the negative role modelling of some community members.

*Culturally we used to say "A child is not your child alone". You know you are raising this child to be a community person or ... but now you say it is not my child. Now the moment they see that somebody is having a child that has a problem and they ignore, it contributes again when there is no support from families.*

*This young girls are involved with boyfriends. Who are these boyfriends...? They are older men. These man are taxi-drivers or even police officers or any elderly man who are involved in relationships... intimate relationships with these young girls who are underage. Some people from the community that were using this child. You know, a child is always a child, they are prone, and they are victims always. They promise this child ten Namibia dollars, but when you look at the crime that the child has committed, it was house breaking, because he fits through the windows where they want to enter... he is paid ten Namibia dollars and he run away...so it is how the community is organised or neighbourhoods where there are always fights or where they can see that this people are getting rich because they steal and so o*

## 2.3 Factors related to schooling

School drop out because of bullying and learning problems and lack of parental supervision

Social workers highlighted the effect of school dropout of many children:

*The beginning of all the problems, including crimes, starts when the child is absent from school or skipping school. Again it can also be influenced by poor parental supervision, at home, but also when the child is absent it would also lead to school*



*dropout, whereby ... when the child drops out of school the most activity that they will engage in will be bosses at the school grounds, bullying other kids. That would be an issue that juveniles tend to become aggressive and it will become a problem at school...When the child is always a victim of bullying, for say gangsters, ... bullying and so on will increase and the child will drop out*

*The child that has difficulty in learning... runs away from school so that they don't need to face that embarrassment or that humiliation.... in front of all other kids or merely because I am not performing, when I get home I will get in trouble because I am not performing.... (SW*

#### 2.4 Lack of organised recreational and educational programs and facilities for the youth

Participants were concerned about lack of organised recreational and educational programs for the youth to keep them from getting involved in illegal activities.

*Lack of activities in which children can get involved into that can make them busy... Activities like may be sports, like library, those are activities that are so interesting to the young people, they are not many here. You find that the only things that are too much in the town is just bars, just clubs just things that do not promote the social well-being a child...having programs that are aimed at training young people to have good behaviours, training the to become law abiding citizens even involving them in groups where they are preventing crimes but this is not happening in oshakati.... (A churches for instance that are supposed to be the back bone in training the young people they are also reluctant they don't have such programs (PO*

*YW B we don't have entertainment in the settlement the children will just be roaming around. But if you have entertainment, may be tennis or soccer after the school and even those that are not attending school, they can take part in other activities with the other young people. (YW*

*If we had like indoor activities for those not attending school, they can keep themselves so that they cannot do anything wrong. In Oshakati we have a stadium... soccer stadium but soccer stadium is only for the schools (T*

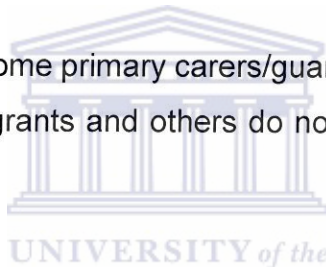
#### 2.5 Poverty and "appropriate financial support" to children form parents

Unemployment, lack of means to provide in basic needs , were identified as playing a big role in children going to the streets and getting involved in crime. However some parents who can support children also were reported to hand out inappropriate amounts of money to children, or support their activities by paying the fees for children's

Teachers report children being in need of basic care:

*Physical needs there is a problems of poverty, visible sign of poverty as a school principal we see them, you know how juvenile or a leaner looks physically. You can see that..., you know they are something of physical needs in terms of clothing, in terms of proper nutrition in terms of other things that you can observe. (T)*

Youth workers reported that some primary carers/guardians cannot provide for proper basic care from government grants and others do not use the money for the priority needs of the children.



*Young offenders, most of them are staying with the grandparents, and grandparents are not working, they are taking care of many kids and they just depend on the government. That is where they are getting food and other needs. That's why you find that some kids they just go into the streets and do what they can or they see their peers are doing in the street. (YW)*

*And we have different types of guardians. But according to what I have learned is that the majority of them they do not budget well. They are receiving the monthly grants but at the end of the day the monies do not reaching those (children). Those parents that are not working and the are many and if a parent is not working you find out that he or she might be struggling trying to get money for the bread but they might not be enough money to buy food or buy school uniform for a child or to give for a child to have good shoes or buy books or things like that, so that might force a child to go and steal (YW)*

*There are also those that give more than that is needed and you find out that those parents that give the much money to their children when their young it becomes a problem... andparents protect their kids when they do wrong (YW)*



*Poverty also contributes. Poverty... if a parents do not have anything and the kids are growing, they need a lot of things, and they go to school they don't have all the needs If the parents cannot give what they need ... what will happen if the child joins the friends? Committing crime will be the only way to survive..... Hunger is a problem ... Hunger is a problem (PO*

### **Theme 3 Factors relating to adolescence: Peer pressure/ peer acceptance**

Youth workers and teachers explicitly mention teenagers' dependence on peers as an issue that contributes to involvement in criminal activities.

*Peer pressure is a very big thing when it comes to the young people especially at school you will find out that learners from different houses and different backgrounds, different religious backgrounds come together and discuss things such as what others do and what others don't do and influence each other with different believes. Some of the learners come from families for instance where there are criminals. They normally grow up with that criminal mentality and knowledge and when they come to school they have to give that knowledge to the fellow learners*

*Sometimes friends are not good friends; you leave the kid to play with the child who is always committing crime. They will be influenced. If they get one thing that they steal they will always steal (B.... The social status I mean including poverty, so our status in the society are not the same, some people are coming from poor background families, some they are coming from wealth families, so when the poor ones are coming to join the others like in schools, they also want to be in the same page with others. This will force them to start stealing, just because they want to move at the same space with their peers. (YW*

*I think the most contributing factors is peer pressure, cause you find out that some learners are good from their house but once they join group of others, where they use to meet either at social functions or at the school they are likely to influence one another.( T)*

### **Theme 4 Influence of electronic media**



Teachers and Youth workers were concerned about the influence of uncontrolled access to the internet and other social media

*They are exposed to the media, where kids being exposed to this aggressive movies. ...I am talking about the face books, the twitters, the WhatsApp's list goes on. Social media nowadays is the best friend of our kids. It is the best friend of the children. What are the kids doing nowadays with the internet? They are watching blue movies. And then they go on and practice. You find the seven years old that is practicing it.*

*There are no proper parental guidance most of the parent don't really care what the child is doing with internet, what the child is doing behind the computer (YW*

### **Theme 5 The profile of the Juvenile – personal characteristics and attitude.**

Participants did not really directly address the issue of psychological factors that influence the child or getting involved criminal activities, but some refer to the child's personal characteristics and attitude of the child

Youth workers and Police officers mentioned the following

- Disrespect for authority

*Parents cannot even talk to them. They just do what they want. In the house they can bring in friends, cook, eat and go. (YO*

*They can even spit saliva into your face... when you arrest them (PO*

A teacher also mentioned the lack of general respect for authority and also the enabling behaviour of richer parents.

*There is a general negative attitude toward authority. That's the first one and this one you observe it that most of the time they do not want to follow the rules and the boundary set for them. They are rebellious, they just don't like authority in general and the negative attitude towards authority first of all start with name calling of those who are in charge of the authority. Those that are engaged in sugar daddies and sugar mommies, they are the ones who lacking good behaviour. Because you can see that*

*some learners from there, after school they are chilling out in very expensive cars. They are given enough money, they are drinking and eating at expensive restaurants and when they come to school, having even five hundred dollars given to a young person, some of them they don't even listen to a teacher (T)*

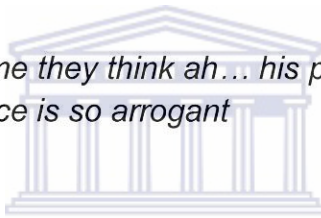
- Self-destructive and challenging behaviour

A youth worker mentioned the challenging and self-destructive behaviour in the following attitude:

*I want to drive my own car. If I steal something ... that is my career... that is my talent... That's what they say. Don't worry about me... leave me*

*If I get arrested I will not die in custody. Even if they sentence me for four years I don't care... I will come back and continue. But in most cases the prison*

*Some are aggressive and some they think ah... his people they think I will change or what? Even the face ... the face is so arrogant*



Social workers referred to their

- emotional needs that made them cry out for help:

*You see a child is seventeen and they don't feel any guilt, they think it is normal. You know, I have dealt with cases where a child has never gone to school in their whole life. And you can really see that they are not thinking of anything. It is like they are staying in a nothing box. Like to them the world exit when they see anything that they can find anything and it is always just through stealing.*

*Emotional detachments this emotional detachment affect this children so much. It affect them so much that there is actually no bond with anybody. And a lot of these kids lack confidence..., self-confidence where they are affected by peer pressure...*

*We have a lot of orphaned children. And this orphaned children are seeking a lot t of help out there... in many ways.... And these many ways, could be ways that get them in trouble*

*They are aggressive or they are passive... This could be school girls that are really just screaming for help. Whether now this kids are scratching in dust bins looking for food...itis another cry out for help...*

## Theme 6 Suggestions for interventions

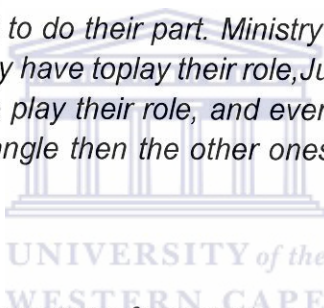
*Social workers:*

*6.1 An institution with correctional services that are trained only to work with juveniles, having psychologists at the very same facilities, social workers and the recreational facilities, a juvenile institution is so necessary... And the last we must also look at continual detention of juvenile offender*

*The longer they stay in die cells the more they become interested in committing crimes.*

*Create our programs, sub-culturally created programmes, meaning that something that is suitable for our people.*

*All ministries will be required to do their part. Ministry of Education they have to play their role, Social Services they have to play their role, Justice will have to play their role, Ministry of Youth will have to play their role, and everybody has a part to play. And if there is negligence on one angle then the other ones will not be able to operate. so really, all these social factor*



*6.2 Appropriate educational programs for parents and children*

*Life skills programmes...lack of skills... cognitive skills ...anger management skills are lacking in children. It*

*Teachers:*

*When corporal punishment was removed... outlawed from schools as well as from home there was a challenge because parents and care givers were left without viable means, according to them viable means to discipline the juveniles. That's why it became so difficult even for educators even for parents. It became difficult to direct this learner's so it called for innovative methods of discipline. I think our parents ... we must be strict with our children.*

*Youth workers and Police Officers:*



There is much need in Oshakati to educate people so that we can know and respect and to abide onto the law of the country.

Raised in such a way that their parents the school the church the community are involved in their wellbeing and train them in such a way that they give their lives a meaning.

Most of people trying to talk on how young people can change their behaviours normally radios but most of the young people don't listen to the radio

Training to for teachers community leaders for churches and other institution just to have open dialogues for young people so that they can find out why do they get involved in criminals activities or why do we have many misbehaving learners in school. (YW)

Education is really needed among the parents and also involve other stakeholders like the police, Ministry of gender also ministry of Health to work as a team to address the issue... training we should perhaps also bring in other staff from justice, because we are just doing our part.. So what is happening there we don't know. So they must come and tell us what really is happening there. So that we can work as teams the school must also play their part because they have school counsellors, to invite in the social workers do deal with the situation from the beginning until the very end. Not today we go there, tomorrow you are busy. We also need to bring the larger group together because when you bring out one out of ten of the children is not effective

The schools they don't prepare learner's with life after school..., education is also playing a big role. If the child did not attend school, they cannot differentiate anything. Because if you are not educated, at least you must know how to read and write, so that you can know what is good and what is not good (YW)

### 6.3 Vocational training for the youth

In oshakati there are no vocational training centres there are no many activities. Unemployment is so high that the person of grade 8 cannot even get a job so as at end of the day it forces the young people to be engaged in criminal activities. :

### **End note**

The above themes can be succinctly summarised in a statement of a teacher. The support structures for children to grow up in safe conducive environment is lacking. (Teacher)

Looking at the themes that emerged it means that the internal and internal family environmental structures for children at risk is lacking.

