

**An exploratory study of the attitudes and perceptions of correctional officers  
towards their role in contributing to the offender rehabilitation at Pollsmoor Prison,  
in Cape Town**

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**FIKILE FILLIES GUMADA**

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## **DECLARATION**

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**I declare that this thesis, unless specifically indicated to the contrary, is my own original work. It has not been submitted before for any degree or examination at any university or institution**

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**Fikile Fillies Gumada**

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## ABSTRACT

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Crime in the developing South African context presents a major sociopolitical challenge that goes beyond offender rehabilitation. Correctional services based rehabilitation programmes however represent an important component of a multi-dimensional strategy for impacting on crime and recidivism. Reports of the Correctional Service Department highlight the lack of resources and specialised personnel needed for rehabilitation programme delivery. The rehabilitation needs of the growing offender population are not being met and the need for personnel to facilitate the process is critical.

The aim of this study was to explore the attitudes and perceptions of correctional officers towards their role in contributing to the offender rehabilitation process. The aims and objectives were to assess the self reported abilities, potential and willingness of these correctional officers towards contributing to the offender rehabilitation process. In part, this study hopes that the Department of Correctional Services might take note of the attitude and perceptions of these correctional officers concerning their role in rehabilitating offenders in order to construct an appropriate role for them in the rehabilitation process.

The sample consisted of 117 correctional officers, 81 males and 36 females, of different age, sex, race, ranks, level of education and length of service. A questionnaire was designed, made up of rating scales to measure knowledge of rehabilitation models and services, attitudes and perceptions towards contributing to offender rehabilitation process and perceptions of personal and prison environment conditions.

Even though the results show that correctional officers have a limited understanding and knowledge of the principles of the Programme-Developed Model of offender rehabilitation, they perceived offender rehabilitation within the framework of this model as a growth and development programme that will benefit offenders to cope with their life stresses. It is difficult however to tease out whether they have changed from a conceptually punitive to a rehabilitative way of conceptualising, relating to and treating the offenders. More research in this topic might

clarify the attitude and perception of correctional officers towards offender rehabilitation because this will in part lay the basis for the success of the rehabilitation process.

Better-educated correctional officers perceive themselves as motivated, skillful and willing to be trained further in order to partake in offender rehabilitation processes. Correctional officers perceived social work and education and training rehabilitation services as more useful and would like to do further training in these services in order to contribute towards facilitating offender rehabilitation programmes. Important differences in respect of gender, level of education and length of service were found which qualify this general finding. Stress, burnout and environmental conditions were found to impact negatively on correctional service officers' willingness and capacity to contribute to the rehabilitation process. Female correctional officers appear to experience prison conditions more negatively compared to males.

These findings are discussed in terms of developing recommendations for the effective and rational use of correctional service officers as skilled members of a rehabilitation orientated team of professionals.

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# CHAPTER 1

## INTRODUCTION

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*“ One of the most curious features of the whole history of imprisonment is the way in which the custodial officer, the key figure in the penal equation, the man on whom the whole edifice of the penitentiary system depends, has with astonishing consistency either been ignored or traduced or idealised but almost never considered seriously...”*

*(Hawkins, G. 1976, p.105).*

### 1.1 OVERVIEW

The escalating crime rate especially in the developing South Africa requires different interventions at different levels. Despite the involvement of other state departments such as South African Police Services and the Department of Justice in attempts to combat crime, the Department of Correctional Services has been solely assigned with the responsibility of rehabilitating offenders. However, the escalating recidivism rate is alarming and suggests that the offender rehabilitation process is ineffective. One of the major concerns is the unavailability of resources within the prisons to facilitate this process. Annual reports of the Correctional Service Department have highlighted the lack of resources and specialized personnel needed for rehabilitation programme delivery as the needs of the growing offender population increases.

Offender rehabilitation is one of the developing programmes that has been undergoing restructuring in the democratic South Africa that promotes humanity, growth and development of its citizens. Service or programme delivery to rehabilitate offenders has always been a prescribed or core duty for correctional professionals such as psychologists, social workers, educationists and religious workers or chaplains. Meanwhile, prison warders or custodial officers who constitute a larger portion of correctional personnel are assumed not to be involved in rehabilitating offenders. Supposedly, the role of prison warder should have been changing to be

consistent with the new correctional services' vision and mission regarding offender treatment and rehabilitation. Biles (1988) and Cullen, Latessa, Burton and Lombardo (1993) point out that the role of prison warders within the rehabilitation context has been left underdeveloped. The impact of prison warders' attitudes and perception towards offender rehabilitation process seems ignored or underestimated.

Reports of the Department of Correctional Service highlighted the lack of resources and specialized personnel needed for rehabilitation programme delivery. The rehabilitation needs of the growing offender population are not being met and the need for personnel to facilitate the process is critical. It then becomes difficult to cater for all different individual needs as stipulated in the adopted South African model of rehabilitation (Programmed-Developed Approach Model). Thus, this study explores some of the factors important in investigating the extent to which prison warders could be co-opted or utilised and retrained to facilitate some aspects of rehabilitation programmes, as firstly a means of addressing the shortage of specialised personnel (correctional professionals) and secondly and just as importantly, in order to facilitate a consistent and thorough approach to rehabilitation by all correctional service personnel.

The studies that are reported in this study have as their background a strong motivation to involve the prison warders into supporting and facilitating offender rehabilitation programmes. These studies demonstrate that the attitude and perception of prison warders impact on the service delivery of offender rehabilitation processes (Duffee, 1975; Mitford, 1974; Paboojian and Teske, 1997; Reid, 1981; Teske and Williamson, 1966; Williamson and Teske, 1979; Williamson and Teske, 1970 and Yu and Marcus-Mendoza, 1993). This motivation was fueled by various arguments for professionalising correctional service, so that prison warders could be equipped with knowledge and skills related to offender rehabilitation processes (Cilliers, 1997; Coetzee, 1997; Johnson and Price, 1991; Motaung, Masondo and Kau, 2000; Reidel and Vales, 1977 and Tsetsana, 1998). Correctional officers need to be involved as a means of addressing the lack of personnel to facilitate the rehabilitation process and in order to promote the process. Their abilities and skills need to be assessed and developed appropriately so that they could be assigned with rehabilitative duties and avoid any witting or unwitting undermining of offender rehabilitation efforts. Thus, the role of prison warders should not be solely custodial duty but should include a key role in offender rehabilitation, growth and development.

Therefore the researcher decided that it might be valuable to explore the attitudes and perceptions of prison warders towards their role in contributing to the offender rehabilitation process.

Focus group discussions were conducted as a pilot study that generated themes to develop the questionnaire for this study. The complex inter-relationships that exist between various factors that influence the service delivery of offender rehabilitation programmes have been the subject of this investigative study. Significant results in differences of gender, level of education and length of service and the attitudes and perceptions of these prison warders towards contributing to offender rehabilitation process were found to exist. This involves the prison warders' understanding of offender rehabilitation, their perceptions about their knowledge and skills related to the process of rehabilitating offenders and their view of prison conditions as conducive for rehabilitation of offenders.

The historical development of offender treatment and rehabilitation demonstrates how different models or approaches emerged over time due to the challenges resulting from the socio-political status of the country at various times as well as ideological shifts in respect of deviance. The meaning of offender rehabilitation is discussed in relation to the specific context in which it was developed and facilitated. Four identified offender rehabilitation models or approaches are discussed and the turning point of each model that influenced the development of the subsequent model, is highlighted. These models are the Medical, Justice, Integration, Programme-Approach and Programme-Developed approach of South Africa that was adopted in 1986. Each one of these models developed with basic underpinning assumptions and objectives for offender treatment and rehabilitation, and informed the conception of programmes for each model.

The current status of South Africa in its post-apartheid era has prompted the transformation of social policies and the development of nation building programmes. Within this discussion, the development of the South African offender rehabilitation model is outlined in relation to the concern of this study whether correctional officers can be effectively utilized in facilitating offender rehabilitation programmes.

In light of significant results that are reported, it would be important to look at the recommendations discussed for further investigation in this topic and limitations with regards to research design and data analysis employed for investigating this study.

## **1.2 OBJECTIVES OF THIS STUDY**

- To assess the correctional officers' understanding of offender rehabilitation process.
- To assess the attitudes and perceptions of correctional officers concerning their role in the offender rehabilitation process.
- To assess the self-report of the potential and abilities in respect of rehabilitation programmes.
- To provide the Department of Correctional Services (DCS) with some insight into the attitudes and perceptions of correctional officers regarding their role in rehabilitating offenders.

## **1.3 OVERVIEW OF CHAPTERS**

**Chapter 1:** is the general preface of this thesis. It gives a broad summary of all the ensuing chapters as well as a rationale for this study. It entails the aims and objectives of this study that define the central ideas of my research.

**Chapter 2:** contains the literature review which provides a critical account of the historical development of offender treatment and rehabilitation over time. It defines the concept of offender rehabilitation and how different models have informed it. It reviews the studies done on the attitudes and perception of prison warders regarding offender rehabilitation and reports research on the roles of correctional officers.

**Chapter 3:** provides the objectives, the hypotheses and an account of the research design and method employed in this study.

**Chapter 4:** is the presentation of results with tables of statistical computations to facilitate analysis. An interpretation of results is also provided and discussed.

**Chapter 5:** concludes the study by looking at the relevant literature reviewed in chapter 2 and the results of this research in chapter 4 are discussed in relation to the objectives of this study. Key conclusions of the study are drawn and there is also a brief discussion on limitations of this study and potential areas for future research.



## **CHAPTER 2**

### **LITERATURE REVIEW**

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#### **2.1 HISTORICAL DEVELOPMENT OF OFFENDER REHABILITATION**

The prison administration that informs the process of treating the offender has undergone various changes and adopted different directions due to the challenges which arose from the socio-economic and political dispensation of the country at given times (Glanz, 1993; Foucault, 1977; Naser, 1993; Reid, 1981; Rothman, 1971 and Tomasic and Dobsinson, 1979). It has been argued that the socio-economic uprisings in the United States during the 19th century against capitalism and poverty gave birth to the penal system that evolved over many years to what is presently referred to as the correctional system. During that period the Proletarians were seen as a source of unrest that led to the development of orphanages, asylums, almshouses and penitentiaries to care for these perceived misdemeanors. Foucault (1977) analysed these institutions as

“... centres of carceral city, a web of interlocking mechanisms  
designed to fabricate the disciplinary individual to see it as  
a rector of power in society...” (p.187).

Reid (1981) argued that these institutions developed as an effort to promote socio-economic stability when corporal and capital punishment appeared outdated and inefficient. These institutions had an obligation to address and control the economic frustrations experienced by the owners of the means of production. Galliher (1989) reinforces this obligation by acknowledging the fact that, “... the creation of a law effective in combating offenses against property was one of the chief preoccupations of the rising urban bourgeoisie ... ” (p.277).

Rothmans (1971) argued that it was during the colonial period when crime, poverty, mental illness and homelessness were indicative of defective social organizations, which were to be eliminated through social controls. Historian Samuel Walker in Cullen and Gilbert (1982) argues that, "... the colonists believed that man was a depraved creature cursed by original sin. There was no hope of correcting or rehabilitating the offender ... at best the colonists believed that criminal punishment might scare the offender into mending their ways or convince those contemplating crime to resist such evil temptations..." (p.47).

Thus, confinement through imprisonment represented a form of social control and this method dominated the colonial period. This approach also granted the medical field with the power to determine whether a prisoner was sick or insane or criminal so that he or she could be either incarcerated or admitted to a mental institution (Foucault, 1977). Goffman (1976) argues that prisons and mental institutions were regarded as total institutions servicing a specific social interest of maintaining the status quo. These institutions, he argues, have similar organisational structures, standards, routines, administration and legislative bases.

Understanding madness and the practices to cure social control during the moral era came under critical scrutiny in the period that followed. The positivist period during the 19<sup>th</sup> century created the ground to challenge and reform asylums and their practices. Foucault (1977) acknowledges that practices during the age of positivism became, "...the first to free the mad from lamentable confusion with the felonious, to separate the innocence of unreason from guilt of crime..." (p.222). He further argues that Freud and the psychoanalytic movement had a major impact on the role of asylums and influenced 19<sup>th</sup> century by looking critically at evaluating the doctor-patient relationship. The psychoanalytic - psychological perspective and the way medical knowledge and theories were used to investigate mental illness at that time, further influenced the conception of the mad and the criminal.

After the French Revolution of 1879, it became vital to rehabilitate criminals and delinquents in these institutions that were previously designed to serve the purpose of general deterrence. However, Foucault (1977) argued that this goal of rehabilitation was not fully supported, and disguised the shift from reformation to custody or incarceration.

The 19<sup>th</sup> century witnessed critical debates within the prison movement concerning the role and function of imprisonment. These debates focused on tensions between incarceration, punishment, deterrence and reformation and rehabilitation. The influence of the moral era, the psychoanalytic and the psychiatric treatment and rehabilitation movement combined to influence critical thought in the prison context. Furthermore, due to the criticism of the ineffectiveness of corporal and capital punishment and solitary confinement, in 1840 Alexander, an Australian penal superintendent, established his own concept of imprisonment which reflects the conceptual transition described here. "...that criminals must be treated, the aim of such treatment being to restore him to the society after he had undergone his punishment..." (Tomasic and Dobsinson, 1979, p.9). They further highlighted that the Gladstone Committee (1892 - 1895) reinforced this concept of punishment and imprisonment further, which recommended the need to place reformation as the prime justification for imprisonment.

With the development of prisons and mental hospitals, and the emphasis on the doctor-patient relationship in the healing or correcting process, Goffman (1976) highlights the emergence of the key role of the doctor-patient and prisoner-official relations. This came to be regarded as the critical foundation for the attempts to cure or rehabilitate or improve the lives of patient or prisoner. However, Goffman (1976) further points out that the roles that these doctors or officials are obliged to follow or assume are quite unclear and filled with ambiguity. A parallel process of role clarification in practice did not match the conceptual development of offender treatment and rehabilitation. The ideological contradictions in the developmental and change process from punishment to rehabilitation remained and currently remain an unresolved tension. The role of prison officials, their relationship with prisoners and their perception of the offender rehabilitation process is the core of this study

and will be discussed at a later stage.

During the colonial period, the Union of South Africa prison system developed. This was influenced by the British penal system since it was a British colony (Coetzee, Loubser, and Kruger, 1995; Cullen and Gilbert, 1982 and Naser, 1993). Coetzee et al. (1995) note that during this period, in the prison administration of the Union of South Africa, prison control and prisoner security were the primary goals that were emphasised and prisoner rehabilitation was ignored. From the 1980's and further influenced by the post apartheid transformation of South Africa, new social structures were established (e.g. local and national government departments) and these appeared to be favoured by the majority of citizens (Coetzee et al., 1995 and Naser, 1993). The new government's policies influenced the development of laws that informed the prison administration in terms of prison responsibilities with regards to offender treatment and rehabilitation of sentenced prisoners by providing offenders with opportunities for skills training in industries and labour (Coetzee et al., 1995 and Naser, 1993).

Thus far, we have seen in brief some of the historical ideological underpinnings concerning the influence of social control on the development of state control apparatuses such as prisons and asylums in order to maintain the status quo. It becomes evident in the context of imprisonment that initially the ideology of social control aimed at deterrence as a means of reparation for the so-called misdemeanors. The emergence of a critical conceptual and practice tension in respect of punishment and rehabilitation was also highlighted. The escalating crime rate and recidivism warranted better understanding and the mentally ill and criminals were conceptually separated and treated differently. The prison administration was then left with the responsibility to combat or lessen the crime rate.

## **2.2 DEFINITION OF OFFENDER REHABILITATION**

Rabie and Strauss (1981) conceptualised offender rehabilitation as an action geared towards evaluating crime and criminal behaviours so that prevention of crime can be accomplished

through preventative interventions. Their definition is guided by a belief in cause-effect principles. Human behavior is perceived as the product of antecedent causes, which can be identified and worked through in a process of rehabilitation. Sechrest, White, and Brown (1979) define the process of rehabilitation as, “ ... results of planned interventions that reduce an offender's further criminal activity whether that reduction is mediated by personality, behavior, abilities, values, attitudes or any other factors ...” (p.7). Bergh (1997) argues that in most instances these planned interventions are crisis-orientated interventions. Mangokwana (1996) and William (1974) emphasise that the prisoners' rehabilitation should begin in prison and end in his or her respective community or society. William (1974) argued that rehabilitation has as its end the reintegration of the offender into society as a fully law-abiding citizen. Mangokwana (1996) argues that the offender should be taught acceptable societal values and norms through the rehabilitation process. Lillyquist (1980) and the Nacro Report (1993) stipulate that prison should promote offenders' personal responsibility to minimise the chances of committing a crime again and reduce recidivism. The Nacro Report (1993) also argues that prison should aim at releasing the people who have every chance of 'going straight' back into the community. Lillyquist (1980) emphasised the function of the rehabilitation process to help the offender in terms of fostering his or her internal locus of control to be responsible. Spindler (1994) highlighted that the rehabilitation environment should promote humane and effective strategies in dealing with the offender rehabilitation process.

Offender rehabilitation in South Africa has been managed and facilitated by the Department of Correctional Services. The White Paper on the Correctional Services Department (1994) stipulates this department's fundamental belief that “...offenders are responsible for their own behaviours and behavior change, and they have the potential to live as law-abiding citizens...” (p.9). The National Crime Prevention Strategy - (NCPS) (1996) highlights the primary role of the Correctional Services Department:

- To manage offenders who are convicted and sentenced in the court.
- To provide secure incarceration facilities and attempts through education and

personal development programmes as a way of preventing convicted offenders from re-offending and reducing recidivism. (p.28)

The views of different authors with regards to the meaning of offender rehabilitation are described above. These definitions were generated over time and reflect a variety of perspectives on what offender rehabilitation should be. Each of these perspectives contains a specific core or aim that can be related to particular rehabilitation models. These models reflect the diversity in the meaning of concepts such as treatment *as* punishment, treatment *as* rehabilitation and the tensions evident in reconciling the often-contradictory meanings and functions in developing a coherent model for correctional processes.

### **2.3 MODELS OF OFFENDER REHABILITATION**

Alpher (1974) identified two distinctive modes of correction applied in the past, the punitive (namely, justice model) and the correctional. The punitive mode of correction assumed institutionalization and punishment of offenders as effective to deal with anti-social behaviours and actions of offenders. The corrective mode of corrections on the other hand, acknowledged the well-being and human development potential of the offender to be socially responsible and accepted. It assumed that offenders' anti-social behaviours indicate a deficiency that must be corrected. This mode recommends institutionalized offender remediation through counselling, education, skills training and community based alternatives.

Rabie and Strauss (1981) further describe the distinction between punitive and correctional modes of correction. Contrary to the punitive mode of correction that dictates deterrence and retribution, the rehabilitation mode of correction aims at the growth and development of offenders. This marked the shift within the offender treatment paradigm, from prison (punitive mode) to a correctional service (rehabilitation). The rehabilitative mode assumes positive imprisonment by promoting offenders' awareness and personal responsibility through various rehabilitation programmes aimed at developing law abiding citizenship

(Mangokwana, 1996; Nacro Report, 1993; White Paper of Department of Correctional Services, 1994 and William, 1974).

Coetzee et al. (1995) identified the major philosophical models or approaches in offender rehabilitation, namely the medical, justice, reintegration, programme approach and developed programme orientated approach of South Africa. Each model has prevailed in its own context, influenced by prevailing socio-political conditions and dominant ideologies of the day. In the West, the models and shifts in models in the prison context often mirrored the shifts in the understanding of the mental illness and institutionalization as discussed above.

The following discussion considers different offender treatment models, tracks changes and developments in these models over time and places particular emphasis on the development of the Programme Developed Approach Model of South Africa.

### 2.3.1 The Medical Model

Coetzee et al. (1995) and Lehman (1972) argue that the Medical Model has changed in some ways over the years but its underlying assumption has never changed. Lehman (1972) argues that the Medical Model assumes that crime is a symptom of personal disease, defect or maladjustment and that an illness demands an individualised approach in terms of diagnosis and treatment. Coetzee et al. (1995) state that

“... the Medical Model is the hope of the more progressive elements in psychopathology and criminology that the guard and the jail will be replaced by a nurse and the judge be replaced by a psychiatrist whose sole attempt will be to treat and cure the individual instead of merely punish him...” (p.115).

Historically, the Medical Model has gained popularity since it was introduced to promote humane offender treatment. Smith in Lehman (1972) identified three mental health revolutions of the Medical Model. Firstly, insane offenders were offered asylum, which was a moral treatment for mentally ill patients. Secondly, with the popularity of the Freudian perspective, individual therapy became a focus. However, this proved impractical over time due to a larger developing offender population. Thirdly, there has been a great shift from a patient-therapist approach to the emphasis for the need of community-based treatment informed by various models instead of just one model (such as the Medical Model).

Even though the Medical Model primarily informed offender treatment and rehabilitation for a long time, it failed to address anti-social behaviours of offenders and recidivism. The United States Prison Administration saw the need to devise an effective strategy to control offenders' anti-social behaviours or misbehaviours that challenged the social status quo by providing hardened criminal sentences such as long incarceration periods (Fogel, 1979 and MacNamara, 1977). These challenges then, gave rise to the development of the Justice model, which assumed that criminal punishment would combat crime and create law-abiding citizens.

In term of the development of offender treatment, the Medical Model principles reappear but are not dominant in terms of the conceptual framework that informs the treatment of offenders.

### 2.3.2 The Justice Model

Given the shortcomings of the Medical Model, and the social influences of the day, the Justice Model was developed and introduced. The failure of the Medical Model to address the concerns of the bourgeoisie in respect of retribution for crimes committed and protection of society from offenders gave impetus to the Justice Model. Whereas the Medical Model dominated in respect of the mentally ill, the early nineteenth century saw



the tensions in the coexistence in prisons of both the Medical and the Justice Models.

The Justice Model was essentially a punitive way of conceptualizing offender treatment and managing the prison in the early nineteenth century. Fogel (1979) cites that the prison guards' mission was unambiguous. This involved accomplishing a reduction or total prevention of escapes and maintaining order and silence, which was part of the silent system of prison behavior management. Zupan (1991) in Coetzee et al. (1995) argued that within the context of the Justice Model, some authors maintain incarceration as a meaningful component of criminal punishment.

Fogel (1979) argued that, "... the period of incarceration can be conceptualised as a time in which we try to reorientate a prisoner to the lawful use of power..." (p.207). Thus, prisons would see that justice is done and the offender would be punished for his wrongdoings. Foucault (1977) argued that the success of using power to discipline offenders, derives from the use of simple instruments, hierarchical observations, normalizing judgement and their contribution to a specific procedure to examine the behavior. However, Selznick (1968) in Fogel (1979) gives a particular texture to the Justice Model, perhaps informed by aspects of the therapeutic component of the Medical Model. He refers to the Justice Model as a therapy in which

"... a concern for fairness and civic validation should permeate the entire administration of criminal law, including the daily life of the prisoner. The treatment will be most effective which does the most for the inmates' sense of self worth and responsibility. Nothing contributes more to these feelings than a social environment whose constitutive principles is justice with its corollaries of participation, in giving reasons and protecting personal dignity ..."

(In Fogel, 1979, p.207).

Fogel (1979) argued that the relationship between the prison guard (keeper) and the

prisoner (kept) should serve as guidance, provision or opportunities for the prisoner to learn lawful behavior while in prison. These interpretations of the Justice Model reflect some of the confusion with this (and other) models and reflect some of the tensions within the model in respect of punishment versus rehabilitation. It appears from the literature that it is rare to see the pure expression of any one model. Each appears to contain some aspect of other models' assumptions.

Following the argument of Fogel (1979) about deterrence and retribution, a rehabilitation mode of correction was introduced. This mode of correction would serve as a reformative programme that replaced the use of power and the use of physical force in maintaining order and stability, and would rebuild the prisoner as a lawful citizen. Even though Fox (1977) argued that offender treatment was perceived as a correctional phase, the assumption of the Justice Model emphasised deterrence and retribution, in that legal procedures were taken against the offender in order to protect the interests of the society. Contrary to this assumption, Coetzee et al. (1995) cited that responsibility then became the central foundation of the Justice Model, emphasizing the idea that prisoners must be held responsible and punished for their wrongs. Therefore, incarceration became a justice driven demand for safe security and custody of the prisoner and the protection of the community at large. However, in the face of increasing rates of crime and recidivism, the efficacy of the Justice Model based on the notion of punishment *as* offender treatment was questioned. The cost-effectiveness of incarceration was similarly questioned.

Motivated by a need to address issues of efficacy, cost-effectiveness and social control, the recognition of the importance of reintegration of offenders into society developed. This was applied at two levels, in respect of so-called "hardened criminals" and offenders convicted of petty crimes. A dual strategy was developed in the model development phase that sought to address both these categories of offenders.

A further influence on model development involved a growing emphasis on restoring the offender to his or her respective community and the growing need for community

involvement in facilitating the rehabilitation and reintegration of prisoners into society. The Reintegration Model emerged to transform and develop the Justice Model ideologies of offender treatment and rehabilitation (Rabie and Strauss, 1981).

### 2.3.3 The Reintegration Model

This model identified the major role for offender rehabilitation to be that, "... society must also accept responsibility for its problems ... society must render assistance to the released prisoner to facilitate reintegration ... " (Coetzee et al., p.116 and Mangokwana, p.30). Rabie and Strauss (1981) argue that offender rehabilitation can take place within the community and not in isolation of the community. Mangokwana (1996) acknowledges the concern that justice has to be seen to be done and at the same time, the negative attitudes of the victims of crime (reflecting a need for retribution and punishment) need to be attended to. He maintains that these attitudes and concerns need to be challenged so that people can be aware of their role in reintegrating a prisoner into the community.

Monahan (1976) cites that the President's Crime Commission in the United States (1968) favoured the reintegration of offenders back into their respective communities instead of incarceration. He described incarceration as based on a "fundamental deficiency approach". He further argued that the research done in the United States by the California Assembly Committee on Criminal Procedure (1968) in evaluating correctional institutions indicated that incarceration does not deter crime as recidivism was becoming a problem to be controlled. This model argues for community sentences for most offenders other than hardened criminals.

As mentioned above, the efficacy of the Justice Model was challenged, as to what extent it was applicable to inform and address the objectives and the concerns regarding offender treatment. There was a need to establish new ways of controlling, managing and changing these anti-social behaviours or misbehaviours of offenders. Incarceration as punishment and treatment was clearly challenged by these observations and concerns.

Community sentences were perceived as alternatives to incarceration. However, operationalising the assumptions of community sentences were complicated and unwelcome because of the negative attitudes of victims of crimes and their desire for deterrence and retribution of prisoners.

As reported by Fogel (1979) and Foucault (1977), incarceration was viewed as a punishment that will provide certain developmental programmes that aim at improving offenders' quality of life. This argument gave rise to the development of the Programme Approach Model that will be discussed below.

#### 2.3.4 The Programme Approach Model

Given the shortcomings of models (that is, medical, justice and reintegration) discussed above and the changes of socio-political and economic status of the country, new laws and policies were developed. These laws and policies influenced developments within offender treatment policy and practice.

This model seeks to integrate the basic assumptions of different models and refine them into a humane offender treatment that addresses the growth and development of the offender into a lawful and a responsible citizen. Offenders were not perceived as mentally ill, incarceration was not viewed as punishment and community involvement was still highly recommended. Thus, rehabilitation emerges as the essence of the Programme Approach Model. The rehabilitative mode of correction seeks to devise different rehabilitation programmes that will address the different needs of the growing offender population.

According to Coetzee et al. (1995) “...a programme refers to any structured action aimed at influencing prisoners positively with the intention of improving their quality of life...” (p.118). This approach emphasises the needs assessment of a prisoner in order to determine in what programme or programmes the offender should be involved. Coetzee et al. (1995)

suggests that intensive assessment can be done where the priority needs of each prisoner can be identified in order to refer him or her to appropriate treatment programmes.

Clement in Coetzee et al. (1995) distinguishes two subdivisions or categories of rehabilitation programmes, comprising the problem-orientated and individualised programmes:

(i) Problem-orientated programmes

These rehabilitation programmes aim at eliminating criminal attitudes and behaviours and foster community integration. The objectives of these programmes assume the notion of cause-effect principles in respect to offender treatment and rehabilitation process. For example, job skills, alcohol and drug abuse, basic education and sexual adaptations. Such programmes are conceptualized as curative measures, designed to address the deficiencies of offenders. Coetzee et al. (1995) argues strongly that offenders would benefit from such programmes as learning experiences for their growth and development.

(ii) Individual programmes

These rehabilitation programmes address the individual needs of the offenders. For example, medical care, consultation, individual therapy and after-hours tuition classes.

Further details on the Programmed-Developed Approach are discussed below when the specific application of this model in South Africa, is discussed.

### 2.3.5 The Programme-Developed Approach Model of South Africa

The historical development of prisoner rehabilitation in South Africa mirrored the socio-political development of prisoner rehabilitation in Britain given South Africa's history as a former British colony. The South African prison system demonstrated a change in policy

from as early as the 1970's. This change heralded the later development of a rehabilitation approach. The 1970's saw an emerging emphasis on human dignity of prisoners, the rehabilitation potential of the prison system itself and the notion of prisoner services. These developments were expressed in the following two key ways:

- i. The use of a privileges system for prisoners as an incentive to encourage pro-social behaviours and better adaptation to the prison.
- ii. Services provided to the prisoner were expanded to include rehabilitation programmes such as psychology, education, social welfare and religious instructions.

(Coetzee et al., 1995, p.41)

This was a radical change from the emphasis on deterrence and retribution perpetuated and maintained by apartheid laws of South Africa at that time, to a focus on the development of the prisoner as a law-abiding human citizen. This change probably opened the debates that challenged the dominant model of prisoner rehabilitation (that is, the justice model which focused on deterrence and retribution) at that time, which may have served and perpetuated the interests of the apartheid regime. Cullen and Gilbert (1982) argued that rehabilitation of offenders became the only justification of incarceration that obligates the state to rehabilitate offenders.

In the current post-apartheid era, the South African socio-political dispensation gave rise to the development of new laws and principles that govern human relations. Some of these include the Human Rights, Masakhane, Ubuntu, Democracy and Reconstruction and Development Programmes. These laws and principles suggest or prescribe a particular ethos for humane interactions amongst South Africans. It is within this context that the principles influencing offender rehabilitation and treatment emerged.

It then became necessary for the South African correctional system to develop an offender rehabilitation program that is in line with the new socio-political ethos and policies, and to

ensure safe custody that would also address the needs of offenders through humane service delivery.

Due to the socio-cultural, political and economic dispensation of South Africa, the prison administration has adopted and revised the Programme Approach Model for its context. The escalating crime rate in South Africa and persisting recidivism has prompted the Correctional Services Department to develop a particular application of the programme approach. This strategy appears to retain a curative (Medical Model position) stance and adds a rehabilitation philosophy. The policy intention underpinning this development is perhaps somewhat idealistic and geared towards alleviating the social problems mentioned above. In addition it seems to this author that there was a growing need for various programmes to be tailored in order to address the diversity within the South African offender population.

The Programme-Developed Approach Model (of South Africa) is the current developing model or approach towards offender treatment and rehabilitation in South Africa adopted by the Department of Correctional Services since 1986.

The emphasis of this approach is on growth and developmental programmes for offenders. Despite the fact that offenders have broken the law, the emphasis clearly shifted away from simply punishment as treatment to an approach that addresses the needs of the offenders with a view to rehabilitation. The Programme-Developed Approach Model (of South Africa) has however incorporated some principles of previous offender treatment and rehabilitation models, such as medical, justice and reintegration. These principles became the foundation of the principles and assumptions of this model. However, such principles were developed and used in a humane manner geared towards ensuring the growth and development of offenders whilst in custody. The diversity within the offender population and the needs of individuals and groups are intended to be accommodated within this approach through the design of programmes tailored to these goals.

The basic principles that serve to inform the conceptualization and application of offender growth and development include the following:

#### 2.3.5.1 Development and Training of Offenders

- (i) The varying involvement of the range of professionals is determined according to the individual needs, circumstances and risk factors of offenders.
- (ii) Opportunities are provided and offenders are actively encouraged to participate in appropriate programmes.
- (iii) The offender is consistently monitored to evaluate the possible changes that may have occurred.
- (iv) Various programmes are continually evaluated and the needs of offenders are addressed to determine and ensure the effectiveness of the approach.

(White Paper of the Department of Correctional Services, 1994, p.9)

The White Paper of the Correctional Services Department (1994) identified four rehabilitation services, namely, education and training, psychological, religious care services, and social work. These are described below.

#### 2.3.5.2 Education and Training Service

Fox (1977) argues that the development of an education service represents a major change in correctional practice after the moral re-education and religious education eras. In the South African context, literacy was also becoming a serious national concern due to the social developments that require literacy in order for people to cope with its demands.

Thus, the education service was regarded as a prerequisite to rehabilitate offenders through educational programmes that address personal and social development.



Its primary objectives were:

- (i) The provision of tools of literacy to help illiterate offenders.
- (ii) The provision of trade and vocational training as a means to qualify offenders with a marketable trade.
- (iii) The educational programmes had a set of secondary objectives, i.e. to promote and instill good work habits, self-perception of accomplishment and feelings of worth in offenders.

The Department of Correctional Services' White Paper of 1994 stipulated that this service has been developed to meet the educational needs of offenders in South African prisons. This service consists of educational programmes, literacy programmes, occupational skills, entrepreneurial skills, lifeskills, distance and further education, and recreation facilities. Such programmes are meant to equip offenders with skills and knowledge to function in the outside world.

Prison libraries function as supplements of education programmes (Mangokwana, 1996; Nacro Report, 1993 and White Paper of Dept. Correctional Services, 1994). These libraries served as centres for disseminating reading materials to offenders to educate themselves.

#### 2.3.5.3 Psychological Services

This service has been an integral part of the medical model that used to describe offender behaviours as a sickness that needed to be cured. It gained its position in correctional practice in the context of the medical model and although intended as a non-punitive offender treatment approach, nevertheless, could be argued to be oppressive through the mental illness labelling practice associated with psychiatry and psychopathology. Fox (1977) argues that the mental health service within correctional services emerged from the belief in behavior modification. This is based on the assumption that criminal behavior is learned and can be altered or reversed through the process of rehabilitation within

correctional institutions.

The White Paper of the Correctional Service Department (1994) stipulates that the main function of this service is to provide more intensive diagnostic and treatment service which aimed at discovering the cause of individual maladjustment, as a way of improving mental health and quality of life of offenders. Opportunities are therefore provided to offenders who are encouraged to participate actively in the psychological programme as additional support mechanisms towards their positive re-integration into society (Nacro Report, 1993 and White Paper of the Correctional Service Department, 1994).

Therapy as a rehabilitative programme is perceived to be essential to effect change in offenders' behaviour and provide them with guidance and support (Bennett, Rosenbaum and McCullough, 1978 and Swarts, 1997). It also involves consulting with other staff members working with the offenders in case management. The scope and the approach of therapy within the Programme-Developed Approach Model differ from the approach of the Medical Model that conceptualized crime as a symptom of personal disease that warranted intervention.

It appears that psychological services has incorporated some principles of the Medical Model although it has adopted a particular learning theory approach to conceptualise crime and criminal behaviours of offenders and their treatment. This is somewhat different from the earlier Medical Model-based psychological perspective of crime and criminal behaviours, which were conceptualized and treated as mental illnesses. It appears that psychological services, both in the earlier Medical Model and within the Programme-Developed Approach Model (South Africa) have been confronted with criticisms. Apart from the ideological anti-psychiatry critique leveled against the Medical Model, lack of personnel and resources, efficacy of psychological treatment and the asocial and acontextual approach of the individual psychological approach have all been critiqued.

#### 2.3.5.4 Religious Care Service

Fox (1977) argued that this service emanates from the moral re-education perspective that emphasised the biblical and ethical perceptions of offender rehabilitation. He further cited that religious approaches are similar because, "...the minister or the counsellor is not considered to be effective but is a medium through which spiritual power is transmitted to the client in trouble..." (p.21). This is a spiritual enrichment programme offered to the offenders. This service operates on the principle of freedom of faith and freedom of choice. It aims at providing for the religious needs of different inmates.

Very little literature is available on this dimension of the Programme-Developed Approach Model in the South African context, to the knowledge of this author. What literature does exist appears to simply describe the availability of the variety within religious care service to accommodate offenders who have different religious beliefs (White Paper of the Department of Correctional Services, 1994).

#### 2.3.5.5 Social Work Service

This service plays an integral role within the offender rehabilitation process. Its emphasis is on the sound social functioning and adaptation and adjustment of the offender to his or her respective community. Fox (1977) argues that this service was introduced for offender treatment as the "art of helping people to help themselves" (p.281). The underlying assumption of this service dimension is to promote self-determination to offenders. In addition to an in-house social work service, various other role players in the community like non-governmental organizations and social service and welfare organizations are also requested and contracted to render services to the offenders addressing their specific personal needs (Fox, 1977; Nacro Report, 1993 and White Paper of the Correctional Service Department, 1994).

The historical development of different models of prisoner corrections, conceptions of offender rehabilitation and the emergence and development of different models of correction in South Africa, have been outlined above.

As the aim of this study was to explore the attitudes and perceptions of prison warders towards their roles in contributing to prisoner rehabilitation, it is therefore imperative to understand what is meant by offender rehabilitation and the principles and processes taking place within the rehabilitation process in order to ascertain what could be the role of prison warders within the rehabilitative context. Understanding effective offender correction and reviewing the role of prison warders against the backdrop of the changes in correction models is important in order to highlight what could be the expected roles of correctional officers in the rehabilitative context.

## **2.4 EFFECTIVE CORRECTIONS**

At this stage, it is important to describe and explain the principles of effective corrections of offenders as they emerge from the Programme-Developed Approach Model (of South Africa). This provides the conceptual framework and backdrop for a consideration of the role of the "prison warder" in offender rehabilitation programme service delivery.

Andrews, Bonta and Hoge (1990), Antonowicz and Ross (1994), Chaneles (1976) and Van Voorhuis (1987) conducted studies to determine what should constitute an effective offender rehabilitation process. On the basis of their findings, they suggested a classification system for offenders for allocation of offenders to specific treatment and rehabilitation programmes. They further identified a set of essential components for successful offender rehabilitation, which are discussed below.

### **2.4.1 Classification for effective offender rehabilitation**

Chaneles (1976) argued that rehabilitation is definitely an effective correction that should

be a central goal of incarceration. Spindler (1994) also argued that, "... the future direction is to enshrine rehabilitation as a priority of the correctional service system and most importantly, to establish national standards and political levels for its implementation..." (p.23). Sechrest et al. (1979) also maintain that the prospects for effective rehabilitation

"... is an attempt to change behavior instead of a set of programmes for reforming institutionalised criminal offenders ... the end should be the sound understanding of the nature of behaviour change..."

(p. 15).

Warren (1977) cites the research findings of Jensness (1972), Knight (1970) and Palmer (1968) on differential treatment modalities, which gave evidence that different offenders should be treated differently so as to facilitate and secure the effectiveness of the treatment programmes.

Andrews et al. (1990) maintains that the classification of offenders for effective rehabilitation is based on four principles, namely:

- i. Risk assessment, in order to predict recidivism.
- ii. Needs assessment, to gather information about potential needs beyond those targeted within the particular programme.
- iii. Responsivity, to link the style and the modes of different services with the needs of the offenders.
- iv. Professional power, whereby different professionals with different capacities have the power to override certain decisions and are involved in decision making on appropriate interventions based on the specific circumstances and conditions of the individual offender.

(p.20)

The above principles inform the interventions of offender rehabilitation to ensure that each program in which the offender participates, addresses his or her immediate needs. Risk and

needs assessment principles would enable the intervenor (professional correctional officer) to direct his or her energy towards addressing important issues, whilst responsivity and the professional overriding principle would ensure the capacity of the intervenor to be involved in addressing these different issues.

The following are the essential components of successful offender rehabilitation that aim to ensure effective service delivery of offender rehabilitation programmes.

#### 2.4.2 Essential components for offender rehabilitation

Based on their study about the principles of classification for effective rehabilitation, Antonowicz and Ross (1994) identified the essential components of successful rehabilitation programmes for offenders. He found that six factors were significantly associated with the efficacy of each rehabilitation programme. These factors were:

- i. A sound conceptual model that should focus the intervention primarily on the target.
- ii. Multifaceted programming whereby complex programmes were found to be more helpful for the offender than a single method.
- iii. Targeting of criminogenic needs. As the means of achieving successful rehabilitation, treatment should focus on the factors that are known to be linked with recidivism. Andrews et al. (1990) argued that consideration of certain principles like risk and needs assessment, responsivity and professional overriding, would ensure effective service delivery. However, with punitive models like the Medical and the Justice Models, such principles were not considered nor incorporated in these models. The Medical Model assumed crime as a personal disease that needs to be cured while the Justice Model argued for criminal punishment to combat criminal engagement.
- iv. The responsivity principle reinforces that the effectiveness of the programme depends on the matching of styles and modes of service to the learning styles and

abilities of the offender.

- v. Role-play and modeling have a key effect in rehabilitation programmes, as correctional officers are required to portray an anti-criminal, pro-social and positive attitude.
- vi. Social cognitive skills training. The assumption rests on the notion of imparting knowledge in a way to instill the acceptance of social norms. The Programme Developed Approach Model aims to provide the offender with a variety of skills to equip them to function in the “outside community “ as law-abiding citizens. Antonowicz and Ross (1994) identified the necessity to train offenders in cognitive skills enabling them to think before he or she is expected to modify his or her way of thinking. (p. 98 –100).

The Programme-Developed Approach Model has been designed in principle in accordance with Antonowicz and Ross's (1994) key elements. Key points relevant to the successful implementation of this model in South Africa are made here.

In terms of the Programme-Developed Approach Model adopted by the South African Correctional Administration since 1986, this approach addresses different offenders' individual needs since it comprises of various rehabilitation programmes. Given the diversity in South African prisons, this model seems relevant. Offender treatment and rehabilitation process with individualised programmes would target the individual needs of different offenders.

In respect of socio-politico-economic and cultural diversity within the prison context, South African Programme-Developed Approach Model has been tailored to satisfy the needs of diverse groups.

In respect of role-play and modeling, the role officers could play in rehabilitation is vital because they can either further the goals of the programme or undermine them, wittingly or unwittingly given their close interaction with offenders. As the interest of this study is in

evaluating the perceptions and attitudes of correctional officers towards contributing to offender rehabilitation it becomes imperative to understand these attitudes in order to establish how much these officers value and support rehabilitation philosophy and the associated services. Duffee (1975) concluded that it is necessary to change the values and attitudes of the prison warders since they have the most direct impact on the prisoners. However, the Programme-Developed Approach Model seems to assume that the role that the correctional officer could play towards contributing to the rehabilitation of offenders will emerge automatically. The specifics of the role of the correctional officer are left undeveloped within the model. This and the complexity of the role of the correctional officer are discussed later.

Literature documenting the ineffectiveness of rehabilitation has been reviewed by Van Voorhuis (1987). Adams (1979) for example, evaluated correctional treatment, and concluded that rehabilitation is ineffective. He argued that correctional systems should focus on other goals of prisons such as safety and security, economic benefits of incarceration and punishment of wrong doers instead of rehabilitation. Van Voorhuis' (1987) study, examining the research yielding poor outcomes of rehabilitation, concluded that these studies were, "...too inferior methodologically to conclude and declare the ineffectiveness of rehabilitation ..." (p. 56). Van Voorhuis (1987) went on to conclude that offender treatment and rehabilitation processes should reinforce that:

- i. Successful interventions must target social institutions and groups as well as individuals.
- ii. Exclusive attention to the personality and the pathology of the offender is likely to be a waste of time if social systems continue to exercise negative influences.
- iii. Differential treatment programmes are likely to be more successful than programmes that treat all offenders as if they were alike. (p.56-7)

These principles seem consistent with the principles of the Programme-Developed Approach Model and the principles of effective correction outlined by Antonowicz and



Ross (1994) above.

At the same time it is important to note like Rabie and Strauss (1981) that there is little empirical evidence on the successful implementation and outcomes of rehabilitation programmes.

The research, which demonstrates poor outcomes, and the low level of positive outcome data, frames the importance of programme evaluation research in rehabilitation. What seem necessary are well-constructed research designs and methods which are capable of evaluating the outcomes of the recommended multi-dimensional rehabilitation programmes associated with the Programme-Developed Approach Model. It is also recognized that this type of evaluative research is notoriously difficult, given the difficulty in controlling for the multiplicity of variables impacting on outcomes.

The focus here however is on what factors within prisons could enhance the efficacy of the programmes and their service delivery. In this respect, a key question concerns the lack of specialized personnel and resources and in respect of the focus of this study, the role of prison warders in the rehabilitation process.

It then becomes the interest and the objective of this study to investigate the attitudes and perceptions of prison warders towards contributing to the facilitation of offender rehabilitation process. It is hypothesised that if these prison warders demonstrate positive knowledge of rehabilitation and a willingness to be trained in the delivery of offender rehabilitation programmes, the Department of Correctional Services may use these findings and retrain these prison warders to assist in the service delivery of rehabilitation programmes.

We have discussed the historical development of offender treatment and rehabilitation over time and outlined on the basis of the reviewed literature what would constitute an effective offender rehabilitation process. Part of the offender rehabilitation process involves the

correctional officers whose undefined role in the rehabilitation process could have major implications towards service delivery. Therefore, in the following section, literature with regards to the attitudes and perceptions of correctional officers towards offender rehabilitation process has been reviewed.

## **2.5 ATTITUDES AND PERCEPTIONS OF PRISON WARDERS TOWARDS OFFENDER TREATMENT AND REHABILITATION**

Apart from the development and transition in conceptual framework for offender treatment and rehabilitation, the role definition of prison warders remains a concern in terms of adapting and clarifying the roles to match the current mode of corrections. Initially, prison warders could identify with the simpler role of safe custody alone. This was clear and unambiguous in the punitive context. The reviewed literature, however, points out that the role of prison warders, which is crucial in prisons, and in respect of prison management, became unclear, unstable and confusing as the complexity of the correctional conceptual framework grew over time (Biles, 1988; Lindquist and Whitehead, 1986; McGurk, 1987, and Ross and Gendreau, 1980). This raises a concern about whether prison warders receive adequate and sufficient training or retraining in order to fulfill their roles within the rehabilitation context. It clearly becomes vital to understand the process of socialising prison warders towards their dual roles following the shift from a punitive mode of correction (Medical and Justice Models) to a rehabilitative mode of correction (Reintegration and Programme-Developed Approach Models). The rehabilitation mode of correction seemed to have created a complex conflicting dual role for these prison warders. This resulted in a role conflict and tension amongst the “custodial” staff who were initially primarily recruited for safe custody and the professional staff who were recruited solely as rehabilitation agents.

Moreover, it is important to know what would be the new meaning of safe custody for these prison warders in the rehabilitative context.

Different studies discussed below were conducted to investigate and explore the involvement of prison warders or officials in offender rehabilitation. This study seeks to explore the attitudes and perceptions of prison warders towards contributing to offender treatment and rehabilitation, and whether they have the knowledge, skills and willingness to be involved in facilitating rehabilitation programmes.

Reid (1981) maintains that

“ ... the positive attitude of prison warders towards rehabilitation is very important as it appears to set the tone to determine its effectiveness ... the guards’ belief in the philosophy of rehabilitation is probably a prerequisite to the success of facilitating rehabilitation programmes ...”  
(p.222).

The studies of Duffee (1975), Mitford (1974), Paboojian and Teske (1997), Reid (1981), Teske and Williamson (1966), Williamson and Teske (1979), Williamson and Teske (1970), Yu and Marcus-Mendoza (1993) all concluded in general that the attitude of the prison official impacts negatively or positively towards effective offender treatment and rehabilitation. However, the literature with regards to the aspects of attitude and perception that has been reviewed to date has not provided the researcher with much information. The attitudes and perceptions of correctional officers seems to be a gap in research worth investigating given the key role played by correctional officers in the prison context.

Teske and Williamson (1966) concluded in their study that there is a need to focus on the professional and skill development of the correctional officer since they have the most contact with offenders and their role is crucial in offender treatment and management. From his study, Mitford (1974) maintained that better offender treatment programmes can be better understood through understanding the mentality of the correctional officer (prison warder) rather than the mentality of the inmate. The study conducted by Duffee (1975) in examining the attitudes of correctional officers (prison warders) towards selected treatment

programmes, revealed that these officers had a positive attitude towards these treatment programmes. This study indicated that these officers were very much aware of their importance from the fact that they identify themselves as being the most important people in relating to the rehabilitation of the inmates. He concluded by stipulating that in order to improve the existing offender rehabilitation programmes so that the new programmes can be developed and implemented, it is necessary to change the values and attitudes of the officers since they have the most direct impact on the inmates. Chaneles' earlier survey revealed that on his survey conducted in 1957 on prison administration regarding rehabilitation prison officials, who believed in the positive effects of some rehabilitation processes, have supported the continuation of these programmes.

Teske and Williamson (1979) reinforced this argument when they reported that a pro-rehabilitation stance of prison guards is a key finding in their study. They highlighted that the prison guards perceive themselves to be the most important person involved with inmates, and their positive attitude towards the offender rehabilitation process would have a positive impact towards facilitating rehabilitation programmes.

Reid (1981) conducted a study to examine the attitudes of prison guards towards their performance and job satisfaction with their perceived roles in the rehabilitation process. He found that these prison guards were satisfied about the extension of the scope of their jobs and that the new altered way of relating to offenders increased officers' mutual trust and willingness to assist offenders. Concurrently with the latter study, Reid (1981) reported on a study he conducted to evaluate the ability of prison guards to work with treatment staff (that is, correctional professionals) in a treatment or rehabilitation setting. He found that these prison guards were able to perform some functions of treatment staff and this co-working increased custodial-professional relations in a positive manner that also improved case management. This study concluded that these prison guards were productive human service staff who served as helping agents.

Yu and Marcus-Mendoza (1993) examined the attitudes of correctional staff towards the purpose of corrections and the factors that might influence their attitudes. They found that correctional staff has a positive regard for offender rehabilitation. There appears to be a need, however, for education programmes for the correctional officers (prison warders) to be trained to assist the inmates in their readjustment to life outside the prison. It was argued that educated or professional correctional officers could be important in facilitating the reduction of recidivism.

Kanhema (1995) argues that the art of rehabilitating offenders should begin with a change of attitude on both sides (correctional officer and offender) and respect for each other. William (1974) found that the negative attitudes of individuals have been found to impede offender rehabilitation process, be it the prisoner or the victim of crime or the correctional officer who has a negative attitude. Damon (1997) reinforces this argument by stipulating that the attitude of the correctional staff must change or the prison will continuously reproduce criminals in their respective communities.

These studies highlighted the positive attitude that some prison warders (correctional officers) have towards offender rehabilitation. They demonstrate that the more the attitude of prison warders is positive the better the service delivery. These studies also point out the importance of equipping prison warders with the necessary skills in order for them to partake in the rehabilitation process.

Having reviewed the limited literature on attitudes and perceptions of correctional officers towards offender rehabilitation processes, the next section will discuss the role of correctional officers in the rehabilitative context as compared to the role of prison warder.

At this stage it is necessary to clarify the terminology used. Within the development of offender rehabilitation models, terminology used in each model reflected the nature, meaning and the underlying assumptions of each mode of correction at the time. Prison warder or prison officer, patient, bandit or prisoners were terms or titles predominately used

in the medical and justice model. The role definition of officers was embedded within various conceptual frameworks. From the following section onwards, prison officers will be referred to as correctional officers in order to emphasise the changing conceptualization of the role of non-professional correctional service personnel within the rehabilitation context.

## **2.6 THE CORRECTIONAL OFFICER**

### **2.6.1 Correctional Orientation**

Despite the developmental changes from a punitive to a corrective mode of correction, the role of prison warders within the rehabilitation context was left underdeveloped (Biles, 1988, Cullen, Latessa, Burton Jr. and Lombardo, 1993). Fogel (1979), Lindquist and Whitehead (1986) and McGurk (1987) suggest that there is prevailing role confusion for prison warders resulting from the complexities of the dual role that they are expected to assume in the rehabilitation context.

Role definition and the tension between correctional professionals and correctional officers with regards to their responsibilities for offender treatment and the rehabilitation process have been focuses of concern in the Correctional Service Administration (Coetzee, 1997; Fogel, 1979; Lindquist and Whitehead, 1986; McGurk, 1987; Ross and Gendreau, 1980; Toch and Klofas, 1982 and Tsetsana, 1998).

Tsetsana (1998) argued that the effect of South African democratisation, the introduction of offender rehabilitation processes in South African prisons, and the demilitarisation of the South African Correctional Service, has brought changes in the nature of prison warders' work or duties. Coetzee (1997) argued that the prison warder is expected to change and perform the duties of a correctional officer without changes in his functions, receiving orientation to perform new tasks or reshaping his or her mission and vision of his or her work.

The correctional orientation and retraining of a prison warder and the understanding of a new complete correctional service became central in the role transformation of a prison warder to a correctional officer. (Hill in Biles, 1988; Cilliers, 1996; Coetzee, 1997; Coffey, 1975; Kauffman, 1988; Weinberg in Naser, 1993; Reid, 1981; Reidel and Vales, 1977 and Ross and Gendreau, 1980).

The studies conducted by Cullen et al. (1993) and Cullen and Gilbert (1982), Wienberg in Naser (1993) and Toch and Grant (1982), investigating the correctional officers' orientation and ideology towards the support of rehabilitation, revealed that correctional officers do not only subscribe to the punitive and custodial perspectives of corrections but they also support rehabilitation and humane service for the offenders. These studies highlighted that even though correctional officers' view maintained order as a core feature of their role, they also believed in the potential of offender rehabilitation processes to effect change. However, Ross and Gendreau (1980) noticed role confusion amongst the prison guards of Illinois Correctional Institutions while conducting interviews with them. He found that these prison guards have defined escape and riot-prevention in prison as their primary roles whilst the secondary role was the 'undefined task' of offender rehabilitation that they found incompatible with their primary role. Thus, this point raises a concern about the administration of policy as it indicates the inconsistencies between the established policy of rehabilitation and the actual implementation of this policy. Weinberg in Naser (1993) argued that the prison officers' roles were conceptualised and orientated under certain codes such as "punishment, do not trust offender, safety and security, sick-minded people", which determined and regulated the prisoner-official interaction and relations.

The study conducted by Toch and Klofas (1982) found that correctional officers are partly in favour of their roles to be defined along the principles of offender rehabilitation processes, which will then expand and enrich their participation in the process. In their study they concluded that correctional officers perceive their dual role as an extension of their work that will result in job enrichment and satisfaction for them.

It is evident that the impact of socio-political changes influenced the transformation of correctional service administration, which then resulted in the new conceptual frameworks and warranted a need to reshape the functions and duties of correctional officers within the rehabilitation context. There appears to be an inconsistency between the policy and implementation of offender rehabilitation and the shift of correctional officers at the attitudinal level from punitive to rehabilitation. Correctional officers seem to understand and support the new mission and vision of offender treatment and rehabilitation in principle, whilst they appear confused about their role within this context. Therefore, it becomes the concern in this study to explore the attitudes and perceptions about their role towards contributing to offender rehabilitation.

#### 2.6.2 Correctional training

Tsetsana (1998) argued that the historical perspective in the South African correctional training emphasised physical training that was linked to the Justice Model which was more militant than developmental. He argued further that the transformation of the prison system to correctional services has resulted in role confusion and presented challenges to and complex expectations of the correctional officers. As the job of the correctional officer was becoming complex, Fogel (1979) stipulated that, "...each new offender rehabilitation model or service that enters the field requires the development of new attitudes, new thoughts, and new duties for custodial staff (prison warders)..." (p.75). Brodsky and Platt (1978) and Reidel and Vales (1977) argued that the personnel selection of correctional service fails to emphasise the importance of personal characteristics that relate directly to the ability to become a correctional officer.

Tsetsana (1998) acknowledges that the human resource division of the Correctional Service Department is confronted with challenges of maintaining high standards of correctional administration and producing effective offender treatment and rehabilitation in order to combat or lessen the escalating crime rate and recidivism. These challenges are:



- i. Adjustment to the transition from a punitive (Justice) model to a rehabilitation model of correction, warranting a new correctional service administration.
- ii. The readiness of the correctional officer to deliver in the rehabilitation process as expected. Empowering these prison guards with sufficient knowledge and skills needed to transform their custodial role into a custodial-rehabilitative role that will enable them to perform as correctional officers.
- iii. Availability of resources and personnel to implement offender rehabilitation programmes to facilitate change. There is a greater need for financial support to develop new education and training curricula for the personnel and reconstruct existing or establish new structures that are needed to facilitate various offender rehabilitation programmes.
- iv. There is a need to reassess the potential and capabilities of prison warders/guards and retrain them as correctional officers. Prison warders/guards need to be equipped with knowledge and skills that will enable them to redefine their role and implement offender rehabilitation processes.
- v. The Department of Correctional Service needs to review its education and training curricula of personnel and professionalise this service by providing new career paths. This would ensure that the South African Correctional Service maintains its international standards of offender treatment and rehabilitation through developing its resources. The Academy of Correctional Training and the Technikon South Africa have and are developing different correctional curricula that will be available for the correctional officers to develop their careers within the Department of Correctional Service.

Tsetsana (1998) outlined important issues that have confronted the Department of Correctional Services in its transformation period. He acknowledges conceptual constraints that exist due to the major shift from the punitive to the rehabilitation mode of correction. He argues that prison officers need to be informed and be prepared to cope with this change that alters their world of work. He then emphasised the empowerment of prison officers with sufficient knowledge and related offender rehabilitation skills that would enable them

to function within the rehabilitation context.

However, Tsetsana (1998) seem to ignore the prevailing tension between safe custody and rehabilitation amongst prison warders/guards and the tension between prison warders/guards and correctional professionals in terms of their designated roles.

It is important to note the centrality of the prison warders' change at an attitudinal level, and in the conceptual framework from punitive to the rehabilitation mode of correction. It is similarly critical to ensure that they understand offender rehabilitation policy and its implementation strategies. This argument becomes central in this study, which explores the attitudes and perceptions of prison warders towards their role in contributing to offender rehabilitation programmes.

The following section highlights some arguments regarding role definition and confusion of prison officers within the rehabilitation context.

Coetzee (1997) acknowledges that the transformation of correctional services left the prison warders' role underdeveloped and caught in the middle of custodial and rehabilitation conceptual frameworks. He further stipulated that these prison guards are "...caught in between the assumptions that influence the treatment of offenders such as the sociophilosophical approach of the recognition of human rights and deterrence and retribution..." (p.21). He further argues for 'a new generation of professional skilled correctional officers' to cope with the dual role. Coffey (1975) stipulated that the "... correctional officer needs education (knowledge and skills), that is remedial, relevant and renewing that should continue beyond their formal academic preparation (basic training) for their role as correctional officer..." (p.187).

McGurk (1987) argued that the failure of correctional officers to redefine their role in order to cope with their dual role (custodial and rehabilitation functions) can result in and exacerbates stressful feelings, helplessness and dissatisfaction. The study of Lindquist and

Whitehead (1986) regarding role definition of a correctional officer concluded that effective interaction skills amongst officers could help them in preventing job burnout. McGurk (1987) remarked in the May 1979 Report of the UK Prison service that

“ ... the relationship between prison officials and prisoners is central to the humane and effective management of a prison, therefore, there is a need for a selection system which takes into account the interactive competence and training in critical interactive skills to meet the particular demands faced by the prison officials in the workplace ...” (p. 168).

Cilliers (1997) and Motaung, P., Masondo, M. and Kau, B. (2000) argue for the movement towards professionalism in correctional services that would create a meaningful training to uplift the standard of correctional administration in redefining the dual role of correctional officers within the rehabilitation context. Cilliers (1997) believes that professionalising correctional services will ensure a constructive correctional experience for offenders, will promote assertiveness, intelligence and a competent image of the correctional officer. Motaung et al. (2000) believe that developing a professional workforce will enhance the professional status and performance of a correctional officer through training and developmental programmes.

Coetzee (1997) stipulates that professionalism entails a set of knowledge, skills and attitudes towards correctional service as a profession. He maintains that knowledge and skills will inform the attitude of a correctional officer.

“... By knowledge, he refers to the knowledge of criminal justice, departmental policy, job content, recognising that a prisoner is a human being. By skills, he refers to the skills of communication, teamwork, conflict resolution, coping with stress, problem solving, decision making and skills to informally educate and motivate...”  
(p23).

Guenther in Reidel and Vales (1977) maintains that it is the professionalisation of correctional services that will influence the positive attitude and behavior change of prison guards regarding both their capacity for and their commitment to service delivery.

However, Ross and Gendreau (1980) maintain that "... the formula to incorporate the prison guard into rehabilitation is through their training in humane custody..." (p.104). They refer to humane service delivery as humane custody, which simply means that the conceptualisation of this custody in the Programme-Developed Approach Model differs significantly from the mere custody or incarceration referred in the Justice Model. Johnson and Price (1991), Reid (1981) and Ross and Gendreau (1980) argue that the prison warders or guards should be trained in experiential learning courses concerning human relations and crisis management skills that will enhance their career of becoming correctional officers. Johnson and Price (1991) maintain that there is a need for the organisation (Department of Correctional Services) to support their personnel with in service training that will enable them to render this humane service to offenders. Thus, empowering correctional officers with sufficient knowledge and necessary skills will be beneficial to them and help them develop their capacity to fulfill the dual role of human custody incorporating rehabilitation functions.

Van Voorhuis (1987) found that underskilled or less trained correctional officers retard program innovations and the development of offender treatment programmes would be unlikely to occur. Tittle (1972) concluded in his study that prison guards' failures to rehabilitate the prisoner were based on their lack of knowledge and skill and inadequate resources to facilitate offender rehabilitation programmes.

Biles (1988) acknowledges the radical shift of the prison officers' role which was conceptualised as being authoritarian. Their duties were uncomplicated and unambiguous, and involved simply training to understand the rules and regulations of the prison system with regards to the maintenance of order and stability. Meanwhile their role in becoming a correctional officer was complicated as they were expected to be concerned with the

welfare of an offender so that he or she can be integrated as a law-abiding citizen in his or her respective community.

### 2.6.3 The complete correctional officer

Johnson and Price (1991) argue that a complete correctional officer

“ ... is an officer who expands his or her role to include human service obligation, contributes to the development of resilient prison environments that accommodate the shifting needs and concerns of inmates, and support their coping efforts...” (p.434).

They go on to say that

“...his or her concern for quality of life and adjustment in prison in turn, may lay the ground work for the long term planned change and rehabilitation ...” (p.370).

However, Johnson and Price (1991) and Van Voorhuis (1987) stipulated that the integration of custodial and offender rehabilitation roles in the functions of the correctional officers do not necessarily assure the success of rehabilitation but indicate the need for preparation of the environment for offender rehabilitation to flourish. Biles (1988) suggests that correctional officers' roles can be enhanced by redefining their duties incorporating four main areas:

- i. Safety and security need to be reinforced. This will still be their primary function in order to prevent escapes and unnecessary uprisings within the prisons. However, they will also ensure that prisoners do attend rehabilitation programmes.
- ii. Correctional officers' roles should not be limited to a custodial role. They need to attend to the welfare of offenders and be involved where they can. They

could be useful in case management.

- iii. Some correctional officers may be competent and possess skills related to offender rehabilitation service delivery. These officers need to be co-opted by the Department and be developed in order to create opportunities for dealing with offenders' welfare. They need to engage in developing opportunities for the offender to partake in different services rendered for example education, counselling, skills training and development.
- iv. Recognising the offender population as a workforce capable of generating benefits for themselves, the Department, the Prisons and communities holds rehabilitation potential. Thus, Correctional Officers should facilitate this aspect of "balanced life" for offenders by providing work opportunities and recreation facilities for the offenders.

He further stipulates that the emphasis should be on the professional, technical and personal skill development of correctional officers through in-service training in order to promote on-the-job performance.

Thus far, the extended custodial role of the prison guard to function as correctional officer providing a humane service component is argued to be critical to rehabilitation as well as ensuring better interaction with offenders. This could create a positive attitude and image of the correctional officer to function within the rehabilitative context.

## **2.7 SUMMARY**

The historical development of offender treatment and rehabilitation over time has been outlined. The underpinning challenges within this development have resulted in a major shift with regards to offender treatment and rehabilitation. Various modes of corrections based on different ideologies were identified and informed the treatment and rehabilitation of offenders over time. These models of correction were challenged and criticised when they appeared to fail to address the objectives of corrections. As one model or approach of

offender treatment and rehabilitation became less preferred, new models were introduced. However as each model was introduced as a preference, it then dominated and informed offender treatment principles and assumptions. It became clear that the domination or existence of a particular model did not really mean that officers subscribed to it. The literature suggests the inconsistency that existed between the implementation of offender treatment and rehabilitation policy and its actual conceptualisation and practice.

Role confusion and role ambiguity amongst correctional officers were highlighted as major concerns that were the results of the shift from the punitive to the rehabilitation mode of correction. This shift can be observed on two levels, the conceptual and structural level. Correctional officers were assumed to conceptualise their work in terms of a new set of principles. The existing mode of corrections (rehabilitation) seems to have influenced their role which seems to have changed from the uni-dimensional role (custodial role) to the multi-dimensional role (custodial and rehabilitative role) as they are now expected to serve their dual role (safe custody and rehabilitation). The literature reviewed has highlighted the fact that while correctional administration was developing, the correctional officers' role was left underdeveloped and unable to cope with these major changes. This inconsistency seems to have major negative implications in terms of service delivery.

In South Africa, the developments within correctional administration and offender treatment and rehabilitation mirror similar changes that took place in international developments. The New South African socio-economic and political dispensation however has influenced the changes and the developments of social policies, which then serves as the foundation for the development of a humane offender service delivery. The Department of Correctional Service has been assigned with the responsibility of facilitating rehabilitation programme service delivery, aiming to enhance growth and development and address the needs of the diverse offender population. The Department's annual reports continuously highlight the inefficiency of the offender rehabilitation process due to the lack of resources and lack of specialised personnel to facilitate rehabilitation programmes in the fast-growing offender population. These seem to have major implication towards

maximising the objectives of the offender rehabilitation process.

Thus, exploring correctional officers' attitudes and perceptions towards their role in offender rehabilitation programmes becomes central to this study. It is hypothesised in this study that these officers could be trained and become a frontline workforce that will work with the specialised personnel.

Nevertheless, the research conducted on the attitudes of prison warders towards rehabilitation programmes suggests that those prison warders with positive attitude towards these programmes will support and assist in the facilitation of these programmes. The development of humane correctional service and imparting prison warders or officers with skills and knowledge will enhance and maximise the participation of prison warders in contributing to offender rehabilitation process.



## **CHAPTER 3**

### **METHODOLOGY**

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#### **3.1 INTRODUCTION**

With the transformation of the South African Correctional Service Administration, the process of offender treatment and rehabilitation has taken a new course. This transformation process has specific implications for the role and the involvement of correctional officers in offender rehabilitation. In the context of these changes, this study aims to explore the attitudes and perceptions of correctional officers and their role towards offender treatment and rehabilitation.

This study has the following objectives:

- (i) to assess correctional officers' understanding of offender rehabilitation process.
- (ii) to assess the attitudes and perceptions of correctional officers concerning their role in the offender rehabilitation process.
- (iii) to assess the potential and abilities of correctional officers to rehabilitate offenders.
- (iv) To provide the Department of Correctional Services (DCS) with some insight into the attitudes and perceptions of correctional officers regarding their role in rehabilitating offenders.

#### **3.2 STUDY HYPOTHESES**

For this study, the following hypotheses have been designed to generate the information and guide data analysis.

This study's hypotheses are:

- (i) There is a significant positive correlation between the correctional officers' understanding of offender rehabilitation process and the knowledge of offender rehabilitation models and their positive perception of their role in the offender rehabilitation process.
- (ii) There is a significant positive correlation between positive perceptions of correctional officers towards their role in the rehabilitation of offenders and their (correctional officers') knowledge of the process of offender rehabilitation.
- (iii) There is a significant positive correlation between perceptions of correctional officers towards their role in the rehabilitation of offenders and the skills they have in relation to the process of offender rehabilitation.
- (iv) There is a significant positive correlation between correctional officers' rating of the prison environment as conducive for offenders' rehabilitation and their perceptions of their contributory role towards the process of offender rehabilitation.

### **3.3 RESEARCH DESIGN**

Due to the nature of this investigation, the research strategy considered to be most appropriate to this study was that of a survey. The data was collected by means of self-administered questionnaires which are a recommended survey method due to the fact that they allow one to cover a large population within a relatively small time frame and at a lower cost. Additionally, this form of data collection does not need the presence of a researcher as they are usually easily understood. This form of research design is thus advantageous to this investigation given our short time frame, small budget and the fact that two separate prisons in two provinces were needed to complete the study.

The questionnaire consisted of 5 sections, one on demographics that was used as the independent variables in analysis, and four other on the meaning and knowledge of offender rehabilitation programmes, skills relating to rehabilitation and their ratings of prison conditions. These last sections were used as the dependent variables in all statistical analysis (see Appendix 1 [copy of the questionnaire]).

Due to the fact that the literature reviewed failed to yield any assessment toll that could have been useful for this study, it was necessary to develop one. The questionnaire was developed from a focus group held in the New Pietermaritzburg prison in Pietermaritzburg, which aimed at generating themes that would be useful in constructing a questionnaire for the present study. Even though the intended population was Pollsmoor prison in Cape Town, both these prisons appear similar in terms of context and environment with regards to rehabilitation services. Both prisons have male and female correctional officers who serve under the rehabilitation mode of correction whereby 5 of the rehabilitation service categories are available for the offenders. Once the questionnaire was completed, it was piloted at the New Pietermaritzburg prison in order to detect any difficulties that these correctional officers may have experienced in completing the questionnaire.

The questionnaire was constructed as a Likert scale, that is, a summated rating scale with 5 options, 1 being strongly disagree and 5 strongly agree (Neuman, 1994).

### **3.3.1 PILOT STUDY**

#### **3.3.1.1 Pilot study for questionnaire design**

As has already been explained, the questionnaire (or guideline) was designed using a focus group. This focus group consisted of twelve correctional officers of different ages, race, gender, rank and level of education. These officers were those who were willing to participate after the research were explained to them in their morning gathering at work.

This discussion was held at the premises of New Pietermaritzburg Prison in Pietermaritzburg.

Structured guidelines or questions were designed for the focus group to yield the relevant information that would be useful for constructing the questionnaire for the survey (see Appendix 2 [focus group questions / guidelines]).

Questionnaire construction aimed at yielding relevant data which would test the hypotheses of this survey. A blue-print framework for developing a questionnaire was utilised in developing a structure of this questionnaire (Rust et al., 1989).

#### 3.3.1.2 Results of the pilot study

Content analysis was used to analyse the focus group discussion. The following six broad categories were identified:

- (a) understanding of offender rehabilitation
- (b) rehabilitation programmes
- (c) facilitation of offender rehabilitation process
- (d) role of correctional officer in the offender rehabilitation process
- (e) necessary skills for the correctional officers to facilitate offender rehabilitation process
- (f) prison conditions as promoting or inhibiting offender rehabilitation process

These categories are discussed below.

##### (a) Understanding of offender rehabilitation

The participants indicated that offender rehabilitation is considered to be a more respectful, dignified and successful form of offender treatment than other forms of

punishment. The officers felt that punishing an offender is necessary, but should be limited. They view the rehabilitation process as providing a means of communicating and interacting with offenders on various levels, allowing them to deal with psychosocial issues. They believe that the rehabilitation process grants the offender an opportunity to rehabilitate himself or herself and to be rehabilitated by the professionals of correctional services through different programmes, which afford offenders with skills to cope with life and work for their living. An essential aspect of the offender rehabilitation is seen to be the reintegration programme that works to keep the connection between the offender and his or her family.

#### (b) Rehabilitation programmes

The rehabilitation programmes listed below were indicated by the participants as the programmes that they are familiar with, within their prison environment. These programmes include school, social work, church, Nicro (National Institute of Crime and Rehabilitation / Reintegration of Offenders) lifeskills programmes, Aids education, street law, sports and recreation, psychological services, nurses, medical doctors and vocational training skills facilitated by the department of labour.

#### (c) Facilitation of offender rehabilitation process

Participants indicated that teachers, social workers, psychologists, nurses, doctors, and external religious members are involved in the direct facilitation of rehabilitation programmes. Some correctional officers were indicated to be involved in music and sports and recreation. The fact that most correctional officers are not involved in the process at all was highlighted. These participants discussed that they felt they lacked skills and knowledge with regards to the offender rehabilitation processes. They argued that this perception makes them focus on their primary functions of safe custody and prevention of escapes. There was evidence of role confusion amongst the participants (correctional officers) and an apparently negative attitude towards various duties within

the correctional services, which seem to potentially retard the service delivery of rehabilitation programmes.

(d) Role of correctional officer in the offender rehabilitation process

The role of correctional officers in the offender rehabilitation process was not clearly defined by the participants. They felt that everyone works with the offender in different ways, in contributing to his or her welfare. With regards to the rehabilitation programmes, there was an indication that correctional officers could assist correctional professionals if they were better skilled in these specialised offender rehabilitation programmes. It was also indicated that correctional officers should then encourage offenders to attend these programmes.

There was a positive attitude with regards to their willingness to be involved in the offender rehabilitation process. Some participants felt this because they believe that every correctional officer works with the offender and some felt that they know how to handle prisoners because they spend so much time with them. Participants clearly identified a change in the Department of Correctional Services' approach and offenders' treatment. This change appears to be a move from a punitive to a corrective model of offender treatment. However, the participants identify a lack of programmes designed to transform and retrain correctional officers themselves in order to adapt and implement the new rehabilitation process.

Some correctional officers demonstrated interest and have made themselves available to assist in facilitating rehabilitation programmes. Whilst others have indicated demotivation, work stress and demonstrated no interest in becoming involved. Some participants asked whether offender rehabilitation is really necessary. They argue that because recidivism prevails, it appears that rehabilitation is a waste of time and money.

There was an indication of role confusion amongst the participants regarding their involvement with correctional professionals in facilitating offender rehabilitation

processes. The majority of the participants felt that if they could be trained in some aspects of different professional fields, they would be willing to assist in facilitating rehabilitation programmes and maximise the participation of offenders in these programmes.

(e) Necessary skills to facilitate offender rehabilitation process

Participants were uncertain regarding what skills correctional officers should have to assist in the facilitation of offender rehabilitation programmes. However, they maintained that the basic training of new correctional officers should equip members with necessary and useful skill to enable them to work within the rehabilitation context. Some participants also felt that education may provide some correctional officers with skills they could utilise within the offender rehabilitation process.

The group felt that Problem Solving, Communication, General Discipline, Listening, Conflict Resolution, Social and Political Awareness, Vocational Training, Teaching and Training, Speech and Drama, HIV/Aids Education, Art and Music are necessary skills with which to equip the correctional officer to function within the prison rehabilitation context.

(f) Prison conditions as inhibiting or promoting the offender rehabilitation process

The participants highlighted wide ranges of unfavourable conditions. These included large numbers of offenders, unattended offenders' problems, a lack of resources and facilities for rehabilitation, absenteeism of correctional officers from work, lack of appreciation of offender rehabilitation by correctional officers and offenders, less involvement of correctional officers in the process, demotivated correctional officers, poor relations and fights between correctional officers and offenders, gangsterism in prison, and lack of humanity ("ubuntu") in the prison.

#### 3.3.1.3 Discussion of pilot study

The group demonstrated a common understanding of offender rehabilitation as a humane process whereby offenders are taught through different rehabilitation programmes to cope with the pressures and demands of society. They seem to subscribe to a Programme-Developed Approach since they articulate a need to balance punishment and rehabilitation. However, operationalising their attitudes and thoughts seems to be a concern for them since correctional professionals are viewed as agents for facilitating the rehabilitation process whilst prison warders appear to make minimal contribution to the process.

Skills and knowledge to engage in the rehabilitation of offenders appear to be a concern of these correctional officers. The demands to be involved in rehabilitating offenders seems to bring about role confusion since they appear less skilled and less competent to render the service.

However, their indication of negative attitudes towards the process, work stresses and work conditions could impact negatively on their support and involvement in the offender rehabilitation process.

#### 3.3.2 Focus Group Transcript

A copy of the focus group transcript has been filed with the School of Psychology at the University of Natal, Pietermaritzburg.

### **3.4 SUBJECTS**

Out of the 5 sub-prisons at Pollsmoor prison. 3 were selected to be part of the study as they were identified as being involved in facilitating offender rehabilitation programmes. Purposive sampling was done in these 3 institutions, since this study required a particular sample of correctional or custodial officers working in these three institutions. The



researcher presented the topic to these officers in their respective working environment, and officers who were willing to participate volunteered themselves.

150 Self-administered questionnaires were distributed amongst the correctional officers of various sub-prisons at Pollsmoor Prison, Cape Town. These respondents were recruited during the presentation that the researcher had made in parades (morning assembly). Of the five sub-prisons of Pollsmoor, one is a female prison with a majority of female correctional officers and four are male prisons that are dominated by male correctional officers with a few females doing administrative work.

117 correctional officers responded to the questionnaires. This number comprises of 84 male (71.8 %) and 33 female (28.2 %) correctional officers. The participants range in age from 18-51 and were of different gender, length of service, level of education, races and service rank. These were the correctional officers who have daily close interaction and daily activities with the offenders. The disproportional distribution of gender reflects the imbalances within the personnel of the site (Pollsmoor Prison).

### **3.5 INSTRUMENTS USED**

After the themes were identified, the researcher constructed the questionnaire.

The questionnaire comprised of five sections (i.e. Section A, B, C, D and E). Section A consists of demographics such as age, gender, race, rank, length of service and level of education, which were used in analysis as independent variables. Section B consists of 15 items pertaining to the correctional officers' understanding and knowledge of offender rehabilitation process and models. Section C consists of 9 items pertaining to the knowledge of rehabilitation services. Section D consists of 3 items to assess the skills that correctional officers have related to offender rehabilitation programmes. Section E consists of 21 items pertaining to the ratings of prison conditions towards offender rehabilitation process.

Options that could be considered for analysing and reducing the data from section B, C, D and E would include cluster analysis, factor analysis or simply taking the items at face value and checking separately for each item's relationships with the demographic questions in section A.

First of all, cluster analysis was performed on each of the four sections (i.e. B, C, D and E) attempting to develop useful scales. It was felt that factor analysis would give essentially a corresponding lack of strong factors, to the cluster results. However, the analysis did not produce any useful clusters. None of the items in section B, C and D seem to be compatible enough to form an independent scale. Thus, no scales were developed in these sections and they were analysed on a question by question basis.

#### 3.5.1 Derivation of scales

For Section E which consists of 21 items, certain items were grouped together to constitute three different scales. These conditions scales are Administrative, made of 7 items, Environmental, made of 7 items and Personal, made of 5 items. These scales will be further discussed below. Kruskal-Wallis test was performed to detect the compatibility and reliability of each scale. However, only item number 2 of Section E was found incompatible in any of the above mentioned conditions scales and this item was then omitted from any further analysis.

Description of these conditions scales:

##### Administrative Condition Scale

Consist of items nos. 3, 4, 10, 11, 12, 19, 20 of Section E of the questionnaire used in this study.

This scale evaluated the extent to which the administrative or the management styles at Pollsmoor Prison or the Correctional Services

Department impact directly or indirectly on the involvement of correctional officers in the process of offender rehabilitation.

#### Environmental Condition Scale

Consist of items nos. 5, 6, 7, 8, 9, 16, 17 of Section E of the questionnaire used in this study.

This scale measured the extent to which the environmental or prison conditions impact on the involvement of correctional officers in the process of offender rehabilitation.

#### Personal Condition Scale

Consist of items nos. 1, 13, 14, 18, 21 of Section E of the questionnaire used in this study.

This scale measured the correctional officers' attitudes towards offender rehabilitation in relation to their own personal attributes, work habits and interest towards the rehabilitation process of offenders.

### **3.6 DATA ANALYSIS**

For the purpose of data analysis, average responses were reported as 1 being strongly disagree and 5 strongly agree. A score of 3 was recorded as being uncertain. Only significant results have been reported and discussed in this paper due to the volume of results obtained. The questionnaire was subdivided into two main sections. The first (or section A) consisted of demographics that were used as independent variables in the analysis. The second section (or section B, C, D and E) consisted of items pertaining to the correctional officers' meaning and knowledge of offender rehabilitation models, the skills they may have related to offender rehabilitation programmes and their ratings of prison conditions towards offender rehabilitation process. These were entered as dependent variables in the analysis.

Frequencies and percentages were used as descriptive statistical measures for the demographics, i.e. age, gender, race, service rank, length of service and level of education, age was substituted by length of service due to the fact that these variables run parallel with each other and are synonymous with one another in this department. The Department of Correctional Service usually recruits younger people and the older the member the longer he or she has been in the service. It was decided that race and service rank did not yield relevant or sufficient information to be utilised in testing the hypotheses set forth in this study (see section 4.1 of Chapter 4).

Mann-Whitney U-tests were used to compute the significant relationship between gender and the attitudes and perceptions of correctional officers towards their role in contributing to offender rehabilitation programmes.

Kruskal-Wallis tests were used to compute the significant relationship between correctional officers' level of education and length of service and their attitudes and perceptions towards their role in contributing to offender rehabilitation programmes

These non-parametric tests were used because parametric tests did not meet the assumptions.

### **3.7 PROCEDURE**

#### **3.7.1 For permission to the Department of Correctional Services**

The researcher contacted the Research Committee Office of the Department of Correctional Services (RCO of DCS) and negotiated for permission to conduct the research. Upon the approval of the research proposal by the University of Natal, the researcher completed the research / study permission forms he received from the RCO of DCS to conduct the research. At this time, the researcher had partially negotiated with Pollsmoor Prison in Cape Town, as it would be the research site. After thorough evaluation of the research proposal by the RCO of DCS, the researcher was granted

permission to conduct the research at Pollsmoor Prison. The RCO of DCS concluded that this study was harmless to the correctional officers and to the policy of Correctional Services Department, hence the permission was granted.

### 3.7.2 Focus group in the New Pietermaritzburg Prison

Upon the approval of the research by the RCO of DCS, discussion and planning regarding the pilot study were discussed during a scheduled meeting with the concerned Area Manager and the researcher in the prison offices. Formal explanations of the research topic and the preliminary procedures for the focus group were discussed with the concerned Area Manager prior to presentation to the correctional officers. The intention of the visit and a brief explanation of the study was given to these correctional officers by the researcher during the morning assembly (parades). Confidentiality was explained thoroughly in order to gain consent from the participants. The requested number of correctional officers (both males and females) who work inside the different prison sections then availed themselves for group discussion.

### 3.7.3 For this study

With the permission granted by RCO of DCS, the researcher resumed the negotiations with the Area Manager at Pollsmoor Prison, Cape Town. During this time, the researcher informed the concerned Area Manager about the purpose of the study. Telephone and fax services were used by the researcher to maintain communication with the concerned Area Manager about the plan of conducting research in the site. Heads of sub-prisons at Pollsmoor were co-opted by the Area Manager to collaborate a plan of action for administering questionnaires.

On the first day on the research site contact with the Area Manager and different Heads of sub-prisons was made, and the procedure for completing self-administered questionnaires was finalised. Heads of the five sub-prisons at Pollsmoor prison were requested to inform their respective personnel about the research. On the following days,

the researcher visited different sub-prisons of the site during parades. The researcher explained the intention of the visit and gave a brief explanation of the study to these officers. Confidentiality was explained thoroughly in order to gain consent from participants. Participants were urged to complete these questionnaires and return them to their respective personnel offices, where it was convenient for the researcher to collect the questionnaires.

Even though Afrikaans-speaking officers dominate Pollsmoor prison, the questionnaires were constructed and completed in English. English has been the medium of instruction in the Department of Correctional service to address the diversity amongst its personnel.

### **3.8 SUMMARY**

Self-administered questionnaires were used to gather the data of this survey study. Since there was no relevant assessment tool that would have been used at the time of gathering data, a pilot study was conducted using the focus group method. Content analysis was performed to analyse the information gathered, in order to generate themes that were used in the construction of the content of the questionnaire.

The questionnaire was carefully constructed and then piloted at the New Pietermaritzburg Prison in Pietermaritzburg that was found similar in many regards with the intended population of Pollsmoor Prison in Cape Town.

The following chapter will describe the findings along the hypotheses set forth for this study, and the analysis of the collected data.

## **CHAPTER 4**

### **RESULTS**

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#### **4.1 INTRODUCTION**

This chapter is a summary of the statistical analysis of the data collected for this study. The statistical analysis was done on the Statistical Package for the Social Sciences (SPSS™). Non-significant outcomes will be occasionally highlighted for interest throughout this chapter but not discussed in detail.

#### **4.2 DEMOGRAPHIC DATA**

Participants were requested to provide personal information in terms of age, gender, race, level of education, length of service, and service rank.

Of six demographics that the participants were requested to provide, race and service rank appeared not to be variables yielding relevant and sufficient information to be utilised in testing the hypotheses set forth in this study. Although it may be important for future research to look at the attitudes of different racial groups of correctional officers, it was not the focus of this study. The participants were correctional officers who work inside prison sections or cells regardless of what service rank they may be in. Thus, these variables (race and service rank) will not be part of discussion.

Age was substituted by length of service because these variables appear to run parallel with each other. This was due to the fact that the Department of Correctional Service usually recruits younger people and the older the member the longer his or her length of service at work. Therefore, length of

service was used instead of age. Thus gender, level of education and length of service were entered as independent variables in the statistical analysis.

#### 4.2.1 AGE

An age range of 18 - 51 existed in the sample of the correctional officers who participated in this study. The age factor was split into three categories which was in accordance with their years of experience within the service.

AGE GROUP	FREQUENCIES	PERCENTAGES
18 – 25 years	36	30.8
26 – 32 years	52	44.4
33 years – and above	29	24.8
Total	117	100.0

*Table 1: Age breakdown of total sample of correctional officers*

#### 4.2.2 GENDER

The sample consist of a disproportionate number of males (81), compared with females (36) because the respective population (Pollsmoor Prison) has a larger number of male correctional officers and male prisoners than female correctional officers and female prisoners. Of 5 Pollsmoor sub-prisons, 4 are male and 1 is female.

GENDER	SUBJECTS	PERCENTAGES
MALES	81	69.2
FEMALES	36	30.8
TOTAL	117	100.0

*Table 2: Gender breakdown of total sample of correctional officers*



### 4.2.3 RACE

Three different racial groups participated in this study. However, this variable was not considered relevant to this study (see paragraph 4.1 of this Chapter).

RACE	FREQUENCIES	PERCENTAGES
BLACKS	52	44.4
COLOUREDS	49	41.9
WHITES	16	13.7
TOTAL	117	100.0

*Table 3: Racial groups breakdown of total sample of correctional officers*

Out of 117 respondents, the so-called Black (44.4%) and Coloured (41.9%) racial groups form the majority sample of respondents. The percentage of White (13.7%) respondents form the smallest group who participated in this study. This could probably be due to the reason that there are less White correctional officers than Black or Coloured that work in the prison sections or cells as prison warders. Alternatively, it could mean that they were not available during the time of collecting this data or they were less interested in participating in this study.

### 4.2.4 LEVEL OF EDUCATION

Among the correctional officers that responded, three levels of education were identified.

LEVEL OF EDUCATION	FREQUENCIES	PERCENTAGES
Std 6 – 9	12	10.3
Std 10	84	71.8
Diploma / Degree	21	17.9

LEVEL OF EDUCATION	FREQUENCIES	PERCENTAGES
TOTAL	117	100.0

*Table 4: Education level of total sample of correctional officers*

Of 117 respondents, correctional officers with a Std 10 level of education (71.8%) form the largest part of the sample whilst those who between Std 6 - 9 form the smallest (10.3%). This could mean that there is a smaller number of prison warders of this level of education or perhaps that prison warders at this level of education were less interested in participating in this study. There is even a smaller number of prison warders (17.9%) whose Diploma or Degree do not meet the Department of Correctional Services' criteria in order to be recognised as correctional professionals. These prison warders end up working as prison warders or discipline correctional officers.

#### **4.2.5 LENGTH OF SERVICE**

This is basically the period of time that prison warder has worked in the service. Length or years of service has been grouped into classes between 3 and 5 years. The rationale for this is based on the assumption that the early years in the service seem to be the learning period for the correctional officers. The cut-offs beyond the two years of service were chosen to allow four roughly equal service length categories. The first category remains 0 - 2 years because this is the probation period for the probationers or new employees.

LENGTH OF SERVICE	FREQUENCIES	PERCENTAGES
0 - 2 years	33	28.2
3 - 5 years	34	29.0
6 - 9 years	14	12.0
10 - 15 years	25	21.4

LENGTH OF SERVICE	FREQUENCIES	PERCENTAGES
16 years and above	11	9.4
TOTAL	117	100.0

*Table 5: Length of service breakdown of total sample of correctional officers*

Of the total sample, participants who formed the majority are the prison warders with service length of 3 - 5 years, and the least are those who have service length of 16 years and above.

#### **4.2.6 SERVICE RANK**

Rank is treated as a correctional officer's occupational level within the Department of Correctional Services. In most cases, rank is related to the length of service. Correctional officers usually obtained higher ranks because of the years she or he has been in the service. Four ranks (Correctional Officer Grade III, II, I and Senior Correctional Officer and above), were identified.

SERVICE RANK	FREQUENCIES	PERCENTAGES
CO III	49	41.9
CO II	27	23.1
CO I	36	30.8
SCO and Above	5	4.3
TOTAL	117	100.0

*Table 6: Service rank breakdown of total sample of correctional officers*

Correctional Officers grade III formed the majority while the Senior Correctional Officers and above is the least represented category. The reason may be the fact that SCO and prison warders in higher ranks are not necessarily working inside the prison as CO (in grade I, II III) officers do.

### **4.3 DEMOGRAPHICS AND MODELS OF OFFENDER REHABILITATION SIGNIFICANCE**

It is important to note the meanings of the abbreviations used in section B of the questionnaire. MB stands for Medical Model, JB for Justice Model, IB for Reintegration Model and PB for Programme-Developed Approach Model.

Of the six demographics that the participants were requested to provide, race and service rank appeared not to be variables yielding relevant and sufficient information to be utilised in testing the hypotheses set forth in this study. Although it may be important for future research to look at the attitudes of different racial groups of correctional officers, however, for this study this was not the focus. The participants were correctional officers who work inside prison sections or cells regardless of what service rank they may be in. Thus, these variables (race and service rank) will not be part of discussion.

Age was then substituted by length of service because both these variables appear to be synonymous with each other. The Department of Correctional Service usually recruits younger people and the older the member the longer his or her length of service at work. Therefore, length of service was used instead of age. Thus gender, level of education and length of service were independent variables used for statistical analysis of the data that yielded relevant information in testing the aims and hypotheses of this study.

Kruskal-Wallis and Mann-Whitney tests were performed to compute the relationship between models of rehabilitation which were dependent variables (refer to MB1.1 and to PB4.5 of the questionnaire) and the demographics (age, gender, race, rank, level of education and length of service) as independent variables. Summated Likert rating scale of 1 – 5 was used as a format for scoring these scores, 1 being strongly disagree and 5 strongly agree. Only significant outcomes of independent variables are demonstrated below and discussed.

It was conceded that basing analysis on responses to single questions runs a risk of producing some spurious significant outcomes because of the large number of questions the subjects answered. In the suggestions for future research, it will be proposed that a procedure be developed to combine questions into meaningful and interpretable reliable scales if at all possible. The cluster analyses of the present research were not considered promising enough to pursue the attempt to form a smaller number of scales.

VARIABLE	ITEM DESCRIPTION	MEAN RANKS	CHI-SQUARE
GENDER	(JB2.3) Punishment should change the behaviour of the prisoner better than the rehabilitation process	Men (n=81) : 53.52 Female (n=36) : 71.32	$\chi^2 = 7.430$ df = 1 P = 0.006
	(IB3.1) Effective rehabilitation should take place in the community rather than inside the prison	Men (n=80) : 63.76 Female (n=36) : 46.85	Z = -2.595 P = 0.009
	(IB3.3) The community should participate in the prisoner rehabilitation in prison.	Men (n=81) : 55.17 Female (n=36) : 67.61	$\chi^2 = 6.793$ df = 1 P = 0.037
EDUCATION	(MB1.1) Rehabilitation should be left to mental health professionals	Std 6-9 (n=12) : 50.50 Std 10 (n=84) : 65.11 Dip/Dgr (n=21) : 39.43	$\chi^2 = 11.674$ df = 2 P = 0.003

VARIABLE	ITEM DESCRIPTION	MEAN RANKS	CHI-SQUARE
	(JB2.1) Prisoners should be punished for the crime/s they have committed	Std 6-9 (n=12) : 38.38 Std 10 (n=84) : 62.12 Dip/Dgr (n=21) : 58.31	$\chi^2 = 6.077$ df = 2 P = 0.048
	(JB2.2) Imprisonment should provide a good lesson for prisoner not to commit crime again	Std 6-9 (n=12) : 38.00 Std 10 (n=84) : 62.10 Dip/Dgr (n=21) : 58.62	$\chi^2 = 6.405$ df = 2 P = 0.041
	(IB3.4) Community service sentences should be better than prison sentences	Std 6-9 (n=12) : 35.25 Std 10 (n=84) : 62.04 Dip/Dgr (n=21) : 60.43	$\chi^2 = 7.206$ df = 2 P = 0.027
	(PB4.5) The community should participate in prisoner rehabilitation in this prison	Std 6-9 (n=12) : 38.00 Std 10 (n=84) : 61.76 Dip/Dgr (n=21) : 54.74	$\chi^2 = 7.410$ df = 2 P = 0.025
LENGTH OF SERVICE	(MB1.2) Professionals and prison warders should be involved in prisoner rehabilitation	0-2yrs (n=33) : 68.42 3-5yrs (n=34) : 52.16 6-9yrs (n=14) : 40.96 10-15 (n=25) : 62.34 16-abv (n=11) : 67.23	$\chi^2 = 11.867$ df = 4 p = 0.018

	(JB2.2) Imprisonment should provide a good lesson for prisoner not to commit crime again	0-2yrs (n=33) : 70.20 3-5yrs (n=34) : 61.82 6-9yrs (n=14) : 40.32 10-15 (n=25) : 58.82 16-abv (n=11) : 40.86	$\chi^2 = 13.559$ df = 4 P = 0.009
	(JB3.1) Effective rehabilitation should take place in the community rather than inside the prison	0-2yrs (n=33) : 41.23 3-5yrs (n=34) : 65.06 6-9yrs (n=14) : 47.93 10-15 (n=25) : 72.22 16-abv (n=11) : 72.91	$\chi^2 = 18.828$ df = 4 P = 0.001
	(PB4.2) Correctional service professionals should be able to change the misbehaviours of the prisoners	0-2yrs (n=33) : 48.32 3-5yrs (n=34) : 71.40 6-9yrs (n=14) : 51.57 10-15 (n=25) : 59.88 16-abv (n=11) : 60.18	$\chi^2 = 10.708$ df = 4 P = 0.030
	(PB4.5) The community should participate in prisoner rehabilitation in this prison	0-2yrs (n=33) : 71.08 3-5yrs (n=34) : 46.41 6-9yrs (n=14) : 54.46 10-15 (n=25) : 51.62 16-abv (n=11) : 77.06	$\chi^2 = 17.557$ df = 4 P = 0.001

*Table 7: Demographics and Offender Rehabilitation Models*

The following brief account discusses the significant outcomes shown above. As indicated earlier in this discussion, demographics such as age, race and service rank were not used. However, some of these demographics demonstrated some significant results but were excluded in this study because they were not providing relevant information to test the aims and hypotheses of this study.

#### **4.3.1 GENDER AND MODELS OF OFFENDER REHABILITATION**

These results demonstrate a significant relationship between gender and the attitudes and perceptions of correctional officers towards different models of rehabilitation, in particular the justice (punitive) model. Male prison warders appear to be less punitive and strongly agreeing compared to females who seem uncertain about the efficacy of institutionalised punishment which may be better than rehabilitation for influencing the change of prisoners' misbehaviours.(JB2.3). Male correctional officers appear to agree whilst the females seem uncertain about the perception that effective rehabilitation should take place in the community rather than inside prison (IB3.1).

#### **4.3.2 LEVEL OF EDUCATION AND MODELS OF OFFENDER REHABILITATION**

There is a significant relationship between level of education and correctional officers' knowledge of different models of offender rehabilitation. Prison warders with lower levels (Std 6 - 9) and the correctional officers' higher level of education (Diploma / Degree) tend to disagree with the perception that rehabilitation should be left to mental health professionals whilst those with average level of education (Std 10) appear uncertain (MB1.1). The results indicate that correctional officers with lower levels of education are uncertain whether imprisonment should be a good lesson for prisoners not to commit crime again (JB2.2) whilst those with average and higher level of education appear to agree.

#### **4.3.3 LENGTH OF SERVICE AND MODELS OF OFFENDER REHABILITATION**

There is a significant relationship between length of service of these correctional officers and their attitudes and perceptions towards different models of rehabilitation. Irrespective of working experience, prison warders strongly agree that correctional service professionals and correctional officers should be involved in offender rehabilitation (MB1.2). Even though most correctional officers strongly agree that imprisonment should be a good lesson for prisoners not to commit



criminal acts again (JB2.2), those with long service (16 years and above) appear uncertain. Even though these correctional officers seem to have a positive attitude towards being involved in the offender rehabilitation process, males appear to have more faith in the institutionalised rehabilitation process than community service, compared to females. However, punishment is still perceived as punitive to deter criminal engagement. The levels of education of these prison warders appear to have contributed in shaping their attitudes and perceptions towards contributing to the facilitation of offender rehabilitation process.

The following section will demonstrate the relationship between the attitudes and perception of prison warders and their knowledge of offender rehabilitation services offered in this prison.

#### **4.4 KNOWLEDGE OF OFFENDER REHABILITATION SERVICES CATEGORIES**

In section C8.1 subjects wrote in which offender rehabilitation programmes they knew about. From their responses they were classified or scored as knowing about one (or more) of the programmes falling under each of the five offender rehabilitation services categories namely, Education and Training services, Psychological services, Religious Care services, Social Work services and Sports and Recreation. (refer to Table 8). These services categories were formed from the list of the offender rehabilitation programmes (refer to section: D3.1.1 to D3.1.26 of the Questionnaire [Appendix 1]).

The breakdown of these offender rehabilitation programmes into these five services categories, is as follow:

<b>EDUCATION AND TRAINING SERVICE CATEGORY:</b>	<b>D3.1.1 / 6 / 7 / 13 / 18 / 19 / 26</b>
<b>PSYCHOLOGICAL SERVICE CATEGORY</b>	<b>: D3.1.4 / 11 / 14 / 20 / 25</b>
<b>RELIGIOUS CARE SERVICE CATEGORY</b>	<b>: D3.1.5 / 8 / 23</b>
<b>SOCIAL WORK SERVICE CATEGORY</b>	<b>: D3.1.2 / 6 / 9 / 10 / 15 / 16 / 17</b> <b>/ 22 / 26</b>

## SPORT AND RECREATION SERVICE CATEGORY : D3.1.12 / 24

The following table presents the percentages of the 117 correctional officers' response whether they know (YES) and did not know (NO) about each of the offender rehabilitation programmes in these

[illegible]

**SPORT AND RECREATION SERVICE CATEGORY : D3.1.12 / 24**

The following table presents the percentages of the 117 correctional officers' response whether they know (YES) and did not know (NO) about each of the offender rehabilitation programmes in these developed categories.

VARIABLE	VALUE	
	YES	NO
EDUCATION AND TRAINING SERVICES	81.2 %	18.8 %
PSYCHOLOGICAL SERVICES	35.9 %	64.1 %
RELIGIOUS CARE SERVICES	70.1 %	29.9 %
SOCIAL WORK SERVICES	82.9 %	17.1 %
SPORT AND RECREATION SERVICES	47.9 %	52.1 %

*Table 8: Frequencies of correctional officers' knowledge of offender rehabilitation service categories*

Out of five offender rehabilitation service categories, the higher percentages of the three (social work, education and training and religious care) demonstrate that correctional officers may have more or sufficient knowledge of these rehabilitation service categories except for psychological and sports and recreation whereby more than half of the subjects indicated that they do not have knowledge of these categories. This may indicate how well known the various rehabilitation programmes in these service categories are.

#### **4.5.1 RELATIONSHIP BETWEEN GENDER AND THE KNOWLEDGE OF OFFENDER REHABILITATION SERVICES CATEGORIES**

26 Various offender rehabilitation programmes that are available in prison, were grouped categorically into their five offender rehabilitation service categories or domains known as Education and Training, Social Work, Religious Care, Psychological and Sports and Recreation.

Gender, level of education and the length of service were tested with chi-squared tests against correctional officers' knowledge of five offender rehabilitation services categories. Chi-square tests were computed to establish significant relationships between the correctional officers' gender, level of education and length of service.

No significant relationships were found between gender and knowledge of any of the five offender rehabilitation services categories.

#### **4.5.2 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LEVEL OF EDUCATION AND KNOWLEDGE OF OFFENDER REHABILITATION SERVICES CATEGORIES**

Chi-square tests were computed to establish whether significant relationships exist between the correctional officers' level of education and knowledge of these offender rehabilitation categories. Of five chi-square tests, a significant outcome was found only for knowledge of psychological service category.

		KNOWLEDGE OF PSYCHOLOGICAL SERVICE CATEGORY			
LEVEL OF EDUCATION	YES	NO	TOTALS	CHI-SQUARE	SIGNIFICA- NCE
Std 6 – 9 (n = 12)	0	48	48	$\chi^2 = 15.600$	P = <.0001
Std 10 (n = 84)	28	20	48		
Dipl/Degree (n = 21)	14	7	21		
Totals	42	75	117		

*Table 9: Frequencies of correctional officers' level of education and their knowledge of offender rehabilitation service categories*

#### **4.5.3 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LENGTH OF SERVICE AND THEIR KNOWLEDGE OF OF OFFENDER REHABILITATION**

Chi-square tests were computed to establish whether there is a significant relationship between the correctional officers' length of service and knowledge of these offender rehabilitation categories.

VARIABLE	VALUES	LENGTH	OF	SERVICE		TOTALS	CHI-SQUARE	SIGNIFI-CANCE
		0-2yrs (N = 33)	3-5yrs (N = 34)	6-9yrs (N = 14)	10yrs and above (N=36)	(N = 117)		
SOCIAL WORK SERVICE	YES NO	28 5	25 9	9 5	35 1	97 20	$\chi^2 = 10.915$ df = 4	P=0.028
RELIGIOUS CARE SERVICE	YES NO	23 10	19 15	8 6	32 4	82 35	$\chi^2 = 11.396$ df = 4	P=0.022
PSYCHO- LOGICAL SERVICE	YES NO	7 26	13 21	3 11	19 17	42 75	$\chi^2 = 17.144$ df = 4	P=0.002

*Table 10: Frequencies of correctional officers' length of service and their knowledge of offender rehabilitation service categories*

As shown in the table above, three of five chi-square tests produced significant outcomes with regards to Social Work, Religious Care and Psychological services categories.

The results show that the longer the correctional officers are in the service, the better knowledge they have of social work, religious care and psychological rehabilitation services. Correctional officers with 0 – 9 years in service appear to demonstrate lack of knowledge of the psychological rehabilitation service.

Non-parametric tests, Kruskal-Wallis and Mann-Whitney were performed to compute relationships between selected demographics (gender, length of service, level of education) and their attitudes and perceptions towards the usefulness of the offender rehabilitation services category. The development and the content of these categories have been mentioned above (refer to paragraph 4.3 of this chapter: Knowledge of offender rehabilitation services category). Subjects' ratings for each of the statements in the 26 offender rehabilitation programmes (refer to D3.1.1 to D3.1.26 of the questionnaire (Appendix:1) were added to form five scores according to the five offender rehabilitation services categories. The score obtained on each category was used as a dependent variable whilst the demographic was used as an independent variable in the Mann-Whitney or Kruskal-Wallis tests depending on the number of levels of independent variables.

Significant relationships between gender and correctional officers' length of service and their attitudes and perceptions towards the usefulness of offender rehabilitation service categories were found. The results will be demonstrated and discussed below.

The level of education of correctional officers was found not to vary significantly in relation to whether the offender rehabilitation service category is useful or not.

#### **4.6.1 GENDER AND THE PERCEIVED USEFULNESS OF OFFENDER REHABILITATION SERVICE CATEGORY**

Following are the significant outcomes that were found between the gender of correctional officers and their perceived usefulness of offender rehabilitation service categories.

VARIABLE	GENDER		Z SCORES	SIGNIFICANCE
	MALE N = 81	FEMALE N = 36		
SOCIAL WORK SERVICE	35.4386	42.4074	- 3.505	P=<.0005
PSYCHOLOGY SERVICE	13.4912	15.3333	- 2.606	P=.009
SPORT AND RECREATION SERVICE	9.3051	11.3548	-3.016	P=.003
EDUCATION & TRAINING	20.9649	24.8148	- 3.141	P=.002

*Table 11: Mean scores of gender and the perceived usefulness of the offender rehabilitation service categories.*

Significant outcomes arise in all four rehabilitation services. Female correctional officers consistently earned higher scores as compared to males. Thus, we can tentatively conclude that female correctional officers found Social Work, Psychological, Sport and Recreation and Education and Training rehabilitation services categories more useful in rehabilitating offenders. There was no gender difference in respect of the Religious Care service as being useful in the process of rehabilitating offenders.

#### **4.6.2 CORRECTIONAL OFFICERS' LENGTH OF SERVICE AND MEANS OF THE PERCEIVED USEFULNESS OF OFFENDER REHABILITATION SERVICE CATEGORY**

The following table demonstrates the significant Kruskal-Wallis results between prison warders'



length of services and their attitudes and perceptions towards the usefulness of rehabilitation service categories.

VARIABLE	LENGTH OF SERVICE					CHI-SQUARE	SIGNIFICANCE
	0-2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16 yrs and above (N=11)		
Religious Care Service	10.4348	10.5238	11.2500	8.7273	10.1000	$\chi^2 = 10.089$	P=.018 Df= 4
Social Work Service	40.1304	33.2857	45.3750	35.5000	39.9000	$\chi^2 = 13.388$	P=.004 Df= 4
Psychology Service	15.5652	13.4762	16.7500	11.9545	14.5000	$\chi^2 = 17.425$	P=.001 Df= 4
Sports and Recreation Service	10.8519	9.9130	13.0000	7.7727	10.5000	$\chi^2 = 14.709$	P=.002 Df= 4
Education and Training Service	23.6087	20.5714	25.8750	8.5455	27.5000	$\chi^2 = 20.392$	P<.005 Df= 4

*Table 12: Correctional officers' length of service and the perceived usefulness of offender rehabilitation service*

These results demonstrate a complex pattern in understanding the relationship between the prison

warders' length of service and their attitudes and perception towards the usefulness of these rehabilitation services. However, prison warders with 6 – 9 years of service demonstrate higher scores, which would mean that these prison warders might perceive these rehabilitation services as useful.

#### **4.7 RELATIONSHIP BETWEEN DEMOGRAPHICS AND THE PERCEIVED SKILLS THAT THE CORRECTIONAL OFFICERS HAVE RELATED TO THE OFFENDER REHABILITATION PROGRAMMES**

Following are the percentages of 81 male and 36 female correctional officers, indicating the skills they have that are related to offender rehabilitation programmes

Some subjects (respondents) occasionally did not give responses to some of the questions, so the actual figures may differ for the males and female correctional officers respectively.

##### **4.7.1 RELATIONSHIP BETWEEN GENDER AND THE PERCEIVED SKILLS THAT THE CORRECTIONAL OFFICERS HAVE RELATED TO THE OFFENDER REHABILITATION PROGRAMMES**

The following are percentages that distinguish gender differences in terms of correctional officers' indication of the skills they may have that are related to the offender rehabilitation programmes.

VARIABLE	GENDER		CHI-SQUARE	SIGNIFICANCE
	MALES (N=81)	FEMALES (N=36)		
Literacy Program	81.6%	57.1%	$\chi^2 = 6.516$	P=.012 Df = 1
Alcohol Abuse	49.4%	23.3%	$\chi^2 = 6.085$	P=.011 Df=1
Conflict Resolution	79.7%	56.7%	$\chi^2 = 5.771$	P=.017 Df=1
Music	52.1%	26.7%	$\chi^2 = 5.528$	P=0.16 Df=1
Arts and Drawing	40.8%	7.1%	$\chi^2 = 10.606$	P=.001 Df=1

*Table 13: Gender and the perceived related skills*

Out of 26 offender rehabilitation programmes listed in section D3.1.1 to D3.1.26 of the questionnaire (refer to Appendix: 1), five appear to be viewed significantly by male as compared to female correctional officers regarding their perception on having these skills related to offender rehabilitation programmes. The results demonstrate that male correctional officers perceive themselves as better skilled than females in literacy programmes, alcohol abuse, conflict resolution, music and art and drawing rehabilitation programmes. Both males and females appear to have some skills that are related to Education and Training and Social Work rehabilitation service categories.

#### 4.7.2 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LEVEL OF EDUCATION AND THE PERCEIVED SKILLS THEY HAVE THAT ARE RELATED TO THE OFFENDER REHABILITATION PROGRAMMES

The following are the percentages of correctional officers' on different levels of education, indicating the perception of their skills they have that are related to offender rehabilitation programmes

VARIABLE	LEVEL OF EDUCATION			CHI-SQUARE	SIGNIFICANCE
	Std 6-9 (N=12)	Std 10 (N=84)	Dipl/Degree (N=21)		
Literacy Programme	100.0%	76.6%	55.6%	$\chi^2 = 6.738$	P=.034 Df=2
Drug Abuse	75.0%	26.6%	20.0%	$\chi^2 = 12.791$	P=.002 Df=2
Human Rights	100.0%	71.6%	52.6%	$\chi^2 = 8.091$	P=.018 Df=2
Alcohol Abuse	75.0%	40.5%	30.0%	$\chi^2 = 6.599$	P=.037 Df=2
Personality Problem	100.0%	47.9%	29.4%	$\chi^2 = 14.972$	P=.001 Df=2
Vocational Skills Training	100.0%	42.9%	15.0%	$\chi^2 = 18.375$	P=.000 Df=2

VARIABLE	LEVEL	OF	EDUCATION	CHI-SQUARE	SIGNIFICANCE
	Std 6-9 (N=12)	Std 10 (N=84)	Dipl/Degree (N=21)		
Education	100.0%	50.7%	65.0%	$\chi^2 = 8.554$	P=.014 Df=2
Arts and Drawing	66.7%	24.7%	41.2%	$\chi^2 = 7.502$	P=.023 Df=2
Confession	66.7%	27.4%	5.9%	$\chi^2 = 10.964$	P=.004 Df=2
Sport and Recreation	75.0%	87.0%	60.0%	$\chi^2 = 7.733$	P=.021 Df=2
Economic Awareness	100.0%	29.7%	55.6%	$\chi^2 = 18.646$	P=.000 Df=2

*Table 14: Education and the perceived related skills*

Out of 26 listed offender rehabilitation programmes (refer to section D3.1.1 to D3.1.26 of the questionnaire [Appendix: 1]), 11 of these programmes appear to differ significantly with the correctional officers' levels of education and the perception of the skills they have that are related to offender rehabilitation programmes. Correctional officers with a Std 6-9 level of education perceive themselves to have more skills related to Education and Training and Social Work rehabilitation service categories. These programmes include Literacy Programme, Drug Abuse, Human Rights, Alcohol Abuse, Vocational Skills Training, Confession, Education, Arts and Drawing and Economic Awareness. Correctional officers with a Std 10 level of education perceive themselves as better skilled in Sexuality Education and Sport and Recreation rehabilitation programmes. Correctional

officers with a Diploma or Degree level of education perceive themselves as skilled in Education, Economic Awareness and Sport and Recreation rehabilitation programmes.

In general, these correctional officers demonstrated the perception of having skills related to Education and Training, Social Work and Sport and Recreation rehabilitation service categories.

#### 4.7.3 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LENGTH OF SERVICE AND THE PERCEIVED SKILLS THEY HAVE THAT ARE RELATED TO THE OFFENDER REHABILITATION PROGRAMMES

Following are the percentages of correctional officers in terms of their different length of service, indicating the perception of the skill they have that are related to offender rehabilitation programmes.

VARIABLES	LENGTH OF SERVICE					CHI-SQUARE	SIGNIFICANCE
	0 -2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16yrs – above (N=11)		
Drug Abuse	26.7%	12.5%	57.1%	32.0%	60.0%	$\chi^2 = 13.885$	P=.008 Df=4
Scripture Reading	33.3%	50.0%	60.0%	39.1%	90.0%	$\chi^2 = 12.048$	P=.017 Df=4
Alcohol Abuse	36.7%	34.4%	64.3%	32.0%	80.0%	$\chi^2 = 10.893$	P=.028 Df=4

VARIABLES	LENGTH OF SERVICE					CHI-SQUARE	SIGNIFICANCE
	0 -2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16yrs – above (N=11)		
Personality Problem	46.2%	66.7%	76.9%	17.4%	60.0%	$\chi^2 = 17.406$	P=.002 Df=4
Music	42.9%	66.7%	70.0%	13.0%	30.0%	$\chi^2 = 18.694$	P=.001 Df=4
Interpersonal Skills	34.6%	35.5%	90.0%	60.9%	100.0%	$\chi^2 = 22.282$	P=.000 Df=4
Social Awareness	26.9%	48.4%	92.3%	65.2%	60.0%	$\chi^2 = 17.012$	P=.002 Df=4
Education	53.8%	50.0%	81.8%	44.0%	100.0%	$\chi^2 = 12.810$	P=.012 Df=4
Street Law	21.4%	19.4%	72.7%	32.0%	0%	$\chi^2 = 17.174$	P=.002 Df=4
Counselling	30.8%	27.6%	78.6%	52.2%	60.0%	$\chi^2 = 13.463$	P=.009 Df=4
Arts and Drawing	11.5%	40.0%	60.0%	43.5%	0%	$\chi^2 = 15.747$	P=.003 Df=4

VARIABLES	LENGTH OF SERVICE					CHI-SQUARE	SIGNIFICANCE
	0 -2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16yrs – above (N=11)		
Family Relations	46.2%	56.3%	90.9%	72.0%	100.0	$\chi^2 = 14.372$	P=.006 Df=4
Confession	19.2%	20.0%	70.0%	13.0%	60.0%	$\chi^2 = 18.600$	P=.001 Df=4

*Table 15: Length of service and the perceived skills related*

Out of 26 listed offender rehabilitation programmes in section D3.1.1 to D3.1.26 of the questionnaire (refer to Appendix:1), 14 appear to differ significantly with the length of service and how correctional officers perceive themselves as having skills related to offender rehabilitation programmes.

Most of rehabilitation programmes from different service categories were found significant. These are Education and Training (namely, Education, Street Law and Art and Drawing), Social Work (namely, Drug Abuse, Alcohol Abuse, Conflict Resolution, Social Awareness and Family Relations), Religious Care (namely, Scripture Reading and Confession), Psychological (namely, Personality Problems, Counselling and Interpersonal Relationships) and Sport and Recreation (namely, music).

However, the length of service was found to differ significantly in the case of correctional officers' perceptions of the skills they have that are related to offender rehabilitation programmes. Correctional officers with a 0 – 5 years of service perceive themselves to be less skilled than those



with a 6 – 16 years and above. The results demonstrate that all correctional officers with different length of service seem to perceive themselves as better skilled in Conflict Resolution and less skilled in dealing with Confessions.

#### **4.7.4 RELATIONSHIP BETWEEN DEMOGRAPHICS AND NECESSARY, SKILL AND WILLING TOTALS.**

Mann-Whitney and Kruskal-Wallis tests were performed to compute significant relationships between the demographics (gender, level of education and length of service) and the perceptions of correctional officers' skills in terms of the 26 offender rehabilitation programmes (refer to section D3.1.1.to D3.1.26 of the questionnaire [Appendix: 1]).

Hypothesis (iii) on page 47 predicted a relationship between correctional officers' perceptions and their skills in terms of the 26 offender rehabilitation programmes. Three aspects can be considered:

- (i) for how many of the programmes do correctional officers have the skills?
- (ii) on how many skills are correctional officers willing to be trained?
- (iii) how many of the programmes do correctional officers see as necessary?

These three totals were computed from the appropriate  $3 \times 26 = 78$  responses. Correlating the three totals gave the following:

		SKILL TOTAL	WILLING TOTAL	NECESSARY TOTAL
SKILL TOTAL	Pearson Correlation	1.000	.435	.407
	Significance	.000	.000	.000
	N	117	117	117
WILLING TOTAL	Pearson Correlation	.435	1.000	.623
	Significance	.000	.000	.000
	N	117	117	117
NECCESARY TOTAL	Pearson Correlation	.407	.623	1.000
	Significance	.000	.000	.000
	N	117	117	117

*Table 16: Correlations of Necessary, Skill and Willing Totals*

All three correlations are significant and positive suggesting an interpretation that skills, willingness to be trained, and regarding skills being necessary all go together. The above (Table 16) demonstrates that correctional officers who have many skills are willing to learn and those with few skills are unwilling to learn. Those who have many skills perceive rehabilitation programmes as necessary for offenders whilst those with few skills do not value or perceive the necessity of these programmes.

#### **4.8 RELATIONSHIP BETWEEN DEMOGRAPHICS AND THE PERCEIVED WILLINGNESS OF CORRECTIONAL OFFICER TO BE TRAINED IN THE OFFENDER REHABILITATION PROGRAMMES**

Following are the percentages of 81 male and 36 female prison warders, demonstrating willingness to be trained in particular rehabilitation programmes.

Some subjects (respondents) made no responses to some of the questions, so the actual figures for the chi-square 2X2 tables may differ for the Male (N=81) and Female (N=36) respectively.

##### **4.8.1 RELATIONSHIP BETWEEN GENDER AND THE PERCEIVED WILLINGNESS OF CORRECTIONAL OFFICERS TO BE TRAINED IN THE OFFENDER REHABILITATION PROGRAMMES**

The following, are the percentages that distinguish gender differences in terms of their indicated willingness to be trained in these offender rehabilitation programmes.

<b>VARIABLE</b>	<b>GENDER</b>		<b>CHI-SQUARE</b>	<b>SIGNIFICANCE</b>
	MALE (N = 81)	FEMALE (N = 36)		
HIV / AIDS EDUCATION	77.8%	96.8%	$\chi^2 = 5.743$	P=.017
CONFLICT RESOLUTION	80.6%	100.0%	$\chi^2 = 6.761$	P=.009
SOCIAL AWARENESS	72.6	100.0	$\chi^2 = 8.927$	P=.003

VARIABLE	GENDER		CHI-SQUARE	SIGNIFICANCE
	MALE (N = 81)	FEMALE (N = 36)		
SEXUALITY	77.8%	96.2%	$\chi^2 = 4.499$	P=.034
COMMUNICATION SKILLS	84.3	100.0	$\chi^2 = 4.956$	P=.026
COUNSELLING	76.7%	100.0%	$\chi^2 = 8.630$	P=.003
ART AND DRAWING	52.2%	26.9%	$\chi^2 = 4.860$	P=.027

*Table 19 : Gender and their perceived willingness to be trained in offender rehabilitation programmes*

Out of 26 listed offender rehabilitation programmes (refer to the Section D of the Questionnaire: D3.1.1 to D3.1.26), 8 appear to be viewed significantly differently by men as compared to female correctional officers in terms of their willingness to be trained in these rehabilitation programmes. These results demonstrate the greater willingness of females to be trained in the Social Work service category (HIV / Aids education, conflict resolution, interpersonal skills, social awareness, sexuality, communication skills, counselling) compared to male correctional officers who appear to be willing to receive further training in the Education and Training (art and drawing).

#### 4.8.2 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LENGTH OF SERVICE AND THE PERCEIVED WILLINGNESS OF CORRECTIONAL OFFICERS TO BE TRAINED IN THE OFFENDER REHABILITATION PROGRAMMES

The following are the percentages of correctional officers in terms of their different length of service, indicating their willingness to be trained in these offender rehabilitation programmes.

VARIABLES	LENGTH OF SERVICE					CHI-SQUARE	SIGNIFICANCE
	0 -2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16yrs – above (N=11)		
Literacy Program	82.8	66.7	75.0	77.3	100.0	$\chi^2 = 31.426$	$P < .0005$
Drug Abuse	90.6	100.0	92.9	100.0	70.0	$\chi^2 = 14.095$	$P = .007$
Bible Study	41.4	51.7	83.3	72.7	100.0	$\chi^2 = 16.691$	$P = .002$
HIV / Aids Education	83.9	93.8	92.9	88.0	20.0	$\chi^2 = 32.227$	$P < .0005$
Scripture Reading	34.5	44.8	75.0	72.7	90.9	$\chi^2 = 16.637$	$P = .002$
Social Awareness	92.0	83.3	100.0	54.5	70.0	$\chi^2 = 14.878$	$P = .005$

VARIABLES		LENGTH	OF	SERVICE		CHI-SQUARE	SIGNIFICANCE
	0 -2yrs (N=33)	3-5yrs (N=34)	6-9yrs (N=14)	10-15yrs (N=25)	16yrs – above (N=11)		
Street Law	68.0	87.1	90.0	76.0	20.0	$\chi^2=19.393$	P=.001
Art and Drawing	20.0	62.1	66.7	59.1	10.0	$\chi^2=18.127$	P=.001
Family Relations	63.0	93.8	90.9	75.0	100.0	$\chi^2=13.049$	P=.011

*Table 20: Correctional officers' length of service and their perceived willingness to be trained in these offender rehabilitation programmes*

Out of 26 listed prisoner rehabilitation programmes (refer to the Section D of the Questionnaire: D3.1.1 to D3.1.26), nine of these appear to differ significantly with the length of service, for their willingness to be trained in these rehabilitation programmes. All of these correctional officers demonstrated a willingness to be trained in Social Work and Education and Training rehabilitation programmes. However, the length of service was found to differ significantly in the case of the correctional officers' willingness to be trained in the religious care rehabilitation programmes. Correctional officers with 0 – 5 years of service were found less willing to be trained in the religious care rehabilitation programmes, compared to the correctional officers whose length of service is 6 – 16 years and above.

### 4.8.3 RELATIONSHIP BETWEEN CORRECTIONAL OFFICERS' LEVEL OF EDUCATION AND THEIR PERCEIVED WILLINGNESS TO BE TRAINED IN OFFENDER REHABILITATION PROGRAMMES

The following are the percentages of correctional officers on different levels of education, indicating their willingness to be trained in these offender rehabilitation programmes.

VARIABLE	LEVEL	OF	EDUCATION	CHI-SQUARE	SIGNIFI-CANCE
	Std 6 – 9 (N=12)	Std 10 (N=84)	Dipl/Degree (N=21)		
Stress Management	50.0%	94.9%	100.0%	$\chi^2 = 27.096$	$P < .0005$
Music	100.0%	40.0%	50.0%	$\chi^2 = 11.569$	$P = .003$
Sexuality	33.3%	91.4%	73.7%	$\chi^2 = 20.094$	$P < .0005$
Street Law	33.3%	76.7%	78.9%	$\chi^2 = 8.083$	$P = .018$
Family Relations	33.3%	86.7%	85.0%	$\chi^2 = 15.485$	$P < .0005$
Confession	66.7%	60.0%	18.8%	$\chi^2 = 9.586$	$P = .008$
Sport and Recreation	100.0%	76.7%	47.4%	$\chi^2 = 10.233$	$P = .006$
Dealing with Trauma	33.3%	76.1%	70.6%	$\chi^2 = 7.103$	$P = .026$
Education	100.0%	75.3%	100.0%	$\chi^2 = 8.401$	$P = .015$

Table 21: Level of education of correctional officers and the perceived willingness to be trained in these rehabilitation programmes

Of 26 listed prisoner rehabilitation programmes (refer to Section D of the Questionnaire: D3.1.1 to D3.1.26), 10 of these appear to differ significantly with the level of education for their willingness to be trained in these rehabilitation programmes. Correctional officers with a std 10 level of education demonstrated a willingness to be trained in all programmes of different rehabilitation services, namely Education and Training, Social Work, Religious Care, Psychological and Sport and Recreation. Correctional officers with a diploma / degree level of education demonstrate less willingness to be trained in the sport and recreation and religious care rehabilitation service, compared to correctional officers with std 6 – 9 level of education who demonstrate less willingness to be trained in social work and psychological rehabilitation programmes.

#### **4.9 RELATIONSHIP BETWEEN DEMOGRAPHICS AND SCALES OF CONDITIONS**

Of the six demographics that the participants were requested to provide, race and service rank appeared not to be variables yielding relevant and sufficient information to be utilised in testing the hypotheses set forth in this study. Although it may be important for future research to look at the attitudes of different racial groups of correctional officers, however, for this study this was not the focus. The participants were correctional officers who work inside prison sections or cells regardless of what service rank they may be in. Thus, these variables (race and service rank) will not be part of discussion.

Age was substituted by length of service because both these variables appear to run parallel with each other, since the Department of Correctional Service usually recruits younger people and the older the member the longer his or her length of service at work. Therefore, length of service was used instead of age. Thus gender, level of education and length of service were independent variables used for statistical analysis of the data that yielded relevant information in testing the aims and hypotheses of this study.

These demographics were used for statistical analysis in relation to three different scales of



conditions (Environmental scale, Administrative scale, and Personal scale). These scales were developed out of the 21 items of section E of the questionnaire. Cluster analysis was used to group the items that were compatible with each other to form the scale. Kruskal-Wallis tests were performed to evaluate the reliability and the strength of these scales to see whether they could be used to yield relevant information to test the aims of this study. Item no. 2 was excluded because it appeared to be ambiguous in nature and was found incompatible with the other items when developing these conditions scales. These three conditions scales were used to yield the information to test the aims and hypotheses set forth.

#### **4.9.1 DESCRIPTION OF SCALES:**

**i. Environmental Scale**

(formed by Items of the questionnaire : E5, E6, E7, E8, E9, E16, E17)

This scale consists of items that measure the extent to which the environmental conditions impact on the ability and involvement of correctional officers in the offender rehabilitation process

**ii. Administrative Scale**

(formed by Items of the questionnaire : E3, E4, E10, E11, E12, E19, E20)

This scale consists of items that evaluate the extent to which the administration or the management style impact directly or indirectly on the involvement of correctional officers in the offender rehabilitation process.

**iii. Personal Scale**

(formed by Items of the questionnaire : E1, E13, E14, E18, E21)

This scale consist of items that measure correctional officers' attitudes towards rehabilitation in relation to their own personal attributes, work habits and interest toward the offender rehabilitation process

#### 4.9.2 DESCRIPTIVE STATISTICS OF CONDITIONS SCALES

The score within the scale was divided by a number of respondents in order to get the mean.

VARIABLE	MEAN	STANDARD DEVIATIONS
ENVIRONMENTAL SCALE	3.5985	.6234
ADMINISTRATIVE SCALE	3.3704	1.1137
PERSONAL SCALE	3.5321	.6219

*Table 22: Means of all conditions scales*

- An environmental conditions scale mean of 3.5985 means an average response of the sample between uncertain and agree. It appears as if the correctional officers agree or are uncertain whether the environmental conditions of their work impact on their perceived participatory role in the offender rehabilitation process.
- An administrative conditions scale mean of 3.3704 means a response of uncertainty within the sample. It appears as if the correctional officers are uncertain whether administrative conditions and management style in their work may contribute to their perceived participatory role in facilitating offender rehabilitation process.
- A personal conditions scale mean of 3.5321 means an average response of the sample which is between uncertain and agree. This may suggest that correctional officers are uncertain or agree in perceiving their personal conditions as impacting towards their contribution in facilitating the offender rehabilitation process.

Mann-Whitney and Kruskal-Wallis tests were performed to measure significant relationships between the demographic factors (as independent variables) and these three conditions scales (as dependent variables).

**4.9.3      RELATIONSHIP BETWEEN GENDER AND CONDITIONS SCALES**

The Mann-Whitney tests were performed to measure the significant relationship between the gender of the total sample and three conditions scales. This test seems to indicate no significant relationship between gender and administrative and personal conditions scales. This may suggest that the gender factor and gender differences of correctional officers in administrative and personal scales are not impacting on their participatory role in facilitating offender rehabilitation process.

VARIABLE	GENDER	MEAN RANK	Z – SCORE	MANN-WHITNEY U	SIGNIFICA-NCE
ENVIRON. SCALE	MALE (N=81)	52.01	-3.183	891.500	P=.001
	FEMALE (N=35)	73.53			
ADMIN. SCALE	MALE (N=81)	52.71	-2.086	1030.500	P=.037
	FEMALE (N=35)	66.56			

*Table 23: Mean ranks of gender and the conditions Scales*

These mean ranks demonstrate a highly significant relationship between gender and environmental conditions. Females seem to be more affected by environmental conditions of the prison context than male correctional officers. This may suggest that female correctional officers perceive the conditions of their working environment as stressful.

There is a significant relationship between gender and administrative conditions. Female correctional officers appear to be more affected by the prison administration and management style

than male correctional officers.

**4.9.4 RELATIONSHIP BETWEEN LENGTH OF SERVICE AND CONDITIONS SCALES**

The Kruskal-Wallis tests were performed to assess relationships between the length of service of the total sample and the three conditions scales. This test demonstrates a significant relationship between the length of service with personal and environmental conditions scales.

VARIABLE	LENGTH OF SERVICE	MEAN RANK	CHI-SQUARE	SIGNIFICANCE
ENVIRO. SCALE	0-2 yrs (N=32)	68.05	$\chi^2 = 15.600$  df = 4	P=.004
	3-5 yrs (N=34)	68.43		
	6-9 yrs (N=14)	44.79		
	10-15yrs(N=25)	40.04		
	16-abv (N=11)	59.45		
PERSONAL SCALE	0-2 yrs (N=32)	42.81	$\chi^2 = 13.162$  df = 4	P= .011
	3-5 yrs (N=34)	67.16		
	6-9 yrs (N=14)	71.04		
	10-15yrs(N=25)	54.34		
	16-abv (N=11)	45.00		

*Table 24: Correctional officers' length of service and Conditions Scales*

**4.9.5 RELATIONSHIP BETWEEN LEVEL OF EDUCATION AND CONDITIONS SCALES**

The Kruskal-Wallis tests were used to assess the relationship between the level of education of the total sample and the three conditions scales. This test revealed no significant relationship between

the level of education and the administrative and personal conditions scales.

VARIABLE	LEVEL OF EDUCATION	MEAN RANKS	CHI-SQUARE	SIGNIFICANCE
ENVIRON. SCALE	Std 6-9 (N=12)	34.25	$\chi^2 = 7.279$	P= .026
	Std 10 (N=84)	60.52		
	Dip/Dgr (N=20)	64.55		

Table 25: Correctional officers' level of education and Conditions Scales

There is a significant relationship between education level of prison warders and the environmental conditions. It appears that correctional officers who formed the Diploma / Degree' category are highly affected by environmental conditions. However, correctional officers in the Std 10' category also appear to be highly affected, and those who are in Std 6-9' category appear to be least affected group. This may raise the concern of whether better educated correctional officers experience difficulties in coping with the nature of the job and the environmental conditions in which they find themselves.

4.10 SUMMARY

The six demographics that the respondents were requested to fill in on the questionnaire were used as variables to test the hypotheses of this study. Gender, level of education and length of service were found significant in yielding the relevant and sufficient data for this study. Some significant outcomes were demonstrated.

It is difficult to tease out what could be the offender rehabilitation meaning that these prison warders withhold or which of these different models they subscribe to. The results show that these

respondents perceive offender rehabilitation as is discussed in the programme developed approach adopted by South African Correctional Administration. Correctional officers appear to be familiar with Social Work, Education and Training and Religious Care rehabilitation service categories.

Male correctional officers appear less punitive than females. Female correctional officers appear uncertain whether the offender rehabilitation process should take place outside or inside the prison whilst males agree with both opinions. Female correctional officers found all rehabilitation service categories more useful than males. Female correctional officers demonstrated more willingness to be trained in social work rehabilitation programmes whilst males are interested in education and training. Female prison warders perceived environmental conditions and administrative and management styles as impacting negatively on their willingness to contribute to the facilitation of rehabilitation programmes.

Average (Std 10) and higher educated (Diploma and Degree) correctional officers seem to agree with an institutionalised offender rehabilitation process as compared to the correctional officers with lower levels of education (Std 6 – 9). Correctional officers who are better educated seem to have some knowledge of psychological services in this prison. Those who are higher educated appear less interested in physical activities (sports) compared to the lower educated correctional officers who are more interested in physical but less interested in psycho-social programmes. Correctional officers of average educated demonstrated interest and willingness to be trained in all offender rehabilitation programmes. It seems as if the higher the correctional officer is educated, the more he or she appears to perceive environmental conditions as impacting negatively towards his or her willingness in facilitating offender rehabilitation programmes.

These respondents strongly agree that professional correctional and custodial officers should both be involved in facilitating rehabilitation inside the prison except for the longer service correctional officers (16 yrs – above) who appear uncertain. The outcomes show that the longer the prison warder is in the service, the more knowledgeable he or she is of offender rehabilitation programmes.

The results demonstrate a complex pattern in understanding the relationship between correctional officers' length of service and their attitudes and perceptions towards evaluating the usefulness of the offender rehabilitation service category. The results show that the longer the prison warder is in the service, the better he or she copes with environmental conditions.

The results will be discussed more comprehensively in Chapter 5: Discussion, in view of the literature reviewed in Chapter 2.

## **CHAPTER 5**

### **DISCUSSION**

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#### **5.1 INTRODUCTION**

The objectives of the study were:

- i. To assess correctional officers' understanding of offender rehabilitation process.
- ii. To assess the attitudes and perceptions of correctional officers concerning their role in the offender rehabilitation process.
- iii. To assess the self-report of the perception of potential and abilities of correctional officers in respect to offender rehabilitation programmes.
- iv. To provide the Department of Correctional Service with some insight into the attitudes and perceptions of correctional officers regarding their role in rehabilitating offenders.

An overview of these findings is discussed below along the hypotheses outlined in Chapter 3 and in view of the literature reviewed in Chapter 2. Limitations of this study are discussed with recommendations for further research.



## **5.2 DISCUSSION OF HYPOTHESES**

### **5.2.1 There is a positive correlation between correctional officers' understanding of offender rehabilitation and the knowledge of offender rehabilitation models and their positive attitudes and perceptions of their role in contributing towards the offender rehabilitation process.**

In general, the results show that these correctional officers define offender rehabilitation processes as outlined by Mangokwana (1996), Rabie and Strauss (1981), Sechrest, White and Brown (1979) and William, (1974) that offender rehabilitation is an action towards evaluating and preventing crime and criminal behaviours through preventative psycho-social interventions, whereby there is a necessity of offender behavioural change in order to integrate him or her into the society as a lawful-abiding citizen.

The results indicate their understanding and knowledge of offender rehabilitation in terms of medical, justice, reintegration and programme-developed approach models. It then, becomes difficult to tease out what could be the offender rehabilitation model that these correctional officers subscribed to. This could be because of the Programme-Developed Approach Model that currently informs correctional training and offender rehabilitation in South Africa and that encompasses all other four models' principles and assumptions and adapts them in a humanistic and developing manner that emphasises the growth and development of the offender.

However, the researcher had to develop scales for each of the offender rehabilitation models to investigate correctional officers' meaning and understanding of offender rehabilitation models. These scales were found to be unreliable and invalid because the items in each of these scales were incompatible and at times overlapped too closely with the other to form a usable scale. And it also happened that one item represented more than one offender rehabilitation model because of the interrelationships that exist between the Programme-Developed Approach Model and the other four models.

A significant relationship between gender, level of education, length of service and the correctional officers' meaning and knowledge of offender rehabilitation models was found.

#### Gender and meaning and knowledge of offender rehabilitation models:

Male correctional officers appeared less punitive (in a Justice Model sense) when compared to females. This was found in this study when the respondents were required to rate their attitude towards different models of rehabilitation. Higher scores for females on endorsement of the Justice Model, yield an interpretation of their perceptions as more punitive than their male correctional officer counterparts.

Analysis of respondents' endorsement of items on the models questionnaire also showed gender differences with female correctional officers appearing uncertain whether the offender rehabilitation process should take place outside or inside the prison whilst males' responses, agreeing with both items, suggest that they are in favour of a Reintegration Model.

Somehow, the results may be indicating gender differences in terms of correctional officers' conceptualisation of offender rehabilitation process. This will be further discussed at a later stage amongst other relevant findings.

It is important to note that the results in this study are somewhat contradictory in nature. They may lead to a confusing argument and become inconclusive. These results somehow mirror the contradiction and lack of clarity that exists within the development of various offender rehabilitation models. The historical development of offender rehabilitation models as outlined in chapter 2 has highlighted this debate (refer to section 2.2 of Chapter 2). The finding that each of the models has conceptual links with each other makes it difficult to tease out a particular model and research attitudes to each independently. The conceptual confusion in the models appears mirrored in the attitudes of correctional service officers in this sample. This general observation of the results of this study will be discussed further at a later stage amongst other relevant findings.

#### Level of education and understanding and knowledge of offender rehabilitation models:

Correctional officers with higher levels of education (diploma/degree) believe that imprisonment and institutionalised offender rehabilitation processes will rehabilitate offenders and reduce recidivism when compared to those of lower levels of education (Std 6 – 10). The findings of Robinson (1997) that concluded that better educated correctional officers trust and value institutionalised offender rehabilitation processes in prison, reiterates this finding. It could be argued that better educated correctional officers may have a better capacity to understand offender rehabilitation processes. The multi-dimensional nature of the Programme-Developed Approach Model of South Africa may be better understood by more educated officers and therefore attract more endorsement on a knowledge of models measure.

#### Length of service and understanding and knowledge of offender rehabilitation models:

Correctional officers overall, in considering items related to different models of correction, strongly agree that professional correctional officers and custodial officers should both be involved in facilitating rehabilitation programmes inside the prison. This positive endorsement for rehabilitation as opposed to a punitive orientation is seen as an important finding for this study because of the necessity for support of rehabilitation by the front-line personnel if the Programme-Developed Approach Model is to have any chance of success.

However, longer service officers (16 years and above) appear uncertain. These officers could possibly be uncertain whether imprisonment addresses the objectives of offender treatment and rehabilitation. Two possible arguments could be that these correctional officers have been in the service for a long time and witness continuous outgoing and influx of the same offenders for the same or similar crimes whilst they have been through offender rehabilitation programmes in the previous sentence. In view of Robinson's (1997) argument discussed earlier, the longer service correctional officers in this study happen to be those who are at the lower levels of education (std 6 – 9), and possibly they may lack the capacity for understanding and delivering the objectives of offender rehabilitation processes at the present time. It is equally likely however, that cynicism emerges over time within the prison context. From the researcher's experience, the Department of Correctional Services has been employing custodial members with better qualifications. It is

also the case that shorter service members are found in this study to be more positive and have faith in offender rehabilitation processes because they have been socialised in the rehabilitative mode of correction when compared to the longer service correctional officers who were introduced to a punitive mode of correction and tasked to reorientate prisoners through the lawful use of power as the means of discipline (Fogel 1979).

The results show that better educated and newly recruited employees demonstrate willingness, positive attitudes and better understanding of offender rehabilitation processes, which could mean that these are the correctional officers who have the potential to become involved in facilitating offender rehabilitation programmes.

**5.2.2 There is a positive correlation between positive perceptions of correctional officers towards their role contributing in the rehabilitation of offenders and their knowledge of the offender rehabilitation process.**

Of 5 offender rehabilitation service categories (refer to section 4.3 of Chapter 4), correctional officers indicated that they have the most knowledge of social work and education and training whilst they have the least knowledge with regards to psychological service. This means that the correctional officers have little or no knowledge of psychological services rendered in this prison when compared to other rehabilitation service categories such as social work, education and training, religious care and sports and recreation. The Year 2000 statistics of correctional service professionals and 1991 –1997 annual reports of the Correctional Services Department indicated the lack of psychologists to facilitate psychological services in various prisons. This could impact on the knowledge and visibility of this service to correctional officers within this prison. From the researchers' experience and the fact that these correctional officers seem knowledgeable of social work services, it could be argued that psychological services have been subsumed in the social work rehabilitation service category because social workers have to render psychological services in prisons where there is no psychologist. And it can also be argued that many people who are not knowledgeable of what each service entails may perceive social work and psychological services as the same.

There was no significant relationship found between gender and knowledge of offender rehabilitation services categories.

Level of education and knowledge of offender rehabilitation services categories:

A significant relationship between correctional officers' education level and their knowledge of the psychological service category only was found. Correctional officers with higher levels of education (Diploma / Degree) appear to have a better understanding and knowledge of the existing psychological service in this prison than those of lower levels of education (Std 6 – Std 10). These results reiterate the findings of this study that were discussed earlier.

Length of service and knowledge of offender rehabilitation services categories:

Correctional officers with longer service (10 years and above) were found to have better understanding and knowledge of social work, religious care and psychological services than correctional officer with less service (0-9). Presumably, experiences within prison and interaction amongst staff with professionals could have afforded these longer servicing correctional officers with better knowledge of rehabilitation programmes service delivery. The emphasis here for this category of correctional officer, is that they may have better knowledge of the existence of services, but as discussed earlier, they are less certain in respect of different concepts of rehabilitation models. As noted above, the one interesting exception in the longer serving members' knowledge is in respect of the psychological services. This may be for reasons of identity with social work as mentioned earlier; alternatively it may reflect the relative recency of the importance accorded psychological services in policy.

Gender and perceived usefulness of offender rehabilitation service categories:

Significant relationships between gender and perceptions of the usefulness of rehabilitation services categories were found. Female correctional officers were found to have more positive attitudes and perceptions towards the usefulness of social work services as more rehabilitative than other service categories when compared to male officers who appear more positive towards education and training. Moreover, it is expected at some level expected that correctional officers

would have more positive attitudes towards Social Work and Education and Training rehabilitation services because of its objectives and provisions through programme service delivery in addressing various needs of offenders. These results also reiterate the findings discussed earlier that correctional officers are more knowledgeable of social work and education and training in this prison, and this could indicate the visibility of these services that are perceived as more useful.

This finding is the classic example of the contradiction that was highlighted earlier in this discussion. Even though female correctional officers were found to be more punitively orientated in this study yet they seem to be more positive towards the usefulness of certain less typically punitive rehabilitation services categories. These results indicate that female correctional officers embrace the notion of providing therapeutic and development opportunities that would enhance offenders' quality of life. However, this finding suggests that in the case of female correctional officers, a Justice and Programme-Developed Approach Model conceptual framework has been fused. This could be linked with the complexities in understanding the conceptual framework of these officers in terms of difficulties in defining a particular rehabilitation model they subscribe to. The reviewed literature however, does not reveal or state clearly a complete shift of prison officers' conceptual framework with regards to offender treatment and rehabilitation as it is outlined in policy. What it indicates is the result of role ambiguity and role confusion amongst correctional officers who are expected to perform in the rehabilitation context. Thus far, it leaves us with questions regarding to the implementation of a rehabilitation mode of correction and the development of correctional officers at a conceptual level in order to make sense of the changes in their working environment.

The concept of punishment may have different connotations in the rehabilitation context as compared to a punitive context. The Justice Model argued for justice to be seen and to be done, that is, the offender should be punished for his or her wrongdoings (Fox, 1956). The Programme-Developed Approach Model incorporated the deterrence principle of incarceration at some level whereas this incorporation of deterrence (punitive) component can lead to conceptual integration that is difficult for any correctional officers. However, Fogel (1979) suggested the need to review incarceration as punishment *to be* an incarceration that will provide certain developmental programmes aiming to improve offenders' quality of life. Thus, understanding of this

punishment concept in the rehabilitation context could be necessary for future investigation in order to refine the current meaning of offender treatment and rehabilitation.

The principles and assumptions of the Programme-Developed Approach Model (of South Africa) are based on other models' assumptions (Medical, Justice, and Reintegration) that were then reviewed and utilised in a humane manner. This would probably make it difficult to tease out a single model that these correctional officers subscribe to, and ascertain their shift in terms of conceptual framework towards offender treatment and rehabilitation.

#### Length of service and perceived usefulness of offender rehabilitation service categories:

A significant relationship was found between correctional officers' length of service and their perception of the usefulness of all rehabilitation service categories. Correctional officers with less working experience (0-2 years) appear to have higher regard for the offender rehabilitation service than officers with longer service who demonstrate a more negative attitude. Whether this attitude changes over time from positive to negative, as a function of time and exposure in the prison context remains a question to be researched.

Religious care and sport and recreation rehabilitation service categories were perceived to be less useful to rehabilitate offenders by all correctional officers with different years of experience. It can be argued that correctional officers may be cynical about the secondary gains of offender participation in rehabilitation programmes and may have punitive attitudes that could be negative towards the usefulness of some rehabilitation service categories. Religious care may be viewed as a service that will provide offenders with opportunities to repent from their wrongdoings. Sports and recreation service category provides offenders with opportunities for physical care. However, this may not necessarily be an idea that correctional officers subscribe to.

The social work service category was perceived to be more useful by these officers across the entire working span in the Department of Correctional Services. The offender rehabilitation process has been understood as a process of empowering offenders with knowledge and skills that will develop and assist them to restore their relationships with immediate families and communities (White Paper of the DCS, 1994). Bernstein and Gray stipulated that "...central to

the social work approach is the idea of empowering individuals and groups with the purpose being to promote and restore mutually beneficial interaction between individuals and society in order to improve quality of life for everyone..." (Bernstein and Gray, 1997, p.6). Presumably, these correctional officers hold this belief or ideology hence they may regard social work service as useful compared to other rehabilitation service categories.

Britton (1997) found that working experience plays an important and particular role in shaping perceptions of work organisation. It can be argued that the results of unfavourable environmental conditions, which impact on service delivery of rehabilitation process, could affect correctional officers' positive attitude, perceptions and performance. The literature reviewed indicated that the implementation of the offender rehabilitation process resulted in ambiguous role definition (Weinberg in Neser 1993; Ross and Gendreau, 1980 and Toch and Klofas, 1982). McGurk (1987) argued that the failure of correctional officers to define their roles, and having to cope with dual roles (carrying custodial and rehabilitation functions) can result in and exacerbate stressful feelings.

### **5.2.3        There is a positive relationship between positive perceptions of correctional officer towards their role in the rehabilitation of offenders and the skills they have related to the process of offender rehabilitation.**

11 of these 26 listed offender rehabilitation programmes (refer to section D.3 of the Questionnaire [Appendix A]) were found significant in relation to gender. These programmes include Literacy Programme, Alcohol Abuse, Music, HIV/Aids Education, Sexuality Education, Counselling, Conflict Resolution, Interpersonal Skills, Communication Skills, Social Awareness and Arts and Drawing. These correctional officers perceived themselves as being skillful and demonstrated willingness to be trained in these offender rehabilitation programmes in order to contribute towards programme service delivery.

#### Gender and skills related to offender rehabilitation:

The results demonstrate that male correctional officers perceived themselves as better skilled than females in Literacy Programme, Alcohol Abuse, Conflict Resolution, Music and Arts and



**Drawing.** However, both males and female correctional officers perceive themselves to have skills related to Education and Training and Social Work rehabilitation service categories.

The results demonstrate that female correctional officers are more willing to be trained in the Social Work rehabilitation service category than males who appeared more willing in further the Education and Training rehabilitation service category. The data suggests that female correctional officers may enjoy working with the psychosocial issues of offenders (familial and sexuality) as compared to males who appear more comfortable when involved in Education and Training (Vocational Skills Training). This finding is consistent with the earlier discussion that female correctional officers demonstrated positive attitudes and hold high positive regard for the Social Work rehabilitation service category as being useful to rehabilitate offenders than males who value Education and Training. Presumably, this may be reflecting the perceptions and stereotypes of masculinity and femininity towards different occupations or careers. Crawford, Kippax, Onyx, Gault and Benton (1992) argued that society constructs emotions whereby men and women are positioned differently which then follow the expectations and stereotypes of different gender roles. The statistic of the DCS in the Western Cape (1999-2000) demonstrate that more female correctional professionals are rendering psychosocial services (Social Work and Psychological services) whilst more male correctional professionals are rendering Education and Training services within the department.

#### Length and skills related to offender rehabilitation:

Significant relationships were found between correctional officers' length of service and the perception of the skills they have that are related to the offender rehabilitation programmes. The results demonstrate that correctional officers were found to have skills that are related to all five rehabilitation services categories. These are in Education and Training (Street Law, Education and Art and Drawing), Social Work (Drug Abuse, Alcohol Abuse, Conflict Resolution, Social Awareness and Family Relations), Religious Care (Scripture Reading and Confessions), Psychological (Personality Problems, Interpersonal Relationship and Counselling) and Sport and Recreation (Music). However, the group of correctional officers with a 0 – 5 years of service perceive themselves to have less skills related to rehabilitation programmes than those with a 6 – 16 years and above.

A significant relationship was found between correctional officers' length of service and their perceived willingness to be trained in 9 offender rehabilitation programmes (refer to section D.3 of the questionnaire [Appendix A]). These programmes include Literacy programmes, Arts and drawing, HIV/Aids Education, Drug Abuse, Social Awareness, Street Law, Bible Study, Counselling, and Family Relations. These correctional officers demonstrated willingness to be trained in Social Work and Education and Training rehabilitation service category in order to contribute in facilitating offender rehabilitation programmes. It becomes a concern whether females are indeed interested to be trained in Arts and Drawing because earlier in this discussion females demonstrated less or no interest in this programme. This finding supports the definition and understanding that these correctional officers seem to share regarding offender rehabilitation, that criminal behaviour can be prevented through psycho-social interventions (Mangokwana, 1996; Rabie and Strauss, 1981; Sechrest et al, 1979 and William 1974). And that incarceration should aim at equipping offenders with vocational skill and lifeskills that would enable the offenders to cope with life outside the prison (White Paper of the DCS, 1994). Both male and female correctional officers perceive Social Work and Education and Training rehabilitation service categories useful for rehabilitating offenders. Duffee (1975) found that correctional officers who were positive towards selected offender programmes were very much aware of their significance from the fact that they identified themselves as being the most important people in relating to the rehabilitation of offenders. Reid (1981) argues that positive attitude of prison warders (correctional officers) towards the offender rehabilitation process is probably a foundation of the success of facilitating rehabilitation programmes.

Long service correctional officers (16 years and above) appear more willing to be trained in Religious care rehabilitation service category (bible study and scripture reading) when compared with others who demonstrate more willingness to be trained in Social Work rehabilitation service category (Drug Abuse, Street Law, Counselling, HIV/Aids Education programmes).

#### Level of education and skills related to offender rehabilitation:

Correctional officers of different levels of education demonstrated the perception that they have skills related to education and training, social work and sport and recreation rehabilitation service categories. Of 26 programmes, 11 appear to differ significantly with the levels of education and

the perception of the skills they have that are related to offender rehabilitation programmes. These rehabilitation programmes includes Literacy Programmes, Drug Abuse, Human Rights, Alcohol Abuse, Vocational Skills Training, Confessions, Education, Sexuality Education, Art and Drawing, Economic Awareness and Sport and Recreation.

Correctional officers of different levels of education demonstrated willingness to be trained in different offender rehabilitation service categories. Correctional officers with lower levels of education (std 6 – 9) appear more willing to be trained in music and sports and recreation whilst those with higher level of education (Diploma/degree) appear more willing to be trained in Stress Management, Dealing with Trauma, Street Law, Family Relations, Sexuality Education, Music and Arts and Drawing. These results suggest that those correctional officers with lower levels of education show willingness for involvement in programmes that requires physical ability whilst those with higher levels of education shows interest in programmes requiring cognitive ability. It could be argued that these correctional officers with lower levels of education may lack interest in formal or cognitive tasks or may perceive themselves as unable to perform cognitive tasks. It can be argued that the willingness of better-educated correctional officers to be trained in such programmes that requires cognitive ability could be linked with their formal education or previous working experience in lifeskill education.

The study of Yu and Marcus-Mendoza (1993) highlighted the importance of developing correctional officers that are acquainted with skills to partake in offender rehabilitation programmes before the service can be delivered. Poole and Regoli argued that, "... education would provide human relations skills necessary for correctional officers to effectively intervene with inmates..." (Poole and Regoli, 1980, p.61). Van Voorhuis (1987) found that underskilled or less trained correctional officers affect program innovations, and that developments are unlikely to occur in the institutions where staff were never trained to work in the correctional settings. Robinson (1997) also found that university trained correctional officers appeared more supportive of offender rehabilitation and showed less punitive interest in custody and were less punitive in relating to offenders. Correctional officers' higher level of education could be viewed as the foundation that increases their confidence about their skills and potential in order to participate in rehabilitation programme service delivery. The level of education of correctional officers may increase confidence in their abilities and positively influence their willingness to participate in

more complex aspects of rehabilitation programmes. Coffey (1975) acknowledges that, "... correctional officers need education (knowledge and skills) that is remedial, relevant and renewing that should continue beyond their formal academic preparation (basic training) for their role as correctional officers..." (Coffey, 1975, 187).

The results demonstrate that female correctional officers are willing to be trained in Social Work rehabilitation service whilst males show more willingness in the areas of education and training. Better-educated correctional officers seem to prefer further education in cognitive activities whilst correctional officers with lower levels of education seem to prefer involvement in programmes requiring physical ability.

In light of the argument set forth by Weinberg in Neser (1993), Ross (1980) and Toch and Klofas (1982) that the implementation of the offender rehabilitation process has created a confusing role that is ambiguous and complex for the prison warders or guards. Better-educated correctional officers demonstrated potential and willingness to be trained in some of these rehabilitation programmes in order to contribute towards programme service delivery.

The onus here is clearly on the Department of Correctional Service to recognise the potentials of these officers that could be coopted as front-line or auxiliary personnel for different rehabilitation programmes. This might address the crisis of shortage of qualified personnel which appears to retard the progress of rehabilitating offenders.

Reid's (1981) study found that prison guards are able to work with treatment staff (i.e. correctional professionals) as helping agents within the rehabilitation context. He further highlights that this co-working increased their (correctional officers and correctional professionals) positive relations and improved case management.

These correctional officers have also indicated in this study that they strongly agree that correctional professionals and custodial officers should both be involved in facilitating rehabilitation programme service delivery.

#### **5.2.4 There is a positive correlation between correctional officers' rating of the prison environment as conducive to offenders' rehabilitation and their perceptions of their contributory role towards the process of offender rehabilitation.**

21 items of section E of the Questionnaire were clustered to form three conditions scales named Personal, Administrative and Environmental conditions scales. In chapter 3, the design and rationale of these scales are discussed. In chapter 4, the significant results of each scale are shown. These conditions scales were used as dependant variables and demographics as independent variables.

##### **5.2.4.1 Gender and Conditions scales**

Significant relationships were found between gender and environmental and administrative conditions scales. The results indicated that environmental or prison conditions have an influence on the perception of involvement of correctional officers in facilitating offender rehabilitation programmes. No significant relationship was found between the gender and personal conditions scale.

##### Gender and Environmental conditions scale:

The results demonstrate that female correctional officers perceive their environmental conditions as impacting negatively on their willingness to become involved in facilitating offender rehabilitation programmes when compared to males. Triplett, Mullings and Scarborough (1999) argued that unfavourable environmental conditions affect females more, and found that work-home conflict is an important contributor to work-related stress for females. Chaka (1998) found that the role of the individual in the prison organisation is more stressful for females than for males. Some of these conditions which have been noted by Oppler (1998) and the Unrest in Prison Report (1995) include staff-prisoner relationships, overcrowding, organisation, assaults and threats from the prisoners, staff shortage and absenteeism. These factors were found to be causing unrest in prison which generates high levels of tension that in turn results in high levels of stress and low morale amongst the correctional officers.

The results raise the question whether female correctional officers experience difficulties working in prison as a result of the conditions or whether the difficulty is perceived to be in the nature of the job itself. In view of the findings by Fainworth (1993) it seems that the job of a prison officer (correctional officer) has been perceived as highly male stereotype which could then hold serious negative implications for the integration of females into prison work. Several accounts of this issue are possible. In the first instance, this issue seems to mirror the broader gender issues of gender inequality and discrimination in both broader society and in male dominated work settings. The effects of gender inequality and discrimination are far-reaching, and in this context may manifest at least in a possible diminished sense of capacity and competence for women. Miller (1992) argued in the same vein that woman's self-perceptions of their feminine traits in the context of gender discrimination may prevent them from seeing themselves as "good or real" officers. This gender dynamic may result in devaluing women's potential contributions and may leave them with low morale and a diminished capacity to perform in this male stereotyped job.

Miller (1992) goes on to point out that "...women's job responsibilities reflected their emotional, compassionate and cooperative temperaments..." p.102). It can be argued, following Miller, that this gives rise to potential specific difficulties for women correctional officers. For example, given the nature of the job and the rules that regulate the staff-prisoner relationship, it may become difficult for the female correctional officer to cope with the special needs of pregnant inmates, their children and their families.

#### Gender and Administration conditions scale:

A significant relationship was found between gender and the administrative conditions scale. The results indicate that the administration and management style impact negatively on female correctional officers' attitudes to becoming involved in facilitating offender rehabilitation programmes. No significant relationship was found between the administrative conditions scale and the level of education of correctional officers.

Female correctional officers appear to be more affected by administration conditions and management styles and this impacts negatively on their attitudes to and perceptions of their roles in facilitating offender rehabilitation programmes when compared to males. A similar pattern

was found here in respect of environmental conditions. Correctional officers with working experience of 0 – 2 years seem to join the Department with high spirits, and through the years they experience frustration and stresses regarding personnel and management issues. Later in service, their attitude and perceptions of the working environment change, as they become more involved in their work. Maslach (1982) highlighted that burnout often results in objectification in the face of increased workload. The consequence of this is treating people as objects rather than human beings. This may have disastrous implications for rendering an effective humane service to offenders and seriously their likelihood of becoming positively involved in facilitating humane offender rehabilitation process.

It appears that in respect of working conditions, work overload and relationships with superiors (management) are noted as concerns that exacerbate stress and frustration for these officers.

Dissel (1995) acknowledges the reported growing dissatisfaction, racial tensions within the organisation and the conflict between Unions and management of the Department, which heightened tensions and instability within the prison environment. Chaka (1998) found that the lower rank correctional services officers perceived relationships at work as the second greatest source of stress.

Sutherland and Cooper (1990) describe poor relationships with management as

“ ... having low trust, low levels of supportiveness and low interest in problem solving within the organisation. Mistrust is positively related to high role ambiguity, which in turn leads to inadequate interpersonal communication between individuals, and psychological strain in the form of low job satisfaction, decreased well-being, feelings of being threatened by one’s superior and colleagues...”

(Sutherland and Cooper in Chaka, 1998).

Kahn and Cooper (1993) focus on the factor of role ambiguity as a major contributor to work stress in correctional officers. Chaka (1998) found that tension arises between the actual goals of safe custody and rehabilitation and that this seems to send mixed messages which correctional

officers may have difficulty interpreting. Brodsky (1977) and Lindquist and Whitehead (1986) reiterate the finding of Chaka (1998) that role ambiguity was frequently identified as a source of stress that would lead to burnout of correctional officers. These studies indicated that work instability and role confusion results from the transition from a punitive to a rehabilitation mode of correction.

Vroom's (in Schermerhorn, 1996) theory of work motivation and performance predicts that a person's motivation to work hard and perform depends on a realistic perception of the work and a positive perception of his or her capacity to accomplish the work.

Thus it becomes necessary to understand explicitly the complexities with regards to the implementation strategies for rehabilitation programmes, the management of the shift in conceptual framework of correctional officers in terms of a rehabilitation mode of corrections and the skilling of the relevant personnel. The results of this study suggest that women in this sample are more affected by the administrative conditions, although the conditions in prisons and the literature cited above suggest that the effects apply to all correctional officers albeit with a gender differential.

#### **5.2.4.2 Length of service and Conditions scales**

A significant relationship was found between correctional officers' length of service and personal and environmental conditions scales. No significant relationship was found between correctional officers' length of service and administrative conditions scale.

##### Length of service and Personal conditions scale:

A significant relationship was found between correctional officers' length of service and the personal conditions scale. The results (U shaped curve) suggest that correctional officers with 0-2 years of service join the Department with a high level of morale and are relatively unaffected by difficult personal circumstances at that stage of their lives. The picture however changes with time, showing a decline in satisfaction with personal circumstances in the middle of the service period, and an increase again towards the end of their careers. These results may suggest that



correctional officers with 6-9 years of service experience difficulties with their personal circumstances that may affect their general work morale and attitude and perception towards contributing to offender rehabilitation processes. It can be argued that this band of personnel is in a particular developmental stage of their life, typically characterized by family relations, marital or relationship issues and career development and advancement concerns.

The results demonstrate that correctional officers with less and longer years of service seem not to perceive their personal issues negatively as inhibiting their attitudes and perceptions towards their role in facilitating offender rehabilitation programmes. Chaka (1998) found that correctional officers with less years of service (0-2 years) use coping strategies more than those with more service to cope with their work stress. It can be argued that the longer service correctional officers may be in a process of disengaging themselves from the organisation as they are waiting for retirement. Their involvement could be minimal as Britton (1997) found that long service officers are less efficient in working with inmates. Chmiel (2000) adds his findings that older personnel performed better on tasks and operations requiring experience, but fared less well than younger personnel in coping with rapid job and environment changes.

#### Length of service and Environmental condition scale:

A significant relationship was found between correctional officers' length of service and the environmental conditions scale.

The results demonstrate that correctional officers with less (0 – 5 years) and long (16 years and above) years of service perceive environmental conditions as inhibiting them to contribute towards offender rehabilitation programmes. It can be argued that correctional officers with less years in service may be in a process of finding themselves in their organisation and in a process of understanding their conflictual dual-role of safe custody and rehabilitation. Britton (1997) argues that long service correctional officers report "... high levels of stress, poor evaluation or quality of supervision and less efficacy in working with inmates..." (Britton, 1997,p.101). These results may reinforce the argument presented earlier in this discussion that long service correctional officers may be disengaging themselves from the organisation and waiting for retirement. However it may also be that there is a cumulative effect of exposure to stressful

conditions that may peak in the later stage of prison employment, while at the same time, it may peak for the new recruit as a function of the initial adaptation to the prison context. The middle band of personnel either are more concerned about their personal circumstances (discussed above) and/or may have developed adequate coping strategies which help them deal with the environmental circumstances better.

#### **5.2.4.3 Level of education and Conditions scales**

A significant relationship was found between correctional officers' level of education and the environmental conditions scale. No significant relationship was found between correctional officers' level of education and personal and administrative conditions scales.

##### Level of education and Environmental conditions scale:

The results demonstrate that the correctional officers with lower levels of education (std 6 – 10) seem to perceive environmental conditions as impacting negatively on their perceptions of contributing to offender rehabilitation processes. Correctional officers with higher levels of education were impacted on less negatively by their perceptions of the environmental conditions. This suggests that they cope better with the conditions and are consequently less impacted on in respect of their attitudes to participating in offender rehabilitation. As reported earlier in the discussion, the findings of this study in accordance with those of Robinson (1997) highlighted that correctional officers' level of education increases their confidence and perception of their abilities to participate in more complex aspects of offender rehabilitation processes. Presumably, their formal education could have equipped them with skills and techniques to overcome work stress. Hepburn (1989) found that education is a mechanism that increases the endurance of the correctional officer, which will boost their job performance and morale. It could also be hypothesized that the capacity to engage intellectually with the concept of rehabilitation may act as a buffer against the stressful effects of the environment.

### 5.3 SUMMARY

There appears to be a consensus amongst correctional officers in terms of defining the offender rehabilitation process. In view of the review literature, these correctional officers also perceive the offender rehabilitation process as a curative and preventative strategy to lessen the crime rate and criminal behaviours. However, it is unclear whether these officers subscribe to a Programme-Developed Approach Model in which they have presumably been orientated. It became complicated to understand the conceptual framework of these correctional officers in terms of their approach towards the offender rehabilitation process. The emergence of different treatment modalities over time does not automatically change the attitudes of front line personnel. There seems to be a tacit expectation that officers will somehow automatically endorse and apply the policies and principles of a particular model. Thus the rehabilitation model to which these officer may subscribe, reflects an organic outcome determined by changes in models, individual variation, gender, length of service, education level and probably other factors as well. The Programme-Developed Approach Model (of South Africa) incorporates aspects of other models. This further complicates the picture and makes it difficult to assess the model preferences of this sample. The results have shown that role ambiguity and difficulties in defining the correctional officers' roles within the rehabilitation context are in actual fact the most important issue throughout this study.

Female correctional officers appear to have punitive attitudes towards offender treatment and rehabilitation, and perceive prison conditions and administration and management style as stressful and impacting negatively on their becoming involved in rehabilitation programme service delivery. However, male correctional officers seem to endorse the reintegration of offenders.

These correctional officers agree that both correctional professionals and themselves should be involved in facilitating rehabilitation programme service delivery. Social work, education and training, religious care and sports and recreation were identified as known rehabilitation services within this prison. Psychological services appear invisible or not recognisable. Social work and education and training services were perceived as more useful than religious care and sports and

recreation. Correctional officers demonstrated willingness in further training in social work and education and training service categories in order to be involved in programme service delivery.

Better-educated (Std 10 and Diploma/Degree) correctional officers demonstrate better understanding of rehabilitation services and appear willing to be trained further in programmes that require the use of cognitive abilities. Meanwhile, less educated (Std 6-9) demonstrate understanding of some rehabilitation services and appear willing to be trained further in programmes that require physical abilities. Better educated (Diploma/Degree) correctional officers appear to cope better with the prison environment than less educated (Std 6-10) officers.

There appears to be a tendency in correctional officers to develop stress and work burnout over time. New employees (0 – 2 yrs) demonstrated positive attitudes and enthusiasm towards their careers when compared to officers with longer service. It seems as if correctional officers develop negative attitudes in the middle of their career and this improves at a later stage when approaching retirement.

It was found that there is a possibility for correctional officers to develop stress and work burnout over time that could be attributed towards their role confusion and work related stresses.

A general conclusion to the study is presented below (5.6) after a consideration of the limitations of this study and recommendations for further research.

#### **5.4 LIMITATIONS OF THIS STUDY**

It is important to acknowledge that correlational studies are inherently limited due to their incapacity to demonstrate causality of circumstances. As reviewed, it is true that role confusion among correctional officers and their involvement within the rehabilitative context is both complex to understand. Even though significant results have been found in this study, they may not be representing an explicit understanding of attitudes and perceptions of these correctional officers as intended. An exploration of all possible paths that would yield information pertaining to the understanding of the conceptual framework of correctional officers and their dual role

within the rehabilitation context, requires further investigation or research design which is beyond the requirements of this study.

The researcher experienced difficulties in tracking down certain useful additional references that could have contributed to the richness of the literature reviewed. However, at some point the researcher used his own experience of the studies to add observational data and to inform discussion which could be viewed as subjective.

The criticism of the instruments used for this study is vital. Literature reviewed to date failed to yield a tool that would have been useful to collect the data to test the hypotheses of this study. The researcher designed the self-administered questionnaire that generated the data to test the hypotheses of this study. The questionnaire was long and costly (refer Appendix 1), and generated too much information that was redundant and had to be ignored, as it showed no significance in testing the hypotheses of this study. Kerlinger (1986) and Neuman (1994) stipulated that self-administered questionnaires limit the ability to generalise the findings. Different participants could interpret the same questionnaire differently and it was not possible for the researcher to sit with every participant discussing the questionnaire. This could be problematic when considering the conceptualisation and the essence of different concepts like punishment, treatment and correctional as opposed to prison warder or officer throughout different models of offender rehabilitation

Three conditions scales that were designed by the researcher specifically for this study, yielded relevant sufficient information, but its overall reliability and validity require further investigation to refine the scales for future use.

Convenience sampling (at Pietermaritzburg prison) seemed justifiable to generate themes in order to construct this questionnaire that was then utilised in a different sample (at Pollsmoor prison). These prisons may be similar in its operations and have the same offender rehabilitation services, however, the experiences of these officers may significantly differ. Thus, these results may have limitations in terms of generalisation.

## 5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Recommendations for further research stem from the findings and limitations of this study in view of literature reviewed (refer to Chapter 2).

A series of similar studies using a range of methods seems necessary. Making use of both qualitative and quantitative methods will enrich and inform the field of rehabilitation in the prison environment. It is advisable to use a representative sample whereby results could be generalised.

Even though some demographic factors such as gender, level of education and length of service yielded significant results, it would be interesting to conduct a specific study based on each of these significant demographics and link with these findings. Further research looking at sex differences and relationships in this environment would be necessary. It would be valuable to evaluate or explore female correctional officers' attitudes about working in correctional institutions in view of gender equity and affirmative action policies.

There is a need to define offender rehabilitation in a more concrete way, and define the consequent roles or duties for these correctional officers. It may appear as if the implementation of the Programme-Developed Model was not done effectively. It is unclear whether correctional officers were able to conceptualise and interpret the aims and objectives of this model. It is necessary to explore the effectiveness of the strategy used to implement the offender rehabilitation process. This strategy could be used as a foundation to effect a change in the conceptual framework so as to assess how much work needs to be done to transform their (correctional officers) mindset and behaviour from a "prison guard or officer" to a "correctional officer", from the punitive to the rehabilitative mode of corrections.

Research on the mechanisms to educate correctional officers with regards to the rehabilitation policy may be important.

Further research to develop correctional service as a profession is necessary. The offender rehabilitation process sets out the demand for better skilled officers in order to meet the standards

and realise its objectives. Professionalising correctional services and developing correctional basic training as the means of providing correctional officers with knowledge and skills they require to perform rehabilitative functions and improve custodial functions is seen as essential.

It is advisable for the Department of Correctional Services to do more research on what should be done with these identified officers who demonstrate potential and willingness for further training to assist in rehabilitation programme service delivery.

Further research should be done on prison conditions, in order to devise means for reducing high levels of stress that may be hindering correctional officers to become involved in facilitating offender rehabilitation programmes. Conditions scales that have been developed in this study can be used, but need work to refine their reliability and validity. Three distinct areas of focus of each conditions scale could be useful for investigating possible ways to develop mechanisms that will remedy the conditions that are not conducive to effective rehabilitation services and the involvement of correctional service officers.

## **5.6 CONCLUSION**

The discussion above has considered the findings of this study in terms of the historical development and conceptualization of offender rehabilitation over time. The emergence of various offender rehabilitation models was influenced by and mirrors developments in the broader social context. The critical changes within the offender rehabilitation process gave rise to numerous issues some of which were highlighted in this study. Amongst these issues, is the understanding of correctional officers' current conceptual framework in terms of rehabilitating offenders and the inconsistency that exists between policy, implementation and the practice of a rehabilitation mode of correction. The lack of resources and qualified personnel have been reported to compromise the facilitation of an efficient rehabilitation programme service delivery, and the fact that correctional officers are assumed not to be involved in this process of rehabilitating offenders further undermines service delivery. The latter issue was in essence the core of this study, to explore the knowledge of rehabilitation and attitudes and perceptions of correctional officers towards their role in contributing to offender rehabilitation processes.

This study has found that this sample of correctional officers demonstrated a reasonable understanding of offender rehabilitation processes, perceived themselves as skilled to contribute in various categories of rehabilitation programmes and demonstrated willingness for further training in order to be utilized. This group's perceptions differed in respect of knowledge of rehabilitation services, willingness to be involved in specific categories of rehabilitation services and their perceptions of the role of personal and environmental conditions in their involvement in rehabilitation. These differences were manifested in terms of the following variables; gender, level of education and length of service.

It is thought that these results go some way to providing guidelines for the Department of Correctional Service to do further investigation with regards to different strategies for the systematic development and involvement of this key category of correctional service personnel in rehabilitation programmes in prisons in South Africa. The results show the willingness and self-report of capacity of correctional service officers to be involved. Failing to make use of this willingness and potential will render service delivery in the front line ineffective at best and undermine it at worst.

The merging of custodial and rehabilitation functions in correctional service officers needs specific attention in order to enhance the conceptualization of the new dual role and assist them to adapt in their changing world of work. Within the Department of Correctional Service, specific projects can be developed to develop understanding and knowledge of correctional officers with regards to offender rehabilitation processes. This could be the means of enhancing their shift in terms of a conceptual framework towards offender rehabilitation and their development from being prison officers to become complete correctional officers. Defining safe custody in view of a rehabilitation mode of correction could mark a significant shift in the conceptual framework of their roles and the entire work experience. Continuous in-service training or workshops with regards to the meaning and essence of and skills necessary for offender rehabilitation should and could provide experiential learning for correctional officers.

Necessary investigation in promoting the professionalism of the correctional service is vital. This could possibly assist correctional officers to acquire theoretical understanding, knowledge and skills related to rehabilitation programme service delivery. The need to develop correctional



officers, in particular the group identified in this sample, needs to be understood by Correctional Services' human resource division as an opportunity to develop the capacities of its officers to fulfill their duties. Current conditions in South Africa and prisons suggest that it is critical at this time to prioritise the development of the front line personnel in prisons, perhaps following the lessons and policies applied in the context of Primary Health Care.

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# APPENDIX 1



## UNIVERSITY OF NATAL

School of Psychology

P.Bag X01, Scottsville, Pietermaritzburg,  
3209, South Africa.

Telephone 0331-260-5680 Fax 0331-260-5809

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Dear Participants

Thank you for participating in this study.

This study is investigating a number of issues which relate to prisoner' rehabilitation. We particularly wish to research the views of correctional officers (prison warders) in this establishment.

Please take time to carefully read each instruction and answer ALL questions. There are no right or wrong answers.

All responses on the questionnaire will be strictly confidential and you must not enter your name on the questionnaire.

Thank you for your assistance in completing this research. It is hoped that the results of the research will contribute to the understanding and development of prisoner rehabilitation processes.

Yours sincerely

Fikile Gumada  
(M1 Counselling Psychology)

Vernon Solomon  
(Lecturer / Supervisor)

SECTION : B

**INSTRUCTIONS :**

**For each statement given below, enter the number in the box space indicating the degree to which you agree or disagree with the statement. Use the scale indicated below to indicate agreement - disagreement. Only ONE (number) per statement.**

strongly disagree	disagree	uncertain	agree	strongly agree
1	2	3	4	5

- MB1.1 Rehabilitation should be left to mental health professionals.
- MB1.2 Professionals and prison warders should be involved in prisoner rehabilitation.
- MB1.3 Prisoners should be treated as sick-minded persons.
- MB1.4 Prisoners should be taught how to behave in socially appropriate ways.
- JB2.1 Prisoners should be punished for the crime/s they have committed.
- JB2.2 Imprisonment should provide a good lesson for prisoners not to commit crime again.
- JB2.3 Punishment should change the behaviour of the prisoner better than rehabilitation.
- IB3.1 Effective rehabilitation should take place in the community rather than inside the prison.
- IB3.2 Professionals and prison warders should be involved in prisoner rehabilitation.
- IB3.3 The community should participate in prisoner rehabilitation processes in this prison.
- IB3.4 Community services sentences should be better than prison sentences.

[illegible]

C.6 Helping prisoners with their interpersonal relationships and social functioning is best facilitated by social workers and not by prison warders.

C.7 Prison warders are involved in the rehabilitation process of the prisoners in this prison.


C.8 INSTRUCTIONS :

Please read the following instructions carefully in each of the columns

NOTE :

Not useful = has no positive effect

Less useful = has some effect but does not necessarily equip prisoners with skills to apply in their real lives

Useful = has a positive effect which may be useful in prisoners' real lives

More useful = provides prisoners with enough skills which can be applied in their real lives

Most useful = has the most useful effect on prisoners real lives and helps them to avoid repeating crime.

Column 1 PROGRAMMES	Column 2 BENEFIT RATING	Column 3 INVOLVEMENT
List of rehabilitation programmes	<p>Which of these programmes do you think is most or least useful for the prisoners in this prison ?</p> <p><b>Rating Scale :</b></p> <p>1 = not useful 2 = less useful 3 = useful 4 = more useful 5 = most useful</p>	<p>Who do you think is offering this programme or could offer this programme in this prison. (Write the appropriate number/s)</p> <p>1 = teacher 2 = psychologist 3 = prison warder 4 = religious care worker / chaplain 5 = social worker 6 = all of the above 7 = other, indicate who ?</p>
1. Literacy programmes		
2. Problem solving		
3. Drug abuse		
4. Stress management		
5. Bible study		
6. HIV / AIDS Education		
7. Human rights		
8. Alcohol abuse		
9. Scripture reading		
10. Conflict resolution		
11. Personality problem		
12. Vocational / skill training		
13. Interpersonal relationships		
14. Social awareness		
15. Sexuality		
16. Music		

### D.3 INSTRUCTIONS :

Read the instructions in each of these columns

**NOTE** : This question refers to YOU, asking YOU about YOUR skills and the training YOU may need for prisoner rehabilitation if you were to participate in facilitating these programmes.

Column 1	Column 2	Column 3	Column 4
List of rehabilitation programmes	Which of these programmes do YOU think are necessary for prisoner rehabilitation in this prison.	For which of these programmes do YOU think YOU have the skills that will enable you to participate in the prisoner rehabilitation programme in this prison.	For which of these programmes are you willing to be trained in order to participate in programme delivery.
	Write in Y (for Yes) Write in N (for No)	Write in Y (for Yes) Write in N (for No)	Write in Y (for Yes) Write in N (for No)
1. Literacy programmes			
2. Problem solving			
3. Drug abuse			
4. Stress management			
5. Bible study			
6. HIV / AIDS education			
7. Human rights			
8. Scripture reading			
9. Alcohol abuse			



## SECTION : E

**INSTRUCTIONS :**

**]For each statement given below, enter the number in the box space indicating the degree to which you agree or disagree with the statement. Use the scale indicated below to indicate agreement - disagreement. Only ONE (number) per statement.**

strongly disagree	disagree	uncertain	agree	strongly agree
1	2	3	4	5

- E.1 Prison warders lack interest in prisoner rehabilitation.
- E.2 I do not approve of rehabilitation of prisoners.
- E.3 Rehabilitation is a waste of time and money.
- E.4 Rehabilitation is not happening in this prison.
- E.5 The progress of prisoner rehabilitation in this prison is hampered by gangsterism.
- E.6 Prisoners with positive attitudes are those who participate in rehabilitation process.
- E.7. Prisoners do not participate in the rehabilitation process in this prison because of gangsterism.
- E.8 Prisoners think they should rather join gangs than participate in the rehabilitation process.
- E.9 Effective rehabilitation cannot take place in this prison because of overcrowding.
- E.10 Enough space and time is essential for rehabilitation processes to place in this prison.
- E.11 Few members, other than professionals, engage themselves in the prisoner rehabilitation process in this prison.
- E.12 Lack of funding results in poor rehabilitation processes in this prison.

# APPENDIX 2

## **PILOT STUDY FOR RESEARCH TOPIC :**

*An investigative study on the perceptions of prison warders towards their role in contributing to the rehabilitation of the prisoners.*

(A) What is the meaning of prisoner rehabilitation ?

- what rehabilitation programmes are you familiar with ?

(B) How is prisoner rehabilitation facilitated in prison ?

(C) Who is involved in the facilitation of the prisoner rehabilitation ?

(D) Who is not involved ? Why ?

(E) What do you think is the role of prison warders in the prisoner rehabilitation ?

- Do you think prison warder should be involved in the prisoner rehabilitation. Why or why not ?

- Do you think prison warders would like to be involved . Why or why not ?

- What could be the role of prison warders in the prisoner rehabilitation ?

(F) Do you think they have the skills ?

- What skills do you think are necessary for rehabilitation ?

- If they need further training for prisoner rehabilitation, on what skills do you think they need to be trained ?

(G) What conditions in prison are necessary for facilitating rehabilitation ?

- what prison conditions are favourable for your prisoner rehabilitation?

- what prison conditions are not favourable for your prisoner rehabilitation ?