

**The Effectiveness of Anger Management Programme Amongst Children in
Conflict with the Law at Mankweng, Capricorn District, Limpopo Province**

By

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RESEARCH DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTER OF SOCIAL WORK

in the

FACULTY OF HUMANITIES

(School of Social Sciences)

at the

UNIVERSITY OF LIMPOPO

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2022

DECLARATION

I, Thapelo Isaac Mogano, hereby declare that this dissertation titled: ***“The effectiveness of anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province”*** is my own work and that all the sources I have used and quoted have been acknowledged by means of complete references.

.....

T I Mogano

Date

DEDICATION

I dedicate this dissertation to my late mother Dorcus Mamoshala Lodi Mogano, who showed me support since the day I thought of the social work profession, and my father Eddie Lethamakga Mogano, who told me to never give up till the day of submission. You would always say “Son, do it while you still can, you are still young and you will prosper, I will support you in whatever it takes to see you progress in your studies.” Pops, your support made me reach this far, and for that reason please receive this dissertation as my appreciation to you for the support you gave me. I love you Daddy.

ACKNOWLEDGEMENTS

I would like to extend my sincere appreciation to all who, through their constructive criticisms, guidance, advice and moral support made this study a success. In particular, I would like to acknowledge the following individuals:

- God, for providing me strength and protection to complete this dissertation.
- My supervisor, Prof. SF Rapholo and co-supervisors Prof. JC Makhubele and Mr. LB Ramphabana for dedicating their time in making this study a success. Had it not been their efforts, the idea of evaluating the effectiveness of the anger management programme amongst children in conflict with the law would have remained a dream. Mr. MA Mokgalapa for always being there when I needed his academic assistance and emotional support.
- My family (My Grannies, My Uncles, Aunts, Mapitso, Madimetja, Molahlwa, Dikeledi) for words of encouragement when it was hard to balance work and study.
- My previous colleagues, J Fredericks, H El-Crista, I Le Roux, Mrs S. Weels, Mr. W. Mbuyabo and Mrs. B. Nicholas for the support and opportunity to invest in the study and their tireless words of encouragement. To my current colleagues, Hera, Mona, Charly, Mela and Sadia you are much appreciated for welcoming with my studies in progress.
- My best friends, Melford Manaka, Bosoma Kaledi, Kgati Mogano and Oxley Maya for showing me the importance of professional development.
- Xolani Mthethwa, Thabo Zwelibanzi, Yongama Makeleni, Hendrick Mogano, Vuyokazi Tshayina, Nicole Muller, Mapula Mohale and Aphiwe Nqwelo, for encouraging me to continue even in difficult times.
- All respondents who participated in this study for their positive feedback and NICRO management; Mrs N Moloantoa, Mrs Portia Mbetse and Mrs F Ramakgwagwa for allowing me to conduct my study at their institute.
- The language editor, Prof. SJ Kubayi for affording me his services.

Table of Contents

| | |
|--|-----|
| DECLARATION..... | i |
| DEDICATION..... | ii |
| ACKNOWLEDGEMENTS..... | iii |
| ABSTRACT | vii |
| GENERAL ORIENTATION TO THE STUDY | 1 |
| 1.1 INTRODUCTION..... | 1 |
| 1.2 DEFINITION OF KEY CONCEPTS..... | 2 |
| 1.2.1 Anger management | 2 |
| 1.2.2 Anger management programme..... | 2 |
| 1.2.3 Child | 2 |
| 1.2.4 Diversion | 2 |
| 1.2.5 Diversion Programme | 2 |
| 1.2.6 Juvenile Delinquency | 2 |
| 1.2.7 Recidivism | 2 |
| 1.2.8 Rehabilitation..... | 3 |
| 1.2.9 Youth | 3 |
| 1.3 RESEARCH PROBLEM | 3 |
| 1.4 AIM AND OBJECTIVES OF THE STUDY | 5 |
| 1.4.1 Aim | 5 |
| 1.4.2 Objectives | 5 |
| 1.5 MOTIVATION OF THE STUDY..... | 6 |
| 1.6 RESEARCH METHODOLOGY | 6 |
| 1.6.2 Research design..... | 7 |
| 1.6.4 Data Collection | 10 |
| 1.6.6 Quality Criteria..... | 11 |
| 1.6.6.1 Credibility | 11 |
| 1.6.6.2 Dependability | 11 |
| 1.6.6.3 Transferability | 11 |
| 1.6.6.4 Conformability | 12 |
| 1.7 ETHICAL CONSIDERATIONS | 12 |
| 1.7.1 Permission to conduct the study | 12 |
| 1.7.2 Informed consent and voluntary participation | 12 |
| 1.7.3 Deception of participants..... | 13 |

| | |
|---|-----------|
| 1.7.4 No Harm | 13 |
| 1.7.5 Debriefing..... | 13 |
| 1.7.6 Anonymity and confidentiality..... | 14 |
| 1.7.7 Release and publication of the findings | 14 |
| 1.8 SIGNIFICANCE OF THE STUDY | 14 |
| 1.9 Outline of the Study | 14 |
| 1.10 Conclusion | 15 |
| CHAPTER TWO | 16 |
| AN OVERVIEW OF THE ANGER MANAGEMENT DIVERSION PROGRAMME FOR CHILDREN IN CONFLICT WITH THE LAW IN SOUTH AFRICA..... | 16 |
| 2.1 Introduction | 16 |
| 2.2 The stance of crimes committed by children in South Africa | 17 |
| 2.3 Criminal offences addressed by anger management programme | 19 |
| 2.4 Legal Framework on criminal offences committed by children in South Africa | 20 |
| 2.4.1 The Constitution of the Republic of South Africa, 1996 | 21 |
| 2.4.2 The Child Justice Act no. 75 of 2008 | 21 |
| 2.4.3 The Criminal Procedure Act, 1977 (Act No. 51 of 1977)..... | 24 |
| 2.4.4 The Criminal (Sexual Offences and Related Matters) Amendment Act, 2007 (Act no. 32 of 2007) | 25 |
| 2.4.5 Children’s Act, 2005 (Act No. 38 of 2005) as amended | 26 |
| 2.4.6 The Correctional Services Act, 1998 (Act No. 111 of 1998)..... | 27 |
| 2.5 Theoretical Frameworks on children in conflict with the law | 27 |
| 2.5.1 Behaviour Modification..... | 27 |
| 2.5.2 Social Learning Theory | 29 |
| 2.5.3 Strain Theory | 30 |
| 2.6 Goals of Anger Management Programme..... | 31 |
| 2.7 Causes of recidivism amongst children in conflict with the law | 32 |
| 2.7.1 Training of service providers and professionals | 32 |
| 2.7.2 Individual traits and personal aspects | 33 |
| 2.7.3 Families of the children and youth in offenders | 34 |
| 2.7.4 Peer Relations | 35 |
| 2.7.5 Low level of education and lack of anger management skills | 36 |
| 2.8 Conclusion | 37 |
| CHAPTER THREE | 38 |
| QUALITATIVE DATA PRESENTATION, ANALYSIS AND INTERPRETATION | 38 |
| 3.1 Introduction | 38 |
| 3.2 Biographical details of the participants | 38 |

| | |
|--|------------|
| 3.2.1 Biographical details of the youth | 39 |
| 3.2.2 Biographical details of social workers..... | 40 |
| 3.3 Discussion of findings | 43 |
| 3.3.1 Theme 1: Crimes for which the anger management programme for children in conflict with the law is designed..... | 43 |
| 3.3.2 Theme 2: Factors leading to children’s inability to manage anger | 50 |
| 3.3.3 Theme 3: Causes of re-offending behaviours after children in conflict with the law have undergone the anger management programme | 53 |
| 3.3.4 Theme 4: The competency level of facilitators of the programme | 59 |
| 3.3.5 Theme 5: Understanding of the goal(s) of anger management programme | 63 |
| 3.4 Conclusion | 66 |
| CHAPTER FOUR | 67 |
| SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS | 67 |
| 4.1 INTRODUCTION | 67 |
| 4.2 RE-STATEMENT OF BACKGROUND INFORMATION AND PROBLEM STATEMENT | 67 |
| 4.3 RE-STATEMENT OF THE AIM AND OBJECTIVES OF THE STUDY | 69 |
| 4.3.1 Aim of the study | 69 |
| 4.3.2 Objectives of the study..... | 69 |
| 4.4 FINDINGS OF THE STUDY | 70 |
| A summary of major findings of this study is presented as follows: | 70 |
| 4.4.1: Crimes for which anger management programme for children in conflict with the law is designed..... | 70 |
| 4.4.2 Factors leading to children’s inability to manage anger | 70 |
| 4.4.3 Causes of re-offending behaviours after children in conflict with the law have undergone the anger management programme | 71 |
| 4.4.4 The competency level of facilitators of the programme | 72 |
| 4.4.5 Understanding of the goal(s) of anger management programme | 73 |
| 4.5 CONCLUSIONS | 73 |
| 4.6 RECOMMENDATIONS | 74 |
| REFERENCES | 76 |
| ANNEXURES | 86 |
| ANNEXURE A: INTERVIEW SCHEDULE FOR THE DIVERTED YOUTH | 86 |
| ANNEXURE B: INTERVIEW SCHEDULE FOR SOCIAL WORKERS..... | 94 |
| ANNEXURE C: CONSENT FORM OF THE PARTICIPANTS. | 99 |
| ANNEXURE D: REQUEST LETTER FOR PERMISSION TO NICRO..... | 103 |
| ANNEXURE E: APPROVAL LETTER FROM FACULTY OF HUMANITIES | 105 |
| ANNEXURE F: APPROVAL LETTER FROM TURFLOOP RESEARCH ETHICS COMMITTEE | 106 |

| | |
|---|------------|
| ANNEXURE G: APPROVAL LETTER FROM NICRO | 107 |
| ANNEXURE H: LANGUAGE EDITORIAL LETTER | 108 |

ABSTRACT

Anger Management is now a major issue affecting children and youth across societies. It often leads children and youth to criminal offences. Despite attending the anger management programme, children and youth still fail to control their emotions. There are various factors that lead them unable to control their anger-triggering situations and ultimately re-offend. Some do so because they did not benefit from the programme. There are few studies, particularly within the anger management programmes tailored for children and youth in South Africa. This study aimed at exploring the anger management programme. The study argues that the anger management programme has an influence on the re-offending behaviour of children and youth who have gone through the programme. The study focused in Limpopo Province using Mankweng area as a case. Behaviour Modification, Social Learning and Strain were used as theories to evaluate the effectiveness of the anger management programme amongst children in conflict with the law. The study applied the qualitative approach, with the exploratory case study design. Purposive and convenient sampling techniques were used to select thirteen (13) respondents, wherein ten (10) were youth who have gone through the anger management programme while they were still children, and three (3) social workers who facilitate the programme at NICRO in Mankweng. Data was collected through semi-structured interviews, guided by an interview schedule with open-ended questions. The Nvivo software was used to organise and manage the data, and Creswell's steps of data analysis were used to thematically analyse the data.

The findings of this study indicate that lack of anger management skills amongst children increases the likelihood of juvenile delinquency. These children act aggressively and violently when faced with anger-triggering situations. The study further revealed that peer-relationship, poor parenting skills, family background, lack of support, abusive parents and strenuous predicaments are factors that affect children and youth to manage their anger, leading to re-offending. Despite attending the anger management programme, these factors still pushed children and youth into committing criminal offences again.

This study unearthed that the competency of the anger management programme facilitators equally plays an important role in recidivism. It helps children to benefit from ways of dealing with anger and avoid being aggressive and violent. The study further

revealed that most youth participants in the study understood what the programme seeks to address and achieve. Participants benefitted from the programme, and it was easy for them to learn about anger management, and never reoffended.

The study concluded that children who lack anger management skills are likely to commit criminal offences again. Factors such peer-relationship, poor parenting skills and strenuous predicaments affect the ability of children and youth to manage anger emotions. It was further concluded that abusive parents, family background and lack of support also cause the reoffending behaviour amongst children and youth. Facilitators' competency and children's challenges in understanding the programme affect the impact of the programme to prevent criminal behaviour. The study recommended proper assessments of children's circumstances, involvement of peers and parents, training of social workers who offer the anger management programme and supplementary programmes to support the programme.

CHAPTER ONE

GENERAL ORIENTATION TO THE STUDY

1.1 INTRODUCTION

South Africa is challenged with the assignment of dealing with a rapid increase in the crime rate. In most instances, most criminals started engaging themselves in criminal activities when they were still young. Various non-government and government organisations have been established to eradicate the high crime rate in South Africa. Diversion programmes are amongst the alternative intervention strategies which were introduced in South Africa to rehabilitate children and young offenders from anti-social practices (Nkosi, 2012). One of the diversion programmes, amongst others, is the Anger Management Programme, which is the focus of this study. Anger is a complex emotional reaction ranging from mild to violent reaction, and can be continuous, severe, and destructive (Bilge & Keskin, 2012). When children are unable to manage their anger, they are most likely to engage in anti-social behaviours and later commit a crime.

Section 51 (a) and (b) of the Child Justice Act no. 75 of 2008 (SA, 2008) highlights that the intentions to implement diversion programmes are: to engage with children separately from the formal criminal justice system in appropriate cases; to hold the children to account for the harm they caused; to obtain specific needs of the individual child; and to promote the reintegration of children into their families and communities. The researcher has observed that youth who have undergone anger management diversion programmes tend to re-offend upon their reintegration into the communities. Sullivan and Tiff (2008) argue that diversion programmes in South Africa are not effective. Thus, this plays a huge role in the increase in the re-offending rates committed by children and youth in South Africa. Although anger has not been the only cause of serious crimes, studies suggest that it has a predictive value for re-offending (Ayeibami & Janet, 2017; Hazarika & Bourah, 2020). However, anger management programmes for child offenders aim to decrease anger and to prevent recidivism (Timothy, Shevlin, Egan, O'Hare, Rogers & Hannigan, 2015). Even though such a programme for children in conflict with the law is at play, when these children become youth, they re-offend. Thus, the researcher developed an interest to evaluate the effectiveness of anger management programmes in rehabilitating children in conflict with the law.

1.2 DEFINITION OF KEY CONCEPTS

1.2.1 Anger management

Anger management is the individual's ability to exploit ways and strategies that aid them to eventually control and manage their anger or anger-triggering predicaments in a positive manner (Zarshenas, 2017). This definition informed this study.

1.2.2 Anger management programme

An anger management programme is an educational programme aimed at reducing the level of trait anger, correcting the expression of anger and equipping individuals with skills of controlling anger (Rezzan, 2018). The researcher adopted this definition in this study.

1.2.3 Child

According to the Children's Act no. 38 of 2005 as amended (SA, 2005) and the Child Justice Act no. 75 of 2008 (SA, 2008), a child is any individual below the age of 18 years. In some situations, it refers to a person who is above the age of 18 but under the age of 21 years. In the context of this study, a child referred to any person in accordance with the Children's Act no. 38 of 2005 as amended.

1.2.4 Diversion

According to the Child Justice Act no. 75 of 2008 (SA, 2008) and Nkosi (2012), diversion means deviation from the case of involving a child away from the normal court procedures in a criminal matter. This definition was adopted in this study.

1.2.5 Diversion Programme

A diversion programme in the criminal justice system is a type of sentence in which an offender is engaged in a rehabilitative programme aimed at modifying the behaviour that caused the arrest (Gaines & Miller, 2006). For the purpose of this study, the researcher adopted this definition.

1.2.6 Juvenile Delinquency

Mathabathe (2015:6) defines juvenile delinquency as "all actions which place children in conflict with the law". For this study, the researcher adopted Mathabathe's definition.

1.2.7 Recidivism

Marle (2012) defines recidivism as a tendency by human beings to subscribe back to

undesirable criminal behaviour following punitive sanctions. This definition formed the basis of this study.

1.2.8 Rehabilitation

The World Health Organization (2000) defines rehabilitation as the combination and co-ordination of the use of medicinal, social, educational, and vocational measures to help individuals to reach the highest possible levels of functional activity. This definition was used in this study to define rehabilitation.

1.2.9 Youth

Mathabathe (2015) defines a youth as a person between the ages of 14 and 35. However, in the context of this study, the term youth referred to people between the ages of 18 and 25 who have undergone the anger management diversion programme in their childhood.

1.3 RESEARCH PROBLEM

The Department of Justice and Constitutional Development 2016/2017 report, during the financial year 2016/17, 7 673 children underwent diversion programmes in South Africa, comprising 5 790 children who were diverted in terms of the Child Justice Act no. 75 of 2008 (SA, 2008). In the 2020/2021 financial year, the report continues to show that a total of 7 926 were reported to have committed criminal offences. Moreover, 1 883 children were diverted after they were referred for trial in the criminal court. In addition to this, the National Institute for Crime Prevention and Re-integration of Offender (NICRO)'s annual 2016/17 report shows that during the financial year 2016/17, 2 321 children were successfully diverted (NICRO Annual Report, 2016/17). In 2021 (NICRO) successfully diverted 2,388 children who had committed crime and found themselves in conflict with the law (NICRO Annual Report, 2020/2021). During the twelve months under review, NICRO experienced an increase in child diversion services in Limpopo (NICRO Annual Report, 2020/2021). Ntshangase (2015) argues that 50% of criminal activities in South Africa are committed by youth, which obviously makes the country an unsafe place to live in. According to South African Police Service Crime Statistics (2019/2020) from April 2019 to 31 March 2020 total of 2 569 children were accused of rape. It is disturbing to note that most children in South Africa were also convicted of rape. The researcher believes that the stats indicate that the level of crime in the country is increasing and requires professionals and stakeholders to join their services to mitigate this worsening issue.

From a practical experience, the researcher has observed that most criminal acts that children commit are due to their inability to manage anger. In support of this, it has been found that amongst individuals of all age groups, children are most negatively impacted by the inability to cope with anger and adequately express anger (Hermann & McWhirter, 2003; Masango, 2004). Studies by Hendricks et al. (2013) and Karatas and Gokcakan (2009) show that the manifestation of poor anger management results in harmful behaviours, including physical, verbal, and emotional behaviours as well as attitudes towards others, which leads to criminal offences such as assault with grievous bodily harm, robbery, rape, and house breaking. To this point, anger management as one of the diversion programmes has been designed to rehabilitate children who are unable to manage anger in South Africa. Anger management programmes are tailored to address children who conflict with the law and have, as a result, been convicted. The researcher has observed from work experience that despite having diversion programmes to curb crimes committed by children, some re-offend sooner than later. As a result, one can question the effectiveness of these programmes.

Slamdien (2010) postulates that there is a deficiency of juvenile reform and diversion programmes in South Africa. This plays a huge role in the increase in recidivism committed by youth. In South Africa, several cadres are involved in fighting criminal offences committed by children, including social workers (Recognised by the South African Council for Social Service Professions [SACSSP] as Probation Officers), police officers and community development workers, just to mention a few. During practical work, there were discussions where in some practitioners disclose that they have not attended anger management programme training however they are rendering the programme. The researcher is then of view that some of these practitioners render anger management programmes without proper skills and training in anger management and diversion programmes. Rezzan (2018) avers that before practitioners such as social workers can render anger management programmes, they should first be able to manage their own anger. The researcher believes that if these practitioners lack the ability to manage their own anger, they are more likely not to render anger management programmes competently for children in conflict with the law. As a result, this then implicates the aims and objectives of the anger management programme, and ultimately, the re-offending behaviour of children and youth. Thus, practitioners who render anger management programmes should possess intensive education on how to run them. In support, Suldo, Friedrich and Michalowski (2010) outline practitioners who

are well trained and educated in the programmes they facilitate are in a better position to rehabilitate the service users.

The understanding of participants with anger of the goal of these programmes and their readiness to benefit from the programme has implications on the effectiveness of these programmes (Bilge & Keskin, 2012; Timothy et al., 2015). The researcher has observed that most children in conflict with the law who attend anger management programmes do not really understand what these programmes are intended to achieve. It is therefore important that during the first session of the programme, participants be sensitised about what is expected of them after the completion of the programme. Therefore, the aim of this study was to evaluate the anger management programme more intensively from a South African perspective. This was birthed by an observation that there are limited studies in South Africa which focused solely on the effectiveness of anger management programmes. The researcher has noted that most studies conducted on children in conflict with the law focused more on general diversion programmes, and not rigorously on the anger management programme, which is intended to help children to manage their anger problems. It is imperative to scientifically evaluate such programmes to check if they are working out for the best interest of children in conflict with the law so as to mitigate the re-offending behaviours amongst children after their reintegration into their families and communities.

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim

The aim of this study was to evaluate the effectiveness of the anger management programme amongst children in conflict with the law.

1.4.2 Objectives

The objectives of this study were as follows:

- To identify the scope of crimes which the anger management programme for children in conflict with the law is designed for.
- To identify factors leading to children's inability to manage anger.
- To identify the cause(s) of re-offending behaviours after children in conflict with the law have undergone anger management programmes.
- To assess whether practitioners render anger management programmes with proper skills.

- To assess the understanding of children in conflict with the law of the goal(s) of anger management programmes.

1.5 MOTIVATION OF THE STUDY

The researcher was motivated to conduct this study after having observed, from his practical experience as a social worker at NICRO in Mankweng, youth re-offending after having gone through anger management diversion programmes when they were still children. It is observed that children who have gone through anger management programmes still subscribe to delinquency instead of showing signs of rehabilitation. This is a concern in society because the institution that ought to improve the lives of children in conflict with the law is seemingly failing to do so. The researcher then developed an interest to evaluate if the services offered to children through diversion programmes are helpful to rehabilitate and prepare them as they grow up to be responsible adults.

1.6 RESEARCH METHODOLOGY

Research methodology is a detailed design of the way the research will be conducted. It explores the way in which the data will be collected (De Vos et al., 2011). It is further argued that research methodology is a process that involves the application of different methods and techniques in pursuit of knowledge and information (Fouche & Schurink, 2011). This study has employed the qualitative approach to evaluate the effectiveness of the anger management diversion programme.

1.6.1 Research Approach

The qualitative approach was utilised to address questions regarding the multifaceted nature of the study. Creswell (2014) asserts that the qualitative approach is applied to understand the in-depth meaning of people or societies attributed to a social or human problem. In addition, Maree (2007) argues that the approach helps to collect rich descriptive data of the subject under investigation with the aim of developing a clear understanding of the phenomenon. The purpose of choosing the qualitative approach was to have a description and clear understanding of the phenomena that are being studied. This approach helps the researcher to collect data that is useful when interpreting and understanding the social phenomena (De Vos et al., 2011). The qualitative approach has helped the researcher to evaluate the effectiveness of the anger management diversion programme. This was done through data collection,

analysis, and interpretation. Opinions and answers provided by participants during data collection were then analysed and interpreted.

1.6.2 Research design

Research design is a blueprint which serves as a guideline in which a decision can be made on a method to employ when collecting data aligned with the goal of the study (Babbie & Mouton, 2011). It involves all aspects of the proposed research study, from conceptualisation of the problem to the distribution of findings (Grinnell, 2001). Research design helps the researcher by stipulating the phenomenon that is being studied and establishing the best way to reach a reliable conclusion (Babbie, 2001). According to Sarantakos (2013), there are various forms of research design; some focus only on collecting data, while others include analysis as well.

In this study, the researcher selected a multiple case study and evaluative designs to evaluate the effectiveness of the anger management diversion programme amongst children in conflict with the law through different perspectives and opinions from social workers and youth who participated in the programme when they were still children. According to Fouche and Schurink (2011), a multiple case study design chooses cases to compare each case and concepts to validate and extend theories. The multiple case study design was appropriate in this study because it enabled the researcher to evaluate the effectiveness of the anger management programme amongst children in conflict with the law at Mankweng in the District of Limpopo Province by relying on experiences of both social workers who facilitated the anger management programme and youth who participated in the said programme when they were still children in conflict with the law.

Neuman (2006) outlines evaluative research as applied research to determine how well a programme or policy is working or reaching its goals and objectives. Neuman (2006) further avers that the evaluative research design enables researchers to focus on the end results and outcomes of a programme. By evaluating the effectiveness of the anger management programme, the researcher was able to ascertain possible factors leading to the high rate of recidivism amongst children in conflict with the law after the completion of the diversion programmes. This enables the researcher to develop recommendations for the betterment of the programme in future.

1.6.3 Population and Sampling Method

The following is a discussion on the targeted population of the study and sampling techniques used to select participants.

1.6.3.1 Population of the study

The population of this study was fifteen youth who previously attended diversion programmes whilst they were children, and five social workers who facilitated the anger management diversion programme at NICRO in Mankweng. Neuman (2006:224) posits that “a population is a large group of numerous respondents from which a researcher draws a sample, and to which results from a sample will be generalised”.

1.6.3.2 Sampling method and sampling size

This study followed a non-probability sampling method wherein purposive and convenient sampling techniques were used to select youth who previously participated in diversion programmes when they were still children, and social workers who have experience in facilitating such programmes. Non-probability sampling, according to Vehovar (2016), is a purposed selection of participants which is used instead of a randomised sample selection of participants. The researcher employed this method to select youth participants who attended the anger management programme, and social workers who facilitated the programme. Non-probability sampling, according to Grinnell and Unrau (2008), is based entirely on the judgement of the researcher that a sample is composed of elements that contain the most characteristics, representatives or typical attributes of the population that best serve the purpose of the study. As stated above, purposive sampling as one of the non-probability sampling techniques was employed wherein Greeff (2011) denotes that, participants in purposive sampling are selected based on their relevance to the topic under study. The researcher used this sampling method to select purposefully youth participants who attended anger management programmes and social workers who facilitated the programme. The sampling process was based on participants who were easy to access and relevant to the study. Convenient sampling is a sampling method where participants are selected based on their convenience for the researcher rather than any formal sample design (Baker, Brick, Bates, Battaglia, Couper, Dever, Gile & Tourangeau, 2013). Additionally, Sarstedt, Bengart, Shaltoni and Lehmann (2017) describe convenient sampling as a method conducted with ease in which the potential that participants can be located or recruited is the primary consideration. The researcher employed the method and collected data from youth and social workers who were easy to find and ready to participate in the study at Mankweng. This saved time and was less expensive for both the researcher and participants; thus, the method was employed.

Data got saturated at participant number ten who were youth who had participated in anger management programmes when they were still children in conflict with the law, and three management programme facilitators (Social Workers) working for NICRO. The youth were selected in this study considering the fact that they might be able to share their experiences as they have undergone the anger management diversion programme. In this study, the principle of data saturation was adopted to select the number of participants. Data saturation, according to Strydom and Delport (2011), is referred to as collecting data until a sense of closure is attained because new data yield redundant information. In addition, according to Charmaz (2006), data saturation is when new data no longer produces new insights to the research.

- **Inclusion criteria**

Both male and female youth who were found guilty and previously attended anger management diversion programmes whilst they were still children were involved in this study. Participants were between the ages of eighteen and twenty-five years and complied with and completed the requirements for anger management diversion programmes.

The study also included social workers registered with the South African Council for Social Service Professions (SACSSP) with at least three years of experience in rendering anger management programmes for children in conflict with the law employed at National Institution of Crime and Re-integration of Offenders.

- **Exclusion criteria**

Youth who have not gone through anger management diversion programmes when they were still children in conflict with the law and those who are still going through it were excluded from the study. The researcher believes youth who completed the programme are in a good position to participate in line with the objectives of the study. Youth who have not completed the programmes and who are not within the age group of 18 to 25 years were not included in the study as well. The study seeks to evaluate from participants who fully attended the programme for reliable information.

Social workers with less than three years of experience in rendering anger management programmes did not form part of this study. The objectives of the study are tailored in manner that suits a practitioner with few years rendering the programme.

1.6.4 Data Collection

Qualitative data can be collected in various ways, namely observation, focus groups, interviews, and relevant documents (Nieman, 2002). In this study, the researcher used semi-structured face to face interviews to obtain broad information from participants. Interviews refer to a conversation between a researcher and a participant with the aim of collecting detailed information about that person or their perspectives and experiences of an issue (Centre for Civil Society, 2003). This data collection method provided the researcher with a good opportunity to obtain information about participants' views, feelings, and experiences in relation to the effectiveness of anger management diversion programmes amongst children in conflict with the law. The interviews were directed by an interview schedule (**Annexure A**) with open-ended questions. Interviews allowed both the researcher and participants more flexibility to probe much interesting and complex information that emerged during the process. The researcher used probing, paraphrasing and observation skills to clearly understand what participants were saying during the interviews. Field notes were made, and all the interviews were audiotaped with participants' consent.

Rubin and Babbie (2005) argue that a tape recorder is a powerful tool because it allows the interviewer to pay full attention to the interview and to focus on participants. According to Fouche and De Vos (2011), field notes are written notes of what the researcher hears, sees, experiences, and thinks about during the interview. The field notes helped the researcher to remember and evaluate the entire interview.

1.6.5 Data Analysis

According to Fouche and De Vos (2011), the data analysis process involves arranging and establishing the meaning of the data collected. This process allowed the researcher to make generalised findings from the sample that was used in the study to the wider inhabitants in which the investigator is interested. Data collected during in-depth interviews were interpreted and analysed thematically through the help of the Nvivo software, which organised and managed it. The process of data analysis permitted the researcher to simplify the findings. Botma et al. (2010) and De Vos et al. (2011) recognised the following strategies of data analysis that were used:

- Audiotaped interviews were transcribed by the researcher. The entire transcripts were read carefully, and notes from the ideas were made.

- The researcher selected one of the interview transcripts and looked at it carefully to understand its underlying meaning, asking questions, and writing his thoughts in the margin of the transcript.
- After completing the above task for several participants, the researcher enlisted topics and categorised them as 'main topics', 'different topics' and 'leftovers'.
- The researcher then set up related shortening for every topic that was identified.
- The researcher then established the most detailed use of words for the topics and translated them into themes.
- The researcher finalised an abbreviation for every theme.
- The researcher gathered the data fitting to each theme in one place and conducted an initial analysis.
- The researcher conducted an initial analysis after assembling data belonging to each category or theme.
- The researcher ensured that the presented data is recorded.

1.6.6 Quality Criteria

According to Botma et al. (2010), standards of trustworthiness include credibility, dependability, transferability, and conformability.

1.6.6.1 Credibility

Rubin and Babbie (2011) assert that one of the key criteria addressed by the researcher is internal validity, which ensures that the study measures what it intends to. For the tenacity of this study, the researcher had frequent sessions. Member checking was used to make sure that the study research what it intended to study.

1.6.6.2 Dependability

Dependability means the replication of the study with the inclusion of the same participants, same contexts, as well as the same methods in a way that findings remain the same (Fouche & De Vos, 2011). To enable dependability, the researcher made sure that the research includes dependable audits. Full accountability of how data was obtained is provided. A description of the methodology, the research design plan and execution are as well provided. The researcher ensured the correct coding of data; peer inspection of the study was also done.

1.6.6.3 Transferability

It is crucial to ensure that the data collected is applicable to other contexts and situations (Schurink et al., 2011). Transferability can be increased by selecting means

and a test group, the saturation of data and detailed data report (Botma et al., 2010; Shenton, 2004). In this study, a small sample of youth who underwent diversion programmes in Mankweng was used.

1.6.6.4 Conformability

Conformability refers to the objectivity and neutrality in research findings (Botma et al., 2010). In addition, according to Shenton (2004), conformability entails that the research process and results are not prejudiced. The researcher ensured that the results of the study are objective, not biased and are without the researcher's motives and perspectives. For the purpose of conformability, the researcher further availed field notes and audiotapes from the field for reviewing. The researcher wanted to ensure that the results are neutral and free from his biases, motives, and perspectives.

1.7 ETHICAL CONSIDERATIONS

According to Webster's New World Dictionary cited in Rubin and Babbie (2008:69), ethics is defined as "conforming to the standards of conduct of a given profession or group." De Vos et al (2002) define ethics as a "set of moral principles that the group or individuals agree upon and subsequently widely accepted, and which offers rules and behavioural expectation about the most correct conduct towards experimental subjects and respondents, employees, sponsors, other researchers, assistants and students." According to Babbie (2014), anyone involved in a study needs to be aware of the general arrangements on what is proper and what is not. Below are ethical aspects that were considered when conducting this study:

1.7.1 Permission to conduct the study

The researcher obtained ethical clearance to conduct the study from Turfloop Research Ethics Committee (TREC) of the University of Limpopo project number **TREC/141/2020: PG** and the National Institute for Crime Prevention and Re-integration of Offenders (NICRO). The researcher presented a brief proposal to the Manager of Polokwane area with the intention to familiarise him with the proposed study. The brief proposal included the aim, objectives, and potential outcomes of the study to the organisation and communities that it serves.

1.7.2 Informed consent and voluntary participation

According to Bless et al. (2013), participants have the right to be told what the research

is all about, the ways in which it might disturb them, the dangers and profits involved in their participation, and the fact that they have the right to refuse to partake from the study at any point in time. According to Nueman (2011), informed consent is a statement that is usually written to explain aspects of a study to participants, requesting their voluntary participation in the study. In this study, the researcher explained to each participant what the study entails and what is required and expected of them in terms of their participation. Each participant was asked to consent for their participation, which assured their voluntary involvement in the study and that they are at liberty to pull out from the study at any point.

1.7.3 Deception of participants

Deception involves misleading participants about the actual purpose of the research or other information that might affect the results. Participants who are not aware of the real purpose of the research are likely to behave more naturally during the investigation (Burns, 2000). However, in this study, the investigator did not deceive participants to make them participate.

1.7.4 No Harm

Collecting data from people who have been subjected to the criminal justice system and diversion programmes may cause emotional distress, evoke an internal crisis, and intrude participants' privacy (Welman, 2006). To avoid possible harm that might have occurred during the interviews, the researcher was prepared to refer participants to authorised personnel for professional intervention. However, that need did not arise. The researcher explained the purpose of the whole study in a positive manner to everyone taking part in the study to avoid harming them.

1.7.5 Debriefing

Debriefing sessions are possible ways in which the researcher may reduce harm by having participants to work on their experiences that they had during the study after conducting the study (Styrdom, 2011). It is crucial to debrief participants to check if they need help, counselling, or explanation for questions they have been posed with during data collection (Lune, 2012). There was no case of emotional distress that prevailed during data collection. However, if such had happened, participants would have been referred to a designated social worker at NICRO offices in Mankweng for further attention and assistance.

1.7.6 Anonymity and confidentiality

According to Babbie (2011), to ensure anonymity and confidentiality, names of participants should not be written in the study. Thus, the researcher did not disclose any personal information received during the study. Anonymity means that participants remain nameless. To ensure anonymity, the researcher addressed participants through pseudo names such as Participant A, B, C and so on. The researcher further ensured that he respects participants in terms of finding accurate and relevant information about the impact of diversion programmes.

1.7.7 Release and publication of the findings

The research results are being brought to the attention of the public in an unbiased way without giving out too much information and breaking confidentiality (Strydom, 2005). The researcher indicated to participants that they will be told of the research findings. Such information will be shared with careful consideration of principles of confidentiality. Each participant will be given a copy of the final dissertation so that they can reflect on the outcomes of their participation. The researcher will also harvest articles from this study in international peer-reviewed journals subsidised by the Department of Higher Education and Training (DHET).

1.8 SIGNIFICANCE OF THE STUDY

The results of this study may be beneficial to the Department of Justice, the Department of Social Development, NICRO and other organisations dealing with diversion programmes for children who are in conflict with the law to have an in-depth understanding of the impact of diversion programmes, factors influencing the youth to commit a crime and reasons why they continue to commit more offences. This study is also beneficial in the development of policies and programmes for diverting children from criminal offences and the criminal justice system in South Africa and across the world.

1.9 Outline of the Study

The study is organised as follows:

Chapter 1: General orientation to the study

Chapter 2: An overview of the anger management diversion programme for children in conflict with the Law in South Africa

Chapter 3: Qualitative data presentation, analysis and interpretation

Chapter 4: Summary of major findings, conclusions and recommendations

1.10 Conclusion

This chapter provided an overview of the study and the research methodology that was employed to evaluate the effectiveness of anger management programmes amongst children in conflict with the law. The research methodology looked at the research approach, design, population and sampling methods, data collection methods and data analysis methods. The significance of the study was as well presented. The next chapter will present the literature review of the study on an overview of the anger management diversion programme for children in conflict with the law in South Africa.

CHAPTER TWO

AN OVERVIEW OF THE ANGER MANAGEMENT DIVERSION PROGRAMME FOR CHILDREN IN CONFLICT WITH THE LAW IN SOUTH AFRICA

2.1 Introduction

Anger and aggression have become pervasive, particularly amongst children, not only in South Africa but also worldwide. Masango (2004) supports the assertion that there is no doubt that anger and aggression have become an international phenomenon leading to more anti-social behaviours within communities. Young, Greer, and Church (2017) outlined that the scale of the problem of juvenile delinquency caused by anger and aggression has affected several countries the world, with calls for improved rehabilitation and support for children and youth in conflict with the law. Additionally, Ntshangase (2015) assert that juvenile delinquency amongst adolescents is a becoming a concern for South Africa. To mitigate anti-social behaviours amongst children who are in conflict with the law, diversion programmes such as anger management programmes were developed. The researcher has observed that although they have gone through the anger management diversion programme which was intended to rehabilitate them from engaging in offending behaviours, the youth in Limpopo Province continue to engage in delinquent behaviour. Research found that the anger management programme for children in conflict with the law seems to have a positive effect on the prevention of offender behaviours (Masango, 2004). However, there has never been enough studies which have evaluated it. Masango (2004) further states that anger management skills lead to an increase in an individual's adjustment ability and psychological capability. In addition, an anger management programme prepares an individual with anger problems to pinpoint the source of the problem and how to best to address it (Zarshenas, Baneshi, Sharif & Sarani, 2017). The researcher is of the view that the anger management programme is helpful to individuals with anger management problems; it helps them to identify the source of frustration and how best to overcome anger-triggering situations.

In addition, anger management programme helps children to avoid engaging in negative behaviours and provide them with corrective learning opportunities such as support groups and individual counselling (Tsai, 2018). Despite this intervention, from the researcher's work experience a high rate of recidivism is observed amongst children and youth who have undergone this programme. A possible reason for this, according

to Zarshenas et al. (2017), is that there is no adequate effort from professional interventions to assist children to manage their anger during the programme and after the completion. In order to provide an overview of the anger management programme in South Africa, this chapter will discuss the stance of crimes committed by children, criminal offences addressed by the anger management programme, theoretical frameworks, legal frameworks on criminal offences committed by children in South Africa and causes of re-offending behaviours.

2.2 The stance of crimes committed by children in South Africa

The government of South Africa, through the Department of Social Development (DSD) in collaboration with other stakeholders, has the responsibility to ensure that all children referred for diversion successfully complete the anger management programme (Department of Social Development Annual Report, 2017/2018). In terms of the researcher's experience, the department involves parents and guardians to ensure that children successfully attend and complete the diversion programmes. Moreover, the consequences of not complying with the programme may lead to harsh punishment. Harsh punishment, in most instances, may include a non-compliant child in conflict with the law being sent to a child and youth care centre for detention with a criminal record. These are the measures which are put in place to ensure that children in conflict with the law are fully compliant with the diversion programme. On the Department of Social Development Citizen's report (2018/19), it is stipulated that childcare and protection lies in the most priority of the department; and it is therefore looking forward to ways of improving their statutory services such as diversion programme childcare and protection.

Criminal offences committed by children remain the priority of the Department of Social Development. The department focuses on the implementation of its legislative mandate of providing care and protection to children, including those who are in conflict with the law. The Child Justice Act (75 of 2008) and the Probation Services Amendment Act (35 of 2002) are amongst the key legislations that relate to children in conflict with the law. Specialised probation and diversion services offered to children, youth and adults who are in conflict with the law, in most instances, are from high-risk communities (Department of Social Development annual report, 2018/2019). The Inter-Departmental Annual Reports on Implementation of the Child Justice Act no. 75 of 2008 (2017/18) reveals that a total number of 10 515 children were diverted in terms of the Child Justice

Act in the country. It can be deduced from this statistical background that there is quite a number of children who commit criminal offences in South Africa. In the same breath, the Inter-Departmental Annual report (2017/2018) provided a huge increase of 984 difference in comparison to 9531 diverted children in the 2016/2017 financial year. The report further indicates Limpopo Province with an increase of 218 diverted juvenile offenders from 585 diverted children in 2016/2017 to 803 diverted children in the financial year 2017/18. According to The Department of Justice and Constitutional Development 2020/2021 the report shows a total of 7 926 reported criminal offences across the country. Consequently, NICRO had an incline in diversion services offered for children in conflict with the law (NICRO Annual Report, 2020/2021). It is very disturbing to note from the South African Police Service Crime Statistics (2019/2020) that a total of 2 569 children were accused of rape from April 2019 to 31 March 2020. This shows that the level of crime committed by children in the country needs serious attention.

The Inter-Departmental Annual Reports (2017/2018) continue and name the top 5 crimes allegedly committed by children, which has remained consistent over the past three reporting periods (2015/16, 2016/17 and 2017/18), are as follows:

- (i) Assault with intent to cause grievous bodily harm.
- (ii) Possession and use of drugs.
- (iii) Theft.
- (iv) Rape.
- (v) House breaking with intent to theft and steal.

From the statistics provided in the Inter Departmental Annual Reports (2017/18), it is disturbing to note that the number of children charged with rape increased by 202 in the 2017/18 reporting period from 1 053 in 2016/17 in the previous reporting period (2016/17). The figures of children charged with murder cases increased by 37 cases in 2016/17, ranging from 379 to 416 in the 2017/18 financial year. These records indicated that children are gradually becoming more and more brutal, and this calls for an urgent intervention by different stakeholders in South Africa to mitigate the increase of criminal offences committed by children. The slight decrease recorded in the number of children charged with possession/ use of drugs, moving from 1 961 in the year 2016/2017 to

1 934 in the year 2017/2018 brings relief to a certain extent in view of the devastating effects of substance abuse on children, families, and communities at large (Child Justice Annual Report, 2018). As the report unravels, crime has invaded the innocence of children and translated some of them into convicted rapists and murderers from an early age of 14 years. It is therefore clear that the plight of vulnerable children should be addressed before they come into contact with the criminal justice system. The researcher suggests that intervention programmes (at the prevention level) should start at a very early age and should focus not only on children but also involve families and communities at large.

The government of South Africa together with other role-players is presently working very hard to address this most challenging issue of criminal offences by children. Amongst other interest groups dealing with the rehabilitation of juvenile offenders in South African correctional facilities are non-government organisations such as Khulisa solutions and the National Institute for Crime Prevention and Re-Integration (NICRO). Khulisa's programmes are largely facilitated by former offenders and graduates from their youth development programmes (Mathabathe, 2015). It is further stipulated that children in conflict with the law have different needs compared to adult offenders: as such, provisions should be made for appropriate facilities and treatment that take specifically the child's needs into account (Child Justice Act no. 75 of 2008). Section 7 (2) (c) of the Correctional Services Act no. 111 of 1998 (SA, 1998) stipulates that "Prisoners who are children should be kept separate from adult prisoners and in accommodation appropriate to their age". The researcher believes that for effective rehabilitation and re-integration of children in conflict with the law, anger management diversion programmes need to be evaluated to identify areas that need to be improved.

2.3 Criminal offences addressed by anger management programme

According to Lochman and Wayland (2004), anger is defined as an emotional response to situations that are perceived as threatening or offensive to oneself or others close to them. In addition, Zarshenas, Banesh, Sharif and Saran (2017) define anger as an adaptive response to affective discomfort, which is represented by aggressive behaviours. The anger management programme is a cognitive behavioural group intervention designed to assist participants on how to deal with their anger emotions, and aggressive, disruptive, and anti-social behaviours which may lead to offending behaviour (Mathabathe, 2015; Masango, 2014). It can be deduced from the above

discussion that children who are in conflict with the law are taken through diversion programmes to rehabilitate and correct their behaviours so that they become better citizens and adults of the future. Amongst diversion programmes, there is an anger management diversion programme, which is the focus of this chapter.

There is so much aggression, anger, rage, and violence that surround people all over the world; some children grow up not even understanding the word peace (Masango, 2014). The researcher is of the opinion that the anger management programme is made to improve children and youth's abilities to bear with difficult situations and feelings. The anger management programme consists of a 14-week intervention, which is therapeutic, and is facilitated by a professional practitioner who focuses on improving children's skills in areas pertaining to social relationships and anger-related matters (Hockenberry & Puzanchera, 2015).

There are specific criminal offences committed by children which are addressed by anger management programmes. Anger is associated with a wide variety of violent acts, including homicide, aggravated assault, rape, domestic violence, child abuse, bullying, torture, and even terrorism (Scott & Cogburn, 2017). Thus, the anger management programme is tailored to curb the aforementioned acts of violence which are related to anger. In terms of the researcher's experience, anger management is meant to address the types of criminal offences perpetuated by the inability to manage anger amongst children.

2.4 Legal Framework on criminal offences committed by children in South Africa

Marlee (2012) argued that it is important to ensure that children of the nation are rescued, and the criminal justice system must be the very last resort in the case of children in conflict with the law. This means throughout diversion, children should be treated in line with their individual needs, with the involvement of their families and communities. Pillay and Willows (2015) assert that South African's concerns are increasing around the procedures and consequences of children in conflict with the law in the context of the law and criminal justice.

Various pieces of legislation and policies exist which serve as guiding tools in the treatment of child and youth offenders (South African Yearbook, 2018/19). Over the years, new legislations have been drafted and implemented, while others have been amended to remain relevant and to be in line with international regulations. Fambasayi

and Moyo (2020) argued that South Africa constitutionalised children's rights in 1996, which also included the protection of children in conflict with the law. In this section, the focus is on legislations and policies that directly apply to children in conflict with the law. This study will refer to an existing piece of legal framework that provides and guides practices of diversion. The Constitution of the Republic of South Africa, 1996, the Child Justice Act no. 75 of 2008, the Criminal Procedure Act no. 51 of 1977, the Criminal (Sexual Offences and Related Matters) Amendment Act no. 32 of 2007, the Children's Act no. 38 of 2005 and the Correctional Services Act, 111 of 1998 will be discussed.

2.4.1 The Constitution of the Republic of South Africa, 1996

The Bill of Rights in Chapter two of the South African Constitution (SA, 1996) is the fundamental basis of democracy in South Africa. This chapter has a special section focusing on the rights of children and emphasises that children need special care and protection. In accordance with Section 28 of the Constitution of the Republic of South Africa, children must be provided with services that are right based for their protection and preventing them from being exposed to situations that will render them vulnerable. The relevance of the constitution in this study speaks for children being treated separately from normal court proceedings as opposed to adult citizens, which may affect their well-being and expose them to harm. Thus, we have a diversion programme which will be discussed in this study, focusing on an anger management programme.

The South African Constitution protects the best interests of children, and detention is a measure of last resort. It is clear that the best interest principle is a self-standing right that strongly informs the interpretation and scope of other rights, including the right of not being detained except as a measure of last resort and for the shortest appropriate period of time (Fambasayi & Moyo, 2020).

2.4.2 The Child Justice Act no. 75 of 2008

Presently, in South Africa, criminal offences committed by children are addressed in terms of the Child Justice Act no. 75 of 2008. Prior to the 1st of April 2010, the Criminal Procedure Act no.51 of 1977 (SA, 1977) was used to deal with children who committed a crime. The Child Justice Act was signed into law on 7 May 2009 after extensive debates that allowed all stakeholders and role-players from parliamentarians, academics, activists, members of the executive and practitioners to examine all the issues in detail, listen to opposing views and reach compromises on controversial

issues.

This Act came with a new special procedure to deal with children who are in conflict with the law (Department of Social Development Newsletter, 2019). This Act provides for the special treatment of children in conflict with the law, which is designed to break the cycle of crime, and contribute to safer communities. The Act further encourages children to become law-abiding citizens and productive adults. The newsletter further stipulated that the Act came into operation on 1 April 2010 with the purpose to provide a unique justice system for children in conflict with the law, not neglecting the values of the constitution and the obligations which were incurred by South Africa through agreements which are meant to protect the rights of children (Department of Social Development Newsletter, 2019).

The Child Justice Act 75 of 2008 further promotes and protects the constitutional rights of children in conflict with the law. According to the South African Yearbook (2018/19), the department of justice established governance structures to ensure the effective intersectoral implementation of the Act. Nine provincial child justice forums are coordinating and monitoring the implementation of the Act at a provincial level (South African YearBook, 2018/19).

Child justice reform efforts focus on children's reintegration into their families and communities and the enhancement of prospects for a crime-free life in the future. It is a system that focuses on holding children responsible through restorative justice approaches (Marlee, 2012). Thus, after a preliminary inquiry, they are offered a chance to go through diversion programmes to turn around their lives. However, most of them still engage in anti-social behaviours and re-offend. This study attempts to pinpoint where the problem lies and probably find a way to curb it. The Child Justice Act no. 75 (SA, 2008) seeks to achieve this balance by reflecting societal concerns and responding reflectively and proportionately to children in the criminal justice system. Section 2 of this Act makes specific provisions for the diversion of children away from the criminal justice system to suitable re-integrative and rehabilitative diversion programmes.

The Act deals with issues such as age and criminal capacity and makes provisions for diversion through the Child Justice Court. The Act applies to three categories of children: children below the age of 10 years, children older than 10 years but younger than 18 years, and individuals older than 18 years but younger than 21 years (Gallinetti,

2009). The criminal offences that are dealt with in the Act are divided into three schedules depending on the severity of the offence. Schedule 1 consists of serious offences such as common assault, blasphemy, criminal injuria, theft (value must be lower than R 2500), and trespassing. Schedule 2 offences include robbery, public violence, arson, theft (value must be more than R 2500) and abduction (Gallinetti, 2009). More serious offences such as treason, murder, kidnapping, and rape are placed under Schedule 3. In this manner, an appropriate diversion programme is recommended based on the crime schedule or the seriousness of the criminal offence committed by the child.

According to Inter Departmental Annual Report (2017/18), the Act allows the diversion of criminal matters involving a child in conflict with the law away from the conventional criminal justice system to a child-appropriate justice system. According to the Child Justice annual report (2016/2017), the primary goals of the Act include:

- the promotion of the spirit of Ubuntu in the child justice system by fostering children's sense of dignity and worth,
- Reinforcing children's respect for human rights and the fundamental freedoms of others by holding children accountable for their actions and safe-guarding the interests of victims and the community.

Furthermore, the Child Justice Act no. 75 of 2008 stipulates that it seeks:

- to ensure that all criminal matters involving children be addressed in a right-based manner and,
- to help suspected children to change their lives and be law-abiding citizens of the society as they engage within restorative justice, diversion programmes and other reasonable sentencing.

In addition, according to the Newsletter, the Child Justice Act no. 75 of 2008 aims:

- to hold accused and convicted children accountable to the victims, the families of both the child and the victims, and the community.
- to prevent crime and promote public safety using diversion, alternative sentencing, and restorative justice (Department of Social Development Newsletter, 2019).

Convicted children are held accountable for the damage they caused at that point in time, but the study attempts to find out if diversion programmes have the potential to completely prevent children from committing more and more serious crimes as they grow into adults.

Section 51 of the Child Justice Act no. 75 of 2008 outlines the objectives of diversion programmes as follows:

- To treat the children's matter outside the normal criminal justice system unlike adults.
- To enable the rehabilitation of the children back to their communities and their families.
- To give victims a chance to outline their views about the harm caused to them.
- To help the child to see the damage caused by him or her.
- To stop children from having a criminal record.
- To assist the children to meet their needs.

From the objectives mentioned above, one can conclude that the Act is fairly documented. However, the service provision and its quality are questionable because youth continue to engage in anti-social and violent behaviour even though they have gone through the anger management programme when they were still children. The piece of legislation dealing with children in conflict with the law has long-standing benefits for every child and the country as a whole. It allows the justice system to reintegrate children and heal those affected by the circumstances of the crime. It further gives courage to forgiveness and rehabilitation (Child Justice Act 75 of 2008 (SA, 2008). Section 56 of the Child Justice Act 75 of 2008 mandates the Department of Social Development to establish and maintain a system of improving the quality and standard of diversion services through accreditation processes (Child Justice Act annual report, 2017/18). The researcher intends to evaluate the effectiveness of the anger management programme amongst children in conflict with the law.

2.4.3 The Criminal Procedure Act, 1977 (Act No. 51 of 1977)

In terms of the researcher's knowledge, the Criminal Procedure Act was used generally

to manage all criminal matters, including children in conflict with the law. According to Doncabe (2013), the law provided the legislative framework and procedure for managing criminal matters effectively. In addition, the author states that the Act was amended to accommodate the needs and rights of children in conflict with the law. This was when South Africa was transformed into a more democratic country post-1994. Key aspects that reflected this transformation included the creation of juvenile courts at the district magistrate court level, which were separate from other criminal courts; the creation of after-hours courts to minimise the time spent by young offenders in police custody; and the greater use of diversion options for first-time child offenders (The Criminal Procedure Act no. 51, SA, 1977). Due to the Criminal Procedure Act's limitations and lack of consistency and fairness in the management of children in conflict with the law, a separate legislation (Child Justice Act no. 75, SA, 2008) was then created to deal exclusively with the needs of child offenders.

Section 9 of the Criminal Procedure Act no. 51 (SA, 1977) states that in a situation where a police official has reason to believe that a child suspected of having committed an offence is under the age of 10 years, he or she may not arrest the child, and must, in the prescribed manner, immediately hand the child over to his or her parents or an appropriate adult or guardian. If no parent, appropriate adult, or guardian is available, or if it is not in the best interests of the child to be handed over to the parent, appropriate adult or guardian, the child should be sent to a suitable child and youth care centre, and the police official must thereafter notify a probation officer. The best interests of children are of paramount importance in all matters affecting the child.

2.4.4 The Criminal (Sexual Offences and Related Matters) Amendment Act, 2007 (Act no. 32 of 2007)

In today's world, due to technological advancements such as communication and media such as television and the internet, children have become exposed to information which they tend to explore and experiment (Mangi, 2018). They are exposed to information that leads them to practising what they see from the media. Children end up violating the law by engaging in sexual activities and practices without knowledge of the legal framework.

In terms of Section 16(1) of the Criminal Law (Sexual Offences and Related Matters) Amendment Act no. 32 (SA, 2007), a person who commits an act of sexual violation with a child despite the child's consent is guilty of the offence of having committed an

act of consensual sexual violation. South Africa did not have provisions which properly deal with the issue of teenage defilement, which often leads to the prosecution of a male child and rarely a female child even in situations where there was willingness to engage in sex (Mangi, 2018). However, the country has then amended its sexual offences law and decriminalised sexual activities between adolescents who are both between 12 and 16 years (Kangaude & Skelton, 2018).

2.4.5 Children's Act, 2005 (Act No. 38 of 2005) as amended

Chapter 9 of the Children's Act no 38 of 2005 as amended stipulates that, children who are displaying behaviour that cannot be controlled by either parents or caregivers are deemed to need care and protection. It is the same uncontrollable behaviour that often pushes children to be on the wrong side of the law, including the use of substances (Children's Act 38, SA, 2005). According to section 147 of the Act, diversion is highlighted as one of the norms and standards for prevention and early intervention programmes, including therapeutic and education services (Children's Act no. 38, SA, 2005). The programme evaluation stands out as the core of this study.

The Children's Act no. 38 (SA, 2005) provides specifically for the establishment of children's courts and for the appointment of commissioners of child welfare, so that they are certain to have protection and welfare. This Act provides a more comprehensive management of the welfare of children (0-18 years). The Children's Act is of paramount importance in matters involving the care and protection of children. In the management of children in conflict with the law, there is a provision in the said act that allows for the conversion of criminal matters involving children from criminal courts to children's courts. For example, according to section 42 (8) of the Children's Act 38 of 2005, as amended, the children's court hearing must, as far as practicable, be held in a room which:

- (a) is furnished and designed in a manner aimed at putting children at ease;
- (b) is conducive to the informality of the proceeding and the active participation of all persons involved in the proceedings, without compromising the prestige of the court;
- (c) is not ordinarily used for the adjudication of criminal trials; and
- (d) is accessible to disabled persons and persons with special needs

The social worker who has assessed the child plays a critical role in making sure that

the matter is converted from a criminal court to children's court. The Children's Act and the Child Justice Act complement each other in instances where children are in conflict with the law. They are intended to provide special measures for children and protect their rights (Department of Social Development, 2005; Doncabe, 2013; Fambasayi & Moyo, 2020).

2.4.6 The Correctional Services Act, 1998 (Act No. 111 of 1998)

This Act was initiated to focus mainly on the management of offenders within the country's disciplinary system, and allows for the detention of children in prison, but makes it clear that all children younger than 14 may not be held in prison. The Act also makes reference to ensuring opportunities for young imprisoned offenders to receive further education and training during the period that they are in prison. Imprisonment of child offenders is taken as a last resort. The Act also allows for the placement of sentenced offenders under community correctional supervision whereby they would complete their sentences under the supervision of a correctional officer. Completing sentences in the community can be very beneficial to child offenders as they can maintain contact with their families and get an opportunity to complete their schooling in their community instead of correctional services (Doncabe, 2013). This is supported by Section 19 of the Correctional Services Act no. 111 (SA, 1998), which speaks volumes about the treatment of child offenders.

2.5 Theoretical Frameworks on children in conflict with the law

In order to understand anti-social and criminal behaviours amongst children, both at the planning and intervention stages, practitioners are informed by different theories, models, programmes, approaches and strategies. In this section, the focus will be on theoretical frameworks useful during the implementation of the anger management programme. There is a wide range of theories applicable during the implementation of diversion programmes. However, for the purpose of this study, the following three theoretical frameworks will form the basis of this chapter.

2.5.1 Behaviour Modification

In the 20th century, BF Skinner constructed a systematic theory to explain how behaviour can be learned and modified in a given environment (Kondaikar, 2007). In 1953, Skinner demonstrated the possibility of applying operant condition. Skinner is without a doubt one of the most predominant figures in the development of Behaviour

Modification (Koko, 2010). Skinner's work is essential in the development of behaviour modification and behaviour theory. He is the agglutinant figure of what is today called "Behaviour Modification".

Behaviour Modification (BM) is a psychotherapeutic intervention primarily used to eliminate or reduce maladaptive behaviour in children and adults (Koko, 2010). Behaviour Modification refers to the use of behaviour change techniques demonstrated empirically to either increase or decrease the frequency of a behaviour, like changing the behaviour of an individual, and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of behaviour through its extinction, punishment (Kondaikar, 2007).

BM is different from other approaches in that it focuses only on observable, describable, and measurable behaviours, as opposed, for example, to psychoanalytic theory, which focuses on finding underlying causes of behaviour (Bandura, 2007). In respect of this study, the underlying causes of reoffending behaviour will be investigated as well. The diversion programme is one of the techniques attempting to modify behaviours of children in conflict with the law.

The goal of behaviour modification is to eliminate or reduce maladaptive behaviour. The BM demonstrates that behaviour can be shaped through reinforcement and punishment (Scott & Cogburn, 2017). The authors assert that the main aim of behaviour modification is to remove undesirable behaviour and replace it with acceptable sets of conduct (Scott & Cogburn, 2017). The researcher of this study is interested in evaluating the anger management programme against the goals of behaviour modification.

Although it can be applied in many situations, Bandura (2007) believes that behaviour modification therapy alone is not enough to deal with psychological problems. This means that when dealing with children in conflict with the law from different backgrounds, other approaches and interventions strategies can be used concurrently with behaviour therapy. The researcher is of the view that behaviour modification is appropriate and relevant to help facilitators of anger management programmes for children in conflict with the law to understand and modify the child's aggressive, violent, anti-social and offending behaviours that may lead to recidivism.

2.5.2 Social Learning Theory

According to Ahn, Hu and Vega (2020), in the 1960s and 1970s, Albert Bandura made a concerted effort to evaluate and highlight the role of observation as a necessary antecedent to social learning. Akers' reformulated social learning theory and expanded Sutherland's (1947) theory of differential association by specifying the mechanisms of learning behaviour and processes in which children learn criminal behaviour (Akers, 1990). In addition, children are more likely to engage in criminal behaviour when they associate with individuals who expose them to deviant behaviour. The researcher is of the opinion that children learn deviant behaviour by observing others, especially individuals who are seen as role models and adults in society.

Bandura believes that cognitive development alone cannot explain changes in behaviour and that learning processes are the primary responsibility for behaviour change in people across all ages, gender, and other personal aspects (Bandura, 2007). Moreover, Ahn et al. (2020) state that social learning theory explains how people learn in a social context and how the social environment influences their learning processes. In that manner, children learn behaviours, both appropriate and inappropriate, from people and interaction with their environment. In addition, Bandura (2007) highlighted that for behaviour to be practised, it must be observed and learned.

According to social learning theory, an individual is more likely to engage in criminal behaviour over conforming to behaviour with those who expose them to deviant patterns (Bandura, 2007). Learning can occur by observing behaviour and by observing the consequences (Akers, 1990). Children in conflict with the law must be engaged in activities which include observation, attention, retention, motivation, and different types of modelling. Since Bandura (2007) states that people learn through observing others' behaviours, attitudes and outcomes of those behaviours, the researcher is of the view that with the use of this theory, practitioners who render anger management programmes are likely to understand the root of anti-social behaviours and crimes committed by both children and youth.

The researcher has learned from his practical experience while assessing children in conflict with the law that their social counterparts play a role in their offending behaviours. Thus, social learning theory is appropriate to help practitioners who render anger management programmes to understand how children learn deviant behaviours and model them. This does not only help practitioners to understand the causation, but

also to take into consideration the association and the environment in which children live.

2.5.3 Strain Theory

Strain theory is a sociology and criminology theory developed in 1938 by Robert K Merton. The American Sociologist believed that socially accepted goals put pressure on people to conform; thus, society encourages deviance to a larger degree (Pitt & DeMaris, 2019). The theory argues that society puts pressure on individuals to achieve socially accepted goals though they lack the means. This leads to strain which may lead children to commit crime like stealing or becoming involved in illegal business as a means to gain financial security (Scott, Whiting & Jessica, 2020).

Like adults, children also desire power and material possessions, but due to the dire circumstances they find themselves in, there are often no legitimate means for them to attain these goals. As a result, they often turn to crime or substance abuse to achieve their goals. Pitt and DeMaris (2019) postulate that research has shown that economic disadvantage is associated with a variety of negative outcomes, including violence. In addition, the strain can be either structural or individual. Structural refers to the processes at the societal level that filter down and affect how the individual perceives his or her needs. Individual refers to the friction and pains experienced by an individual as he or she looks for ways to satisfy his or her needs. According to the strain theory, delinquent responses to strain are more likely to occur in the presence of deviant conditions. Scott et al. (2020) revealed that school strain has a consistent significant effect on aggressive behaviour and status offence.

Hay and Ray (2020) argued that the Strain theory hypothesises that strainful social relationships and events give rise to negative emotional states that, in turn, are catalysts for aggressive and criminal behaviour. Burke (2005) argue that individuals are more likely to commit crimes when their goals such as economic success are blocked, and they cannot find a legitimate way of obtaining them. This theory will help the researcher to evaluate the effectiveness of the programme by identifying and addressing the strains that may lead to reoffending behaviour. Literature suggests that there is a positive relationship between strain and violent crimes committed by youth and children. This theory could also assist practitioners dealing with children in conflict with the law and are enrolled for the anger management programme as a result to understand such relationship in order to understand the sources of negative behaviour,

which may lead to recidivism amongst children and youth.

2.6 Goals of Anger Management Programme

Anger is one of the most burning issues in human society because it does not find easy solutions, and often threatens the destruction of the social fabric. Anger occurs daily and affects most people without discrimination, especially when minimal causes result in maximum consequences. This section will focus on the goals of anger management programmes tailored for children and youth in conflict with the law. The goals of anger management programmes speak to standards, missions and targets set to be achieved through the programmes. According to Masango (2014), the anger management programme attempts to achieve the following goals:

- To help children understand themselves.
- To equip juveniles with some knowledge on how to react in different situations with different situations.
- The programmes assist children to develop anger control plans.

The above-mentioned goals do not touch on the strenuous and environmental situation that led children commit crime in the first place, which is asserted mostly by strain theory.

Zarshenas et al. (2015) assert that the anger management programme promotes healthy and suitable social behaviours and how children and youth deal with psychological stress by avoiding subscribing to aggressive behaviours in their interactions with others. In addition, Tsai (2018) argues that teaching anger management skills prevent problematic behaviours triggered by anger. He further asserts that the programme is tailored to help adolescents cope with their anger. Anger management aims to provide children with psycho-education on cognitive and behavioural components of anger, cognitive and behavioural techniques to manage anger, and how to apply skills such as relaxation techniques, assertiveness, self-awareness, empathy, and problem-solving skills. The programme intends to help children in conflict with the law understand when the anger emotion is triggered, and the relationship between feelings, thoughts, and actions. Additionally, it can help to enhance therapeutic alliances and increase participants' ability to express themselves (Pearson, 2011; Masango, 2014; Tsai, 2018).

This programme is aimed at raising offenders' awareness of the causes and symptoms of anger and teaching them how to manage their anger. It also helps offenders to unlearn old habits associated with aggression and learn or unlearn healthy ways of dealing with and expressing anger. In addition, Mathabathe (2016) and Masango (2014) set out the goals of the anger management programme as follows:

- to assist children in conflict with the law vent when experiencing frustrations that can potentially destroy their inner life.
- to help offenders to identify the source of their frustration and address it without any violence.
- to assist participants to employ coping plans to deal with anger-triggering situations.

The researcher is of the opinion that there is a gap in terms of achieving and sustaining these goals after children have gone through the programme as they still reoffend. The researcher further believes that the anger management programme is not addressing the real problem that children are faced with. There is a need to evaluate its effectiveness thereof.

2.7 Causes of recidivism amongst children in conflict with the law

Recidivism refers to the tendency of a convicted criminal to reoffend after they have been released or discharged from the programmes (Combs, 2020). In the case of this study, it refers to the tendency of reoffending after one has attended an anger management diversion programme whilst they were in conflict with the law. Youth and children are seen re-offending after attending anger management programmes and the portion of this study seeks to understand the causes of re-offending behaviour amongst children. A high recidivism level, despite attempts by regulatory agencies and various institutions to decrease it, is a disturbing problem of the juvenile justice system (Gammage, 2020). Several studies found that children re-offend within a year after completing diversion programmes, particularly when they are youth (Gammage, 2020). Thus, the researcher aimed at evaluating the effectiveness of the anger management programme offered to children in conflict with the law.

2.7.1 Training of service providers and professionals

Service providers and professionals within institutions offering diversion to children should include or rather encourage academic and career technology programmes to

children and youth, which will support their rehabilitation and reintegration into society (Gammage, 2020). The researcher believes that practitioners who are not well trained in this regard will not offer effective services which can have an impact on recidivism. Furthermore, practitioners and institutions providing diversion need to understand factors that push children to reoffend. Understanding risk factors of recidivism amongst children is important in order to develop an appropriate intervention model (Combs, 2020). Most common risk factors are unemployment, inadequate housing, and lack of social services.

Diversion service providers in the Karoo region, on the other hand, elected to work through the programme material on a one-to-one basis with the child offender or as part of a family intervention (Gammage, 2020). This method of intervention has been proven to be more effective in overcoming some of the obstacles presented by the rural context. Unfortunately, these strategies do have some limitations. For example, the child participating in an individual or family intervention will lose out on the benefits of the group process. Likewise, those attending intensive programmes are presented with a lot of information in a short space of time. This could potentially limit the child's long-term retention of the material they learnt.

Given the above, it is important to remember that when diversion programmes are intensively administered, they need to be supplemented by additional follow up sessions. The follow-up could take the form of individual or small group sessions as part of the diversion service provider's rotational visits to the child's hometown. Alternatively, community mentors could be employed to work through aspects of the programme material with the child (Combs, 2020). If these strategies can be employed, they can assist children in conflict with the law to rehabilitate and, therefore, reduce chances of reoffending.

2.7.2 Individual traits and personal aspects

The Department of Social Development (2018) embarked on an evaluation of recidivism amongst children in conflict with the law. The findings of the evaluation revealed several individual traits that are understood to have a significant impact on child reoffending. The individual traits mentioned included the children's inability to control their anger in challenging situations; how to resolve conflict; underestimating the seriousness of the crime; their criminal behaviour; low self-esteem; a discouraged attitude when others try to mentor them; prior intervention of the child and early onset

of criminal behaviour and the challenge of maintaining individual change, post-diversion (Department of Social Development, 2018). This helps the government and social service providers to pinpoint loopholes in diversion.

As mentioned in the previous discussion, unemployment is a risk factor. It is critical to point out that an individual is likely to commit a crime due to unemployment to get financial aid for themselves and their families. After such a person has been charged with the offence and served their punishment, there is a high likelihood that they will still commit a crime since factors that pushed them to commit the crime in the first place remain unchanged (Alper & Durose, 2018).

The researcher believes that the geographical location and status of children in conflict with the law plays a significant role in recidivism. Combs (2020) elucidates that children and youth living in disadvantaged neighbourhoods are likely to re-offend. Children and youth who witness crime within their neighbourhood are at risk of committing a crime in the first arrest or reoffending (Alper & Durose, 2018).

2.7.3 Families of the children and youth in offenders

According to research, social support is an important aspect of reducing reoffending, as the social bonds existing in society decrease the likelihood of recidivism by providing an outlet to discuss personal issues and get accepted (Akesson, 2014). It is widely known that the family and the upbringing of children play an important role in their lives as they grow and even when they have grown. The researcher believes that the situations in which children find themselves have a significant impact on their reoffending behaviour. This is supported by Combs (2020), who argues that family relationships also play a role in determining whether a person will engage in the same behaviour again. A lack of social support between a child and his parents can increase the risk of recidivism.

The Western Cape government under The Department of Social Development (2018) embarked on an evaluation regarding the reoffending behaviour of children and youth in conflict with the law. The findings of the evaluation revealed the fragility of families within various research sites. The fragile state of the families in which the children are raised and continue to navigate appears to play a crucial role in increasing the risk of children reoffending (Akesson, 2014; Combs, 2020).

Children and youth are strained by their unfavourable circumstances, which include

extreme poverty, family problems, the witnessing of violence and the threat of violence, experience of trauma first-hand, post-traumatic stress disorder, and abuse by both adults and peers (Anderson, 2017). The researcher understands that the predicaments in which children and youth find themselves are straining results in deviant behaviour and may lead to reoffending. The economic deprivation and poverty of families, alongside children's exposure to family trauma and violence increases the child's risk of reoffending, post-diversion (The Department of Social Development, 2018). These are factors that need to be taken into consideration when dealing with children in conflict with the law going through the anger management programme.

2.7.4 Peer Relations

In this aspect, it is critical that the children are taught personal principles and guided on self-awareness, in which case they can stand up for themselves and not sink into peer influence. Peer influence stems from lack of esteem in which an individual feels the need to conform to a given group of people so that they can discover their value and worth (Barus, 2019). Therefore, institution-offering diversion should be an avenue for children and youth in conflict with the law to be asserted on their personal strength and the need to act on their own accord rather than be misguided by groups of individuals whose perception of life is not aligned with the individuals. This will go a long way in teaching children in conflict with the law how to manage their anger and anger-triggering situations, which impair their judgement and makes it difficult for them to make informed decisions (Combs, 2020).

Peer relations appear to influence the risk of children reoffending, post diversion. The findings of the abovementioned evaluation highlighted that who the children associate themselves with in the areas where they stay or at school can place them at a higher or lower risk of reoffending (The Department of Social Development, 2018). Similarly, children's relationships with older individuals, alongside the dropping out of school and the "school-to-prison pipeline" placed the child at risk of reoffending. Several social risk factors related to the areas in which children reside have been highlighted as possible contributing factors to children reoffending, post diversion. These include children's constant exposure to physical and emotional violence in the areas where they reside. The normalisation of violence at various levels had a negative influence on children's socialisation and contributed to their use of violence as a mechanism to protect themselves or significant others. Furthermore, many children were constantly exposed

to various forms of emotional maltreatment such as verbal abuse (The Department of Social Development, 2018).

2.7.5 Low level of education and lack of anger management skills

The rate of recidivism is seen as high within individuals with low academic performance (Davis & Michaels, 2015). This confirms the claims of the strain theory that delinquency occurs when children have lower educational achievement, poverty, poor health, and other issues that prevent them from accomplishing success through hard work, determination and initiative (Agnew, 2001). This means that the strains may build up and lead to a point where a person commits a criminal offence in order to get rid of it.

The Department of Social Development (2018) indicates that extensive focus should be placed on pre-adolescent children who are at risk. Education and skills development on varying topics, including conflict resolution and life skills should be geared towards this particular age group as the evaluation has indicated that children are vulnerable and at high risk of getting involved in criminal activities, or are already engaged in criminal activities (The Department of Social Development, 2018). A greater role should be found for community development and community workers to assist children and caregivers, pre and post diversion. Community development workers should be utilised to link children and their caregivers to existing social services and organisations within. This means that problematic public spaces of young people should be identified. Once these public spaces have been identified, they can be used as entry points to at-risk youth who can be encouraged to participate in available programmes or access appropriate social services. Thus, community development workers can assist in this regard. Probation officers and assistant probation officers should be encouraged and trained to employ an approach that does not allow for the children and their families to feel excluded and judged during and post-diversion. Based on the findings of the evaluation, children who were engaging with facilitators who adopted an inclusive and non-judgemental approach seemed to embrace the diversion programme and be far more likely to want to change and make an effort to change (The Department of Social Development, 2018).

The researcher has also noted that the above factors also relate to the inability by children to maintain their self-control when they are challenged with anger-triggering situations.

2.8 Conclusion

This chapter has presented the following: the stance of crime committed by children in South Africa, criminal offences addressed by the anger management programme, legal and theoretical framework related to children in conflict with the law, the goals of the anger management programme and causes of recidivism amongst children in conflict with the law.

There is a need for research to evaluate diversion programmes to assess its effectiveness (Wilson & Hoge, 2013). The researcher believes that anger cannot be eradicated but can be addressed through therapy programmes. Masango (2014) asserts that anger is essential as it can help one to cope with a given frustrating situation. However, if not well addressed, it can lead to aggressive behaviour. In addition, Masango (2014) argues that children in conflict with the law need to be taught humane strategies of dealing with anger emotions without resorting to aggression.

This study further attempts to evaluate the effectiveness of the anger management programme. The study is motivated by recidivism behaviour that is being observed amongst children and youth who have gone through diversion programmes thus, the effectiveness and quality of the anger management programme is questioned.

CHAPTER THREE

QUALITATIVE DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1 Introduction

The aim of this chapter is to present, analyse and interpret qualitative findings of the study which was conducted in Mankweng in Capricorn District of Limpopo Province in South Africa with ten (10) youth who participated in the anger management programme when they were children in conflict with the law and three (3) social workers who facilitated the programme. These participants were both purposively and conveniently selected to participate in the study with the aim of evaluating the effectiveness of anger management programmes amongst children in conflict with the law. The study was qualitative in nature and a multiple case study and evaluation designs were used to achieve the aim of the study. Semi-structured in-depth interviews were used to collect data. The findings are presented into themes and sub-themes below.

3.2 Biographical details of the participants

This was a multiple case study which involved youth who had undergone the anger management programme when they were still children in conflict with the law and social workers who facilitated the programme. The following are biographical details of youth participants and social workers.

3.2.1 Biographical details of the youth

The biographical details of the youth in this study included age and gender as follows:

3.2.1.1 Age of the youth

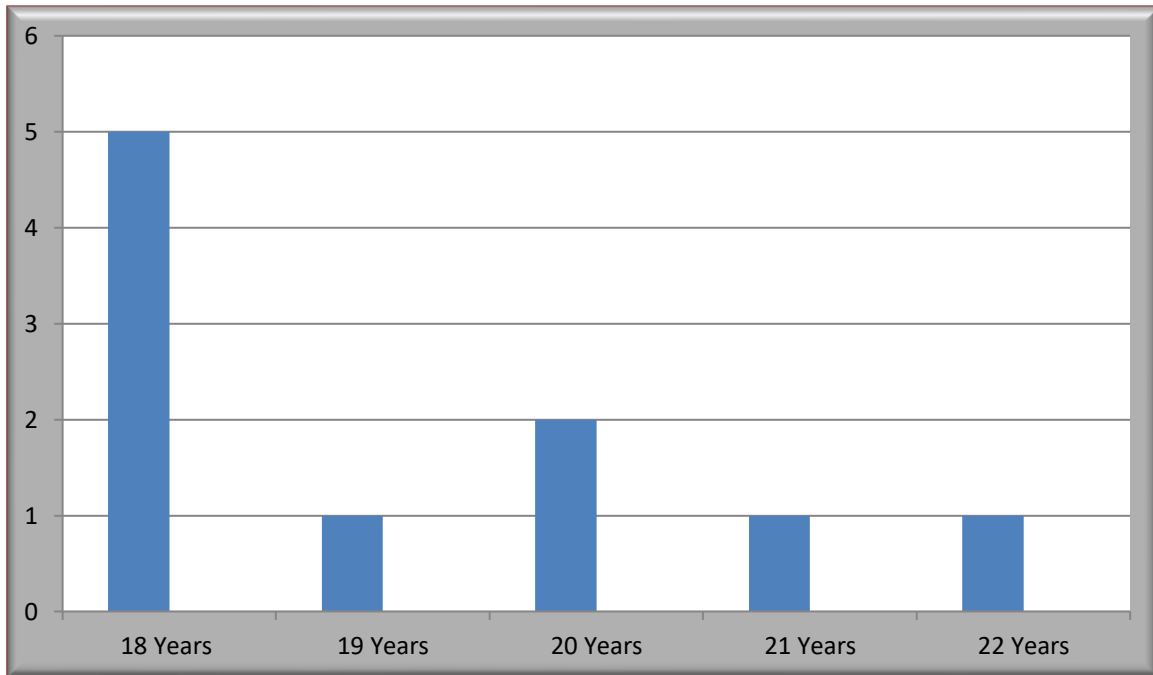


Figure 3.2.1.1 Age of the youth

Figure 3.2.1.1 above shows that five (5) youth who participated in this study were aged 18 years, and that two (2) males were aged at 20 and 19 years. The figure further shows that the two youth participants were aged 21 and 22 years old. All youth who participated in the study were at their early adulthood stage of human development and had attended the anger management programme when they were still children in conflict with the law.

3.2.1.2 Gender of the youth

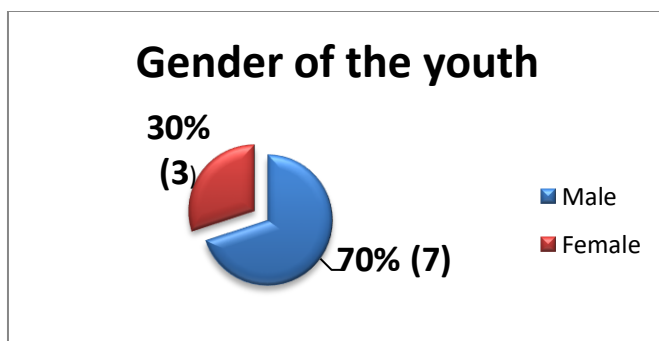


Figure 3.2.1.2: Gender of the youth

Figure 3.2.1.2 above illustrates that the majority of the youth (n=07) who participated in this study were males with 70% representation whilst females (n=03) made 30% of the sample. A possible reason why there are more male youth than female participants in the study could be that the male gender is mostly associated with criminal offences. This is supported by previous studies in that there is a substantial difference between boys and girls as far as criminal offences are concerned in that boys are more likely to be involved in delinquency as opposed to girls (McAra, 2004; Marlee, 2012).

3.2.2 Biographical details of social workers

Biographical information of social workers in this study included age, gender, race, employer, rank and number of years in practice by social workers.

3.2.2.1 Age of the social workers

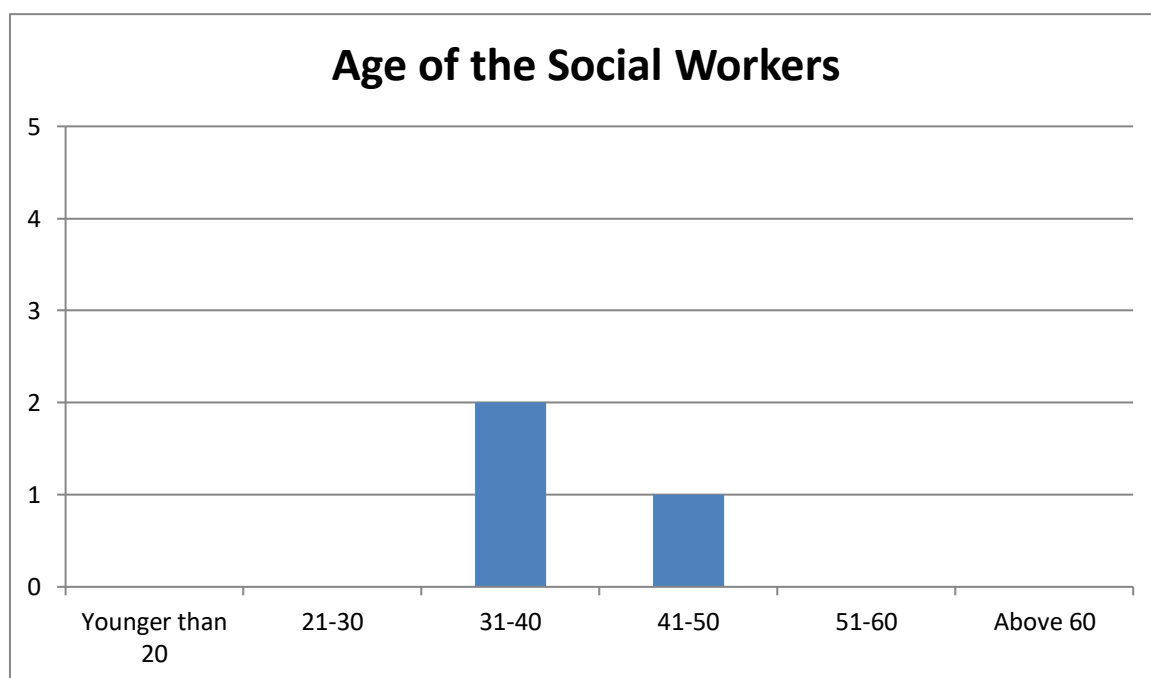


Figure 3.2.2.1 Age of social workers

The figure above shows that two social workers were between the ages of 31 and 40 years. Only one social worker was aged between the ages of 41 and 50 years. There was no social worker younger than 20 years, between the age range 21-30 years and 51-60 years and above. Although the figure does not present a fair spread of age amongst social work corps, they managed to provide in-depth information about the phenomenon of the study.

3.2.2.2 Gender of social workers

| Gender | Total | Percentage % |
|--------|-------|--------------|
| Male | 0 | 0 % |
| Female | 3 | 100 % |

Figure 3.2.2.2 Gender of social workers

The table above shows a total number of three (3) female social workers who participated in this study. There was no male social worker interviewed in the study. The organisation where the study was undertaken does not have a male social worker within the area. A possible reason for only female social workers could be that the majority of social workers in the country (South Africa) are females. This is supported by several scholars in this discipline such as Sithole (2010), Khunou, Pillay and Nethenonda (2012) and Rapholo (2018), who maintain that the social work profession is dominated by female practitioners as compared to their male counterparts.

3.2.2.3 Race of social workers

| RACE | Number |
|----------|--------|
| Black | 3 |
| White | 0 |
| Indian | 0 |
| Coloured | 0 |
| Other | 0 |

Figure 3.2.2.3: Race of social workers

All social workers who participated in the study were black. A possible reason for the study to have only black social workers could be that Mankweng area is a community dominated by black people.

3.2.2.4 Employer of social workers

| Employer | Total |
|----------|-------|
| | |

| | |
|--|----------|
| Department of Social Development | 0 |
| National Institute of Crime Prevention and Re-Integration of Offenders (NICRO) | 3 |
| Others | 0 |

Figure 3.2.2.4 Employer of social workers

Figure 3.2.2.4 above shows that three (3) social workers are employed by NICRO. The reason for this is that NICRO is the only organisation in Mankweng that is offering the anger management diversion programme for children in conflict with the law.

3.2.2.5 Rank of social workers

| Rank of social workers | Total |
|------------------------|-------|
| Junior social workers | 2 |
| Senior Social Workers | 1 |

Figure 3.2.2.5 Rank of social workers

The figure 3.2.2.5 above shows that two (2) social workers hold junior positions at NICRO and one social worker holds a senior position.

3.2.2.6 Years of Experience

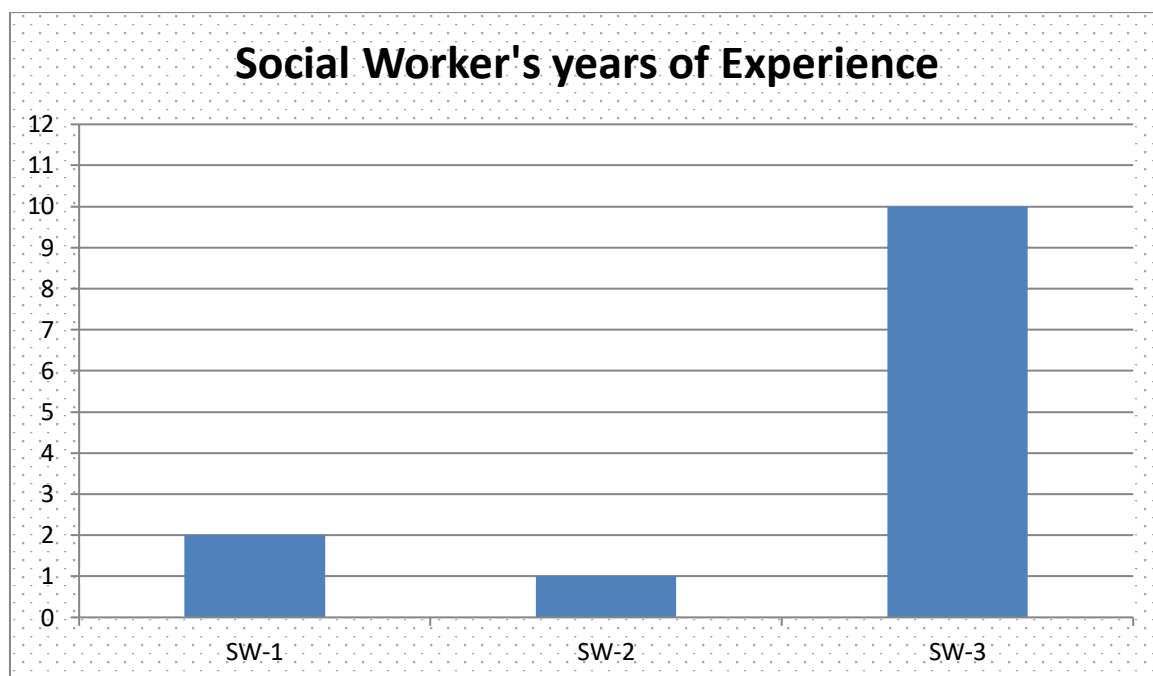


Figure 3.2.2.6: Social Worker's Years of Experience

Figure 3.2.2.6 shows that one (1) social worker has two years of experience whilst the other one (1) has only a year of experience in facilitating the anger management programme amongst children in conflict with the law. In addition to this, the other social worker who is senior in the organisation has ten (10) years of social work practice experience with children in conflict with the law.

3.3 Discussion of findings

This section discusses the empirical findings of the study. The following themes and sub-themes emerged in the study.

3.3.1 Theme 1: Crimes for which the anger management programme for children in conflict with the law is designed

The above-mentioned theme in 3.3.1 emerged to provide answers to the first objective of the study, which was to identify and assess criminal offences for which the anger management programme is offered to children in conflict with the law is designed. The anger management programme is tailored for children who present violent acts which result from their inability to manage anger. This is validated by Scott and Cogburn, (2017), who posit that anger is associated with a wide variety of violent acts, including homicide, aggravated assault, rape, domestic violence, child abuse, bullying, torture,

and terrorism. In the same breath, Hockenberry and Puzzanchera (2015) state that anger management is a therapeutic programme which attempts to curb participants' skills in social relationships and anger-triggering situations. Social work participants reported that an anger management programme is designed to address aggressive behaviours which are perpetuated by children, which ultimately make them in conflict with the law. Both youth and social work participants at NICRO have indicated that some children were referred to the programme because of their aggressive behaviours and not necessarily because they committed a crime, and that the programme has worked very well for them in terms of changing behaviours that are hurtful to others. An aggressive behaviour is a type of behaviour that intends to hurt others (Peralta & Dominguez, 2020). Another study shows that individuals with anger problems are likely to be involved in verbal and physical aggression. This might lead to aggressive behaviours towards family and other individuals (Zarshenas et al., 2015). Assault, possession of dangerous weapons, damage to property, rape and robbery emerged upon a follow up question of the types of aggressive behaviours committed by children who attended the anger management programme.

3.3.1.1 Sub-theme 1.1: Assault

Some youth participants have reported that they were charged with assault as a criminal offence, which resulted from their inability to manage anger and thus were taken through the anger management programme to curb their problem whilst they were still children. Alvernaz (2020) asserts that an anger management programme has become a common intervention for individuals with anger-related offences and has shown effectiveness in reducing reported difficulties related to anger. The majority of the youth who participated in this programme indicated that they committed common assault, while others were involved in assault with grievously bodily harm (GBH). All the youth who participated in this study indicated that through this programme, they were able to manage their anger emotions whilst growing up to adulthood, which helped them not to recommit an assault and any other criminal offence as a result of anger management problems. In the same light, the social workers indicated that the programme is tailored to address crimes such as assault and that throughout their experience of facilitating this programme; they never had any child who re-offended. This way, youth participants were referred to attend the anger management programme instead of facing incarceration and having a criminal record. This is what some youth who participated in this study said:

“I attended the programme because I was in conflict with the law, in that I committed an offence of assault where I was involved in a fight at school. This programme really helped me to deal with my anger issues as I did not commit assault again.”

“I had a fight with my friend, and he got injured, he then went to open a case of assault and I was charged with assault GBH, and the programme helped me to overcome my anger issues.”

In the same breath, the other social worker responded as follows:

“The programme addresses assault and assault GBH criminal offences, and most of the crimes which are committed as a result of children’s inability to manage anger emotion. From my entire experience of facilitating this programme, I never had any child who committed crime again after the completion of all sessions with them.”

The anger management programme was revealed to be effective for children who commit crimes related to assault. Findings reveal that due to the inability to manage anger, some children commit assault, and after being found guilty, they are recommended to attend the anger management programme to divert their offending behaviours. This is supported by Mathabathe (2015), who states that an anger management programme is a cognitive behavioural group intervention designed to assist children in conflict with the law on how to deal with their anger emotions, aggressive, disruptive, and anti-social behaviours which may lead them to committing offences such as assault. In addition, Scott and Cogburn (2017) state that an anger management programme is designed to deal with a wide variety of violent acts, including homicide, aggravated assault, rape, domestic violence, child abuse, bullying, torture, and even terrorism. The anger management programme is relevant in assisting children who commit an offence of assault due to their inability to manage anger. The researcher is of the opinion that proper assessment of criminal offences is important when referring children in conflict with the law to an appropriate programme.

3.1.1.2 Sub-theme 1.2: Possession of dangerous weapon

Although social workers did not indicate anything on the possession of dangerous weapons, one youth participant indicated that they attended the anger management

programme because they were found in possession of dangerous weapons. According to Holbrook, Galperin, Fessle, Johnson, Bryant and Haselton (2014), possessing objects with a weapon like appendage was judged to harbour a greater feeling of the state of anger. The researcher is of the view that this can lead to violent and criminal behaviours amongst juveniles. However, all the youth participants who took part in the study argued that they were never involved in possession of dangerous weapons after they have attended the anger management programme. Some youth participants argued that:

“I was involved in a fight at school; I took out the knife, then the people I was fighting with ran to the principal, the school called the police, I was then sent to attend the programme because I was in possession of a dangerous weapon. I have learnt from the programme that I must change my lifestyle and tendency of carrying dangerous weapons.”

“I took a knife to school, some learners saw it and told the teachers, they searched me, and it was taken away from me, I was disciplined, and this programme was recommended for me. Since I attended the programme, I have learnt that carrying dangerous objects is against the law and that the criminal record will affect my life.”

The findings reveal that children who undergo anger management programmes are those who carried dangerous weapons which may cause danger to other people due to anger emotions. The findings of this study further reveal that the programme is effective in dealing with the tendency of carrying dangerous weapons amongst children and youth. This is validated by Zarshenas et al. (2017), who posit that the anger management programme is significant in preventing criminal behaviour. Thus the researcher is of view that this includes a criminal act of carrying dangerous items. The programme is helpful as it has made youth participants in this study to be aware that the possession of dangerous weapons is a criminal act.

3.1.1.3 Sub-theme 1.3: Damage to property

Some youth participants indicated that they were involved in unlawful damage to property as a result of the inability to manage their anger emotions. This was also confirmed by a social worker who stated that the programme is designed to help children and youth to deal with aggressive behaviour problems which have led most of

them involved in damage to property caused by lack of anger management skills. In support, Healey et al. (2019) opine that children and youth who are experiencing problems with anger often lead to repeated damage to property. It is imperative to note that anger can lead one to project a number of inappropriate criminal behaviours. This notion is in line with another study conducted by Urben et al. (2017), which found that anger has more influence on specific criminal activities. The researcher is of the view that children and youth are subjected to violent behaviour such as damage to property because they are not aware of positive and constructive ways of dealing with anger as an emotion. This is validated by Holbrook et al. (2014) that the failure of emotional regulation is pointed out as the cause of aggressive criminal offences, including damage to property. One youth participant in this study hailed the programme for exposing them to ways of avoiding damage to property again by means of managing their anger emotions. In the same wavelength, social work participants argued that the youth who attended this programme benefitted from it and never offended again. One participant echoed:

“Every time when I was angry at home, I was breaking the windows and shouting at everyone at home, I always gave problems at home. The programme helped me; I am not breaking windows and shouting when I get angry.”

In corroboration, some of the social workers said:

“The programme teaches ways of dealing with anger instead of reacting with aggressive behaviour that is often followed by consequences. Since I started to facilitate this programme, I have never experienced participants who were involved in incidents of damage of property after attending this programme.”

“Anger management programme deals with aggressive crimes, such as damage to property, and other crime that was committed out of anger. The programme really helps youth to manage their anger instead of engaging in damage of property.”

It can be deduced from the above findings that most children in communities are challenged by anger emotions, which often lead to violence and aggressive behaviour. These findings are in line with Masango (2004), who asserted that there is no doubt

that aggression and violence are true realities that are experienced by South Africans and the rest of the world. However, the researcher is of the view that resorting to aggressive behaviour is a sign of the inability to manage anger. This is in line with the assertion by Masango (2004), who argues that aggression is one of the major functions of anger. It is therefore important for children challenged with aggressive behaviour to be enrolled in an anger management programme. Zarshenas et al. (2015) opined that anger management training can raise people's awareness about the concept of aggression, factors causing violence and ways to control it.

3.1.1.4 Sub-theme 1.4: Rape

Although youth participants of this study did not mention rape as a criminal offence for which an anger management programme is tailored, social workers have conceived of it as one of the offences that the programme addresses. They explained that some children, particularly those at the adolescent stage, rape because of anger, which is perpetuated by what they have observed when they grew up; and that some do so because of relationship problems or having been victims of sexual abuse. According to Zarshenas et al. (2017), individuals with high levels of anger are more likely to be involved in physical aggression towards others. The researcher is of the view that this is also common amongst individuals who rape out of anger. Social workers indicated that the programme is effective in mitigating rape that can be caused by children's inability to manage anger emotions. They echoed that:

“Children rape because they may have been raped or witnessed a closest person being abused and raped, they grow up with the anger to revenge and avenge. The programme teaches children and youth to accept and understand that certain situations cannot be changed, the need to forgive and move on.”

“Relationship frustrations may lead one to commit rape offence out of anger, this may involve instances wherein a partner does not want to offer sexual benefits, or they have found cheating. The programme equips children and youth with strategies to deal anger bursts.”

It can be noted from the above findings that anger emotions emanating from family and relationship issues can lead to rape offences. This is also supported by Masango (2004) in his assertion that violence may be used as a means of dominance over women in

marriages or relationships. The researcher is of the view that this is also common to male adolescent children who are in intimate relationships and who want to dominate their female counterparts. It is further noted that an anger management programme can be used to curb and prevent rape. This is supported by Zarshenas et al. (2017), who found that anger management has a positive effect on the prevention of offender behaviours. From the researcher's experience, children who undergo the anger management programme stand a good chance to learn and develop new strategies for dealing with anger without being aggressive.

3.1.1.4 Sub-theme 1.5: Robbery

Although youth participants did not mention robbery, one social worker indicated it as a criminal offence that the anger management programme deals with as well. Masango (2004) asserts that anger and aggression are factors that cause violence and aggressive behaviour which can ultimately lead to criminal offence. Thus, the researcher of this study is of the view that this is also common to robbery as a criminal offence. Youth participants did not comment on robbery; however, two (2) social work participants indicated that the children may be involved in the robbery because they lack material possession; and this can be caused by being bitter of not being able to afford the items. This is supported by Zarshenas et al. (2017) that the history of poverty forced the disadvantaged to react with violence towards the advantaged. Both social workers argued that the anger management programme is effective in dealing with such children. Social workers indicated that:

“Anger management programme deals with aggressive crimes, such as robbery. The programme really helps youth to manage their anger and avoid committing robbery.”

“Children commit robbery because are angered by their situation of not having items they want. Some are angered that their parents cannot afford the items they need. The programme teaches them to accept the situation of the family instead of resorting anger.”

The findings above indicate that robbery, in many instances, can be committed out of anger. This is validated by Zarshenas et al. (2017), who hold that people shift their anger away from their situations towards other individuals who are in better circumstances. The findings further indicated that the anger management programme

is effective in teaching children and youth to accept their situations without resorting to violence. This is supported by Masango (2004), who argue that learning to express one's anger is a comprehensive solution, and people commit it because they are not well equipped with positive strategies of dealing with it.

3.3.2 Theme 2: Factors leading to children's inability to manage anger

Research found that an anger management programme for children in conflict with the law has a positive effect on the prevention of the offending behaviour (Masango, 2004). The researcher of this study was intrigued to find out what causes children not able to manage their anger emotions. Hazarika and Bourah (2020) state that if anger is not properly managed, it can hamper the person's life as well as the lives of those related to the person possessing anger. In this study, it was found that peer relationships and teasing, poor parenting skills and strain are major factors in children's ability to manage anger.

3.3.2.1 Subtheme 2.1: Peer relationship and teasing

Some youth participants indicated that the relationship with their peers had an influence on how they manage their anger emotion and their behaviour. These findings are supported by Fourie (2020), who states that peers could influence a young child's anger levels in numerous ways, and could result in, among others, bullying, teasing and ultimately commission of a criminal offence. The other social worker added that from her experience of facilitating the anger management programme, she discovered that most children's ability to manage their anger is affected by association with their peers. In the same light, Berg (2011) postulates that the predominant reason for anger outbursts and failure to manage it is influenced, amongst others, by peers. The youth participants indicated that the anger management programme profoundly helped them deal with peer influence that triggers their anger emotions. One social worker argued that the programme is useful in assisting participants who are challenged by their peer association. However, peer pressure and influence are discussed in the programme to help them relate well with friends. Some youth participants echoed that:

"I get very angry and frustrated when people that I associate with and gossip about me and some people make me angry because when they swear at me. The programme has taught me ways of dealing with such people to avoid committing crime again."

“I get angry when a person continues to repeat the same thing that makes me angry. Friends who just tease me even when I ask them to stop make me angry. From the programme we were taught how to choose friends wisely.

In the same breath, one social worker responded as follows:

“Children are often known of being easily influenced by their peer association. I believe children are challenged by their relationships with their peer when dealing with anger-triggering situation, thus if not well trained they fail to manage it. The programme teaches the participants constructive way of dealing with their negative peers.”

Findings reveal that when the relationship between children is poor, anger is more likely to be triggered, which may cause children to commit anger-related crimes. In support, Bilge and Keskin (2013) denote that deteriorated relationships lead to acts of violence and anger control problems among young people, which have been accepted as a problem in our societies. The researcher is of view that anger management is becoming a challenge to most children and youth. This is supported by Bilge and Keskin (2013), who argue that problems regarding anger management have increased in the past years, especially in adolescents and young adults.

3.3.2.2 Subtheme 2.2: Poor parenting skills

Some youth participants mentioned parenting skills as a possible factor leading to children’s inability to manage anger. They stated that their inability to manage their anger results from how their parents treat them at home; this includes how the parents speak to their children. Social workers who expressed that parenting skills have an impact on children’s management of anger confirmed this. The findings are the same as in other previous studies, where children (Clarke, 2017) have identified poor parenting skills as a risk factor in the management of anger. The other social worker further indicated that children are likely to fail in managing their anger due to a lack of support from their parents, who need to be involved in a parenting programme to improve their skills in parenting. All youth participants indicated that the programme has aided them to formulate positive relationships with their significant others; and that this has further assisted them from committing crime again. Some participants stated that:

“They shout at me, making false accusations about me and they tell me unpleasant words at home, I become angry, and I start to talk back and become aggressive. I have learnt from the anger management programme that I must respect everyone at home and be calm when they reprimand me about my wrongdoings.”

“I don’t like when someone is swearing at me, and it makes me feel ashamed. When I am wrong, the parents must talk to me and show my mistakes. I have learnt from the programme to talk to my parents about how I feel about their treatment towards me with respect.”

In the same wavelength, the other social worker echoed that:

“Parents who struggle with parenting skills lead to children not being able to manage their anger. I have realised that parents need to be involved in a parenting programme as means of support to their children.”

From these findings, it can be deduced that parenting skills are important for a child to deal with their anger-triggering situations. This is supported by previous studies in that one major influence in children’s inability to control anger is parenting behaviours at the home environment (Ryan, Williams & Courtney, 2013; Clarke, 2017). When parents do not relate well with children at home by being harsh to them, they are more likely to portray anger-related behaviours. Proper parental skills and parental supervision is required to keep a check on their mental status and to observe any undesirable change in their children’s behaviour (Tayebi, Kashani & Zaskar, 2017). If children can be given proper care and support from home, criminal offences because of their anger emotions are more likely to be reduced.

3.2.2.3 Subtheme 2.3: Strain

Although social workers did not give a highlight on this theme, some youth participants indicated that they struggle to manage their anger because they overthink about matters bothering them, such as not being able to acquire certain items that they need. This is supported by Faupel, Herrick and Sharp (2017), who argue that anger control among children has been attributed to their desires and requirements. All youth participants indicated that by attending the anger management programme, they have learnt how to deal with strenuous situations to avoid being angry over things they cannot obtain. Youth participants echoed that:

“I get angry when I take long thinking about the things that are upsetting me. Attending the programme has helped me not to take too much time thinking of things that are bothering me.”

“Not having a cigarette makes me angry and I did not smoke for lengthy period, I become easily annoyed and angry. I have learnt from the group to manage my anger; I am now accepting my situation if I do not have something.”

Based on the findings, it is clear that not fulfilling certain desires can lead to children having anger emotions and difficulties in controlling it, which may lead them into offending. In support, Scott et al. (2020) assert that strain may lead children to commit crime like stealing or becoming involved in illegal businesses as a means to gain financial security. In the same light, Burke (2005) argued that individuals are more likely to commit crimes when their goals such as economic success are blocked, and they cannot find a legitimate way of obtaining them. Furthermore, Pitt and DeMaris (2019) postulate that economic disadvantage is associated with a variety of negative outcomes, including violence. It is imperative to understand that when people are strained by certain factors, they are more easily anger-triggered.

3.3.3 Theme 3: Causes of re-offending behaviours after children in conflict with the law have undergone the anger management programme

Some children are likely to re-offend even when they have undergone the anger management programme. This was confirmed by Gammage (2020), who states that some children re-offend within a year after completing diversion programmes, particularly when they are youth. A high recidivism level, despite attempts by regulatory agencies and various institutions to decrease it, is a disturbing problem of the juvenile justice system (Gammage, 2020). This theme emerged to provide answers to the third objective of this study, which was to identify causes of re-offending behaviours after children in conflict with the law have undergone the anger management programme. Lack of family support and family background, the influence of peers, personality, poor education, misunderstanding of the programme and substance use emerged under this theme.

3.3.3.1 Subtheme 3.1: Lack of family support and family background

Although youth participants of this study never re-offended after attending the programme, they shared their experiences with their peers who have attended that same programme but re-offended. Most of the youth participants argued that the upbringing within the families and lack of support have had a major impact on the involvement of children in conflict with the law into criminal activities after their integration into the communities. The social work participants of this study are of the view that an environment such as a family plays a significant role on children's re-offending behaviours. They have explained how the environment and relations in the family can affect one's involvement in criminal behaviour. In support, Tayebi, Kashani and Zaskar (2017) argue that disturbed childhood, disputed families and ruined personal relationships play an important role in children and youth's involvement in criminal behaviours. In addition, Tayebi et al. (2017) posited that re-offenders are significantly influenced by several family pathology variables, including family violence and abusive parents. For instance, a drunken father beating their mother and abusing family members creates a negative impact on children in the family (Tayebi, et al., 2017). Youth participants indicated that their families play a huge role in minimising children's involvement in criminal activities. The youth participants also indicated that the programme was helpful in addressing their involvement in criminal behaviour because of their family background. Typically, people who are easily angered come from families that are disruptive, chaotic, and not skilled in emotional communications (Bilge & Keskin, 2013). Some youth stated that:

“The way some other children were raised, how they were treated in their families, their historical life experiences, observing abuse can affect their involvement in crime. I have learnt from the programme that I must not let my past life decide my future.”

“The possible reason youth reoffend could be that they do not have receive enough support from their families, they do not get enough courage to live positively. The programme has taught me to be responsible of my actions as I will face the consequences not my family.”

In addition to what the youth said, social workers echoed that:

“They continue to present reoffending behaviour because of their immediate environment, although they have attended the programme their families play significant role in changing ways by supporting them,

so if there is no support from the family, they are likely to relapse to their old aggressive behaviours. In my whole experience of facilitating this programme the members never reoffended due to inability to manage their anger emotions.”

“When anger stem from abusive relationship with the parents which need to be addressed, they may continue to display offending behaviour even after the programme because the initial problem is still not solved. The programme teaches participants to uphold cultural values which include respecting their elders, including their family counterparts. I have never had a child attending the programme again because of committing the offence out of anger.”

The findings reveal that family support and background, parents in particular, have a major impact on their children’s reoffending behaviour. This is confirmed by Tayebi et al. (2017), who hold that having abusive parents is one of the leading risk factors in the development of criminality in children and young adults. It is found that children act more aggressively when committing crimes if they have abusive parents or guardians compared to children without abusive parents or guardians (Nijohf, DeKemp, & Engels, 2009). Family is where love is focused and is constantly protective of different aspects of individual life (Tayebi, et al., 2017). Traditionally, family is seen as a place where love, rapport and support can be attained, despite adversity, where humans can take a breath and prepare to fight the outside world. But for millions of people with dysfunctional families, it is a fancy.

3.3.3.2 Subtheme 3.2: Influence of peers

Clarke (2017) argues that the influence of peers amongst children in conflict with the law plays a significant role in the reoffending behaviour. Kirk and Sampson (2013) found that deviant peers can influence children in conflict with the law to reoffend. One social worker indicated that a possible reason why youth reoffend could be that they continue to associate themselves with negative and deviant friends. This makes them likely to reoffend. However, the social worker added that the programme is effective in addressing criminal offences that are perpetuated by the influence of peers amongst children and youth. All youth participants of the study indicated that they have never reoffended as the programme helped them to manage influence from their peers. One other youth participant argued that one of the reasons individuals reoffend could be that their peers negatively influence them. Some youth echoed that:

“Youth who still reoffend even after attending this programme is basically coming from negative influence they receive from their friends and associated. The programme has taught me how to deal with the bad influence from friends and peers that can lead me to commit crime.”

“They commit crime because they want to impress friends and get look good to them. However, the programme was helpful to me; I learnt how to choose friends.”

One social worker argued that:

“Children upon their re-integration into the communities reoffend because they attend and comply with the programme just to be out of trouble; however, they still continue with the same association of peers, then they are more likely to reoffend because there was no change in lifestyle. Nevertheless, in my entire facilitation of the programme the children never offended again, since the programme teaches them how relate to friends and avoid negative.”

From the above findings, peer influence is seen as having a predictive factor on reoffending behaviour. Zarshenas et al. (2015) confirm that peers become an increasingly strong influence on individual behaviour during adolescence, and that affiliating with delinquent peers can lead to a greater level of delinquent behaviour. The researcher believes that being overpowered by peers is caused by a sense of inferiority complex. This is supported by Barus (2019), who is of the view that peer influence stems from a lack of esteem in which an individual feels the need to conform to a given group of people so that they can discover their value and worth. Thus, children and youth continue to reoffend even after attending the programme simply because they continue to associate themselves with their negative friends. Peers often play an important role in whether a juvenile becomes delinquent (Murray et al., 2012).

3.3.3.3 Subtheme 3.3: Personality

Although social workers did not say anything pertaining to personality, some youth participants opined that, children reoffend even after attending the programme because they do not see any need to change, and most if not all, do not have a sense of remorse, because they are born violent and brutal. This is confirmed by Ayebami and Janet (2013), who are of the view that there is evidence that some children are born irritable, touchy, and easily angered, and that those signs are present from a very early age.

Youth participants of this study indicated that the programme has helped them a lot to find ways of dealing with their personalities and never to re-offend. Some youth participants said:

“They indicate that youth who reoffends, attended the programme but they do not see any need to change, they attended the programme just to comply with the mandate from court, thus they still continue to present negative behaviour. The programme has taught me that it is never too late to change and live positive and crime free life.”

“Some people just don’t have remorse in nature; they do not see anything wrong with hurting others and breaking the law. The programme has taught me to consider my actions towards other people.”

“They re-offend because they were born like that, it is the behaviour that is not easy to change, they are violent no matter what. The programme has indicated to me that personality can be changed and improved.”

From the above findings, it can be noted that children continue to reoffend because of their personalities. However, the researcher is of the view that despite the personality of children, there is a need to teach them that behaviour can be learnt and practised assertively. In support, Ayebami and Janet (2013) indicated that children need to learn how to express their emotions without being pushy, demanding and hurting others.

3.3.3.4 Subtheme 3.4: Poor education and misunderstanding of the programme

Although youth participants did not mention poor education and misunderstanding of the programme, social workers have identified them as possible factors leading children to their re-offending behaviours. Poor education is associated with risk factors with the likelihood of negative behaviour and ultimately reoffending (Clarke, 2017). Two social workers argued that there are children who still reoffend even after attending the anger management programme because of their poor level of education, which impedes them from fully understanding the contents of the programme. The other social worker denoted that the attention span of some of the children is very limited in that it affects their participation in the programme and learning process, and that this could ultimately be a possible reason for reoffending behaviours after attending the programme. The social worker, however, indicated that there has never been a child who reoffended due to a low level of education in her years of practice. Some social workers echoed that:

“Some maybe attend the programme with learning challenges, and they do not really understand the content of the programme. Attending the programme with low level of education can impact on youth re-offending.”

“They do not have longer attention span and cannot concentrate for the periods of the session. This has an impact on their learning in the programme. The low level of education affects attention span of youth participants during sessions of the programme, which may lead to youth re offending.”

The findings reveal poor education and misunderstanding of the programme as contributory factors to the re-offending behaviours after the children had attended the programme. It has been found that children in conflict with the law in particular often come from inadequate school systems and show overall poor academic performance which poses a risk for reoffending (Clarke, 2017).

3.3.3.5 Subtheme 3.5: Substance use

Chassin (2008) asserts that the use of substances has been linked with continued contact with the juvenile justice system and less resistance from criminal offending. Two social workers asserted that the children reoffend because of their continued use of substances even after they have completed the programme. This is supported by Clark (2017), who argues that the link between reoffending behaviour and the use of substances is very strong and well established. This means that youth are more likely to re-offend if they continue to use illegal substances. This is supported by the assertion that individuals who use substances are likely to have a high recidivism rate as compared to individuals with no history of substance use (Stahler et al., 2013). From the findings of this study, it can be deduced that the session on the substance abuse during the implementation of the anger management programme should be intensively emphasised, and if possible, reviewed to mitigate this challenge. Some social workers said that:

“Although they attended the programme, they still project reoffending behaviours because of their use of substance affect their behaviour and conduct.”

“Substance abuse remains a challenge in our communities which affect them when they go back after attending this programme. Youth who attended the programme and still use substances are at risk of committing the crime again.”

From the finding above, it can be noted that substance use is one of the factors that influence children and youth's anger and aggression that often lead them to reoffend after attending the programme. Zarshenas et al. (2015) state that anger management education can decrease the level of aggression and develop health promotion among patients abusing substances. Additionally, exposure to alcohol abuse can result in the destruction of social skills, and increase delinquency and risk behaviour (Berg, 2011).

3.3.4 Theme 4: The competency level of facilitators of the programme

The above theme in 3.3.4 emerged to address the fourth objective of the study, to assess whether or not practitioners render anger management programmes with proper skills. This section aimed at assessing skills of practitioners who were facilitating the anger management programme that was tailored for children in conflict with the law. The level of skills possessed by anger management facilitators plays a vital role in rehabilitating children in conflict with the law. This is supported by Combs (2020), who posits that the skill of addressing risk factors amongst children in conflict with the law is important in helping children learn and avoid re-offending behaviours after completing diversion programmes. The working relationship and equal treatment of the participants, and practitioner skills and competency emerged as subthemes of this study.

3.3.4.1 Subtheme 4.1: Working relationship with participants

A working relationship between participants of the anger management programme and facilitators who are social workers in the context of this study was mentioned as playing a significant role during the implementation of the programme. There is a significant connection between therapists and participant relationships for successful treatment results (Balaguer, Botella & Gonzalez, 2018).

Some participants described the facilitators as good, welcoming, and competent. In support, Pinto, Ferreira, Oliveira and Franco (2012) suggest that facilitators who have established a good rapport with emotional support participants allow participation centred interaction... All youth participants in this study were satisfied with the skills that were projected by the facilitators of the programme. They further indicated that this was important for their learning purposes and to avoid committing crime again. Youth participants echoed that:

“She was good; she did not rush anything. In the beginning it was hard to come then it became easier in the later stage. She has helped in terms of my behaviour, respect, and the conduct. This has helped me to learn and understand the programme and never commit crime again.”

“The facilitators were good, talking nice, easy to talk to. They made me it easy to understand what we were taught. The facilitator made it so easy for us to come and attend every session until the end.”

The findings reveal that the anger management programme is more effective when the facilitator is competent in as far as establishing a good working relationship with participants is concerned. It is through this competency skill that the youth who participated in this programme in conflict with the law were helped when they were still children to overcome anger emotions which led them to commit a crime. Berg (2011) supports the findings in that, persistent professional relationships between therapists and children in conflict with the law ease and promote effective rehabilitation and social reintegration.

3.3.4.2 Subtheme 4.2: Equal Treatment towards participants

Some youth participants indicated that they were satisfied with the treatment by programme facilitators. The researcher is of the opinion that equal treatment towards the children and youth members in the therapeutic programme strengthens their sense of belonging and will increase their chances of benefiting from the programme. As a result, they will not commit criminal offences again. In Support, Balaguer et al. (2018) argued that interpersonal manners are valued by participants as important. The way in which the professional relates with the patient, including active listening, empathy, a sense of humour, positive attitude, and respect is important in a therapeutic group. Youth participants have lamented the treatment that they have received from the facilitators of the programme, which indeed has made them easily progress and find solutions to their emotional problems. The social workers did not mention their relationship with children and youth as a factor that affects the effectiveness of the programme. However, youth participants have indicated that the programme has helped them to change their lives. The youth participants argued as follows:

“We were taught how to solve our anger problems and we were all treated us equally, and each one of us was given a chance to express their views.

At first, I thought they want to expose my personal life but later they taught me how to behave and not assault others and to live crime free life. Attending programme and the support from social workers has helped me to live crime free life.”

“They did not judge us or have bad attitude towards us, and they were talking softly and nicely. Their attitude towards us has motivated me to change and become a better Person. The facilitator made the programme easy to understand and that encouraged me to stay positive and stay out of activities that can lead me to committing crime again.”

In the same breath, the other youth participants stated that:

“They were giving us relevant activities, they treated us well. The discussion gives each other solutions to anger, they ask where we did not understand. They were helpful, engaged with us in activities and role plays. The programme has exposed me to activities that increased my interest in attending, which has helped me learn more about anger and ways of managing it.”

The findings reveal that equitable and fair service provision amongst participants has a significant contribution in the effectiveness of anger management programmes for children in conflict with the law. The way the programme facilitators treat participants in the programme sessions has an impact on the effectiveness of the programme in that children relax and learn from the programme, and ultimately get helped to manage their anger, which is also helpful for them to stop repeating criminal offences. This is supported by Tsai (2018), who opines that the anger management programme facilitators need to have skills, which will aid the children and youth in conflict with the law from reoffending.

3.3.4.3 Subtheme 4.3: Facilitators’ skills and competency

Service providers and professionals within institutions that offer diversion programmes to children should include or rather encourage academic and career technology programmes to children and youth, which will support their rehabilitation and reintegration into the society (Gammage, 2020). In addition, Balaguer et al. (2018) assert that participants value skills such as assertiveness and knowing how to communicate with their facilitators. Youth participants in this study indicated that from

their experiences of attending the anger management programme, the facilitator of the said programme was skilled enough to help them manage their anger, which helped them not to re-commit criminal offences. On the same wavelength, one social worker indicated that she was well trained to facilitate the programme, and that with the skills she acquired during the training, she finds it easy to facilitate the programme. On the other hand, the other social worker acknowledged that she did not receive formal training. She only relies on the manual and the induction that she was taken through. The youth participants argued:

“The facilitators were good, the manner they were talking to us and the advice they gave us. There were activities that we were exposed to, and they helped us to learn more about anger management.”

“We were classified in numbers, sharing information amongst each other and they were also teaching and advising us about anger and how to manage it and we were always listening. The programme was helpful to me, it has taught me how to manage anger and live positive life without engaging in criminal activities.”

On the same breath, the other youth participant postulated that:

“The Social Worker was patient and caring, they give enough time, and they show you your mistakes. The social workers have helped us feel welcome and relaxed, that way we have gained new and more information about anger.”

On the same wavelength, social workers echoed that:

“I have attended training in facilitating the anger management programme. The training has equipped me with information, knowledge, and skills in facilitating the anger management programme for children and youth in conflict with the law. The training was very helpful since it has activities that need to be mastered and understood before you engage with participants.”

“I have not received a formal training in facilitating the programme, however I was only assisted by the senior programme facilitator; she gave

me an induction and a manual to facilitate the programme manual. I am more than willing to attend a training if such opportunity.”

The findings are similar to previous studies in that facilitators' skills and competency have a very profound role in the roll-out of anger management programmes with children in conflict with the law. It is very important that employing institutions consider the skills and competencies of social workers who should facilitate anger management programmes with children who are in conflict with the law. Having a trained and skilled facilitator has a huge impact on the effectiveness of the programme. Balaguer et al. (2018) support this notion in that the facilitator who is competent and skilled in integrating strategies of dealing with anger emotions can facilitate an anger management programme that is effective in dealing with criminal offences committed by children and youth. In addition, the facilitator's ability to provide information and advice is also highly regarded. This can increase the trust in the professional and the feeling that the professional is concerned about the participant's rehabilitation (Balaguer et al., 2018). It has been found in this study that skills possessed by a facilitator of the programme play a significant role in the rehabilitation of children and youth in conflict with the law.

3.3.5 Theme 5: Understanding of the goal(s) of anger management programme

The question is whether children understand what anger management programme intends to achieve. Thus, the above-mentioned theme in 3.3.5 emerged to address the fifth objective, which was to assess the understanding of children in conflict with the law of the goal(s) of the anger management programme. The programme was designed to curb the difficulties which are related to anger emotion. This is supported by Tsai (2018), who posit that the goal of the anger management programme is to equip members with skills to prevent delinquent behaviours displayed by children and youth. Anger management aims to provide children with techniques to manage anger and apply problem-solving skills (Pearson, 2011; Masango, 2014; Tsai, 2018). The researcher understands that the programme assists children to develop anger control plans. In corroboration, Tsai (2018) further asserts that the programme is tailored to help adolescents cope with anger-triggering situations. Mathabathe (2015) and Masango (2014) further state that the programme is intended to help offenders to identify anger triggers and develop strategies to address them. The following are

subthemes associated with this theme: anger management techniques and crime prevention.

3.3.5.1 Subtheme 5.1: Anger management techniques

Some youth indicated that the anger management programme is designed to equip them with techniques useful to manage their anger emotions. Some youth participants indicated that during the session on the rollout of the programme, they learnt ways of dealing with anger-triggering situations. They expressed the view that they were taught what to do when they are angry. These participants believe that being taught anger management techniques help them to avoid committing criminal offences again. On the same wavelength, one social work participant argued that the programme teaches children and youth effective strategies of dealing with anger to prevent reoffending behaviour. In support, Tsai (2018) asserts that teaching anger management skills prevents delinquent behaviour, which may lead children and youth to commit crime. The researcher notes that the anger management programme provides strategies to curb problems associated with mismanagement of anger emotions. This is supported by Zarshenas et al. (2015), who assert that the anger management programme promotes healthy and suitable social ways for children and youth to deal with psychological stress instead of subscribing to aggressive behaviours. All youth participants indicated that they understood the techniques of managing anger throughout the programme, and that this has helped them to live crime-free lives.

“I have learnt how to control my emotions, when I am angry, I change my focus to the situation, I listen to music and sit alone, and it helps me to be fine again. I have learnt the techniques from the programme; they help me to calm down off when I am angry and never commit crime.”

“When I become angry, I remember the strategy that I was taught in the group, I take a deep breath and I relax, we were taught during the programme to avoid being involved in fights. These strategies from the programme work are useful and put me away from being involved in crime.”

On the other hand, the social worker argued that:

“Youth participants learn different ways of dealing with from the anger programme aimed at preventing possible criminal behaviour. Throughout

my experience the programme has proved to be effective I have not come across children who reoffended after attending this programme.”

From the above findings, it can be deduced that understanding the goals of the programme has an impact on the youth in terms of improvements in their behaviour and the avoidance of reoffending. In support, Masango (2014) indicated that the anger management programme is tailored to help offenders to identify the source of their frustration and best ways to address it without being violent. Most of the youth participants understand this goal of anger, which renders the anger management programme effective.

3.3.5.2 Subtheme 5.2: Crime Prevention

Some youth participants indicated that the anger management programme plays a role also in crime prevention for children who did not commit criminal offences yet but battling with anger emotions. One social worker argued what the programme is set to achieve. She mentioned that the programme aims to prevent further involvement in criminal offences and activities among children and youth. When children attend the anger management programme, it helps them to avoid committing crime again and/or at all. In support, Masango (2014) asserts that the anger management programme helps offenders to identify the source of their frustration to address it without violence and committing crime. Some youth participants indicated that the programme has helped them to never re-offend. They argued that they have learnt strategies of controlling anger because an individual who knows how to manage anger will not engage in violent activities. Youth participants echoed that:

“The programme has encouraged me to avoid committing crime and taught me how to make right choices. I have learnt that I must not be involved in criminal activities, how to live peaceful with other people by managing my anger. I have never committed crime again after attending the programme.”

“Every time I am angry, I remember the strategies that I was taught in the programme; it helps me to never act out of anger without thinking. I have benefitted from the programme; the strategies help me to avoid committing criminal offence and getting criminal record.”

A social worker echoed that:

“The programme is aimed at crime prevention; it helps youth deal with their violent behaviour and ultimately source the best way to address their anger problems without committing crime. In my experience of facilitating the programme, participants never attended.”

These findings reveal that the programme has addressed crime prevention and reoffending behaviour as part of its goals. Youth participants indicated that with the strategies, they have been taught to avoid committing criminal offences. This is supported by Ayebami and Janet (2013), who posit that the anger management programme focuses on developing anger management skills for individual challenged with behavioural problems, such as hostility and aggression, which normally lead to criminal acts.

3.4 Conclusion

This chapter presented, analysed, and interpreted the qualitative findings of the study, which was conducted in Mankweng in Capricorn District of Limpopo Province in South Africa on the effectiveness of anger management programmes with children in conflict with the law. Therefore, it can be concluded that there are various factors that determine the effectiveness of the programme. It is imperative that social workers should be competent in facilitating the anger management programme. Social workers who are not competent are more likely to render the programme less effective. Therefore, the organisations responsible for offering the anger management programme need to make sure that these social workers are well trained and equipped to render the programme. The next chapter will present a summary of findings, conclusions and recommendations.

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter provides summary of findings, conclusions and recommendations made from the literature and findings of the study. The chapter also presents the restatement of background information, problem statement and aim and objectives of the study. The major findings and conclusions are drawn based on the presentation, analysis and interpretation of qualitative data collected through semi-structured interviews from youth participants who were in conflict with the law when they were still children, and social workers who render the anger management programme at the National Institute for Crime Prevention and Re-Integration of Offenders (NICRO). This qualitative research was conducted to evaluate the effectiveness of the anger management diversion programme amongst children in conflict with the law in Mankweng.

4.2 RE-STATEMENT OF BACKGROUND INFORMATION AND PROBLEM STATEMENT

South Africa is challenged by criminal offences committed by children and youth. Statistics from various departments which deal directly with children and youth offenders has projected a number of challenges. For instance, according to the Department of Justice and Constitutional Development 2016/2017 report, during the financial year 2016/17, 7 673 children underwent diversion programmes in South Africa, comprising 5 790 children who were diverted in terms of the Child Justice Act no. 75 of 2008 (SA, 2008). Moreover, 1 883 children were diverted after they were referred for trial in the criminal court. In addition to this, the National Institute for Crime Prevention and Re-integration of Offender (NICRO)'s annual 2016/17 report shows that during the financial year 2016/17, 16 000 people were helped through individual services, and over 40,000 through services to families, and 2 321 children were successfully diverted (NICRO Annual Report, 2016/17). Ntshangase (2015) argues that 50% of criminal activities in South Africa are committed by youth, which obviously makes the country an unsafe place to live in. It is disturbing to note that most children in South Africa were also convicted of rape. The researcher believes that these stats indicate that the level of crime in the country is increasing, and therefore requires professionals and stakeholders to join their services to mitigate this worsening issue.

From a practical experience, the researcher has observed that most criminal acts that children commit are due to their inability to manage anger. In support of this, it has been found that amongst individuals of all age groups, children are most negatively impacted by the inability to cope with anger and adequately express it (Hermann & McWhriter, 2003; Masango, 2004). Studies by Hendricks et al. (2013) and Karatas and Gokcakan (2009) show that the manifestation of poor anger management results in harmful behaviours, including physical, verbal, and emotional behaviours as well as attitudes towards others, which lead to criminal offences such as assault with grievous bodily harm, robbery, rape, and house breaking. To this point, anger management as one of the diversion programmes has been designed to rehabilitate children who are unable to manage anger in South Africa. Anger management programmes are tailored to address children who are in conflict with the law and have, as a result, been convicted. The researcher has observed that despite the existence of diversion programmes to curb crimes committed by children, some re-offend sooner than later. As a result, one can question the effectiveness of these programmes.

Slamdien (2010) postulates that there is a deficiency of juvenile reform and diversion programmes in South Africa. This plays a huge role in the increase in recidivism committed by youth. In South Africa, several cadres are involved in fighting criminal offences committed by children, including social workers (Recognised by the South African Council for Social Service Professions [SACSSP] as Probation Officers), police officers and community development workers, just to mention a few. The researcher has noticed that some of these practitioners render anger management programmes without proper skills and training in diversion programmes. Rezzan (2018) avers that before practitioners such as social workers can render anger management programmes, they should first be able to manage their own anger. The researcher believes that if these practitioners lack the ability to manage their own anger, they are more likely not to render anger management programmes competently for children in conflict with the law. As a result, this implicates the aims and objectives of the anger management programme, and ultimately, and the re-offending behaviour of children and youth. Thus, practitioners who render anger management programmes should possess intensive education on how to run the programme.

The understanding of participants with anger as the goal of these programmes and their readiness to benefit from the programme has implications on the effectiveness of these programmes (Bilge & Keskin, 2012; Timothy et al., 2015). The researcher has observed

that most children in conflict with the law who attend anger management programmes do not really understand what these programmes are intended to achieve. It is therefore important that during the first session of the programme, participants are sensitised about what is expected of them after the completion of the programme. Therefore, this study was aimed to evaluate the anger management programme more intensively from a South African perspective. This was birthed by an observation that there are limited studies in South Africa that focused solely on the effectiveness of the anger management programme. The researcher has noted that most studies conducted on children in conflict with the law focused more on the general diversion programmes and not rigorously on the anger management programme that is intended to help children to manage their anger problems. It is imperative to scientifically evaluate such programmes to check if they are working in the best interest of children in conflict with the law to mitigate the re-offending behaviours amongst children after their reintegration into their families and communities.

4.3 RE-STATEMENT OF THE AIM AND OBJECTIVES OF THE STUDY

4.3.1 Aim of the study

The aim of this study was to evaluate the effectiveness of the anger management programme amongst children in conflict with the law. This aim has been achieved as findings have shown that the children who attended the programme have benefitted from it by learning how to control their anger and ultimately avoiding reoffending.

4.3.2 Objectives of the study

The objectives of this study were as follows:

- To identify the scope of crimes for which the anger management programme for children in conflict with the law is designed. This objective was achieved through section 3.1, which is theme 1 of Chapter 3 of this study.
- To identify factors leading to children's inability to manage anger. This objective was achieved through section 3.2, which is theme 2 of Chapter 3 of this study.
- To identify the cause(s) of re-offending behaviours after children in conflict with the law have undergone anger management programmes. This objective was achieved through section 3.3, which is theme 3 of Chapter 3 of this study.

- To assess whether practitioners render anger management programmes with proper skills. This objective was achieved through section 3.4, which is theme 4 of Chapter 3 of this study.
- To assess the understanding of children in conflict with the law of the goal(s) of anger management programmes. This objective was achieved through section 3.5, which is theme 5 of Chapter 3 of this study.

4.4 FINDINGS OF THE STUDY

A summary of major findings of this study is presented as follows:

4.4.1: Crimes for which anger management programme for children in conflict with the law is designed

The findings of this study show the anger management programme to be effective for children who commit crimes which are perpetuated due to the anger emotion. It is noted that the children's inability to manage anger causes them to commit criminal offences which are aggressive in nature, such as assault, rape, damage to property, carrying of dangerous weapons and robbery. When they are found guilty by a court of law, they are diverted to attend the anger management programme to curb their delinquent behaviour. This is supported by Mathabathe (2015), who states that the anger management programme is a cognitive behavioural group intervention designed to assist children in conflict with the law to deal with their anger emotions, and aggressive, disruptive and anti-social behaviours which often lead them to commit criminal offences. Findings support previous studies in that most children are challenged by anger emotions, which may lead to violence and aggressive behaviour (Holbrook, 2014; Masango, 2004; Zarshenas et al., 2015).

4.4.2 Factors leading to children's inability to manage anger

The findings of this study reveal that poor relationships amongst children, parenting skills and strain can trigger anger and lead children to commit crimes as a result of anger mismanagement. It was found in this study that relationships between children have a predicative factor in criminal offences committed by children. This is supported by Bilge and Keskin (2013), who argue that the deteriorated relationships lead to acts of violence and anger control problems among young people, which have been accepted as a problem in our societies.

The findings of this study show that parenting skills play a vital role in the way a child deals with anger emotions. This is validated in previous studies that one major influence of children's inability to control anger amongst them is parenting behaviours at the home environment (Clarke, 2017; Ryan, Williams & Courtney, 2013). It is noted in this study that harsh parents who do not relate well with their children influence children to be involved in anger-triggered behaviour. This study reveals that if children can be given proper care and support at home, criminal offences caused by anger emotions will be reduced.

Furthermore, the findings of this study reveal that being unable to fulfil desires as a child can cause anger emotions which can lead to criminal offences. This is validated by Scott et al (2020), who argue that the strain may lead children to commit crimes. For instance, stealing or becoming involved in an illegal business as a means of gaining financial security. This is supported by Pitt and DeMaris (2019), who posit that the economic disadvantage is associated with a variety of negative outcomes, including violence. It was found in this study that the programme has taught youth participants to accept their dire situations without resorting to violence.

4.4.3 Causes of re-offending behaviours after children in conflict with the law have undergone the anger management programme

The findings reveal that family support and background, and parents in particular, have a major impact in their children's reoffending behaviour. This is confirmed by Tayebi et al. (2017), who hold that having abusive parents is one of the leading risk factors in the development of criminality in children and young adults. This study has found that children whose parents are abusive are likely to commit aggressive criminal offences. The study further revealed that peer influence has an impact on reoffending behaviour amongst children. This is confirmed by Zarshenas et al. (2015), who claim that peers become an increasingly stimulus on individual behaviour, especially during the adolescence stage and that associating themselves with negative peers obviously leads to increased chances of delinquent behaviour amongst children and youth. The findings indicate that children's personality pushes them to continue reoffending. Children are not taught how to express their emotions assertively and constructively. It was noted that there is a need to teach them that behaviour can be learnt and practised assertively. In support, Ayebami and Janet (2013) argue that children need to learn how to express their emotions without being pushy, demanding and hurting others. This

study suggests that teaching children how to express their emotions assertively will result in a decline in criminal offences committed out of anger.

The findings reveal that re-offending behaviour after the children have attended the programme is caused by lack of understanding of the anger management programme. It has been found that children in conflict with the law in particular often come from inadequate school systems, and therefore, show overall poor academic performance, which poses a risk for reoffending (Ayebami & Janet, 2013). It can be noted from the study that substance use is one of the factors that influence children's anger and aggression, which often lead them to reoffend after attending the programme. Zarshenas et al. (2015) state that anger management education can decrease the level of aggression and develop health promotion among patients abusing substances.

4.4.4 The competency level of facilitators of the programme

The findings of this study reveal that the competency level of the anger management programme facilitators has a significant impact on children who participate in the programme. The competency will profit participants to learn more about anger, improve their ways of dealing with anger emotions in order to avoid committing criminal offences. Having a trained and skilled facilitator has a huge impact on the effectiveness of the programme. This is supported by Sheppard (2019), who opines that a facilitator who is competent and skilled in integrating strategies of dealing with anger emotions has the capacity to facilitate an anger management programme that is effective in dealing with anger emotions that lead to criminal offences committed by children and youth.

The findings revealed a working relationship between facilitators and anger management programme participants that is effective in achieving the goals of the programme. In support, Balaguer et al. (2018) posited that there is a significant connection between therapists and participant relationships for successful treatment results. The working relationship will aid positivity amongst children in conflict with the law towards learning and benefitting from the programme.

This study has revealed that equal treatment of children and youth members in the therapeutic programme strengthens their sense of belonging, and increases their chances of benefiting from the programme, and as a result, chances of committing criminal offences again will be lessened. In Support, Balaguer et al. (2018) argue that interpersonal manners are valued by participants as important. This means the way in which the professional relates with the patient, including active listening, empathy, a

sense of humour, positive attitude and respect has an impact on a therapeutic group. The findings of this study further reveal that equal and fair treatment of participants of the anger management programme has an important contribution on the effectiveness of the anger management programme for children in conflict with the law. This means that treating children and youth equally will help the latter to benefit from the programme. This is supported by Tsai (2018), who thinks that the anger management programme facilitators need to have skills which will aid the reintegration of children and youth in conflict with the law from reoffending.

4.4.5 Understanding of the goal(s) of anger management programme

The findings of this study reveal that children and youth are equipped with strategies to apply to manage their anger emotions. These strategies have helped them to address anger emotions effectively and constructively, and to avoid committing criminal offences. They learn ways of dealing with anger-triggering situations and how to react without being violent. This is supported by Zarshenas et al. (2015), who believe that the anger management programme promotes healthy and suitable social ways for children and youth to deal with psychological stress instead of subscribing to aggressive behaviours.

It can be deduced from the findings that understanding the goals of the programme has an impact on children and youth in changing the way they address anger emotions and help them to avoid reoffending. Reduction in recidivism remains one of the core goals of the anger management programme. This is supported by Masango (2014), who claims that the anger management programme is tailored to help offenders identify the source of their frustration and the best ways of addressing it without being violent. In support, Ayebami and Janet (2013) hold that that the anger management programme focuses on developing anger management skills for individuals challenged with behavioural problems, such as hostility and aggression, which normally lead to criminal acts. The findings in this study reveal that the programme has addressed crime prevention as part of its goals. Youth participants were taught effective strategies of avoiding committing criminal activities out of anger.

4.5 CONCLUSIONS

The following conclusions are drawn from the above findings:

All the youth participants who participated in this study were involved in criminal behaviours that stemmed from anger. From these findings, it can be concluded that

children who lack anger management skills are more likely to be involved in criminal behaviours. When these children are exposed to anger-triggering situations, they act aggressively and violently.

Peer-relationship, poor parenting skills and strenuous predicaments were seen to have difficulties in managing anger emotions amongst children and youth. These children ultimately commit criminal offences because of their inability to deal with their situations, which lead to their anger emotions.

Family background, lack of support and abusive parents were seen as predicative factors for reoffending amongst children who have undergone anger management programmes. Although children in conflict with the law attended the anger management programme, their family background and lack of support therein still push them into committing criminal offences again.

The competency level of the anger management programme facilitators plays a huge role in children in conflict with the law to benefit from the programme. This helps children to learn and understand new ways of dealing with anger, and to avoid resorting to aggression, which can lead to criminal behaviour.

The majority of participants in the study understood the goals of the anger management programme. Understanding the programme helps the children to benefit from the material contents of the programme, and to ultimately achieve goals set out in the programme.

The majority of participants in this study benefitted from the skills which were used by the facilitators in the programme. In this way, it was easy for them to learn about anger, and to avoid committing crime again. Understanding the contents of the programme and what it intends to achieve has proved to be effective in children and youth's offending behaviour.

4.6 RECOMMENDATIONS

The following recommendations are made based on the findings and conclusions of the study:

- Proper assessment of children's circumstances which led to criminal offence committed to solve the core challenge.
- To manage external factors that affect children's anger management, families, school, and friends of the offender must be involved in the programme.
- Anger management programme facilitators need to have skills which will aid children and youth in conflict with the law from reoffending.

- The government needs to offer anger management training to all service providers who work with children in conflict with the law.
- Children who attended the programme need to be assessed if they have understood the programme, and the decision to repeat or supplement the programme should be made.

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ANNEXURES

ANNEXURE A: INTERVIEW SCHEDULE FOR THE DIVERTED YOUTH

Research Topic: The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province.

INTRODUCTION

I am Mr TI Mogano, a student at the University of Limpopo attached to the Department of Social Work. I am conducting a study on “**The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province**”. The purpose of the study is to evaluate the effectiveness of the anger management programme amongst children in conflict with the law.

The information gathered from this research will add to contributions, changes and improvements in respect of diversion programmes. It will also add to the provisions of the legal framework such as the Criminal Justice Act and the Child Justice Act and will further close gaps in terms of a scientifically researched and contextualised diversion programme that is responsive to the South African context.

The results of this research project will be used to fulfil the research requirements of the University of Limpopo and to obtain my Master of Social Work degree.

Your names will be addressed anonymously as participant A, etc.

Thank you for your voluntary co-operation, your opinions and time. Your support is of great value in the regulation, evaluation and provision of diversion programmes.

SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANTS

1. Gender

| Male | Female |
|------|--------|
| | |

2. Age

| Age Range | |
|-----------|--|
|-----------|--|

| | |
|-------------|--|
| 18-21 Years | |
| 22-25 Years | |

3. Are you employed or studying? _____

(a) Where? _____

SECTION B: TYPES OF CRIMES FOR ANGER MANAGEMENT PROGRAMME

1. Which criminal offence/s did you commit before attending the anger management programme?

2. Do you think the programme has addressed the kind(s) of crimes you have committed when you were still a child in conflict with the law? (Probe)

SECTION C: FACTORS LEADING TO CHILDREN'S INABILITY TO MANAGE ANGER

1. Tell me about your level of anger.

2. What causes your anger?

3. What do you think this leads to your inability to manage anger?

4. Tell me about the effectiveness of the anger management programme that you have attended in addressing the causes and your inability to manage

your anger.

SECTION D: CAUSE(S) OF RE-OFFENDING BEHAVIOURS AFTER CHILDREN IN CONFLICT WITH THE LAW HAVE UNDERGONE THE ANGER MANAGEMENT PROGRAMMES

1. Have you been convicted of any criminal offence after completing the programme?

(a) If yes, what has made you to re-commit the crime?

2. What do you think is the cause(s) of re-offending behaviours of children in conflict with the law who have attended anger management programmes?

SECTION E: PRACTITIONERS' COMPETENCY IN RENDERING ANGER MANAGEMENT PROGRAMME

1. Tell me about facilitators who assisted you during anger management programme sessions.

2. Tell me about the sessions that you have attended during the anger management programme?

3. How effective did the facilitators conduct the sessions that you have attended?

SECTION F: THE UNDERSTANDING OF ANGER MANAGEMENT PROGRAMMES BY CHILDREN IN CONFLICT WITH THE LAW

1. What is your understanding of the anger management programme for children in conflict with the law?

2. Did the anger management programme meet all your expectations?

3. How did the anger management programme help you manage your anger?

MAMATLETSO YA B: POLEDISHANO MAGARENG GA MONYAKISHISHI LE BASWA BAO BA E LEGO BATJEA KAROLO

Hlogo-poledišano: Go šomabotse ga lenaneo leo le šomišwago go laola pefelo go bana bao ba ihwetšago ba le kgahlanong le letsogo la molao Mankweng, seleteng sa Capricorn, ka Probentsheng ya Limpopo.

MATSENO

Ke nna Morena TI Mogano, moithuti ka Yunibesiting ya Limpopo ka tlase ga lefapa la badirela leago. Ke gare ka diphatišišo tšeo di ithekgilego ka hlogo-poledišano ya: *“Effectiveness of the anger management diversion programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo”* yeo e hlalosago go šomabotse ga lenaneo leo le šomišwago go laola pefelo go bana bao ba ihwetšago ba le kgahlanong le letsogo la molao Mankweng, seleteng sa Capricorn, ka probentsheng ya Limpopo. Kgwekgwe ya diphatišišo tše ke go lekodišiša ge e ba mokgwa wo o šomišwago go laola pefelo baneng bao ba ihwetšago ba le kgahlanong le molao oa šoma goba aowa.

Tshedimošo yeo e tlogo kgoboketšwa mo diphatišišong tše e tlo tlaletša dikgoboketšo, diphetogo le dihlabollogo tšeo di šetšego di dirilwe malebana le

mananeo ao a go laola pefelo baneng ba go thulana le letsogo la molao. E tla tlaletša gape go ditshwao tša melao yeo e beilwego go etša molao wa criminal justice act ešita le wa child justice act go feta fao, e tla tswalela sekgoba go šeditšwe magareng ga lenaneo leo le fatišetšwego ka mokgwa wa tša mahlale le lenaneo leo le ka beakanywago go ya le ka seemo ele leo le ka thušago go hlomolla naga ya Afrika Borwa mootlwa.

Dipoelo tša diphatišišo tše di tlo šomišwa ke nna, Morena TI Mogano go atlega dithutong tša ka go tja diphatišišo ka go kgotsotša dinyakwa tša mananeo-thuto a Yunibesiti ya Limpopo le go phetha lengwalo laka la dithuto tša bodirela leago elego *Master of Social Work degree*.

Maina a lena a tla tsebja fela ele bo hlokaina, le tla bitšwa bo Motšekarolo A bjalo bjalo.

Ke leboga tšhomišano ya lena ya boithaopo, dikgopolo tša lena le nako. Thekgo ya lena keya boleng bja godimo ge go etla go go beya ka tlase ga molao, go lekodišiša le go tšweletša mananeo a go laola pefelo mo baneng bao ba thulanago le molao wa naga.

KAROLO YA A: TSHEDIMOŠO KA BOTLALO KA GA MOTŠEAKAROLO

4. Bong

| Banna | Basadi |
|-------|--------|
| | |

5. Mengwaga

| Age Range | |
|-------------|--|
| 18-21 Years | |
| 22-25 Years | |

6. O mošomi goba moithuti? _____

(a) Lefelo la mošomo? _____

**KAROLO YA B: MEHUTA YA BOSINYI BJO BO FETJAGO BO HLOLA GORE GO
ABJE LENANEO LA TAOLO YA PEFELO**

1. Ke molato/melato efe oe dirilego pele gage o tsenela dithuto tšago laola maikutlo a pefelo?

2. O nagana gore mananeo ago lwantšhana le maikutlo a pefelo a rarollotše bosenyi bjoo o bo dirilego ka moka ka nako yage osale yo monnyane ole ka _____ fase _____ ga _____ molao?

**KAROLO YA C: DINHLA TJEI DI HLOLAGO GORE BANA BA PALELWE KE GO
LAOLA PEFELO**

1. Mpotje kaga ka fao o befelwago ka gona.

2. Ke dife tjei di hloLAGO gore o befelwe?

3. Ke eng seo o naganang gore se hloLA gore o palelwe ke go laola pefelo?

4. Mpotje ka ga lenaneo la go thusha go laola pefelo, leo o ilego qo wa ba karolo ya lona nepokgolo ele go shogana le tjei di hloLAGO gore o befelwe mmogo le tjei di hloLAGO _____ gore _____ o _____ palelwe _____ ke _____ go _____ laola _____ pefelo.

KAROLO YA D: TŠEO DI KA HLOLAGO GORE BANA BAO BA BONWEGO

MOLATO BA BOELLE GAPE MEKGWENG YA BOSINYI MORAGO GA GE BA ABETŠWE LENANEO LE LA TAOLO YA PEFELO.

1. Sale wa swarwa morago gago ithuta kago lwantšha pefelo?

2. Ge eba karabo ya gago ke ee, ke eng seo se go hlohleditšeng gore o hlole bosenyi?

3. O nagana gore ke eng e hlolang gore bana bao ba rutilwego ka go laola maikutlo a pefelo ba tšwele pele go hlola bosenyi?

KAROLO YA E: BOKGONI BJA BAŠOMI GE GO ETLA GO KABO YA LENANEO LA TAOLO YA PEFELO

5. O kare eng ka dithuto tseo o ithutilego tšona ka lenaneo la pefelo?

6. Ekaba o kwišiša eng ka lenaneo la twantšho ya pefelo go bana bao ba tshetšego molao?

7. Lenaneo le lago thuša go laola pefelo ekaba le kaonafaditše dinyakwa tša gago?

8. Ekaba lenaneo le lago lwantšhana le pefelo le go thusitše bjang go laola pefelo ya

gago?

**KAROLO YA F: BANA BAO BA LEGO KGAHLANONG LE KWIŠIO YA SEMOLAO
YA LENANEO LA TAOLO YA PEFELO**

1. O ka rata go bolela eng ka dithuto tšeo o ithutilego tšona ka lenaneo la pefelo?

2. Ekaba o kwišiša eng ka lenaneo la twantšho ya pefelo go bana bao ba tshetšego molao?

3. Lenaneo le lago thuša go laola pefelo ekaba le kaonafaditše dinyakwa tša gago?

4. Ekaba lenaneo le lago lwantšhana le pefelo le go thusitše bjang go laola pefelo yagago?

ANNEXURE B: INTERVIEW SCHEDULE FOR SOCIAL WORKERS

Research Topic: The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province.

INTRODUCTION

I am Mr TI Mogano, a student at the University of Limpopo attached to the Department of Social Work. I am conducting a study on ***“The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province”***. The purpose of the study is to evaluate the effectiveness of the anger management programme amongst children in conflict with the law.

The information gathered from this research will add to contributions, changes and improvements in respect of diversion programmes. It will also add to the provisions of the legal framework such the Criminal Justice Act and the Child Justice Act. It will further close gaps in terms of a scientifically researched and contextualised diversion programme that is responsive to the South African context.

The results of this research project will be used to fulfil the research requirements of the University of Limpopo and to obtain my Master of Social Work degree.

Your names will be addressed anonymously as Participant A etcetera.

Thank you for your voluntary co-operation, your opinions and time. Your support is of great value in the regulation, evaluation, and provision of diversion programmes.

A: Biographical Details of Social Workers

1. Age of Social Workers

| | |
|------------------------------|--|
| Age | |
| Younger than 20 (specify) | |
| 21-30 | |
| 31-40 | |
| 41-50 | |

| | |
|----------|--|
| 51-60 | |
| Above 60 | |

2. Gender

| | |
|--------|--|
| Female | |
| Male | |

3. Race

| | |
|-----------------|--|
| Black | |
| White | |
| Indian | |
| Coloured | |
| Other (specify) | |

4. Rank

| | |
|-------------------------|--|
| Junior Worker | |
| Senior Social Worker | |
| Supervisor(specify) | |
| Manager(specify) | |
| Other (specify) | |

5. Years of experience.....

SECTION B: TYPES OF CRIMES FOR THE ANGER MANAGEMENT PROGRAMME

1. What crimes do the anger management diversion programme address?

2. How effective is this programme in addressing such crimes?

SECTION C: FACTORS LEADING TO CHILDREN'S INABILITY TO MANAGE ANGER

1. Tell me about the level of anger amongst children that you have assessed.

2. From your experience, what cause(s) children to have anger?

3. What do you think leads children's inability to manage anger?

4. Tell me about the effectiveness of the anger management programme in addressing the cause(s) of children' anger and their inability to manage the programme.

SECTION D: CAUSE(S) OF RE-OFFENDING BEHAVIOURS AFTER CHILDREN IN CONFLICT WITH THE LAW HAVE UNDERGONE THE ANGER MANAGEMENT PROGRAMME

1. From your professional experience, what causes children who have undergone the anger management diversion programme to continue displaying re-offending

behaviours?

SECTION E: PRACTITIONERS' COMPETENCY IN RENDERING ANGER MANAGEMENT PROGRAMME

1. Tell me about the training that you have received to enable you to render the anger management programme.

2. How effective did the training that you have acquired help you to render the anger management programme?

3. Tell me about the scope of the programme.

4. Did the training that you have attended meet the scope of the programme that you are rendering?

5. Do you think the facilitator who cannot manage their own anger will be able to render this programme? Probe.

SECTION F: THE UNDERSTANDING OF THE ANGER MANAGEMENT PROGRAMMES BY CHILDREN IN CONFLICT WITH THE LAW

1. How do you ensure that your participants understand the goal of the anger management diversion programme from the beginning until the end of the sessions?

2. How do you assess whether the goal of the programme has been met? (probe)

Mr TI Mogano

Master of Social Work student

University of Limpopo

ANNEXURE C: CONSENT FORM OF THE PARTICIPANTS.

Title of research project: The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province.

I am a Masters student in Social Work from the University of Limpopo researching on “The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province”. The following is information about the study so that you can make an informed decision.

1. PURPOSE OF THE STUDY

The purpose of the study is to evaluate the effectiveness of the anger management diversion programme amongst children in conflict with the law.

2. PROCEDURE

If you agree to participate in this study, the following procedures will be followed:

- A suitable place and time for interviews will be discussed with you. It will be in an office where confidentiality will be possible.
- Written consent will be obtained from you after the study has been explained to you to be part of this research.
- The interview will be recorded. Written permission to tape-record the interview will be asked.
- The interview will last approximately 45 minutes.

3. CONFIDENTIALITY

Special care will be taken to work in an ethical manner. All tape-recorded materials and completed interview schedules will be safely stored in a locked cabinet in the researcher’s space where no one has access to. Thereafter, it will be stored in a store room at the Department of Social Work at the University of Limpopo, prohibiting all people, including the researcher and study leader, from having access. Interviews will be held with each participant separately in a quiet, private office to avoid interruptions. Each participant will be allocated a number beforehand, such as Participant 1,

Participant 2, etc, to maintain confidentiality. I as the researcher will maintain anonymity as far as possible during the research process. Participants will be informed of the confidentiality that will apply regarding their identity. Information provided will remain confidential. The identity of participants will be reported anonymously.

4. INFORMED CONSENT

For the purpose of the study, relevant information will be provided by the researcher by means of an interview with you as the interviewee regarding the expected duration of involvement, procedures that will be followed, confidentiality, voluntary participation and self-determination. An adequate opportunity will be provided for questions before the study commences.

5. VOLUNTARY PARTICIPATION

The researcher will ensure that all parties are aware that no one is obligated to participate. Non-participation in the study will not disadvantage in anyway.

6. DECEPTION OF RESPONDENTS

You will be briefed about the aim of the research and no information will be withheld from you to allow you to make an informed decision regarding your participation in the research and to ensure that there is no deception.

7. BENEFITS AND RISKS

- The findings of the study will help organisations offering diversion programmes for children who are in conflict with the law to have in-depth understanding of the impact of these programmes.
- This study will establish factors influencing the youth to commit crime and the reasons why they continue to commit more offences.
- This study will also be beneficial in the development of policies and programmes for diverting children from criminal offences and criminal justice in South Africa and across the world.

8. COSTS

There will be no cost to you as a result of your participation in this study.

9. PAYMENT

You will receive no payment for your participation.

10. QUESTIONS

You are welcome to ask the researcher any questions before you decide to give consent. You are also welcome to contact me as a student or my study leader if you have any further questions concerning your participation in the study.

Cell no: Mr TI Mogano (076 025 2106)

Cell no: Dr SF Rapholo (079 970 7404)

11. FEEDBACK OF FINDINGS

The findings of the research will be shared with you as soon as it is available if you are interested. You are welcome to contact us regarding the findings of the research.

We want to thank you for your kind consideration of our request.

.....

Mr TI Mogano

.....

Prof. SF Rapholo

PARTICIPATION IN THIS RESEARCH IS VOLUNTARY.

You are free to decline to form part of this study, or to withdraw at any point even after you have signed the form to give consent without any consequences.

Should you be willing to take part in the study, you are requested to sign below:

I _____ hereby voluntarily consent to participate in the above-mentioned study. I am not coerced in any way, and I understand that I can withdraw at any time should I feel uncomfortable during the study. I also understand that my name will not be disclosed to anybody who is not part of the study and that the information will be kept confidential and not linked to my name at any stage. I also understand that I might benefit not from participation in this project and am aware of the possible risks. Should I need further discussions, someone will be available to assist me.

Signature of participant

Date

Signature of the person obtaining

Date

ANNEXURE D: REQUEST LETTER FOR PERMISSION TO NICRO

UNIVERSITY OF LIMPOPO



The Manager

NICRO (Polokwane)

75 Jorrissen

Polokwane

0700

Dear Sir/madam

RESEARCH PROJECT: MR MOGANO TI, MASTERS-STUDENT IN SOCIAL WORK

We would like to establish whether Mr Mogano TI would be in a position to conduct a research project with the title: **The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province.** Mr Mogano would like to establish whether diverted youth from Mankweng in your organisation could be part of the research project.

The purpose of this research is to evaluate the effectiveness of anger management diversion programmes amongst children in conflict with the law.

Data Collection: For the purpose of this research, qualitative data will be collected by means of semi-structured interviews in order to explore the effectiveness of anger management diversion programmes amongst children in conflict with the law.

Benefits of the research: The findings of this study will help the Department of Justice, the Department of Social Development, NICRO and other organisations dealing with diversion programmes for children who are in conflict with the law to have an in-depth understanding of the impact of these programmes, factors influencing the youth to commit crime and the reasons why they continue to commit more offences. This study will also be beneficial in the development of policies and programmes for diverting children from criminal offences and the criminal justice in South Africa and across the world.

Confidentiality: Data will be completed anonymously. The researcher will allocate a number to each respondent beforehand, which will be named in the document such as Participant 1, Participant 2 and so forth. No names of respondents will thus be disclosed.

Consent: It will be explained to each respondent that their participation is completely voluntary, and that withdrawal at any stage will be allowed without it impacting on service rendering. Written consent will be obtained from the respondents after they had been informed about the research in a transparent manner.

If there are any questions, the following persons can be contacted:

Study Leader: Dr SF Rapholo (079 970 7404)

Researcher: Mr TI (076 025 2106)

We want to thank you for your kind consideration of our request.

Kind Regards,

ANNEXURE E: APPROVAL LETTER FROM FACULTY OF HUMANITIES



University of Limpopo
Faculty of Humanities
Executive Dean

Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email: Satsope.maoto@ul.ac.za

DATE: 23 March 2020

NAME OF STUDENT: MOGANO, TI
STUDENT NUMBER: [201313713]
DEPARTMENT: MA – Social Work
SCHOOL: Social Sciences

Dear Student

FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2019/10/12)

I have pleasure in informing you that your MEd proposal served at the Faculty Higher Degrees Meeting on 23 October 2019 and your title was approved as follows:

TITLE: THE EFFECTIVENESS OF ANGER MANAGEMENT AMONGST CHILDREN IN CONFLICT WITH THE LAW AT MANKWENG, CAPRICORN DISTRICT, LIMPOPO PROVINCE

Note the following:

| Ethical Clearance | Tick One |
|--|-----------------|
| In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study | |
| Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate | ✓ |
| Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate | |

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities

Director: Prof SL Sithole
Supervisor: Dr SF Rapholo
Co-supervisor: Prof JC Makhubele

ANNEXURE F: APPROVAL LETTER FROM TURFLOOP RESEARCH ETHICS COMMITTEE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 10 July 2020

PROJECT NUMBER: TREC/141/2020: PG

PROJECT:

Title: The Effectiveness of Anger Management Programme Amongst Children in Conflict with The Law at Mankweng, Capricorn District, Limpopo Province.

Researcher: TI Mogano

Supervisor: Dr SF Rapholo

Co-Supervisor/s: Prof JC Makhubele

School: Social Sciences

Degree: Master of Social Work

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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ANNEXURE G: APPROVAL LETTER FROM NICRO



NICRO [Association Incorporated under Section 21]
Registration Number: 2006/032333/08
NPO Registration Number: 003-147 NPO

Mogano Thapelo Isaac
P.O Box 3193
Mphogodiba
0732

02/09/2020

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Organisation wishes to inform you that your request to conduct the research has been approved. Topic of the research proposal: **“The effectiveness of anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province.”**
3. The following conditions should be considered:
 - 3.1 The research should have no financial implications to the Organisation.
 - 3.2 Further arrangements should be made with office serving in the area concerned.
 - 3.3 This study should not temper with the arrangement of the office and their clients.
 - 3.4 During this study, applicable research ethics should be considered; in particular principle voluntary participants.
 - 3.5 Upon the completion of research study, the researcher shall share the final product of the research with the organisation.
4. The organisation appreciates the contribution that you wish to make and wishes you all the best in your study.

.....
SN Molwantwa
Area Manager: Limpopo

☎ 015 2977538
☎ 0822020201
✉ nthabi@nicro.co.za

Chairperson: Ms Lois Elizabeth Hardy. Vice Chairperson: Maxwell Moyo. Finance Director: Ms Fatima Lamola.
Directors: Judge Nathan Erasmus, Lalla Yeroulama, Ms Lebohlang Dikeledi and Ms Maria JM Coetzer.
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4 Buitensingel Street, Cape Town 8001, South Africa. PO Box 10005, Caledon Square 7905, South Africa
Tel: +27 (0)21 462 0017. info@nicro.co.za. www.nicro.org.za.

ANNEXURE H: LANGUAGE EDITORIAL LETTER



University of Limpopo
Department of Linguistics, Translation and Interpreting
School of Languages and Communication Studies
Private Bag x1106, Sovenga, 0727, South Africa
Tel: (015) 268 3707, Fax: (015) 268 2868, email:kubayij@yahoo.com

03 September 2021

Dear Sir/Madam

SUBJECT: EDITING OF DISSERTATION

This is to certify that the dissertation entitled 'The effectiveness of the anger management programme amongst children in conflict with the law at Mankweng, Capricorn District, Limpopo Province' by Mogano Thapelo Isaac has been copy-edited, and that unless further tampered with, I am content with the quality of the dissertation in terms of its adherence to editorial principles of consistency, cohesion, clarity of thought and precision.

Kind regards



Prof. SJ Kubayi (DLitt et Phil - Unisa)
Associate Professor
SATI Membership No. 1002606