

GUIDELINES FOR PARENTS, TEACHERS AND PROFESSIONALS IN THE HANDLING OF REBELLIOUS CHILDREN

by

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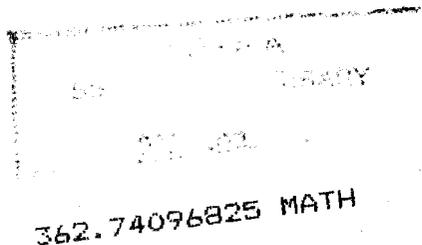
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THIS DISSERTATION IS DEDICATED TO...

...MY ONLY SON, NIKIWE

...MY ONLY DAUGHTER, MMANOKA

Student number: 0436-228-4

DECLARATION

I declare that **GUIDELINES FOR PARENTS, TEACHERS AND PROFESSIONALS IN THE HANDLING OF REBELLIOUS CHILDREN** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature

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SUMMARY

GUIDELINES FOR PARENTS, TEACHERS AND PROFESSIONALS IN THE HANDLING OF REBELLIOUS CHILDREN

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Degree: **M. Ed-with specialisation in Guidance and Counselling**
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Rebelliousness is the act of defying lawful authority or a resistant way of relating to authority. It is seen by many as a normal way of development.

The development of rebellious behavior actually starts in childhood and progresses through to adulthood.

The study focuses on the manner in which the family and school handle the rebellious child and the negative effects that these have on the child's development. These problems may manifest in truancy, delinquency, negativism, runaway, antisocial behavior, alcohol and substance abuse and gang involvement.

The results of the study prove that the environment in which the adolescent lives, contribute greatly to the development and the maintenance of rebellious behavior.

Guidelines were written for parents, teachers and psychologists regarding the handling of the rebellious child.

Key words:

-behavior	-violence	-deviance	-delinquency
-at risk	-defiance	-youth	-poor self-image
-alienation	-dropout	-aggression	-underachievement

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

At no other time in history perhaps, has a systematic and well-grounded understanding of rebelliousness and related detrimental behavior been more needed in South Africa. The toll on individual lives and families that result from gang related violence is hard to measure but by all counts have reached epidemic proportions.

Closely linked to rebellious phenomenon are the risk-taking tendencies of adolescents. The health of teenagers is, in fact, most severely jeopardized by their own risky behaviors with resultant high rates of accidents ranking equally with suicide as the major cause of death amongst this age group. Some of these risks appear more dramatic than others, especially when the negative outcome occurs clearly as a direct and immediate result of the behavior in question, such as death from overdose from drugs or unsafe sexual practices. Teenagers involved in these activities are seen as rebellious and alienated from the traditional institutions of society, particularly the family and the school.

Rebelliousness is a term that is understood differently by different people at different times. For example it is understood differently by people who hold traditional values than those who position themselves against such values. Thus understanding is a matter of positionality rather than personality, that is the type of person you can be and ways in which you can think and talk about rebelliousness. Therefore differences in understanding and labeling a given act as rebellious point to difference in judgement as to what the scene is and how it should be described. Rebelliousness is a culturally contingent concept, the

meaning of which changes constantly according to the different ways in which it is taken up (Stenner and Marshall, 1995:34).

One can define rebelliousness as the act of defying lawful authority and resisting control and conversion. Rebelliousness is the manner in which the person engages with their circumstances, it is a way of being which is available to people in certain complex social circumstances (Stenner and Marshall, 1995:623). It does not easily refer to an individual property, or a set of social conditions. It is not an object or a particular set of actions done in a particular situation. To be rebellious is to adopt a particular relation to authority or a convention, that relationship being one of rejection and resistance.

Adolescence (between 12 and 18 years) is a period of development associated with experimentation, rejection, dissonance and risk-taking. The primary concern of the adolescent is to establish a firm identity and to individuate. The young adult undergoes physical, psychological and cognitive changes, which render him conflict-prone (Hill, 1986:306). His/her body secretes hormones that are accompanied by behavior changes such as aggression confusion, anger and impulsivity.

It is the researcher's contention that children with problems can only be helped if their said problems have been identified and understood. This dissertation reports on the findings of the self-reports gathered from youths residing in the Western Region of the Northern Province (Bakenberg High School) and reports by their teachers and parents.

Literature about delinquency and violence tend to be gender specific, that is when seeking to identify factors related to delinquency and violence they look only at boys (Amanat and Beck, 1994:274). Studies of rebelliousness confirmed that defiance and rebellion in adolescence is predominantly a male trait.

Since rebelliousness is semantically associated with many anti-social behaviors such as deviance, delinquency, dissonance, alienation, oppositional behavior, resistance and substance abuse, the statistics will be as such categorized.

❖ Alcoholism and drug abuse

Adolescent alcoholism and drug abuse is a major problem encountered by physicians, psychologists, counselors, teachers and other professionals dealing with teenagers. According to Amanat (1994) there are currently, an estimated 3 million teenage alcoholics in the nation, although all researchers do not accept these statistics. Accepted or not, alcohol is by far the most prevalent drug of use especially since the use of marijuana among youths has been decreasing in the past few years. In a study conducted on Youth at Risk, 93% of the subjects admitted to having used alcohol in their lives.

Statistics on Youth Drug use in the 80's and 90's reveal that suburban teens and minority subcultures in the USA show a recent tendency to avoid addictive and hard core drugs such as narcotics. Statistics about drug abuse are somewhat contradictory, revealing a recent increase in the use of stimulants, crack and downers (Amanat and Beck, 1994:273).

❖ Juvenile delinquency

A number of studies have shown that delinquent behavior tends to peak around the age of 17 and 18 then level off (Glanz, 1990:7). Girls report less delinquency than boys, with official statistics generally indicating that the ratio of male to female delinquency is in the region of 5:1. Younger delinquents are most likely to be involved in property offences whereas older adolescents (18 and above) may be involved in more aggressive acts.

❖ Suicide

Among adolescents, suicide ranks as the second most frequent cause of death. The rise in youthful suicide may stem from the fact that adolescence as a life crisis has gotten worse over the last twenty years as a direct result of lack of social integration (Thio, 1998:143).

❖ Adolescent runaway

Research has confirmed that more girls than boys run away from home.

1.2 AWARENESS OF THE PROBLEM

The researcher became aware that many parents in the rural areas of the Northern Province, where she resides, leave their homesteads to find employment in the urban areas. As migrant workers, they are often away from home for as long as ten or more months in a year. This necessitates that children be left in the care of an elderly family member, usually the grandmother, or are left on their own to parent themselves. Literature has revealed that this may have a negative impact on the children's socialization in the sense that they grow up without the wholesome influence from their fathers, involvement and control as the grandmother might have other children to take care of and might not offer normal parental input (Thembela 1986:48)

The changing structure of the family has given rise to insurmountable behavior problems in children. Pure nuclear families seem to be decreasing from the social arena. The existence of single-parent families, which may come about as a result of death, divorce or child-bearing outside wedlock has been on the increase since the past decade and so has the multitude of crisis related problems. Father absence has been associated with problems with adolescent control as well as with parental irritability and overload. Goldstein in (Smith and

Krohn, 1995:72) posits that living with a single parent is hypothesized to affect delinquency through its effects on reducing attachment, involvement and control. The direct influence of father absence has been found to be low self-esteem and under-achievement especially in boys.

Contradicting patterns of parenting have been identified as contributing factors to rebelliousness. Parents are often authoritarian, demanding, erratic and expect complete obedience on the part of the child, whereas they are too lenient. It is these contradicting characteristics that create in teenagers the tendency to deviate from parental values. Parental abuse of alcohol and drugs, abandonment of their parental responsibilities to other care-givers because of, at times, heavy involvement in careers are found to be common practices (Emerson and Syron, 1995:149). Deviant communication, hostility and ineffective cognitive modeling have also been identified in many families.

From experience, the researcher found that when conflict arises, as it often does, parents rarely know how to handle it owing to limited coping skills. In extreme cases parents use money to solve these problems. They often send the child to the teacher or counselor with a "fix-my-child" plea and immediately vanish from the therapeutic process. The therapist's suggestion of their involvement is often met with "*I cannot make it, I am very busy*". The above arises because they believe that it is after-all the child who has a problem and not them (Emerson and Syron, 1995:149). Counselors have found that it usually take brushes with the law before parents can seek help.

It has also come to the awareness of the researcher that many parents fail to realize that they have a role to play in the education of their child. They do not encourage and motivate the child to study. Parents rarely respond to the principals' invitations to meetings.

When adolescents are not in agreement with the parents' values, they challenge them. Challenging of parental authority may be evidenced by:

- Talking back
- Laughing and singing when the parent is talking
- Avoiding the parent
- Disrespecting the parents' authority
- Acting out

In extreme cases, acts of violence may be committed against parents. These may take the form of pushing, kicking, shoving, slapping, hitting with objects, grabbing, biting, punching and threatening to use a knife or weapon (Wells, 1987:125). Some teens display anger in the form of oppositional or defiant behaviors with negativism, hostility, argumentativeness, resentful attitude, defiance to adults' request, swearing and external blame (Amanat and Beck, 1994:176 and Lerman and Pottick, 1997:25).

1.2.1 Motivation why the study is necessary

A scientific study of the underlying issues in adolescent rebellion and related behaviors can be considered to be necessary for the following reasons:

❖ **The link between rebellion and family relationships**

Studies have proved that many children with behavior-related problems have been brought up in dysfunctional families. It has been found that the origin of rebellion lies in the parent's inability to communicate definite goals and clear values to the child while providing inadequate affectionate support. Family violence has also been on the increase with no correlation in community resources that will meet the needs for abused families. It is therefore evident that

in order to prevent and remedy the situation, it will be necessary to put in place programs that strengthen the family and foster healthy growth and development.

❖ **The overall increases in crime that has been experienced worldwide and in the RSA during the past two decades**

Juveniles are increasingly perceived as being responsible for a recent increase of violence in our society. A vast majority of adolescents' behavior brings them to the attention of the school and law enforcement authorities for committing status offences. Studies on juvenile delinquency reveal that about 10% of all juvenile arrests are for violent crimes.

❖ **The relatively large proportion of youths involved in illegal activities**

It is clear that issues of teen chemical dependency and alcohol abuse should be considered a major national problem (Amanat and Beck, 1994:273). Long-term drug abuse does affect the teen's personality in terms of aggression, passivity, learning problems and the prevalence of criminal behavior.

It is against the background given that the researcher believes that an investigation into the causes of this problem could make a valuable contribution to the South African society.

1.3 PRELIMINARY LITERATURE STUDY

The following section is an attempt to show what has already been achieved in investigations into the concept of rebelliousness and some related behaviors.

The researcher will focus on the following:

a) History of rebellion

Since time immemorial, man has always stood against any form of injustice meted out on him, be it on the part of authority or even the state. Rebellion can start off as a passive resistance and lead to large-scale war or battle. The rebel attempts to overthrow the existing system and put in places new ones with new goals and new means of reaching these goals. The following are just but examples of rebellion on a broader context:

In her research, Roelofse-Campbell compares the rebellion of Canudos in Brazil from 1896-1897 to the South African massacre of the Israelites at Bulhoek in 1927. In discussing the progression of events that led to the massacre and destruction of Canudos, she says that there was a cleavage between the ruling elite and the mass of the poor. People at Canudos were victims of structural inequality, governmental neglect and land hunger (Roelofse-Campbell, 1997:40).

But because they never surrendered in their resistance against the government which considered itself superior, it was finally razed in 1897 after an alarming number of fatalities and casualties in many battles.

In 1905, Africans rose against the Poll Tax in South Africa. They killed whites' animals and destroyed tools of European manufacture. In his book Reluctant Rebellion, Marks depicts rebellion as a reaction to conquest but also acts as a giant spotlight to society, examining its hooks and crannies, inquiring into new hopes, fears and suspicions (1970:XIX).

b) Adolescence: a period of turmoil *

Adolescence is a period of transition from childhood to adulthood. It is characterized by physical, psychological and cognitive changes, which create uncertainty, confusion and instability. The adolescent expresses frustration at

having to deal with so many changes that he/she resorts to rebellion. It is rebellion against the responsibilities that independence and developing adulthood require (Emunah, 1985:71). Adolescence is also seen, as a period of questioning and doubt, which Hill (1986:307) asserts, may be necessary for some to achieve the full development of a mature, personal internalized steadfast faith.

During this period the adolescent's perception of the family changes. Conflict generally escalates as he/she resents being told by adults what to do and how to grow up. Feelings of anger and distrust towards authority figures are also apparent. From the above it is safe to argue that rebellious acting-out, a certain amount of dissonance, questioning of authority and oppositional behavior of the adolescent is a normal part of healthy development and necessary precursor to a more integrated and better known self (Amanat and Beck, 1994:1 and 176). But if the adolescent's behavior is condemned by the milieu, he/she may simply escalate his behavior, never resolve her/his doubts and develop an entrenched attitude of rebellion (Hill, 1986:315).

c) The family's influence

The influence of the family structure and the role of the parents in the prevention or prediction of juvenile delinquency have been widely researched. According to Geismer (1986:31), it is not the absence or the presence of the parent per se that leaves its mark on children's behavior but rather what parents do (their function or kind of relationship) that has a noticeable impact on the degree of children conformity or deviance. Several studies have demonstrated a relationship between negative parent-child interactions and aggressiveness on the part of the child. Poor relationship with one or both parents, and lack of positive support from parents lead to criminal activity. Studies concluded that characteristics such as parental disharmony, parental rejection, erratic or harsh discipline, poor parental supervision and involvement were predictors of criminality. A

combination of moderate amounts of physical and verbal abuse tends to make children rebellious and antagonistic. Adolescents may also develop delinquency and /or other maladaptive coping behavior as a result of family conflict, tension and disruption.

d) Runaways

Every year in the USA, hundred of thousands of youths (usually girls) between twelve and eighteen, run away from home. Loeb found that they often cite the following as reasons for running away from their parents:

- Difference in values
 - Poor parent-child relationships
 - Severe criticism and discipline
 - Low communication patterns
 - Inadequate parental support and control
 - Low empathy
 - Lack of positive regard on the part of both parents and offspring
 - Looking for a set of parents who will properly care for her
- (Loeb, 1986:922 and Ney, 1987:394).

These girls disrespect their parents and teachers and often throw tantrums. They often have sex with improper, sometimes abusive strangers and abuse themselves with alcohol, drugs and kitchen knives. Runaway adolescents often find security in gangs, where they become sociopathic or the streets where they inevitably become easy targets for abductors, pimps and pornographers (Ney, 1987:394).

In a study carried out on parenting skills, runaways predicted that they would be less judgmental, less controlling and less verbally and physically punitive to their children.

e) Tales of rebellion in childhood

Stories of resistance in infancy have been recorded as early as three weeks of age. Signs of rebellion at this stage can be shrieking when told to stop doing something or defying any attempt to be distracted. In her book entitled *Raising Your Spirited Child*, Shelton calls these children "spirited" while it is common practice to label them stubborn, demanding and persistent (Shelton, 1995:102).

Studies of children's behavior in child-care settings reaffirm that rebellion and resistance starts in early childhood. In these institutions children defy teachers and work rules. Teachers often label them disruptive and problematic. Through consistent observation by the researcher, one child was found to be bothersome and disruptive when forced to sit in a circle or when told to do something by teachers (Suransky, 1982:141). This disruptive behavior progressed to not only screaming when teachers interfered with her, but generalized this to her peers.

✓ Another study of a twenty-two month old at an institution revealed that he used laughter as a weapon of rebellion. Whenever he was reprimanded he would dissolve into chortles or gurgles of laughter. He constantly sought other children for play, never listened to his teachers and would runaway when spoken to. At times other children would form an alliance with him (Suransky, 1982:141). Prior studies have established that children who display aggressive behavior during the early elementary grades are at risk of delinquency during adolescence (Refer to Figure 3).

f) Rebellion in the church

The primary concern of the adolescent is the establishment of a firm identity. Central to this is the adoption of an ideology and seeking an appropriate object to which to be faithful, one which is worthy of loyalty, possessing qualities of

genuineness, purity and durability. But in order to establish a healthy mature faith, adolescents go through a period of questioning and doubt, which is a normal part of development. The reaction of the social milieu (family and church) to the adolescent's questioning is the determining factor to the young person's conformity to faith and values. Hill alludes that labeling the adolescent's behavior as rebellious will only serve to alienate the teenager (1986:306).

g) Rebellion masquerading as religion

Historically, Satanism developed as a rebellion against the Roman Catholic Church in the middle ages. The church was extremely harsh to its people, and governed their way of life and love. In response people decided to pray in the opposite direction. Adolescents today join Satanism as a response to a desire to anger parents or adults and also as collective entertainment.

h) Underachievement

Rebellion can also be manifested in underachievement, which may often take the form of passive resistance rather than active aggression. Most often than not, parents put pressure on the child to obtain good grades in order to gain future social or vocational success. Adolescents may rebel against and resent this high standard set by parents. Goldenson (1970) in (Metcalf and Gaier :1987) asserts that they may rebel by disliking school and work below their capacity.

The following table is a broad overview of the literature search.

Table 1: Literature review

FOCUS	SOURCES
Adolescence	Amanat and Beck (1994) Bleich (1991) Emunah (1985) Hill (1986) Marschak (1980) Shelton (1995) Skinner and Slater (1995) Susman (1987) Wells (1987)
Rebellion	Susman (1987) Marschak (1980) Moore and Gullone (1995) Stenner and Marshall (1995) Susman (1987) Tanenbaum (1989) Walker (1985)
History of rebellion	Emerson and Syron (1986) Marable (1991) Marks (1970) Roelofse-Campbell (1997) Shelton (1995)

FOCUS	SOURCES
Use of alcohol and drugs	Amanat and Beck (1994) Emerson and Syron (1995) Skinner and Slater (1995) Stenner and Marshall (1995)
Runaways	Blakeney and Blakeney (1990) Ney (1987)
Adolescent Satanism	Emerson and Syron (1995) Fine and Victor (1994)
Sexual activities	Loeb (1986) Tanenbaum (1989)
Music and dress	Bleich (1991) Lemansky (1993)
Causes	Bleich (1991) Fyvel (1907) Howell (1995) Sulloway (1996) Wells (1987)

FOCUS	SOURCES
Guidelines	<p>Amanat and Beck (1994) Apter and Conoley (1984) Clark (1992) Duigan (1983) Dougherty (1991) Fuhler (1991) Howell (1995) Hall (1987) Nieman (1998) Prof Engelbrecht (1998) Rimm (1990) Shaunessy (1999) Shelton (1995) Taylor (1997)</p>
Underachievement	<p>Badolato (1998) Bintz (1993) Campbell and Myrick (1990) Fuhler (1991) Gustafson (1994) Rimm (1990) Simons (1991)</p>

1.4 DEMARCATION OF THE STUDY

Within the limited scene of this dissertation and in answering the following research question, only the following will receive attention:

- The phenomenon of rebelliousness
- The influence of the family and the school
- Adolescence as a developmental stage
- Acts of rebelliousness (deviance, anti-social behavior, substance abuse, delinquency, opposition, withdrawal, underachievement, suicide and runaway)
- Satanic practices and gangs

The delimitation was found necessary because of the observation that rebellion is too wide a topic to deal with in its own entirety.

1.5 STATEMENT OF THE PROBLEM

The reader is at this stage referred to the introduction and the awareness of the problem. The problem the researcher is confronted with is:

What information can be collected from parents, teachers and children in order to give guidelines for the handling of rebellious children?

This problem gives rise to the following sub problems:

- ❖ The nature and the extent of the phenomenon of rebelliousness.
- ❖ How parents, teachers and children view rebelliousness.
- ❖ How rebelliousness can be diagnosed.

- ❖ Guidelines that should be given to parents, teachers and psychologists on how to handle a rebellious child.

1.6 HYPOTHESIS

- ❖ Rebelliousness can be identified, diagnosed and differentiated.
- ❖ Parents and teachers are aware of the existence of rebellious behavior.
- ❖ Schools, teachers and parents contribute towards rebellious behavior.

1.7 AIMS OF THE STUDY

1.7.1 General aims

- ❖ To do an in-depth literature search of the phenomena.
- ❖ To gain access to the heterogeneity of ways of understanding rebelliousness.
- ❖ To conduct an empirical study research.

1.7.2 Specific aims

- ❖ To give guidelines to parents, teachers and psychologists regarding the handling of rebellious children.

1.8 EXPLANATION OF CONCEPTS

For the purposes of clarity, a number of concepts that are relevant to the research will be defined and explained.

Adolescence

Adolescence is a period of physical, psychological and cognitive development accompanied by dramatic increases in the circulating hormones. The increase in

hormonal secretions is associated with behavior changes, which create uncertainty, confusion and instability (Emunah, 1985:71). It is during this period that moral and sexual behaviors attain maturity. Children at this stage become conflict-prone and are easily annoyed by other people's behaviors.

Alienation

A radical form of behavior in youth who are disillusioned with both parents and become detached from self and society. It refers to a form of social estrangement, an absence of social support or meaningful social connection. These teenagers avoid emotional experience with others, do not have a sense of belonging to a group and try to estrange themselves from their own feelings.

Conformity

A motivational state in which the individual wants or feels compelled to comply with some requirements.

Deviance

Deviance refers to the violation of minimum social rule. Any behavior that is considered deviant by public consensus, which range from the maximum to the minimum (Thio, 1998:14). Thus deviance means being more or less rather than completely. It is therefore seen as a matter of degree rather than kind. Deviance can be positive or negative e.g. being a genius, reformer or creative artist.

Identification

Identification is a person's sense of placement within the world, the meaning that one attaches to oneself in the broader context of life. It is the answer to the question "Who am I" (Jacobs 1987:3). It is regarded as a multifaceted concept.

Juvenile delinquency

Consideration is taken for the importance of the law as criterion for defining delinquency. The term only acquired legal status at the end of the nineteenth century and the beginning of the twentieth century. Legally, juvenile delinquency is said to include all those acts for which an individual of minority age, between 12 and 18 years, may be tried in a court of law for committing an illegal act that is a violation of adult criminal code or status offences (Le Blanc and Frechette, 1989:5).

Rebelliousness

Rebelliousness is a critical or resistant way of relating to authority, convention or some perceived requirement. The condition of possibility for rebellion, therefore is having something to rebel against, as this involves a circumstance in which this convention or authority is experienced as an imposition (Stenner and Marshall, 1995:634).

Values

A value refers to an enduring belief in that a specific mode of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. Values are basic beliefs that are widely shared. They control the choices people make and serve to guide people to act in accordance with what they profess (Johnson 1987:80). Values are categorized into the following:

- Religious values focus on the individual's questions about the universe and the meaning of life.
- Social values focus on the importance attached to other people by the individual.

- Moral values include that which the individual believes to be right or wrong, good or bad.

Youth

Youth can be described as the period between childhood and adulthood. It is seen as a period of transition. Child Association of America sees it as a period in which there is a biological and social tension between an emerging generation and a generation that is older (1969:32).

1.9 OVERVIEW OF FORTHCOMING CHAPTER

The research comprises seven chapters that have been laid down as follows:

Chapter one covers the introductory orientation, which includes the prevalence and the motivation for the study of rebelliousness. It also includes the awareness of the problem, the preliminary literature study, the purpose of the study and the hypothesis.

An in-depth study of rebelliousness will be done in chapter two, with emphasis on adolescence as a period firmly associated with the phenomenon of rebelliousness. The researcher will also examine the causes of rebelliousness.

Chapter three will highlight environments in which anti-social behavior flourish and the mistakes committed by this milieu in handling these children. These are the family and the school. The psycho-educational perspective will also be highlighted.

Exploration of research designs and methods will be done in chapter four.

In chapter five, the findings and the results of the empirical study will be analyzed and interpreted.

Guidelines on how to handle rebellious adolescents will be given to parents, teachers and psychologists in chapter six.

A summary, recommendations and conclusion of the study will be presented in the seventh and final chapter.

The following is a schematic representation of the present study.

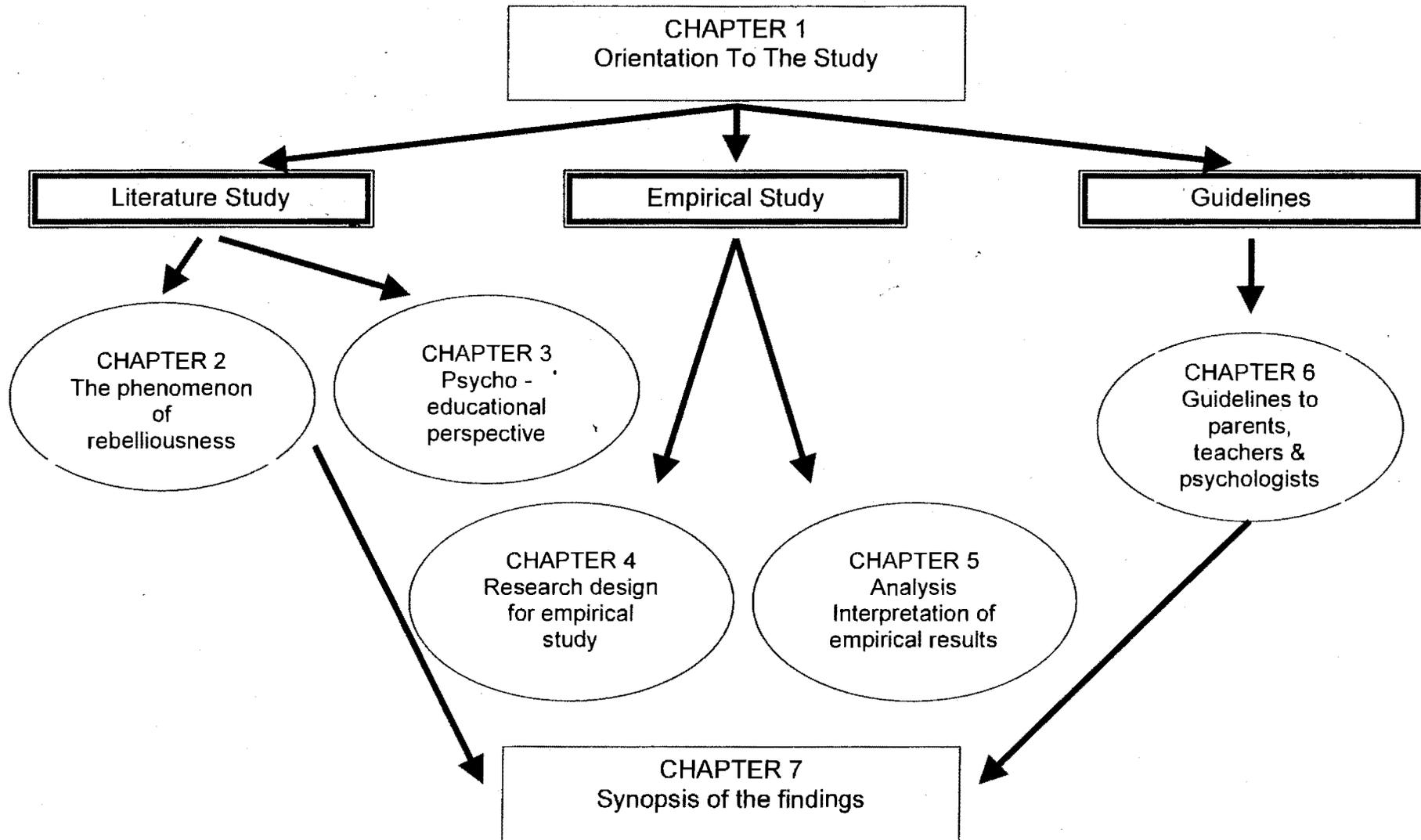


Figure 1 STATEMENT OF THE PROBLEM AND RESEARCH PROGRAMME

CHAPTER TWO

LITERATURE STUDY A PERSPECTIVE ON REBELLIOUSNESS

2.1 INTRODUCTION

The purpose of the literature chapter is to:

- Help to clarify the research question or the problem stated.
- Look at the phenomenon of rebelliousness as described in the literature.
- Serve, as a basis on which to base the empirical study, which will take on the form of a diagnostic questionnaire.

This chapter also intends to differentiate between different facets of rebelliousness in order to diagnose:

- The severity of the rebellion
- The type of intervention needed
- The difference in guidelines for parents, teachers and psychologists.

In the next section the writer intends to define rebelliousness and discuss the variety of concepts with which it is associated.

2.2 REBELLIOUSNESS

From the educational psychological point of view, rebellion can be defined as the manner in which persons engage with their circumstances. Stenner and Marshall assert that rebelliousness is not an object, an inner property or particular set of actions done in a particular situation. So to be rebellious is to adopt a particular

relation to authority or a convention, that relationship being one of rejection and resistance.

Rebellion is a way of being which is available to people in certain complex circumstances. This way of being can be understood differently by different people. A rebellious act is an act that has been appropriated and made intelligible as rebellious. What matters here is the difference in judgement as what scene is and how it should be described. People, according to Wittgenstein, in (Stenner and Marshall, 1995:623) must reach an agreement in defining scenes or acts of rebelliousness and in judging that particular act as an instance of rebelliousness.

Two types of rebelliousness have been identified by Apter:

- Proactive rebelliousness

This type of rebelliousness refers to that form of rebelliousness that is primarily accompanied by and is directed towards obtaining immediate pleasure or excitement. Proactive rebelliousness has two goals at its core. The first is fun and excitement and the second and by-product of this rebelliousness is control over one's environment.

- Reactive rebelliousness

Reactive rebelliousness, as the name implies, refers to a reaction to an interpersonal disappointment, rebuff or frustration. It is an unpremeditated response that may take the form of retaliatory act or revenge. (Apter, 1990:307)

Rebelliousness can be regarded as a socially facilitated and learned disposition to respond to social influences, which can be manifested overtly or covertly. Withdrawal is one form of covert rebellion often mistaken for conformity. The

teenager rebels by withdrawing into oneself, becoming passive, escape into day-dreaming and distancing oneself from what is going on.

The following mind-map is an attempt to illustrate the range of concepts with which rebellion is semantically associated.

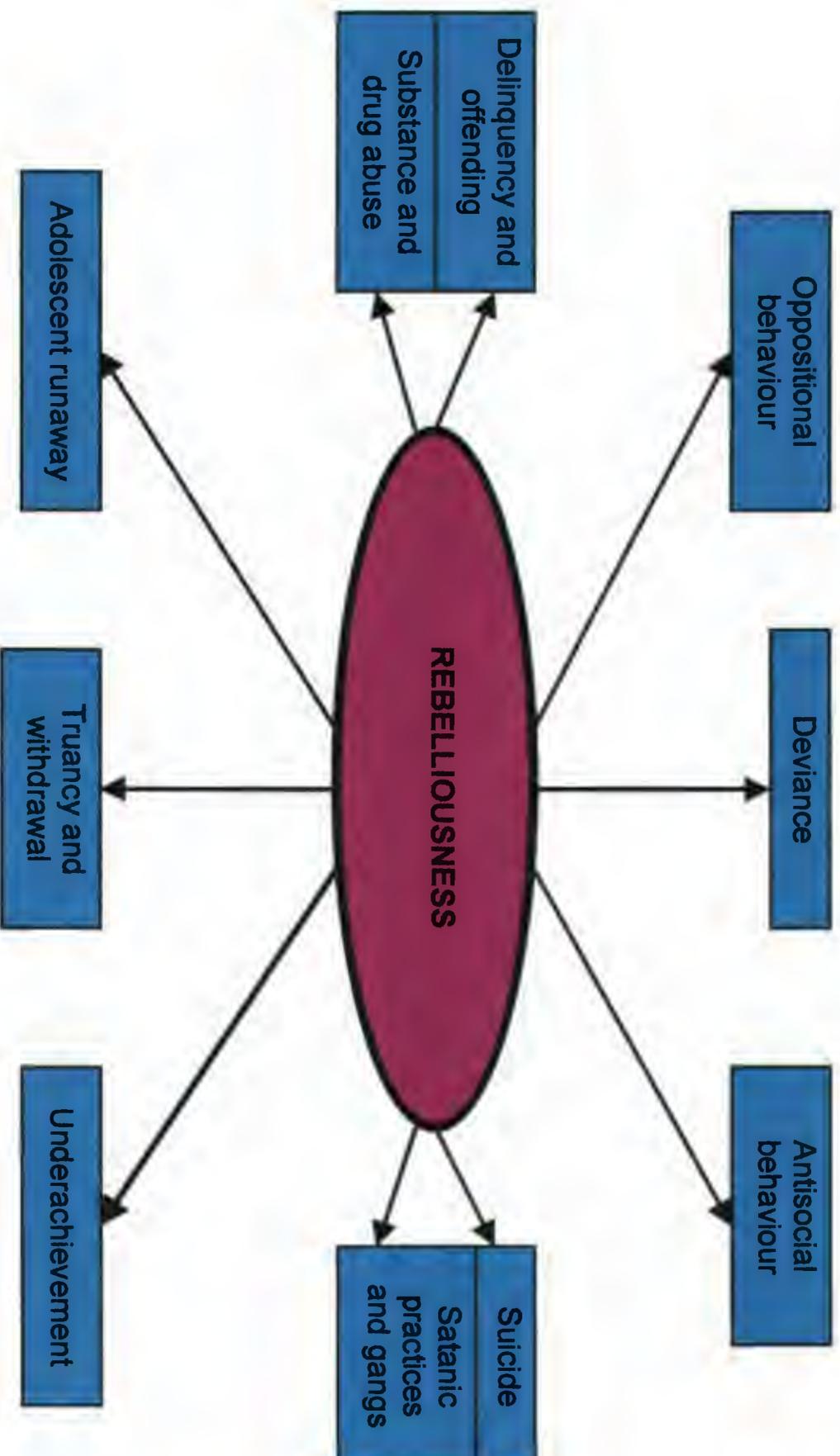


Figure 2.1 Concepts associated with rebelliousness

2.2.1 Deviance

The following is deviant behavior as defined by sociologists

The definition of deviant behavior, according to Thio (1998:14) can be divided into two major types:

- The traditional perspective

The traditional perspective holds that deviant behavior is absolutely real, the objectivist view that deviance is an observable object and the deterministic view that deviance is determined by behaving in a product of causation.

- The modern perspective

The modern perspective consists of the relativist view that the so-called deviance is largely a label applied to an act at a given time and place, the subjectivist view that deviance is itself a subjective experience and the voluntary view that deviance is a voluntary, self-willed act.

According to sociologists, deviance is any behavior that is considered deviant by public consensus. Higher consensus deviance is serious and lower consensus deviance is less serious.

2.2.1.1 Theories of deviance

The search for the causes of deviance has prompted the researcher to examine a number of theoretical orientations, which are considerably diverse in approach. The discussion will be based on the strain, control and learning theory because of their significance to the study.

2.2.1.1.1 Strain Theory: The Goal-Means Gap (Merton)

Strain theory was initially formulated by Merton in 1957 but has since been revised. His theory draws heavily on the work of Emile Durkheim who believes that crime is an integral part of society. Merton stresses that his theory aims to focus attention on the pressures arising from the discrepancy between goals and means and not to account for all types of deviant behavior.

According to Merton all people of all classes in society are expected to be ambitious, to have high aspirations, to have a desire to be a winner, to be somebody. Some people will even argue that winning is not everything but is the only thing. Vold (1979) in (Glanz, 1990:38) contends that "*accumulated wealth is generally equated with personal value and worth and is associated with high degree of prestige and social status.*" This implies that the cultural goal of success is freely available to all people regardless of their social class and background.

Society even goes to the extent of specifying the norms and means that an individual is expected to follow in order to attain these goals for example education and hard work. On the contrary, legitimate means of achieving the high success goal are not freely available to all classes of people. This considers society to be structured in such a way that people of lower social class have less opportunity to realize their success (Thio, 1995:18). Individuals in this position are said to experience anomie. Feeling trapped, they resort to illegitimate means of achieving their aspirations such as stealing, robbing and other similar forms of deviant activities. The inconsistency between society's over-emphasis on the success goal and under-emphasis on the use of legitimate means of achieving that goal leads to severe strain in the individual.

What follows is a description of different ways in which an individual adapts to socially defined goals and the means available for attaining these goals.

a) Conformity

Conformity involves accepting both the cultural goal of success and the use of legitimate means of attaining these goals. This is the commonest way of adaptation found in society.

b) Innovation

This type of adaptation is found among lower-class people who may accept the goals prescribed by society but reject the socially approved means of achieving such goals. It involves the use of illegal means in their attempt to achieve the prescribed goal and is rationalized by the individual on the grounds that legitimate means are blocked to him. This form of deviant adaptation is the central subject of strain theory.

c) Ritualism

Ritualism is common among lower-middle class people who lower their aspirations or abandon high success goals so that they can more easily realize their aspirations. They ritualistically accept the prescribed means for achieving goals with little thought about the goal he is trying to achieve. Such people are said to be playing it safe according to Vold in (Glanz, 1990:40).

d) Retreatism

The individual may reject both the prescribed goals and the socially approved means of achieving the goals. This refers to retreatism as a withdrawal from society into the shell of one's self (Thio, 1995:20). The retreatist does not care about success nor does he care about working. Merton used this term to describe the life chosen by tramps, vagabonds, and alcoholics. These people simply "drop out" and become outcasts.

e) Rebellion

Rebellion involves rejecting the existing prevailing social expectations. The rebel attempts to overthrow the existing system and put in place a new one with new goals and new means of achieving these goals. The individual may abandon the pursuit of goals and the cutthroat competition to attain these goals. This contends that at the same time the rebel may encourage people to seek goodwill toward others and to cooperate in attaining the goal.

Cloward and Ohlin in (Glanz, 1990:41) went further to expand Merton's theory. They emphasize that people in lower class do not have legitimate means available for goal attainment neither do they have equal opportunity to engage in illegitimate means of attaining goals. This implies that although they may belong to the same social class they may not have equal access to illegitimate means of achieving goals. When youth are faced with these limitations on legitimate avenues of access to goals and they are not able to revise their aspirations downward, they experience intense frustration.

Jansen and Rojek in (Glanz, 1990:40) suggest that involvement in a criminal subculture is a likely solution if status problems are experienced in a setting. Three types of subcultures have been identified:

- The criminal subculture

The criminal subculture offers illegitimate opportunity for achieving success goals. Whereas Merton asserts that youths from the lower class would most likely belong to such a subculture, Ohlin is of the opinion that youth in the lower class are not part of criminal subculture and therefore do not enjoy criminal opportunity.

- Conflict subculture

In this subculture a youngster has the opportunity to achieve status within this violent gang if he meets the requirements for example possessing great fighting skills and demonstrating enthusiasm for risking injury or death in gang warfare.

- Retreats subculture

Youth who are recruited to this subculture are those who could not be admitted in the above subcultures. The willingness to use and enjoy drugs is the only requirement for admission to this subculture.

2.2.1.1.2 Social Learning Theory (Sutherland)

Social learning theorists consider crime to be normal behavior that has been learned in ordinary social environments. As early as 1930, Levin and Lindesmith (in Vold, 1979:232) pointed to the influence of the environment on the development of criminality. In addition penologists such as Bowker (1980) and Johnson and Toch (1982), point to the effect of prison subcultures on inmates and the fact that prisoners often learn more about crime from other prisoners than in open society (Glanz, 1990:53).

Learning theorists believe that some behavior patterns are innate, or instinctive, while others are learned through association with other human beings. An important principle of learning is that in order for learning to take place, the individual has to have a receptive attitude and exhibits readiness for learning. An individual's association with primary groups plays an important role in developing a state of readiness for learning.

Sutherland's theory of differential association is one of the most important theoretical formulations stressing the effect of the environment on the

development of a criminal career. He rejected the biological and psychological abnormality approaches to explaining crime and emphasized that crime is a normal learned behavior. The following are Sutherland's basic assumptions identified by Thio:

- Criminal behavior is learned, but not inherited.
- Criminal behavior is learned during interactions with others by means of a process of communication.
- The most important learning environment is that of intimate personal groups.
- The learning of criminal behavior includes techniques for committing crime and direction of the motives, attitudes and rationalizations associated with criminal behavior.
- The direction of motives and drives is learned from definitions of the law that are either favorable or unfavorable.
- The process of learning criminal behavior by association involves all the mechanisms associated with any other learning (Thio, 1998:35 and Glanz, 1990:55).

The presence of delinquent individuals or groups in the social environment provides the opportunity for the type of learning described by Sutherland. Exposure to delinquency can take place in the community, school or home by means of socialization process, which is supportive of delinquency.

2.2.1.1.3 Control theory (Travis Hirschi)

a) Social bonds

Control theory considers the socialization of a child to be the main problem as far as involvement in delinquent behavior is concerned. Hirschi contends that all people are endowed with the ability to commit deviant behavior but because of

strong bonds to society some people conform. He views delinquency as lack of commitment to the conventional social order.

Four ways of bonding to society have been distinguished:

Attachment

Attachment to conventional people and institutions is said to exist when an individual shows sensitivity to the needs of others. The adolescent shows attachment by love and respect for parents, by liking school and making and maintaining friendships especially with peers.

Commitment to conformity

According to Hirschi, commitment forms the rational component of conformity. It relates to the fear of the consequences of breaking the law. Hirschi asserts that people invest their time and energy in conventional types of action such as getting education, holding a job and improving professional status (Thio, 1995:27 and Glanz, 1990:46). When one considers deviant behavior, one has to consider the consequences of such behavior in terms of the risk of losing what has already been invested.

Involvement

People who are too busy in conventional activities may not have time available for involvement in deviant acts.

Belief

A belief in the moral validity of social rules is the fourth way of bonding according to Hirschi. People have strong social moral belief that they should obey the rules

of conventional society for example respect for the police. If the four elements are weak, an individual is likely to engage in deviant behavior. Likewise, if the elements are strong the individual will most likely conform to societal rules.

b) Reintegrative shaming

Braithwaite identified reintegrative shaming as a way of social control. Shaming involves an expression of social disapproval designed to involve remorse in the wrongdoer. Two types of shaming have been identified:

- Disintegrative shaming

This type of shaming has been found to be common in the U.S.A and it encourages deviance. The wrongdoer is punished by stigmatization, rejection and banishment from conventional society.

- Reintegrative shaming

Wrongdoers are made to feel guilty whilst at the same time showing understanding, forgiveness and respect. This type of shaming, according to Thio, discourages deviance and is commonly found in Japan (Thio, 1995:28).

c) Deviant acts

Lemert 1951 in Clinard (17) identifies two types of deviants. The primary deviant does not have a deviant self-concept or identify with deviant roles, for instance a responsible physician who buys drugs illegally.

The secondary deviant acquires a deviant role that involves greater participation in deviant subculture, the acquisition of more knowledge and rationalizations for

the behavior and skill in avoiding detection and sanctions. He may be committed to performing deviant roles or may be trapped and does not have choices.

Deviant acts do not just happen but develop over a period of time. This is of the opinion that some acts happen without intention whilst others happen through interaction with others (Thio, 1998:18). Deviance usually occurs as a result of interpretation of a situation for an example, when a person sees car keys hanging on the ignition.

2.2.2 Antisocial behavior

Antisocial behavior can refer to a multitude of possible acts that may vary in seriousness and in terms of whether criminal laws have been violated or not. It can manifest itself in many different forms such as assaults, vandalism, thefts and fraud. Not all antisocial behavior involves harm to the individual or property. A number of victimless behaviors such as truancy and substance abuse are common in the development of antisocial behavior.

Studies have revealed that there is considerable continuity among disruptive and antisocial behavior. This implies that children who display disruptive behavior during early elementary grades are the same individuals who display disruptive behavior of a different kind during adolescence (Loeber, 1990:6). Antisocial behaviors are age-dependant in that some characteristics are more prominent than others in a certain age group such as vandalism and aggressive acts in adolescence.

The following figure (Figure 3) depicts a continuum of antisocial and disruptive behavior between childhood and adolescence.

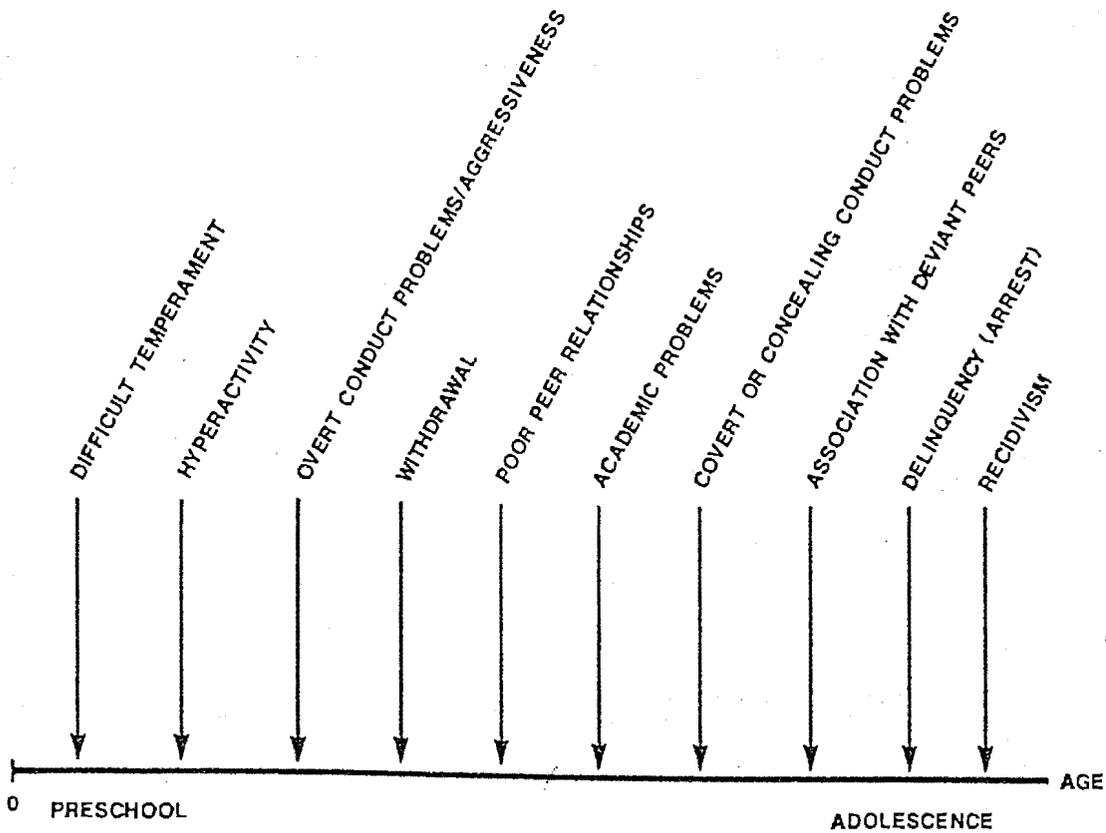


Figure 3: Approximate ordering of the different disruptive and antisocial behaviors in childhood and adolescence.

Many factors converge to contribute towards the development of antisocial behavior. Factors in the family for example breakdown of the family are among the best predictors of later delinquency in adolescence. A number of other problem behaviors are implicated in the development of antisocial behavior-aggression, theft, and academic problems etc.

Several research studies have revealed that the environment plays a role in shaping the child's behavior, the child's problems originate in the family and that

the best predictors of later delinquency in adolescence. A number of other problem behaviors are implicated in the development of antisocial behavior-aggression, theft, and academic problems etc.

Several research studies have revealed that the environment plays a role in shaping the child's behavior, the child's problems originate in the family and that bad parenting is a major cause of the child's problems. On the contrary, Stanton and Samenow in (Kinnear, 1995:14) believe that children choose to become antisocial. When they lie, steal and fight they have made a conscious choice to do so. They believe that the environment from which the child comes is less crucial than the choice that the individual makes as he responds to that environment.

The antisocial child is usually bored with school and socially acceptable hobbies and want excitement that no school can offer. They refuse to be held accountable for their actions. They blame others for whatever happens and have no connection to others and no empathy for others. This child expects the people to behave as though he is the center of attention (Loeber, 1990:4).

2.2.3 Oppositional behavior

Oppositional behavior has been found to be the means by which the child tries to adapt to parental treatment in which he/she is pressured to achieve but receives only criticism for his efforts. By the parents' standards, nothing the young adult does is ever completely worthy of praise. The parents usually feel that the child could do even better. On the contrary, if he does do better, this serves to raise their standards even higher and increase their insatiable demands (Apter, 1990:215).

*Oppositional behavior
is a result of
parental pressure
and criticism*

The child's response is a tendency to become negative, dominant and turn to negativism inward against the self. In his helplessness he opposes his parents, for if he tries to conform to their wishes, he cannot win.

Oppositional or self-negativistic ^{disturbing} children find themselves doing just the opposite of what their parents and teachers want them to do. Ironically, they also do the opposite of what they themselves want to do. ^{Dr P 10} Their values and aspirations are the same as those of their parents, what the parents wants for them is exactly what they want for themselves. Therefore when they act against parents, they are of necessity acting against themselves. The child can only demean and blame himself for failing to achieve what both he and his parents want most for him.

Labeling theory vs. Apter and Kerr's theory

The child secretly feels intellectually inferior, he attempts to maintain the illusion that he is intellectually superior but he is just lazy. This may be an attempt to preserve his parents' interest in him and to return their admiration, love and acceptance (Apter and Kerr, 1990:217).

The following are the clinical signs of oppositional behavior:

- Anxiety especially concerning ability
- Inferiority
- Low risk-taking tendencies
- A sense of alienation
- Affectional anxiety
- Peculiar patterns of both motor and verbal reversals.

Oppositionalism simply disappears once the child gets free of parental control. The disturbing fact about it is that, according to Apter, these children grow up to be pressuring and criticizing parents, thus continuing the "tragedy and comedy" of oppositionalism in the next generation (Apter and Kerr, 1990:221).

2.2.4 Delinquency and offending

The definition of the concept of delinquency shows the importance of the law as the criterion for its definition. The legislator decides what constitute delinquency by deciding what acts are prohibited. The definition and the decision of the legislator are always relative to time and space and reflect the norms and values of a particular society.

Delinquency has only recently been of interest to the legislator. The term acquired its specifically legal status at the end of the nineteenth century and the beginning of the twentieth century. Official rights of children were declared at the end of the nineteenth century along with the concept of delinquency and the delinquent. This led to the setting up of institutions for young criminals and subsequently juvenile courts were created (Le Blanc and Frechette, 1989:2).

Many scientists, past and present, have supported the legal definition of delinquency. The following is the concept of delinquency as defined by different scientists (Le Blanc and Frechette, 1989:5).

Cohen (1955) – *“the violation of institutionalized norms that are shared and recognized as legitimate within the social system.”*

Tappan (1949)- *“all infractions committed, reported, brought to trial and sanctioned by punishment.”*

Cloward and Ohlin (1960) *“behavior that violates the fundamental norms of society and which, if reported to the agents of social control, would be judged delinquent by them.”*

Hirschi (1969) delinquency is defined by "the acts, the detection of which is believed can result in punishment of the person committing them by the agents of social control."

Cusson (1963)" *infractions committed by adolescents, punishable according to the terms of the Penal Code.*"

2.2.4.1 Causes of delinquency

The causes of delinquency will now be discussed.

a) Individual/Personal

- Biological

Twin studies have produced some, though not conclusive, genetically determined criminal activity. Intergenerational studies of the transmission of crime have revealed that convicted parents usually have convicted children. Theories emphasize the importance of interactions of chemical, electrical and hormonal influences in the causation of crime. Chemical imbalance in the central nervous system's chemical activity has been linked to antisocial behavior. It has also been found that abnormalities in the E.E.G are associated with people who are at risk for antisocial and aggressive behavior (Nieman, 1998:32).

Other factors involved are the presence of learning disabilities, severe head injuries, mental retardation and Attention Deficit Disorder (ADD). Children with ADD cannot focus and are likely to become frustrated and engage in aggressive behavior.

Adler's theory about first-born children identified that the birth of subsequent children in the family dethrones the first-born children. If they manage to overcome the trauma of losing their "*specialness*", they emulate parents and

understand the importance of power and authority. But if these children are unable to regain parental favor, Adler claimed, they sometimes rebel. Among sister dyads, first-born children have been found to be distinctly non-conforming (Sulloway, 1996:149).

- Personality traits

A number of personality deficits have been identified for rebels. It has been found that delinquent youth are often hyperactive, impulsive and have a short attention span. These youths are frequently diagnosed with conduct disorders, anxiety disorders and depression. Youths with these personality traits are likely to experience problems such as drug abuse, sexual promiscuity and violence. Pinatel, in (Le Blanc and Frechette, 1989:8) sites the four main personality types as instability, ethical egocentric, and aggressive and emotional indifference.

b) Social

* Deviant behavior has been found to be a learned way of behaving for example one learns how to deal with anger or how to behave when under stress.

It cannot be emphasized enough that peers have an influence on adolescence delinquency. Research has proved that delinquent behavior is a function of association with deviant peers. Simons, Whitbeck and Conger (1991) allude that adolescents tend to encourage, model and reinforce each other's participation in the new types of deviant behaviors.

The causes of rebellion have been found to reside in the family. The extreme degrees of parental affection as well as the parent's perception of the child's individuality have an unfavorable influence on the child's identification with the parent's life-style and values (Marschak, 1980:18). Parental characteristics such as authoritarianism, double morality, high expectation of being closely replicated

by their children and concentration on material success have been found to have a negative influence on the child. Qualities such as erratic discipline, leniency, hostility and ineffective modeling also make for rebellion. Parents who put much pressure on academic achievement lead children to rebellion.

Delinquency has been associated with poor academic performance. Youths develop a dislike for school and its authority due to failure. The adolescent then seeks something in which he can excel and be accepted.

c) Psychological

Violence occurs when people feel powerless. Violence, or acts close to it, gives one a sense of counting, of mattering, and of power. This in turn gives the individual a sense of significance. It is the lack of significance and the struggle for it that underlies much violence.

2.2.4.2 Types of offences

The following table specifies the forms of illicit acts under consideration from the most serious crimes to the most harmless.

Table 2: Categories of types of offences

Category	Description
Petty larceny	Acts of minor gravity such as thefts of sweets, cigarettes, toys, small amounts of money shoplifting.
Common theft	Precise group of theft ranges from theft of various objects, such as bicycle and sums of money.

Category	Description
Burglary	All kinds of illegal entry: breaking and entering for purposes of theft.
Theft of motor vehicles	Theft of any motorized vehicle, from motor cycles and heavy trucks,
Vandalism	Destruction of property such as damage by breakage, fires and so forth.
Personal attack	Physical attack against a person without any element of theft: main manifestations are assault, grievous bodily harm: can include threats, and possession of arms.
Drugs	Possession of drugs: trafficking.
Sexual offences	Indecency, indecent exposure, soliciting, rape and attempted rape

2.2.4.3 Characteristics of the perpetration of crime

A clear picture of the perpetration of crime is necessary in order to understand the phenomenon. Studies have revealed that, generally speaking, delinquents act out in the following way (Le Blanc and Frechette, 1989:51).

- ❖ The concentration of crime reveals that the offender attacks an anonymous victim, usually in the neighborhood, and maintains a certain indifference to the victim whilst executing the crime.
- ❖ A number of accomplices are involved in the carrying out of crime. These accomplices are usually casual and tend to change from one crime to another. The ages of the accomplices during adolescence have been found

to be the same as the offender but becomes more diversified at the beginning of youth.

- ❖ A curious mixture of utilitarianism and hedonism motivates them. This implies that these adolescents try to give direction to their activities by appropriating some lucrative object or releasing tension or deriving excitement and pleasure and getting a sense of pride from these acts.
- ❖ Offenders generally feel no tension during or after the act. This lack of tension could be according to de Greet (1955) in (Le Blanc and Frechette, 1989:52) the result of the psychological processes implying the tolerance to the idea of committing crime.
- ❖ Offenders prepare for the perpetration of crime.

Surveys of literature report that delinquency usually starts in early adolescence and persists into adulthood. In fact, Le Blanc and Frechette (1989:85) believe that 30 to 60% of juveniles arrested by the police or convicted by courts will have a criminal record in adulthood. These youngsters are called persistent delinquents. It is evident from studies done, that illicit activities are carried out intermittently, that involvement in serious criminal activity tends to extend over a period of several years and progress from minor to more serious offences.

The youth offender is usually an underachiever or a school dropout, comes from a broken home, and is arrogant and rebellious. He is in a subculture in which *"violation of the established norms of behavior have positive connotations"* Walker (1978) in (Nieman, 1998:30). The youth offender has not internalized the values of society and rebels against the world that he sees as straight.

2.2.5 Substance and drug abuse

In this country, drinking alcohol is a pastime followed by the vast majority of people including the adolescents. A survey done in Great Britain showed that teenagers drink appreciably more than other groups. According to Amanat

and Beck, there are currently, an estimated 3 million teenage alcoholics in the nation (Amanat and Beck, 1994:274). This high rate of drinking has been a source of concern to physicians, psychologists, counselors, teachers and other professionals dealing with teenagers.

Separate from their need to experiment and rebel, most significantly related to adolescent drug and alcohol use and abuse are:

- ❖ Anti-social behavior problems
- ❖ Previous drug use experience
- ❖ Predisposing personality characteristics such as chronic anger and low ego control
- ❖ Association with peers who abuse drugs
- ❖ Parental conflict
- ❖ Economic deprivation
- ❖ Low academic interest and achievement (Callison, 1994:32)

According to Hawkins and Calatano (1989), Kovach and Glickman (1986) in (Callison 1994) a substance abuser can be identified through a number of variables, which include:

- ❖ Personal drug use
- ❖ Number of times the person has been high or drunk
- ❖ Whether the person has been suspended or expelled from school
- ❖ Number of times a person feels angry
- ❖ The number of friends who use alcohol
- ❖ A person's perception of his family's feelings toward drug use
- ❖ The extent to which one's family knows his or her whereabouts during free time
- ❖ Number and frequency of his arrests
- ❖ School drop-outs rates

Substance abuse has been associated with a lot of untoward side effects, some of which are detrimental to a person's life. They include aggression and violence, lack of judgement, risk-taking behaviors such as drunken driving resulting in accidents, loss of interest in school and social activities, suicidal tendencies and depression.

2.2.6 Adolescent runaway

Although it is difficult to prove, run-away kids are traditionally viewed as deviant and rebellious. Every year in the USA, hundred of thousand of youths between twelve and eighteen years run away from home. When interviewed, runaway children make it clear that they leave home because of parents. Their reasons for running away are complex and varied and include among others the following:

- Physical and sexual abuse
- Extreme restrictiveness and allowing less freedom
- Differences in values and an attempt to find an acceptable value system
- Feelings of betrayal and deprivation
- Poor parent-child relationships
- Severe criticism and discipline
- Inadequate parental love and rejection (Ney, 1987:394, Loeb, 1986:922 and Rothman, 1991:37).

Runaway girls are more aggressive, angry, impulsive, unstable, easily annoyed and depressed, some to the point of being preoccupied with suicide. They are usually truant, they lie and steal from their mothers and have poor self-image and less self-confidence. The profile includes failure at school and susceptibility to negative influence by peers.

Families of runaways are frequently dysfunctional, for an example, parents are separated, divorced or in trouble with the law or abusing alcohol or drugs. The family is usually larger than normal with many siblings of the opposite sex. Families lack some degree of family orientation, emotional closeness among its members and are only somehow cohesive and adaptive. Liebertoff, in (Loeb, 1986) viewed the teenager's running away as an expression of independence.

Parents report that these children are uncooperative, disrespect parents and teachers and often throw a tantrum (Blakeney and Blakeney, 1990:101). They are insubordinate and cuddly with parents, teachers and counselors.

Out in the streets, the kids find security in gangs, which are people they can trust. Unfortunately they become easy targets for abductors, pimps and pornographers. Ney (1995) is of the opinion that they often have sex with improper, sometimes abusive strangers and abuse themselves with drugs, alcohol and kitchen knives. Research shows a trend towards long-term homelessness- about 30% who were interviewed did not know where their parents lived.

Three types of runaways have been identified. These are:

- The floaters- these kids run away for no apparent reason
- The splitters- intend to leave home permanently
- The hard-road freaks- these kids make the streets their permanent home.

2.2.7 Truancy

Truant behavior has been identified as a precursor of runaway behavior. Children often play out their family problems initially in their school setting, frequently by absence from school.

Behavioral problems of truants include defying authority, social isolation in the school, lack of academic success and negative perception of school, teachers, curriculum and the school's organizational structure. Little and Thompson (1989) in (Rothman, 1991:40) believe that parents of truants encourage non-attendance and subsequent complicity with acts of truancy.

2.2.8 Underachievement

Rebellion may often be manifested in underachievement, which may take the form of passive rather than active regression. The underachiever, according to Pecaut (1991:29), is bright, has ability but is inconsistent and lacks persistence, obedience to time limits and functional independence.

The following is a profile of an underachiever:

- ❖ A sense of inadequacy
- ❖ Poor work habits
- ❖ Unsatisfactory relationships with peers
- ❖ A high incidence of emotional difficulty
- ❖ Short attention span
- ❖ Problems with reading, speaking and listening
- ❖ Clumsiness and awkwardness in behavior
- ❖ Resistance to new experiences and ideas
- ❖ Has been arrested once or twice for one offence or another.

The chronic underachiever convinces himself, and others, that he is lacking in ability. He becomes skilled at making low scores in aptitude tests and playing the role of the conscientious dullard. The knowledge that everybody considers him dull lowers his anxieties but increases his depression, feelings of inferiority and a sense of alienation.

Underachievement may be caused by a variety of factors including rapid mental changes, divergent thinking and personality inclination, unsupportive backgrounds, conflicts in the family and other relationships, poor personal adjustment, and inadequate educational provisions. Krouse and Krouse (1981) see underachievement as the result of weak academic skills, deficient self-control skills, and interfering affective skills (Fehrenbach, 1993:88). Parents often put pressure on the child to obtain good grades in order to gain middle class status. It is this pressure, according to Metcalf and Gaier (1987), that makes adolescents react by disliking school and work below their capacity. Birth order studies reveal that oldest children tend to underachieve.

A student's personality may also contribute to underachievement. Characteristics often found in underachievers are low self-esteem, perfectionism, procrastination, self-criticism, a feeling of competition where none exists and an unwillingness to take risks. Rimm, in (Fehrenbach, 1993) posits that some underachievers have magical ideas about how to arrive at unrealistic goals and *"have not experienced the relationship between effort and achievement"* (Fehrenbach, 1993:88).

Parents usually attribute the following to underachievement:

- ❖ A passing phase
- ❖ Peer pressure
- ❖ Laziness
- ❖ Genes
- ❖ The fault of the teachers or the school

Four types of underachievers have been identified:

- Trust seekers

These children become loners and daydreamers after their lives have been disrupted by divorce or abuse.

- Approval seekers

Because of continual criticism at home, these children learn not to gain knowledge but to earn praise of parents, teachers and peers.

- Independence seekers

These children usually do well in subjects they are interested in at the expense of the other subjects. They underachieve to show that they don't care about their parents.

- Dependence seekers

Pecaut posits that this is the hardest type to treat (Pecaut, 1991:29). These children feel that the worse they do in school, the more their parents will notice them.

Desperate parents may lash out at the teacher, blaming the school for the child's problems (Rockwell, 1993:54). On the extreme end the parent may relent and believe that "*that's the way adolescents are and nothing can be done about it*"

The following table attempts to point out the family structural characteristics of the underachieving children.

Table 3: Family environments of underachievers

Characteristics	Underachieving
Family structures	
Size of family	Small
Birth order	Most are oldest
Male/female ratio	More males
Specialness	Specialness displaced
Age and education of parents	Older, highly educated
Family climate	
Parenting style	Early liberal, then inconsistent
Discord and trauma	Considerable discord
Family relationships	
Father/Mother	Some good, some bad
Parent/Child	More are bad
Child/Siblings	Mixed
Structure and organization	
Values espoused and modeled by parents	Inconsistent and unpredictable
Achievement orientation	Value work and achievement
Grade expectations	Reasonable and unpressured
Identification with parents	Poor identification with same sex parent

Characteristics	Underachieving
School and home relationships Homework independence	Problems with school environment Absence of independent learning

2.2.9 Involvement in Satanic practices and gangs

Why are so many youths, particularly in the inner city turning towards gangs? These are the questions that have largely been ignored by the public, parents, teachers and psychologists alike. An adolescent who practices Satanism had this to say: *"I was a throw-away kid. Nobody wanted me and I needed to find a place where my violence was accepted"* (Clark, 1994:461). This teenager is one of the growing numbers of youngsters who feel empty and may be searching for a place to belong.

The attraction of some teenagers to satanic symbolism is a genuine matter of deep concern for society because it communicates extreme pessimism, nihilism and hopelessness. Satanism represents a hostile and extreme form of rebellion that Curran (1989) describes as an irrelevant rebellion against the accepted order which provides a way to escape conformity and the values of the established society (Clark, 1994:462).

Gangsterism and youth movement originate in many ways. On realizing that their values are different from their parents, youths cluster together to find answers for many new and urgent questions (Barlow and Ferdinand, 1992:86). Dissidence and alienation from parents have been found to play a major role in adolescents joining deviant subcultures.

Documented evidence demonstrates that adolescents across the nation show rebellion through satanic behavior. These behaviors are engaged in for the following reasons:

- ❖ To search for security, meaning and love
- ❖ To challenge societal norms and final values of good and evil
- ❖ To anger parents and other adults by breaking their rules
- ❖ To entertain or as a way of killing time by adolescents who are bored with their lives
- ❖ To satisfy the need to belong, follow, seek revenge or both
- ❖ To gain approval and self-worth
- ❖ To achieve camaraderie, excitement, loyalty, identity and status

Adolescents joining Satanism come predominantly from middle to upper-middle class families. Assessment of their families revealed the following characteristics

- ❖ Conflict and confusion over boundaries and rules
- ❖ Poor problem-solving skills
- ❖ Abuse of alcohol and drugs
- ❖ Frequent abandonment of parental responsibility to other care-givers
- ❖ Use of money to solve problems
- ❖ Limited coping skills in life situations
- ❖ Heavy involvement in careers, resulting in emotional neglects (Emerson and Syron, 1995:157).

Research has proved that more males than females enter Satanism and gangs. They usually have a low self-esteem, difficulty with peers and isolation and are restless, bored and easily influenced by peers. They are often alienated from their families because of physical and sexual abuse or chemical dependency in the family. Poor academic performance and poor vocational training are common traits in adolescents belonging to cults.

The adolescent involved in Satanism manifests the following signs and symptoms: physical carving of satanic symbols on their bodies, lengthy reciting of satanic liturgy, bizarre attire and hair color, usually black or maroon and chalk-

white complexion. Emmerson and Syron (1995) are of the opinion that female members are usually actively anorexic, nihilistic in view of the self and the future and often have extensive suicidal ideation and history of suicide attempts.

Youths involve themselves in illicit activities such as trespassing, vandalism, defacing buildings or public spaces with graffiti and underage drinking (Fine and Victor, 1994:17). To achieve rebel status, adolescents engage in abhorrent behavior. A brief discussion of such behavior follows:

a) Blood letting, cutting and pain

Blood letting is performed by slicing into arms, chest, breasts and the genitalia. Blood is then ingested and/or offered to the Devil. The purpose as described by adolescents was to prove power over pain, which is evidenced by adding salt or gasoline to the wound. Blood is served as a sexual lubricant, communion fluid or proof of commitment and a sign of solidarity (Emmerson and Syron, 1995:153).

b) Sexual activities

Females tend to be the primary focus of sexual victimization. Activities included homosexuality, heterosexuality, bestial intercourse with specifically large male dogs before their castration, gang rape of both female and male members or intercourse with cadaver parts disintegrated from graves.

c) Drug manufacture and use

Drug use may or may not precede the joining of a cult. Hallucinogen used in a form of clear liquids in eye-drops is common. Inhalants are also common use.

Messrs Fine and Victor maintain that adolescents are involved in Satanic practices for entertainment and experience and they enjoy the reaction that it

provokes from others. To them these activities are merely a cover for a variety of illicit teenage behavior. This is evidenced by the fact that even when reciting spells or performing a ritual, they lack ideological commitment and elaborate belief structure. Many of them do not indicate adherence to the tenets and dogma of the religion of Satanism, nor are they aware of the degree to which they support Satanism (Emmerson and Syron, 1995:153).

Most adults express different views on adolescent Satanism. Some attributed it to merely a fad, deny that such acting out behavior requires intervention while some declare that these children need to be brought to God to be saved. Emmerson and Syron (1995) consider adolescent satanic involvement as an extreme form of rebellion with pathological symptomatology. It is my contention that this underlying pathology should not be missed as it calls for treatment for the adolescent and the family.

2.2.10 Suicide

Most teenagers, at one point in their lives, think about suicide. Many talk idly about it, some make threats or faint gestures such as taking few pills or superficially cutting themselves. Even fewer make serious attempts.

2.2.10.1 The causes

The most frequent diagnosis for suicidal youngsters is depression and borderline personality. Antisocial symptoms associated with conduct disorders have also been found to contribute to suicide ideation. Greuling and Deblastic (1980) in (Epanchin, 1985:307) report that the largest single group of suicidal youngsters exhibit impulsive character disorders who, when angry, make homicidal as well as suicidal gestures.

Excessive life stress and a sense of hopelessness in dealing with one's life circumstances lead most youngsters to attempt or commit suicide. Suicidal children have been found to have more chaotic and disruptive family lives.

2.2.10.2 Motivation

Studies of suicide attempts in youngsters have found the following motivational factors:

- ❖ Loss of loved one

A frequently identified precipitating factor is loss of loved one such as a parent through death or separation, teachers, pet, social prestige through failure.

- ❖ Marked self-depreciation and alienation

Some adolescents seem to have feelings of unhappiness about their value as individuals and their importance to others.

- ❖ Rage, hostility and a wish for revenge

Everstine and Everstine in (Epanchin, 1985) posits that:

- a) Suicide is intended to send a message from one person to another.
- b) The act is performed for the individual who is the intended recipient of the message.
- c) The primary content of the message is anger.

❖ A distorted view of death

Children and adolescents do not really understand the finality of death. A number of researchers found that many teenagers report thinking that death is temporary, the same as or at least similar to sleep. Some even believe in life after death, where they would be re-united with their families. (Epanchin, 1985:305)

Five danger signals for suicide ideation have been identified:

- A suicide threat or statement which indicates a wish to die
- A previous suicide attempt
- Mental depression
- Changes in behavior or personality
- Making final arrangement, for example giving away prized possessions

2.3 POSITIVE FACTORS ABOUT REBELLION

Although many people have suffered as a result of rebelliousness, some have benefited from it. The following are the positive factors of rebellion:

- a) Rebellion is associated with social change. For example rebellion occurs from the belief that one's own behavior can affect socio-political and interpersonal change to produce desirable outcomes. The rebel encourages seeking goodwill towards others and to co-operate in attaining the heavenly goal (Thio, 1998:19).
- b) The high secretion of testosterone is related to assertiveness especially where provocation and threats are involved.
- c) Run away teenagers attempt to help parents solve their problems.

2.4 CONCLUSION

Adolescent rebellion is considered by many as a healthy developmental process. Hill asserts that for the development of a more integrated and better known self the adolescent must go through a period of questioning and doubt, experimentation with different values and lifestyle, act-out a certain amount of dissonance and oppositional behavior (Hill, 1986:316). Dr Israelstam, a Senior Psychiatrist at Tara hospital in Johannesburg has this to say about adolescent rebellion:

“They need to rebel to become themselves. By rebelling, the adolescent re-defines his boundaries and creates distance between himself and his parents” (Duigan, 1983:10).

The writer refers the reader to Figure 2, which depicts the forms of rebellious behavior.

CHAPTER THREE

THE PSYCHO-EDUCATIONAL PERSPECTIVE AND THE COMMON MISTAKES OF THE ENVIRONMENT TO THE REBELLIOUS YOUTH

"I am a human being, do not fold,
tear or mutilate me."

Blocher, 1989 p 124

3.1 INTRODUCTION

The essential premise of this study is founded on the education phenomenon of empirical education. Empirical education is concerned with the participants in the educational situation, that is, the educand and the educator. Vrey (1979:11) posits that the educand is born weak and unable to help himself but has a great deal of potential for maturity. In order to become, the child needs to know, understand and act. He/she also needs and longs for help, support, teaching, control and guidance from the educator.

According to Gunter (1990:11) education is essentially the accompaniment or the leading upwards of a child by adults in his own ascent to adulthood, as the formal, ultimate and total aim of education. The child is thus someone who wishes to be someone in his own right.

The educand is a child on his way to adulthood with educational help. He is dependant on learning and becoming that occurs in his environment- the educational situation. Educationists believe that learning and becoming can only occur where there is a relationship between the adult and the child. In this

relationship, the adult assists and guides the child to adulthood and the child willingly accepts the adult's support and guidance. For the child to attain complete adulthood, psycho-educational theorists propose that the empirical-educational essences of learning and becoming be adequately realized.

In an attempt to bring insight into the development, progression and the maintenance of rebelliousness, this chapter focuses on:

- ❖ The Empirical-Educational theory.
- ❖ The common mistakes in the handling of the rebellious child and the influence thereof.

3.2 THE EMPIRICAL-EDUCATIONAL THEORY

Jacobs (1987) summarizes the essences of the theory as follows:

3.2.1 The child as a person

a) The I

According to writers such as William James, Sullivan, Cooley, Mead and Bugental in Jacobs (1987:2) the self can be divided into the I and me. The I is present in every deed and thought because they are more than their objectified content. De Jonge postulates that the I is spiritual and is the supportive and directive force behind all thinking and actions (Jacobs, 1998: 113). Vrey (1977) summarizes the I as follows: It is a spiritual dimension of the person which exists only in so far as it is integrated with other dimensions of being a person. The I can therefore be seen as a subject, not conscious and not observable. The My is an object and is equated with the self.

b) The self

The self is subject, fact but also construct and singular yet multifaceted. The self refers to the totality of the person with its unique quality that is distinctive to the individual. This totality includes everything that the individual is and which he can call his own. Vrey (1977) concludes that it includes a system of ideas, attitudes, values and whatever he commits himself to. The self is the individual's total subjective environment, the center of experience and of meaning. It is dynamic and in a state of becoming.

c) Identity

As the child grows older, he begins to consciously differentiate between him and the environment. Once the child starts to be aware of the self, conceptions of an own identity arise. Identity then can be said to be an answer to the question "Who am I?" in terms of categories as well as attributes. Jacobs (1987:3) postulates that the concept identity is multifaceted.

d) Self-concept

Self-concept refers to a configuration of convictions concerning one-self and attitudes towards oneself that are dynamic and of which one normally is aware or may become aware (Vrey, 1979: 47). The self-concept comprises three mutually dependent components: identity, action and self-esteem. It is also the focal point of relationships in the life-world.

3.2.2 Categories and criteria of empirical education

a) Attribution of meaning

The child finds himself in a complex world in which he has to orientate himself towards physical objects, people and concepts. Vrey (1979) concludes that this is only possible if he assigns meaning to those matters. Meaning attribution is only possible if the child knows, understands and is capable of action. The realistic attribution of meaning will enable the child to build his cognitive abilities and structures so as to engage himself and participate in life progressively towards adulthood (Jacobs 1987:3).

In order for the child to acquire knowledge and assign meaning to his world, it is necessary that he be given the educational assistance and support of an adult. The educator has the responsibility to ensure that the child orientates himself by assigning logical meanings and continues to do so, so as to grow and mature.

Attribution of meaning has an affective, normative and denotative dimension. In the affective dimension, a child who attributes meaning conatively will utilize feelings, values and attitudes to assign meaning.

The following are the essential components of the category of attribution of meaning according to Vrey (1979: 33).

- ❖ Significance attribution permits orientation.
- ❖ Significance attribution is idiosyncratic: it is always a person who finds and understands meaning.
- ❖ Meaning attribution always relates to other meanings in the cognitive structure.
- ❖ Significance attribution always has a logical dimension, which permits mutual understanding. It is also called the denotative meaning:
- ❖ Significance attribution also has a psychological or connotative dimension that is a unique meaning attributed by a particular person.

b) Involvement

Jacobs (1987:4) refers to involvement as the person's concern with a particular situation that prompts him to act. It is therefore an inner force, an urge, a need, a longing for development, unfolding and self-actualization. Involvement requires wanting to be involved by acquiring knowledge and taking action. Vrey (1979:39) mentions the following essential components of the categories of involvement:

- ❖ Involvement indicates a busy-ness or activities, which can either be psychological or motor action.
- ❖ Involvement refers to the goal-directed busy-ness of a person.
- ❖ It involves action in which a person engages because he chooses to.
- ❖ Involvement is a meaningful activity of a person.
- ❖ Involvement demands interest in the goal and also in the activity.
- ❖ Involvement as activity describes the event of self-actualization.
- ❖ Involvement is experienced as success or failure, anxiety, joy, meaning, frustration, and confusion.
- ❖ Involvement refers to the psychic vitality that drives, directs and intensifies the actualization of the tasks of learning and becoming.

c) Experience

Sonnekus (1973) in Jacobs (1998) describe experience as an intentional, definite, subjective personal stance assumed by the child as a totality-in-function in his communication with reality. Vrey (1979:39) is of the opinion that all behaviors are accompanied by feelings and these feelings are experienced differently by different people. Such feelings are the result of how the individual attributes meaning to the situation, his involvement in the situation as well as his receptiveness to the values and meaning of the situation. Jacobs (1987:4) alludes that an individual's involvement is indicative of how he experiences and

evaluates a particular situation. Experience refers to the course of action and plays a decisive role in the child's future behavior. The child will successfully cope with situations in the future if the initial experience was a satisfying one.

Experience, like involvement, has both conotative and denotative dimensions. Ramasar (1997:47) concludes that the uniqueness of each experience results when the child subjectively assigns meaning to the experience. To this end the type of educational support and involvement on the part of educators, will determine the positive or negative intensity of the experience.

Experience also indicates man's dialogues with the realities of life, according to Pretorius (1972) in Jacobs (1998). He postulates that the life of a person is revealed in his experiences. To him the relation between life and experience is an immediate connection between experience and the totality of life.

d) Self-actualization

Self-actualization refers to a person's deliberate effort to realize all his latent potential. This, in Vrey's, opinion includes every area of manual skill, intellectual capacity, emotional experience and moral awareness. As soon as physiological and psychological needs have been met, a person develops through his involvement in an activity that is meaningful to him. The self-actualizing person must, in order to realize future possibilities, transcend himself or rise above the apparent limitations of time and space, physical and mental abilities (Vrey, 1979: 43). This presupposes a realistic self-concept incorporating objective self-knowledge and evaluation of the self-identity.

Educators have to accept that they have an important role to play in helping and supporting the child, especially the underachieving child, in realizing his fullest potential. Mature adulthood, the ultimate goal of the child's becoming cannot be attained unless the child realizes his potential.

3.2.3 The educational-psychological essences

- Forming relationships

In order to orient himself in his world, (as he must in order to survive and mature) the educand must form relationships with this world. The child must be able to understand the place and function of different referents in order to form relations. Relationships must be seen as a bipolar connection between the child as one pole and the significant other, or object, as the other pole (Vrey, 1979: 21). By forming relationships the child constitutes a life-world that form his psychological space and reality to which he is oriented.

The quality of the relationships, according to Jacobs (1987:5), determines the manner in which a person experiences feelings of joy, peace, aggression and so forth. The child wants to be involved with people and situations where he feels attracted to. And the opposite is true. It is therefore necessary for the educator to give help and support to a child who experiences negative polarization-effects. The following is an illustration of the above explanation:

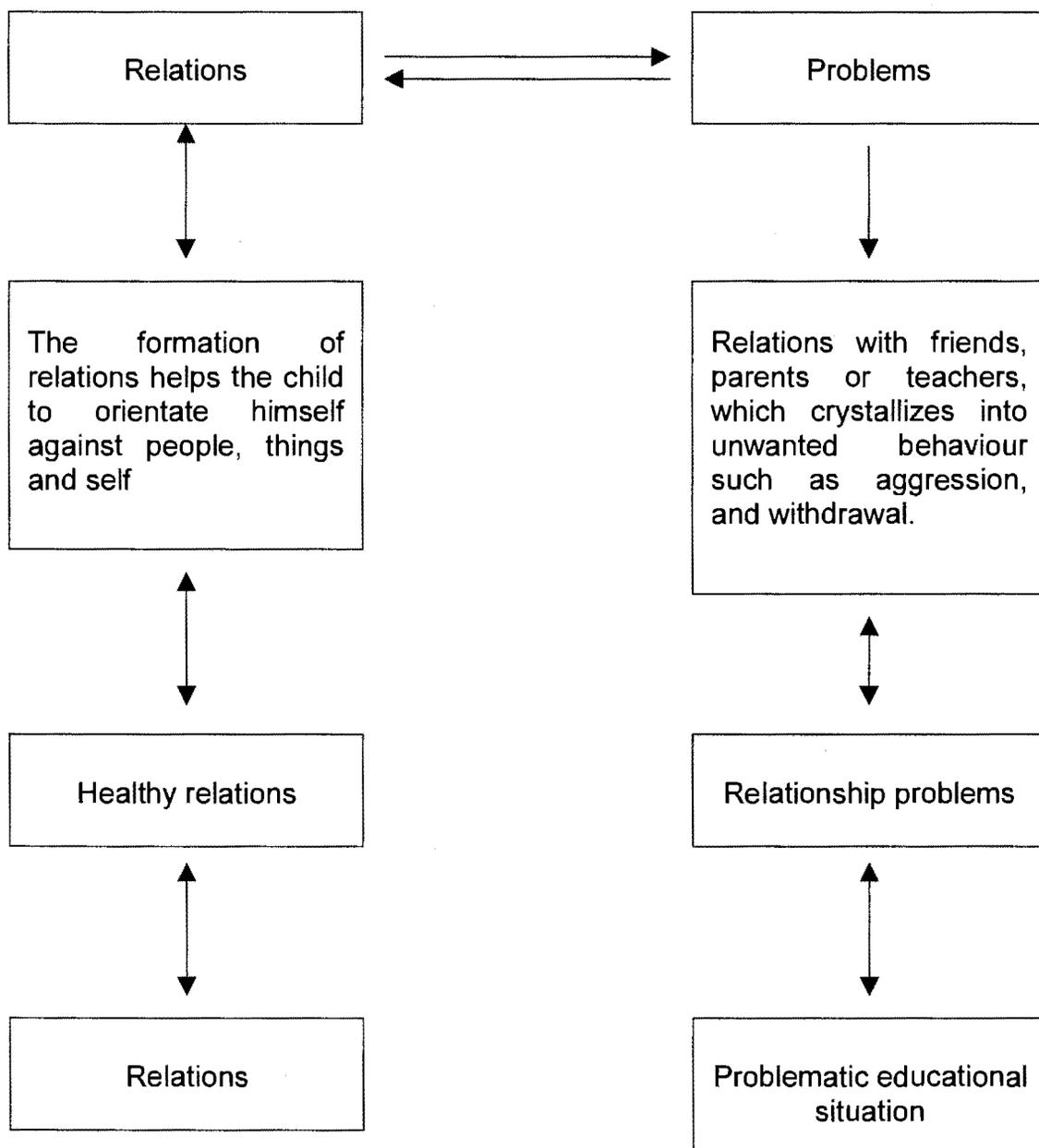


Figure 4: Relationship theory

- The educational climate

Jacobs (1987:6) proposes that an integral facet of the educational climate is the relationship between educator and educand. This relationship is characterized by the following:

a) Love

The relationship between parent and child is based on love and this quality will always be significant to the child's involvement. The educator identifies pedagogic love as the unconditional acceptance of the educand. Jacobs (1987:6) is of the opinion that the educator must have affinity for the child and the ability to sacrifice personal feelings, values and decisions for the well-being of the child. The following components of pedagogic love have been identified:

b) Knowledge

An essential feature of the pedagogic relationship is that each participant must have knowledge of the other. Knowledge should not be superficial but it should be with insight into the life-world of each other. It also implies more than intellectual insight, and objective knowledge of one another.

Parents as primary educators have much more contact or opportunity of knowing the child, as they are constantly involved in the needs, anxieties, joys and success of the child. Knowledge of the child, according to Ramasar (1997:49) allows the parent to accompany and guide the child appropriately. Knowledge of the parent allows the child to assign meaning and make decisions based on values, traditions and culture of the parent.

c) Care

Knowledge implies care. The one should care about the other and be concerned about his wellbeing, health, joys and sorrows. According to Vrey (1979: 95) love can also be taken to mean *"I care for and I am concerned about you. Therefore I want to know how you are and what is happening to you"*.

d) Respect

Vrey (1979:96) refers to respect as the acceptance of one by the other for what he is in an active, positive sense. Respect demands that you should be you and not a reflection of the other. It implies recognition of the uniqueness and integrity of the other without wanting to shape him according to one's own image.

e) Responsibility

Responsibility implies the willingness to respond: to answer the distress cry of the other: to assure him that his needs, distress and hankerings will be taken care of (Vrey, 1979: 96).

f) Trust

Trust is an essential prerequisite for a sound and satisfactory relationship. Without trust, Jacobs (1987:7) concludes that love cannot thrive. Trust makes the child feel safe and sure of himself. Pedagogical love means trusting the child to embody the norm presented to him.

Erikson (1968) in Ramasar (1997:53) alludes that if the child's needs are met in a consistent manner during the first 12-18 months of development then the child will develop trust in others. The child will develop general mistrust of others if his needs are met in an inconsistent way.

3.3 THE FAMILY

The family is the basis of a teenager's sound adjustment but impressive studies point to different conclusions. In fact, peers, schools and community all interact to define the child's development in adolescence. These environments provide abundant opportunities and means for children to act-out disordered behavior.

Teenage behavior disorders seem to be merely an extension of family social problems as research has proved that the causes of rebellion reside in the family. Parents with behavior disordered children often expect therapists to “fix” the problem without their involvement, simply because they believe it is the child’s problem. Dr Israelstam asserts that adolescents from chaotic families are not themselves a problem, but the family is. According to him, teenagers loudly and dramatically emit danger signals about the family and society (Duigan, 1983: 10).

3.3.1 Passivity

Unlike in the USA and Europe, where children are generally expected to contribute towards the running of the home, here in the sunny South Africa things are done for them, directly or indirectly. They tend to be passive and watch passive games, play computer games and watch television most part of their time. Dr Israelstam in (Duigan 1983: 10) alludes that parents often give them contracts to obtain videos from video “dens”. This, according to him is criminal.

3.3.2 Double standards

The environment emits a lot of double messages, which put adolescents in a dilemma of having to bring together what they see in the world and what they have learnt at home. The following are the double standards messages:

- ❖ They are taught to be honest citizens and yet they read about terrible wars and witness violence around them almost on daily basis.
- ❖ They are taught that aggression is wrong and yet they have plenty encounter of it on television and videos ironically provided by their parents.
- ❖ They are told that racialism is bad and yet they see it all around them.
- ❖ They are taught to be free thinkers and yet they are at times, discouraged from thinking for themselves.
- ❖ They are told alcohol is bad, but their parents drink in their presence.

- ❖ As women, they are taught to be liberated and yet they fear that the men might not accept them if they are too liberated.

3.3.3 Family attributions

Family members often apply negative labels such as lazy, stupid, incompetent, weak and so forth. Labels and their extremely negative meanings are difficult for the child to accept especially when associated with attitudes and perceptions of one's parents and family members (Weinstein, 1995:172). Labeling theorists (Becker, 1963 and Lermert, 1967) in Gottfredson (1994) suggest that once persons are labeled deviant, they start engaging in secondary deviance in response to the new label. Green (1989:195) is of the opinion that inappropriate family attributions are associated with lowered motivation and subsequent underachievement.

Organized families control problems of laziness or weakness with punitive means. According to Green (1989:192), these attempts tend to exacerbate or maintain the problem.

3.3.4 Handling of conflict

Numerous researchers, including Hall (1987:775) have concluded that parents significantly fuel the amount and form of conflict for the adolescent. For example, they encourage sibling rivalry by openly comparing the siblings. Unfortunately, parents do not always know how to handle the parent-child conflict. The following are the common mistakes in handling conflict:

- ❖ Making accusatory statements such as "*You are a bad person*". Nieman (1998: 72) argues that this type of message communicates that the child is unacceptable and not his actions.

- ❖ Saying "*Do as I tell you*" instead of explaining the rationale behind every rule in the house.
- ❖ Hanging on as long as possible hoping that the problem will go away.
- ❖ Pampering the teenager with large amounts of money or gifts (Hall 1987: 771).
- ❖ Sending the child to the teacher or therapist for quick "fix" or reporting to the police.
- ❖ Claiming to be too busy to talk, or not listening to what the teenager has to say.
- ❖ Using of scare tactics such as "*I will throw you out of the house*" or "*I will disown you*" or "*I will not pay your school fees*". According to Samalin in Nieman (1998: 72) threats of violence are just as traumatic as the violence itself.
- ❖ Using the present conflict to bring up accumulated, previous offences.
- ❖ Proving the teenager guilty by blaming him/her.
- ❖ Dishing out extremely punitive punishment for an example the withdrawal of affection.
- ❖ Sending the child to his/her room as a logical sequence for misbehavior. Steiner (1970: 216) argues that this type of action may be reinforcing-children enjoy being in their rooms where they can listen to music or read.
- ❖ Failing to understand the motive for rebellion which, according to Nelsen (1985: 164) is usually revenge.
- ❖ Fleeing the situation to allow the problem to be resolved on its own or to escape until the dust has settled.

Conflict in the family can be associated with drug abuse, teenage runaway, and juvenile delinquency and school failure. A study by Genshft (1977) in Hall (1987: 772) has revealed that high conflict is associated with lower frequency of communication

3.3.5 Parenting styles

Inept parenting

Prior studies have established that children who display aggressive behavior during early elementary grades are at risk for delinquency during youth. Inept parenting causes and maintains such behavior according to social learning model. The following figure by Patterson(1982) in Simons (1991) depicts the development of antisocial behavior in children, which generalizes to the development of a wide range of problem behaviors during late adolescence and form a single behavior construct.

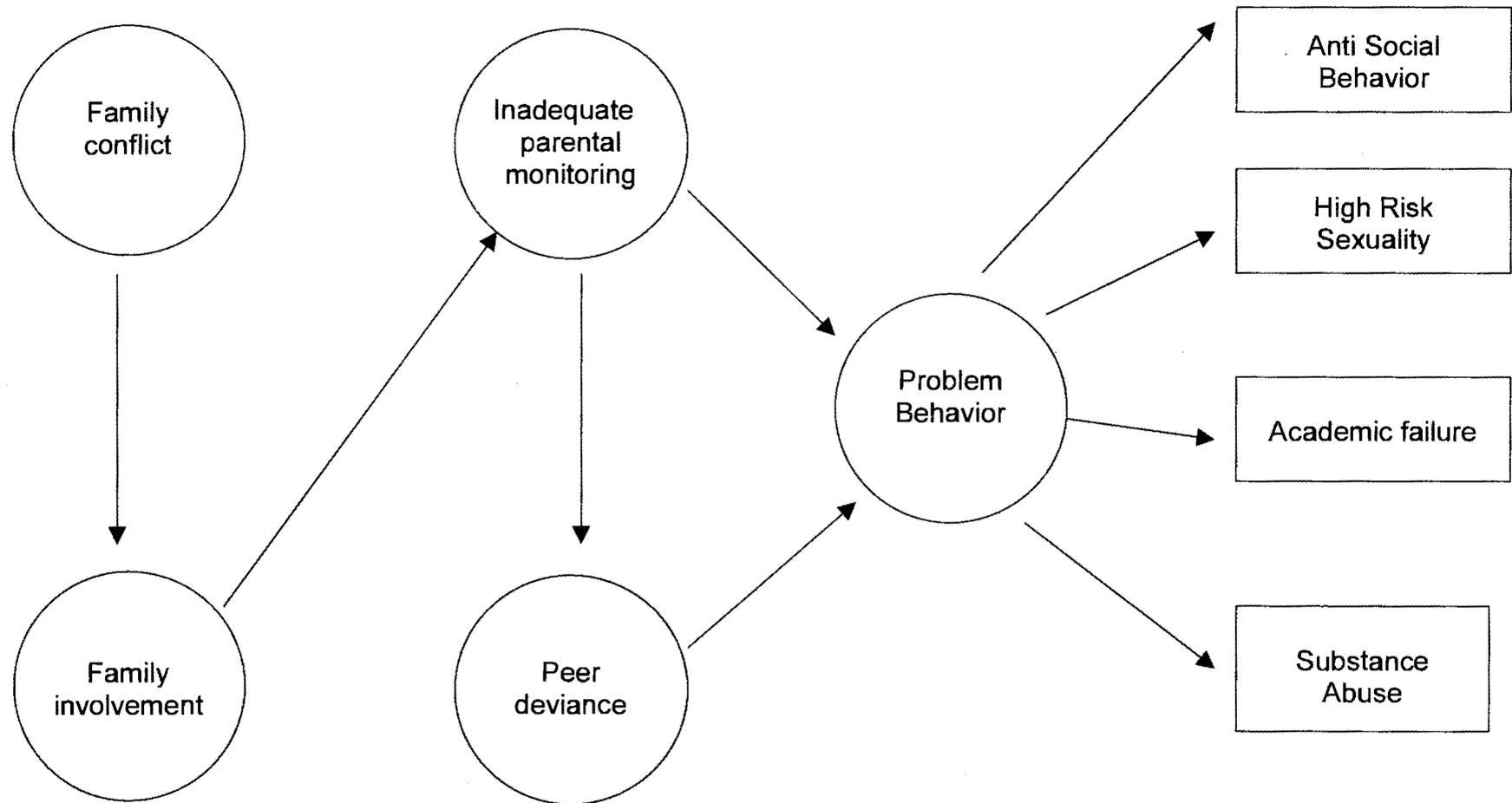


Figure 5 The developmental model of adolescent problem behavior by Patterson (1995)

Patterson's findings are that poor parental monitoring and association with deviant peers is associated with subsequent engagement in problem behavior.

Parents at times mistakenly give too much power to children. Power gives the message of expectation to the child that they might not be able to deliver. Too much praise and power will imprison the child with pressure and feelings of rejection when that extra-ordinary praise becomes diminished as a natural consequence of maturation. The result of relative dethronement is "*turning off*" the child's learning.

Rebellion makes conformity-oriented parents more restrictive, expecting nothing less than unquestioning obedience from their children. On the contrary, authoritarian parents respond to rebellion with self-blame, shame, guilt and frustration. Simons (1991:661) alludes that condemnation, which is often the mistaken response to rebellion, makes the adolescent alienated, develop an entrenched attitude of rebellion and inevitably leads to further delinquency.

Pressure for academic achievement

When children do not live up to their parents' expectations or standards in as far as progress at school is concerned, they encounter constant criticism by parents. At times parents might not be aware of the extent to which their expectations are communicated to the child (Metcalf and Gaier, 1995: 927). Increased pressure to obtain good grades leads to reaction of underachievement. The child may end up developing anger towards his/her parents that he might not be willing to recognize. They rebel by passive resistance rather than active aggression.

Coercion and inconsistency

Parents at times mistakenly try to control the adolescent's anti-social behavior by using coercive interpersonal styles, which are characterized by explosiveness,

nattering and threats. Patterson (1982) in Simons (1991) concludes that these methods unfortunately have the effect of exacerbating the child's aggressiveness rather than control antisocial behavior. Serketish (1996:172) is of the opinion that teenagers respond to coercive parenting styles with increased aggressiveness, lowered self-esteem and hostility. In his studies, Noller (1991:68) also confirms these findings. A vicious circle occurs in the sense that the child's antisocial behavior increases the negative response of the parent.

Patterson (1982) in Simons (1991) alludes that children socialized in this atmosphere tend to generalize this coercive interpersonal style from the family to interactions with peers and teachers at school. His studies suggest that coercive interpersonal style increase the probability that a child will experience academic failure, disruptiveness and engage in troublesome behaviour.

Children with anti-social behavior are often victims of criticism by their parents. Eyeberg (1988:39) points out that criticism is a blatant attack on the child. Mild pointing out what the child does wrong is likely to have damaging effects on the child's self-esteem. Parents often attack the child by using statements such as *"You are good for nothing"* or *"You will never make it in life"*. Such statements are painful according to Eyeberg and the child will most probably react by fighting back or try to avoid the parent. Chapman (1989), in Nieman (1998:53) confirms that these types of statements provoke feelings of inferiority, worthlessness and hopelessness.

When children disappoint their parents, parents feel guilty, ashamed and loose hope. They often respond with statements that make the child interpret these as *"I cannot accept you as you are"* (Nieman, 1998:53). These types of statements are insensitive to the child's feelings.

Parents respond inconsistently to unwanted behavior. For an example they punish the child or make a grievous error of withdrawing from the situation altogether, thus allowing the child to behave in a way he/she pleases.

In some situations, one parent plays the role of a disciplinarian and the other parent plays the role of a shelterer or protector. The effect of this inconsistency is that when confronted with a challenge, they (the children) get into the habit of taking the easy way out. This is further supported unintentionally by the kind, caring parent. Davis and Rimm (1989:34) describe these patterns as "*ogre and dummy games*" because in an attempt to establish him/herself as a good parent, one parent unintentionally describes the other as bad.

Given the longstanding histories of problems with their children, parents almost always expect the worst. A high school teacher once called a parent regarding some positive progress by the student. The conversation went something like this:

"Hello Mrs. Ford, this is Ken's teacher."

"What has he done now."

"I just wanted to tell you that he did very well on his last Science test."

"Are you sure you have the right number" (Brown and Mc Dowell, 1990:125)

The parents' response to the child's friends

Parenting factors have been found to influence the probability of involvement with deviant peers. Once parents discover that the child is associating with deviant peers, they begin to voice admonitions, censor or place restrictions (Ambert, 1997: 29). This eliminates the possibility of discussing the merits and faults of the child's friends. Children will view the censorship as unfair and that could lead to prolonged arguments. In a study done by Steiner (1970: 217) teenagers

reported that they rebel more when parents forbid them to associate with their friends.

Parents do not always monitor and supervise the friends with whom their child hangs out. As a result they cannot effectively discourage involvement with deviant peers because they lack accurate information about the conduct of their child's friends.

Modeling or lack thereof

Research on modeling shows that adolescents are most likely to emulate the actions of persons they hold in high esteem or who are potent source of reinforcement. Perceptions of heavy cigarette smoking, alcohol and marijuana use by one's parents, lead to the child inevitably emulating these behaviors. This type of modeling inevitably affects even his response to anti-substance abuse messages.

Many families provide abundant opportunities and means for children to act-out antisocial behaviour. For instance families are characterized by high levels of conflict which Genshaft (1997) suggests that it is associated with low frequency of communication. It has been found that an important source of violence in the community is violence in the family. Parents teach violence, unawares, as a means of settling differences.

Parents ironically have difficulty responding to the child's unwanted behavior that they themselves modeled. They are almost likely to respond with "preaching" and offering bold statements such as "*Do as I tell you*" (Mc Murran, 1993: 33).

3.3.6 What do children say about their parents?

Table 4: Children say...

- Parents don't understand them.
- Parents do not allow them to make mistakes.
- Parents do not listen.
- Parents do not involve them in decision making.
- Parents evaluate them negatively

3.4 THE SCHOOL

Reduced self-esteem, withdrawal, anger, feelings of inadequacy and failure to realize potential are not the results of deliberate choice, but a life-long history of small compromises and adjustments. These compromises and adjustments are made as a result of attitudes shaped predominantly by the school/teachers. What follows is an account of how schools negatively influence the child's moulding through verbal and nonverbal messages.

3.4.1 Schools as arenas of conflict

Going to school, it appears, is an experience, which affect students differently. The things that happen or fail to happen in a school setting can lead one teenager towards meaningful path for life but, on the other hand, leave a classmate feeling confused, incompetent, frustrated, frightened, bitter or hurt. Owing to these experiences, teenagers may end up having negative view about school. McGuire points out that many respond to school as if it was a chaotic and unreliable place. As one student said "I am getting sick and tired of school" (McGuire, 1990:15).

There are many in-school factors that contribute to the development of disordered behavior. Kauffman (1977) identified five such factors. These are:

- ❖ Being insensitive to the children's individuality.
- ❖ Holding inappropriate expectations for achievement and behavior.
- ❖ Practicing inconsistent management techniques.
- ❖ Providing instructions in non-functional skills.
- ❖ Setting inappropriate contingencies for reinforcement.

Neil, in Brown and Mc Dowell (1990) considered the following as ways in which schools have contributed to the problem- depersonalization, large buildings, large student population, excessive use of corporal punishment, suspension, expulsion and doing too little too late to help the children.

There are almost daily news reports of assaults against teachers and murders on the school grounds. Teachers, parents and the public are concerned about the behavior of children in schools and demand action. Teachers want to know what to do and how it should be done. They at the same time worry about maintaining standards in school and that any inappropriate action will affect learning and teaching. The following are the many ways in which schools attempt to maintain standards:

3.4.1.1 Alternative schools for drops-out

Disruptive youth, troublemakers and underachievers are often grouped together or placed in an alternative school for dropouts. These are the types of schools where according to Arnove and Strout in Osborne (1990 45) "nice people" or bright students do not go. The schools are considered dumping grounds for social misfits and underachievers. This grouping has a negative labeling effect on the children. It is believed to increase alienation, exposure to pro-delinquent influences and values and subsequently greater involvement in delinquency.

3.4.1.2 Control in the classroom

The common, if not the prevailing approach to discipline in the schools is best described as having controlling, debilitating administrative practices and entrenched curricula and teaching routines. Teachers are expected to adhere to the designated curricula and discipline policies while students are expected to follow rules and procedures. They end up feeling disenfranchised and tend to control their students more. They tightly control course content, create routines in the classroom which transform course content into carefully packaged lectures with objective tests and elicit minimal compliance from students.

Excessive control results in adversarial relationships between teachers and students. According to Edwards (1994:341)), students react to the control exercised over them with calculated resistance and rebellion. They rebel in petty ways such as littering in the hall, when administrators react disproportionately to offences committed by pupils.

The ironic response of the administrators to student rebellion is to institute more behavioral restraints. Mc Neil (1988) in Edwards (1994:341) believes that they are, in reality, trying to solve a problem with its cause.

- Control with rewards

Rewards menus and behavioral contracts have been used in many different types of environments, including schools. In an attempt to increase motivational level and performance of individuals, schools are often mistakenly convinced that students who lack cooperation need rewards. Hishinuma (1996:35) argues that these well-intended acts do not always produce intended outcomes, they undermine intrinsic motivation. Numerous studies show that when students expect to receive extrinsic rewards, they become less inclined to do their school work without them- they perform less well than those that are not expecting

anything. For instance, Deci (1977) in Boggiano (1992) reported that college students, who were paid for working on interesting puzzles, showed less subsequent intrinsic motivation for puzzles than did others who were not paid. Anderson (1976) reported the same findings with kindergarten children. Studies conducted by Yoshimura on Japanese students also yielded the same results (Boggiano, 1992: 16).

The following are the suggested reasons for the above:

- ❖ When people work for a reward, they feel controlled and this interferes with their desire for self-determination.
- ❖ Rewards encourage ego involvement to the exclusion of task involvement.
- ❖ The promise of rewards implies that the “activity is not worth doing for its own sake”.

Research has proved that people, including pre-school children react negatively to being controlled. Once students can no longer cope with the controlling demands of the school, they rebel and become disciplinary problems. They lose interest in learning and they further fall behind their peers (Edwards, 1994: 342). Although rewards motivate behavior, it appears that the motivation they induce is extrinsic rather than intrinsic. Behavior becomes dependant upon rewards and in some instances people become controlled by the rewards.

It is not the intention of the writer to infer that incentives or rewards are ineffective or motivationally detrimental. Ames (1990:412) in fact postulates that the relation between extrinsic rewards should not ignore individual differences in interest, performance and ability.

- Control with punishment.

Punishment is the second commonly used form of control. It is simply a matter of teachers using force as opposed to enticement to achieve control, with the hope that it will act as a deterrent to other pupils (Lund, 1996:42). As teachers are fallible human beings, they sometimes use punishment as a way of revenging against a student who behaved inappropriately towards them. At other times, punishments are allocated indiscriminately according to the teachers' whims.

Research has proved that punishment does not work, either as a means of preventing further inappropriate behavior or as a deterrent, otherwise others would not exhibit that inappropriate behavior (Lund, 1996: 42). The following are a few research findings about punishment:

- ❖ The results of punishment are negated unless all individuals deserving of punishment receive equal treatment.
- ❖ Punishment reduces the levels of achievement.
- ❖ Rough, punitive and angry teachers promote more disruptive behavior. (Kounin, 1970) in Edwards (1994).
- ❖ The students of more punitive and disapproving teachers are less apt to comply with their demands.
- ❖ Punishment promotes more misbehavior as it can be found to be reinforcing by some children.

When asked for recommendations to reduce violence and disruptive behavior in secondary schools, students, teachers and principals alike stress the provision of security devices, floating security patrols and better discipline. Bheki Khumalo, the spokesperson for the Minister of Education, Kadar Asmal, reiterated on the provision of security such as high fences in all schools in an attempt to make schools a safer place (S.A.F.M Monday 10th July 2000 at 17h00).

No consideration is ever given to improved teaching, course changes, students' rights and responsibilities, and participation in discussions by those affected.

- Other controlling situations

Any external event that is experienced as pressure to perform in a particular way or attain a particular outcome appears to limit students' determination and to undermine intrinsic motivation. Other events are evaluation and competition on which schools place heavy emphasis.

3.4.2 Teacher versus student responsibility

In recent years, teachers are commonly held responsible for their students' achievement. Emphasis is placed on more testing as a basis for making judgements about teachers' accountability. Making teachers more accountable for their students' achievement has a net negative effect. For Fooner (1981) in Moodley (1995:73) increased accountability in the face of dwindling power and control foments stress on the part of teachers. As a result of stress, teachers respond by being more controlling, more critical of their students, give more commands and promote less autonomy. This kind of control fosters docility, which is rebellion through disengagement. Teachers disengage because they are not given any authority regarding rules and regulations that govern the school and are rarely consulted. They pass the students successfully through the system and occupy themselves with various peripheral concerns that are of importance to them (Edwards, 1994:344).

School administrators view students' resistance to the control by the school system as a discipline problem. Resistance inevitably precipitates a new round of strictly enforced rules which defines a "good student" according to Glanz (1990) in Edwards (1994:345) as a passive individual rather than an involved, questioning and even at times a dissenting learner.

3.4.3 Lack of an appropriate curriculum

According to Hishinuma (1996:34) students viewed the curricula as inappropriate, irrelevant and less varied. This makes students less motivated to learn. It can be concluded that students are not committed to school because they are unable to see the connection between their experiences at school and outside of it. School curricula provide insufficient challenge. Donner and Lonke in Boggiano (1992:16) confirm the hypothesis that children seem to be intrinsically motivated for some optimally challenging activities. The opposite can be said to be true.

A limited number of learning styles are offered by the curriculum. For example, there are no games, videos, plays and academic interest centers. Goodman (1989), Mc Combs (1984) in Fuhler (1991:217) are of the opinion that topics to be studied should of interest to students and should arouse students' curiosity.

3.4.4 Inconsistent school policy and procedures

Inconsistencies in school-wide policies makes adjustment to life difficult especially for gifted as well as underachievers because the pupil has to keep track and adjust to the difficult and idiosyncratic rules for each teacher, classroom and subject. For instance, one can expect students to be somewhat confused if one teacher contacts the pupil's parents in an attempt to motivate the student to complete homework assignments, whilst another teacher tries to handle all the homework-related issues within the parameters of the school. The two systems may in the long run work against each other to the detriment of the underachiever.

3.4.5 The school system

- Bias in labeling.

Schools, especially urban schools, have own norms and values, rules, status markers and boundaries of appropriate behavior. These rules are set and agreed upon by those in power. They determine the admission criteria based on what they consider normal and acceptable. Demands are also placed on students to conform to these rules, codes and regulations.

A study conducted in the United States of America in the 9th and 10th grade bilingual students considered pupils with the following characteristics as potentially at risk.

- ❖ Being poor.
- ❖ Having limited English proficiency.
- ❖ Being Latino in the United States.
- ❖ Poor reading levels.
- ❖ Low motivation.

According to Pallas, Natriello and Mc Dill (1984) in Rios (1996:56) these characteristics fit the description of the national dropout literature and contribute to early school leaving.

On the contrary, also encompassed is an out-of-school issue, such as societal pressures and neighborhood life, which may reflect student behavior in class. At riskness is at times blamed on the family circumstances or on the student himself. One of the mainstream teachers characterized at risk teachers as “*having troubles because they choose to have troubles. They choose not to come to school---they are lazy*” (Rios, 1996: 63).

Although the term was initially coined to help identify students needing help, its use does not necessarily help that process. Labeling was found to influence teacher expectations of students. Its use is detrimental, once labeled the student would think “*I am stupid, I will never make it*” (Rios, 1996: 64). Studies

conducted by Reasoner (1989) reported that such students receive at least 15 000 negative statements during twelve years of schooling. This inevitably lowers the student's self-esteem from 80% in kindergarten to 12% just six years later (Ciaccio, 1998: 18). These struggling students end up having multiple problems such as negative feelings about themselves, withdrawal and aggression. Glanz (1990) asserts that grouping together troublemakers and low-achievers increases their alienation, exposure to pro-delinquent influences and values, and subsequently greater involvement in delinquency.

3.4.6 Teacher expectations

Teacher attributions provide significant insights into how teacher expectations affect student achievement. Research studies have identified three ways in which teacher expectations relate to scholastic performance:

- Self-fulfilling prophecy

Teachers often make erroneous expectations and induce students to perform at levels consistent with these expectations. For example, a teacher may hold an inaccurate belief that the student is dull and underachieving. A self-fulfilling prophecy occurs if this leads to negative interactions between teacher and student and lead to behavior that ultimately ensures failure. Kolb and Jussim (1994:26) conclude that the teacher creates an environment that leads the student to confirm these originally false beliefs.

Seaver(1988) in Kolb and Jussim (1994:27) also identified naturally occurring teacher expectations and self-fulfilling prophecies. He concludes that a teacher who previously taught a student's low-achieving older siblings was assumed to hold low expectations for that student. Evidence consistent with self-fulfilling prophecy showed that children with low-achieving older siblings performed worse when their teacher had prior experience of teaching their older sibling.

Self-fulfilling prophecy has negative connotations. When gifted children do not live up to their teachers' expectations, teachers end up lowering their expectations for those students. The result is that they start treating them as low-achievers by providing them with a less emotionally supportive environment, less clear and positive feedback, fewer challenging and difficult assignments and fewer opportunities to demonstrate their competence.

Jussim (1986) in Kolb and Jussim (1994) posited that when teachers are highly confident that their beliefs are accurate, they might resist modifying their expectations. In their studies, Rubovitz and Maehr (1973) concluded that teachers still discriminate against black children "*even after being told that the children are gifted*" (Kolb and Jussim 1994:28).

When teachers' beliefs cannot be changed, students respond by giving up, rebelling or withdrawing from class activities and work even less hard. Similarly, gifted children who believe that they are academically incapable, may find reinforcement for their negative self-beliefs by having their learning deteriorating.

- Perceptual bias

Perceptual bias occurs when teachers' erroneous beliefs influence their evaluations and perception of students' behavior. In other words, it represents failure to accurately assess performance. Numerous studies show that a more favorable evaluation is given to students who are from upper social class background, White, physically attractive than to identically performing students who are from lower social class and background, African-American, physically unattractive, handicapped and labeled.

Studies assigns evidence that teachers' beliefs, particularly about normative behavior of their students for example, effort expended, cooperative with teachers, behaving well in class, influence the grades that the teacher assigns.

The expectancy violation theory suggests that when beliefs are disconfined, people tend to make more extreme evaluations in the direction of the expectancy violation. For instance, people who display more unfavorable characteristics than expected are rated more negatively than it would be the case if no expectations were held. So, when gifted children consistently misbehave in the classroom, teachers may evaluate these behaviors as more extreme and evaluate these more critically. This comes about because they have high expectations for gifted children.

Jussim (1986) and Jussim and Eccles (1992) in Kolb and Jussim (1994:29) conclude from their studies that teachers may attribute gifted children's lack of interest in tedious tasks to laziness. They may punish students by assigning them lower grades than their actual classroom performance and punish those students who are motivated by more novel and challenging work.

- Teacher attitudes

Teachers considered students' behaviour as totally inappropriate with consideration of the context in which it occurred. They saw no hope for future attainment of the objective of education and thought that African-American male students are deficient in some manner (Rios 1996:99).

A "deviant provocative" teacher believes that deviant pupils behave in highly deviant ways and his handling of them serves to exacerbate their deviance. The following table is a summary of the characteristics of "deviance provocative teachers", taken from Hargreaves (1975):

Table 5: Deviant provocative teachers

- ❖ Believe that deviant pupils do not want to work and will do everything to avoid it.
- ❖ Believe that it is impossible to provide conditions under which they will work.
- ❖ Issue ultimatums leading to confrontations.
- ❖ Give preferential treatment to conformists students
- ❖ See discipline as a contest that must be won.
- ❖ Consider deviant pupils to be anti authority.
- ❖ Refer pupils to a higher authority if they fail to comply.
- ❖ Ignore deviant pupils in class.
- ❖ Dislike deviant pupils and feel unfortunate in having to teach them.
- ❖ Denigrate and laugh at pupils.
- ❖ Avoid contact with students outside the classroom.
- ❖ Make negative evaluative comments about deviant pupils in the staff room.
- ❖ Expect students to behave badly.
- ❖ Blame students for their misconduct.

The following extract from an interview with a teacher during the writer's empirical study supports the existence of deviant provocative teachers:

"Today two pupils in my class had not done their homework. I did not even ask them the reason for their failure to do the homework; I just promised them that I would treat them like strangers in the class. I simply ignore the student; I don't call his name even when he raises his hand. They know I can do it, I have done it before and it works."

3.4.7 What do students say about school?

Table 6: Students say....

- ❖ Rules are unreasonable.
- ❖ The environment is inhumane.
- ❖ Teachers treat them like children.
- ❖ There is less freedom with dress, smoking and speech for instance, swearing.
- ❖ Teachers are less caring and affectionate.
- ❖ Peers don't accept each other and are less tolerant.
- ❖ Teachers and children alike display a judgmental attitude.
- ❖ Teachers have favorites.
- ❖ Teachers don't teach them right.

3.5 CONCLUSION

This chapter highlighted the mistakes that are committed by influential people who play a pivotal role in the child's socialization, that is the family and the school. These two institutions have been found to be the seat of the child's developmental problems. The psycho-educational perspective was also highlighted.

The writer will, in the next chapter, discuss the methodology for the empirical study (See figure 1 in chapter 1, page 22).

CHAPTER FOUR

EXPLORATION OF THE RESEARCH DESIGN AND METHOD

4.1 INTRODUCTION

The previous two chapters, chapter 2 and 3, are based on the findings gathered from the literature study. These two chapters gave rise to the following, which will be the focus of this chapter:

- Specific research question
- Aims of the study
- The hypothesis
- Research method

4.2 THE SPECIFIC RESEARCH QUESTION

The researcher is concerned about the causes and the extent of rebelliousness in the adolescents. The problem the researcher is confronted with is:

What information can be gathered in order to formulate guidelines for parents, teachers and psychologists regarding the handling of the rebellious adolescent?

Many parents in the rural areas work in the urban areas as migrant workers. They leave their children in the care of a relative, usually the grandparent or leave the children to take care of themselves. This study is significant in the sense that the researcher will be able to identify the causes of rebelliousness.

4.3 THE AIMS

The most common purpose of social science research, according to Babbie (1992: 90) is to explore, explain and describe human behavior, situations or events. Most studies have all or more purposes.

The aims of this study were stated in 1.6. The empirical study aims at exploring, describing and explaining the phenomenon of rebelliousness as it occurs amongst adolescents.

4.4 THE HYPOTHESIS

In qualitative research, the researcher is not bound to a specific hypothesis but it, the hypothesis, develops as insight into the problem being investigated develops. Maykut and Morehouse (1994: 126) in Pearce (1996: 86) state that hypothesis is not constructed in advance; therefore the relevant variables for data collection cannot be predetermined. This means that the qualitative researchers tend to develop the hypothesis as they gain more and more understanding of the data at hand, rather than enter the field with the aim of testing the prior hypothesis.

It is hoped that the data gathered will help the writer to confirm the following hypothesis that were stated in chapter 1:

- Rebelliousness can be identified, diagnosed and differentiated.
- Parents, schools and teachers contribute towards rebellious behavior.
- Children, parents and teachers are aware of the existence of rebelliousness.

The writer also wishes to caution the reader that the hypothesis may, most probably change after the findings of the case study.

4.5 THE RESEARCH METHOD

4.5.1 Qualitative research

Anthropologists and sociologists developed qualitative research, also known as ethnographic, subjective or post-positivistic inquiry. Examples of qualitative research are action research, case study, content analysis, dialogue research, conversation analysis, descriptive research, direct research, ethnography, field research, grounded theory, hermeneutics, naturalistic inquiry, participant observation, phenomenology and qualitative evaluation.

In this study, a qualitative research was found to be appropriate because it works with individuals on a person-centered level and involves an in-depth investigation of each case study. In an ideographic research method, the focus of attention is on understanding the child in his/her current living environment as a unique individual from a phenomenological point of view. It seeks to describe and clarify facts of the individual without generalizing the findings. They do not necessarily indicate that current situations are good or bad, neither do they allow for interpretive value judgements (Turney, 1971: 62). Qualitative research takes place in a natural setting, unlike quantitative research, which occurs in artificial situations such as the laboratory.

Ethnography as seen by Wolcott (1987) in Hunt (1994) is a way of conducting research whose purpose is to describe and interpret cultural behavior. A series of methods are used to reconstruct the culture of the group by uncovering and delineating patterns of meaning that shape and give expression to social forms. This reconstruction has to be a comprehensive account, rich in detail and providing a thick description that situates the cultural behavior with its own context. The task of the ethnographer is to examine culture from a larger social context. *"Hence while conducting field work, the ethnographer attempts to treat*

the groups life as a whole, not to isolate some artificially abstracted aspect".
Peacock (1986) in Hunt (1994:19).

4.5.2 Characteristics of qualitative research

- It is undertaken in a natural setting and not in a laboratory set-up.
- It is more descriptive and is given in words rather than numbers.
- The researcher is more focused on the process than on the product.
- Qualitative data is handled inductively, in other words, a certain amount of incidences are interpreted and from that a rule or principle is formulated. (Babbie, 1992: 285). The opposite is deductive handling of data where a rule is applied to make sense of a situation or incidence.
- The meaning of the data is more important than honesty. This statement can be clarified in light of the necessity to know what the effect, say music has on a person rather than establishing how many notes have been played.

4.5.3 Types of qualitative research

a) The survey

The survey is an attempt to analyze, interpret and report the status of an institution, group or area in order to guide practice (Turney, 1971: 62). School survey is probably one of the most widely used types of descriptive research in the field of education.

Information for the survey could be extracted through the administration of various measuring instruments namely tests, interviews, case studies to name but a few.

In the present study, the researcher will make use of questionnaires, interviews and case studies. The researcher considers survey research to be very valuable for this study because it is simple. It will also offer the writer the opportunity to make contact with pupils, teachers and parents. As it is not uncommon to receive poor response to questionnaires, the researcher will administer the questionnaires personally.

b) The case study

A case study is a comprehensive investigation of the specific person, existing institutions or concrete entities. In these types of studies, information is collected regarding the biographical, environmental, psychological and any other kind of information that might help to explain the object of the study. The case study design is recommended when the focus of the study is holistic, that is, intended to examine the complex dynamics of a system that cause the phenomenon Moon (1991) in Baum (1995:227).

The main aim of the case study is to determine the most important aspect of a case or situation. The unit to use in such a study includes an individual, social institute or cultural group. In a case study, a phase in the history and lifespan of the unit can be researched or the full course thereof. A case study is a basic form of scientific inquiry that underpins effective professional practice especially in relation to human problems. The analyzing of an individual case with the help of quantitative and qualitative techniques help to put in place the so-called case law.

Research done through case studies is of more contextual importance because it emphasizes that which is distinguishable and unique in a situation or event. The shortcomings and limitations inherent to this method of research are recognized throughout for example the researcher could interpret certain aspects of the test results differently.

The purpose of the case study is to ascertain the factors and relationships among these factors. It implies that the “why” and not merely the “is”, is of vital importance (Moodley 1995:99).

Like other types of research, case studies require the same amount of attention to detail, planning and execution. It goes beyond casual observation or superficial description. The advantage of a case study is that it enables the researcher to probe deeply and to analyze intensively the situation. Leedy (1993) in Baloyi (1998:83) argues that researchers observe through close scrutiny and make a careful record of what they observe.

A number of steps will be taken to minimize the particular problem of gaining access, negotiating entry to school and classroom and interviewing of pupils and teachers. Prior to the research activity the writer will make telephonic contact with the principal and teachers to explain the purpose of the research and promise to share the results of the research with them.

c) The pilot study

Before the researcher administers the research instrument, a pilot study, which can be said to be a dress rehearsal, will be conducted. The aim is to:

- ❖ Determine the feasibility of the study.
- ❖ Identify any difficulties that could arise during the administration, with the hope of eliminating them beforehand.
- ❖ Determine the time that it takes for respondents to complete the questionnaire.

Owing to educational deprivation, many pupils might not understand the meaning of some words. The researcher will resolve the matter by going through the whole questionnaire with the pupils.

4.6 THE COMPOSITION OF THE SAMPLE

Sampling refers to taking any portion of a population or universe, as representative of that population or universe. The purpose of a sample, according to Gay. (1976:65) is to gain information concerning the population, since it is not always possible to study the whole population. A sample can either be purposely selected, or drawn at random from the population. Purposive sampling, commonly used in qualitative research, consists of subjects selected deliberately by the researcher because she thinks that they best meet the needs of the study.

In the present study, the selection of the sample will be done using purposive sampling methods. The researcher will make sure that the sample is representative and sufficiently large enough. To establish some measure of generalization on rebelliousness, the researcher will undertake case studies on pupils who are known to be problematic in school.

4.7 RESEARCH INSTRUMENT

A field study using a questionnaire, interview and observation will be selected on the basis of the research design in order to facilitate the writer's design.

4.7.1 The questionnaire

Questionnaires are one of the most common techniques for gathering information where the subject responds to a set of written questions to obtain reactions, beliefs and attitudes about a certain topic. Their known advantages are that they are economical in the sense that they can be administered to a large number of

people at the same time, standardized and questions can be asked for specific purposes. Bailey (1982:157) argues that the main aim of questionnaire construction is to construct an instrument that will minimize non response and at the same time ensuring that the information collected is complete, valid and reliable. Thus a questionnaire to accomplish such purpose should be relevant, non ambiguous, and have clear answer categories that are easy to respond to.

In the present study, the questionnaire was chosen because of the ease with which it can be used. The aim of the questionnaire is to identify the occurrence of rebellion in the adolescents. The parent, teacher and child will complete the same questionnaire, which will consist of ten forms of rebelliousness. The respondent is requested to tick the behavior that is or was relevant to him/her at present or in the past six months.

In addition, the teacher will complete a Teacher's Report Form (TRF), which specifically identifies school-related rebelliousness.

4.7.2 The interview

The interview is one of the earliest and still the most common method of collecting data in human research (Dooley, 1990: 107). It is used to obtain answers to questions, which may follow a more or less structured format.

Interviews can be conducted face-to-face or telephonically, undertaken individually or in groups. The presence of an interviewer has an invaluable influence on the interview. He/she can establish rapport with the interviewee and, at the same time, make judgements about the subject's non-verbal cues such as lack of eye contact (Dooley, 1990: 107). Interviews can be structured or unstructured, recorded on audiotape and analyzed afterwards away from the formal interview setting.

Each interview that the researcher will undertake will be audiotaped in an endeavor to detect interview bias. Recorded interview as a method of data collection has been found to have the following advantages:

- ❖ They are more spontaneous than written reports.
- ❖ They allow feedback and clarification of confusing data.
- ❖ They allow the interviewer to remain near the actual lived experience.

4.7.2.1 The interview schedule

Patton (1990) in Pearce (1996: 97) alludes that researchers can use various approaches to interviewing. He/she can, for example, use an interview guide approach; conduct standardized open-ended interviews or holding closed, fixed response interviews.

In order to fully explore the phenomenon of rebelliousness, the researcher has to adopt a research instrument that is sufficiently flexible. As the database increases during the interview, the researcher is bound to be flexible enough to allow the shifting and changing of issues and provide further direction to the study.

The interview schedule will be made extremely loose in structure taking cognizance the fact that each subject brings into the interview process his/her unique experience and a different profile. However, the interviewer intends using the following type of framework (Chemane 1998:96)

Schedule for the child

- ❖ Biographical details (excluding name) for example age, date of birth, position in the family.
- ❖ Family background, for example, who does the child live with, the socio-economic status.

- ❖ Parental involvement- do they help with homework, do they motivate the child.
- ❖ Child's experiences at school- attitude towards school and schoolwork, relationship with teachers.
- ❖ Child's typical day- what the child does after school.
- ❖ Peer relations- involvement with deviant peers.
- ❖ Future goals.

Schedule for the teacher

- ❖ Teaching experience.
- ❖ Manifestation of rebelliousness in the school.
- ❖ Management of rebelliousness.
- ❖ The role of the teacher in preventing rebellion.

Schedule for parents

- ❖ Manifestation of rebelliousness.
- ❖ Attempts to combat the behavior.
- ❖ Involvement in school activities.

4.8 THE COVER LETTER

On each questionnaire, a cover letter will be appended which explains the purpose of the study and the procedure to be followed. Confidentiality will be assured to the respondents. Respondents will be thanked in advance for their participation.

4.9 PERMISSION

Permission to conduct the study will be sought from the Head Master of Bakenberg High School. This will be done by writing a letter of request, two

months in advance to give the school chance to determine the feasibility of the study.

4.10 LIMITATIONS

The researcher undertakes this study with the full knowledge that many parents are working away from home as migrant workers. This might have a negative effect on their response. The second compounding problem may be the fact that many parents in the rural areas are illiterate, and may not be able to complete a questionnaire. The researcher will go through the whole questionnaire with them, like it will be done with children.

4.11 CONCLUSION

The present chapter gave an in-depth account of the research methodology to be employed in this study. This, and the previous chapters served to lay the ground and gave the reader a clear picture of the phenomenon that this dissertation purports to be studying.

What follows in the next chapter is the analysis of data obtained from questionnaires and stories that the subjects have told about their views on rebelliousness. Emphasis will be placed on qualitative analysis and interpretation of these findings.

CHAPTER FIVE

REPORT ON THE EMPIRICAL STUDY

5.1 INTRODUCTION

This chapter will present and discuss the results obtained from the empirical study that is, the questionnaire, interviews and case studies. These will be presented in tabular and graphic forms. As it was explained in Chapter four, hundred pupils ranging between 12 and 20 years, twenty-five teachers and fourteen parents completed the questionnaire. In addition to the questionnaire, teachers also completed a specific questionnaire (Teacher Report Form). Case studies will give self-reports obtained from youths themselves, and results from teachers and parents.

5.2 BACKGROUND OF THE TESTEES

5.2.1 Date of testing

Table 7: Date of testing

Parents	Teachers	Children
10-08-2000	08-08-2000	07-08-2000 08-08-2000

As already stated in chapter four, the sample of this study consisted of a heterogeneous group as far as age, social background and educational background is concerned. Although the researcher had her interview schedule and questionnaires at the time of data gathering, she could not predict what

information would assume relevance and significance. Therefore the information gathered required some amount of processing.

5.3 METHOD OF INTERPRETING THE RESULTS

- a) Each form contained the features epitomizing a wider concept, for instance, truancy was divided into:
 - Stay away from school
 - Negative perception of school
 - Underachieve.
- b) Each form also contains the amount of negative responses and percentages for each of the above-mentioned features, for instance truancy as reported by Parents, Teachers and Children.
- c) Each form also contains a table at the end, reflecting the total amount of negative responses with regard to Parents's perception of say, truancy. The same holds true for Teachers and Children. For instance, of the 14 Parents that completed the questionnaire, there were 17 negative responses which gives an average of 40% with regard to truancy.
- d) The discussion of the results from table 8 will be done by analyzing each form in the above-described manner.
- e) The test results will be depicted in graphs and the trends for each form will be highlighted and discussed.
- f) Trends arising from table 8 will be analyzed.
- g) Case studies as given by Parents, Teachers and Children will be interpreted and analyzed

5.3.1 Responses to questionnaires

The table below provides an overview of the responses for each form and their averages.

Table 8: Diagnostic forms

Form 1: Truancy	Parent: N =14		Teacher: N=25		Child: N= 100	
	Neg. Resp	%	Neg Resp	%	Neg Resp	%
• Stays away from school	9	64	13	52	23	23
• Negative perception of school	1	7	18	72	25	25
• Under achieve	7	50	20	80	39	39
Totals	17	40	51	68	87	29

Form 2: Withdrawal	Parent		Teacher		Child	
	Neg Resp	%	Neg Resp	%	Neg Resp	%
• Would rather be alone	5	36	4	16	22	22
• Refuses to talk	9	64	13	52	22	22
• Stares blankly	0	0	11	44	25	25
• Sulks	7	50	6	24	7	7
• Unhappy, sad, depressed	8	57	7	28	17	17
• Day dreams	0	0	17	68	38	38
• Distances self from what goes on	6	43	10	40	15	15
Totals	35	50	68	39	146	29

Form 3: Antisocial behavior	Parent		Teacher		Child	
	Neg Resp	%	Neg Resp	%	Neg Resp	%
• Assaults	3	21	6	24	4	4
• Vandalizes	2	14	9	36	18	18
• Steals	7	50	13	52	63	63
• Aggressive	6	43	13	52	22	22
• Blames others	6	43	10	40	48	48
Totals	24	34	51	49	155	31

Form4: Oppositional behavior	Parent		Teacher		Child	
	Neg Resp	%	Neg Resp	%	Neg Resp	%
• Anxiety over ability	0	0	8	32	52	52
• Inferior	0	0	9	0	38	38
• low risk-taking tendencies	0	0	4	16	58	58
• sense of alienation	0	0	5	20	3	3
• affectional anxiety	2	14	3	12	19	19
Totals	2	3	20	16	170	34

Form 5: Delinquency	Parent		Teacher		Child	
	Neg Resp	%	Neg Resp	%	Neg Resp	%
• <u>runs away from home</u>	5	36	5	20	4	4
• <u>steals at home and outside home</u>	5	36	9	36	35	35
• <u>attacks people</u>	3	21	8	32	4	4
• <u>throws rocks or bottles at passing cars, buildings</u>	0	0	1	4	3	3
• <u>uses alcohol</u>	6	43	5	60	7	27
• <u>uses dagga or other drugs</u>	4	29	12	48	2	2
• <u>sexual offences</u>	0	0	3	12	5	5
• <u>fight</u> s	8	57	13	52	22	22
• <u>has bad friends</u>	6	43	14	56	48	48
• <u>enjoys defiant rock music</u>	7	50	2	8	83	83
Totals	44	32	82	33	223	22

Form 6: Substance abuse	Parent		Teacher		Child	
	Neg Resp	%	Neg Resp	%	Neg Resp	%
• abuses alcohol	6	43	11	44	11	11
• abuses dagga/ other drugs	2	14	9	36	5	5
• no interest in schooling	6	43	18	72	10	10
• aggressive	7	50	12	48	12	12
• association with dagga abusers	4	29	9	36	7	7
• association with alcohol abusers	3	21	8	16	16	16
Totals	27	33	67	42	61	10

Form 7: Aggression	Parent		Teacher		Child	
	Neg. Resp	%	Neg. Resp	%	Neg. Resp	%
• defiant	10	71	14	56	31	31
• destroys others' things	3	21	9	36	45	45
• demands attention	1	7	13	52	14	14
• bullying	3	21	11	44	5	5
• threatens	4	29	7	28	12	12
• argues	5	36	16	64	37	37
Totals	26	39	70	47	144	24

Form 8: Suicide	Parent		Teacher		Child	
	Neg. Resp	%	Neg. Resp	%	Neg. Resp	%
• talks about suicide	2	14	0	0	5	5
• changes in behavior or personality	4	29	9	36	11	11
• making final arrangements	0	0	2	8	12	12
• tried to kill self before	3	21	2	8	3	3
Totals	9	21	13	17	31	8

Form 9: Runaways	Parent		Teacher		Child	
	Neg. Resp	%	Neg. Resp	%	Neg. Resp	%
• ran away from home before	4	29	6	24	2	2
• disrespects	11	79	12	48	10	10
• abuse dagga/ drugs	6	43	8	16	3	3
• abuse alcohol	6	43	6	24	12	12
• uncooperative	10	71	17	68	28	28
• easily annoyed	6	43	5	20	31	31
• poor self-image	0	0	10	40	27	27
Totals	43	51	64	34	113	16

Form 10: Underachievement	Parent		Teacher		Child	
	Neg. Resp	%	Neg. Resp	%	Neg. Resp	%
• feelings of inadequacy	0	0	6	24	15	15
• poor work habits	0	0	19	76	51	51
• unsatisfactory relationship with peers	2	14	4	16	14	14
• problems with reading, speaking and listening	1	7	13	52	29	29
• fails tests and exams	10	71	18	72	48	48
• poor self-image	0	0	8	32	22	22
Totals	13	31	68	43	179	30

Form 11: Satanism and gangs	Parent		Teacher		Child	
	Neg. Resp	%	Neg. Resp	%	Neg. Resp	%
• carvings of symbols on the body	0	0	1	4	3	3
• bizarre attire or hair color	1	7	4	16	2	2
• anorexia	0	0	1	4	0	0
• cruelty to animals	0	0	3	12	0	0
• desire to anger parents	0	0	2	8	0	0
• sexual promiscuity	1	7	2	8	0	0
• defacing buildings with graffiti	0	0	4	16	2	2
• uses eye drops a lot	0	0	0	0	0	0
• lengthy reciting of satanic liturgy	0	0	1	4	0	0
• chronic drug use	0	0	2	8	0	0
• self-mutilation	0	0	2	8	0	0
• truancy	3	21	9	36	0	0
Totals	5	3	30	10	7	1

Table 9: Teacher Report Form

School-related problems	Teacher=n 25	
	Neg resp	%
• disrupts other pupils	18	72
• incomplete class assignments	19	76
• fails to finish homework	20	80
• does not concentrate	20	80
• School related problems	15	60
• defy rules	21	84
• talks out of turn	7	28
• opposes teachers	19	76
• skips classes	12	48
• late coming	22	88
• swears at teachers	17	68
• assaults teachers	1	0
• makes sexual advances at teachers	0	0
• carving on desks and other school property	18	72
• does not wear school uniform	23	92
• arrogant	20	80
• poor relationships with peers	13	52

5.3.2 Trends arising in the different forms

Before the writer highlights the trends in the different forms of rebelliousness, she wishes to point out that pupils, in most cases, rated themselves lower than did their parents and teachers. This may be attributed to the fact that they initially

behavior themselves together with their parents and teachers. A fairly high amount of pupils admitted to stealing, which was confirmed to a larger extent by their parents and teachers.

- ❖ Low risk taking tendencies, an element of oppositional behavior, was acknowledged by children.
- ❖ A considerably low percentage score for throwing of stones and bottles at passing cars was found for all three categories of respondents.
- ❖ Children seem to agree with parents that they enjoy defiant rock music.
- ❖ Parents and teachers scored more or less the same score on aggressiveness on the part of children.
- ❖ An alarmingly high percentage of parents acknowledge that the children disrespect them. Although the teachers confirmed this, children seemed to disagree.
- ❖ Sixty three percent of the respondents acknowledge that children do fail tests and have poor working habits. But ironically only fifteen percent of children admitted to feelings of inadequacy.
- ❖ From the average scores obtained, it appears that the incidence of Satanism, gangsterism and suicide are basically low or non-existent.

5.3.3 Respondents' ranking of rebelliousness

Table 10: The occurrence of rebelliousness

The respondents view the incidence of rebelliousness as follows (in rank order):

Parents	Teacher	Children
Runaway	Truancy	Oppositional behavior
Withdrawal	Antisocial behavior	Antisocial behavior
Truancy	Aggression	Underachievement

5.3.4 Trends on the Teachers' Report Form

The specific school-related problems that featured high are the following:

- Not wearing school uniform. (92%)
- Late coming (88%)
- Defying of rules (84%)

No teacher reported that children make sexual advances at the teachers. Of note is also the fact that low incidence of assaults on teachers has been reported contrary to repeated national reports of physical violence in the school premises.

5.3.5 Graphical representation of forms of rebelliousness

The reader is here advised that all these graphs will be followed by a brief explanation of trends at the end.

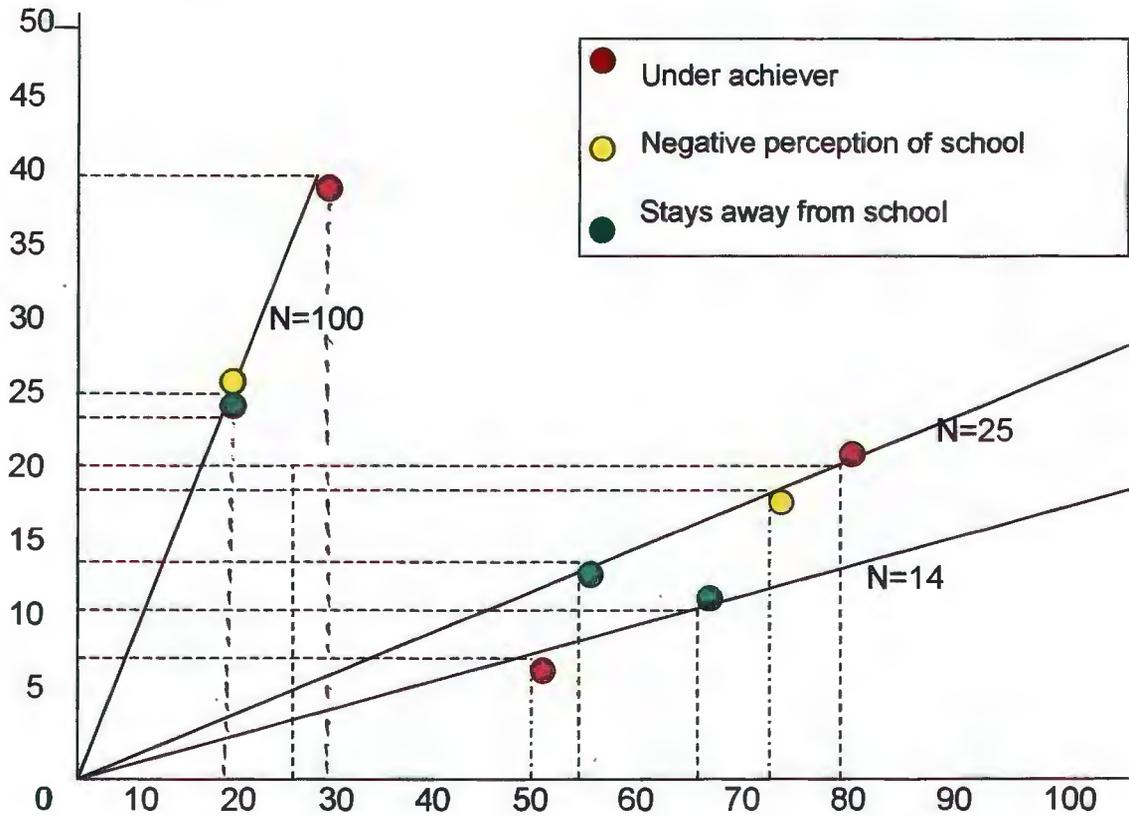


Figure 6 a) = Form 1: Truancy

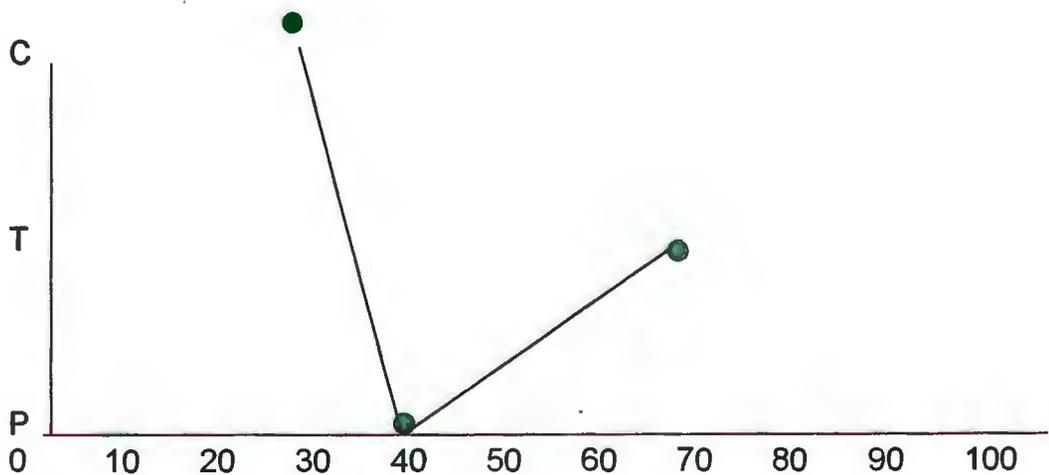


Figure 6 b) = Form 1

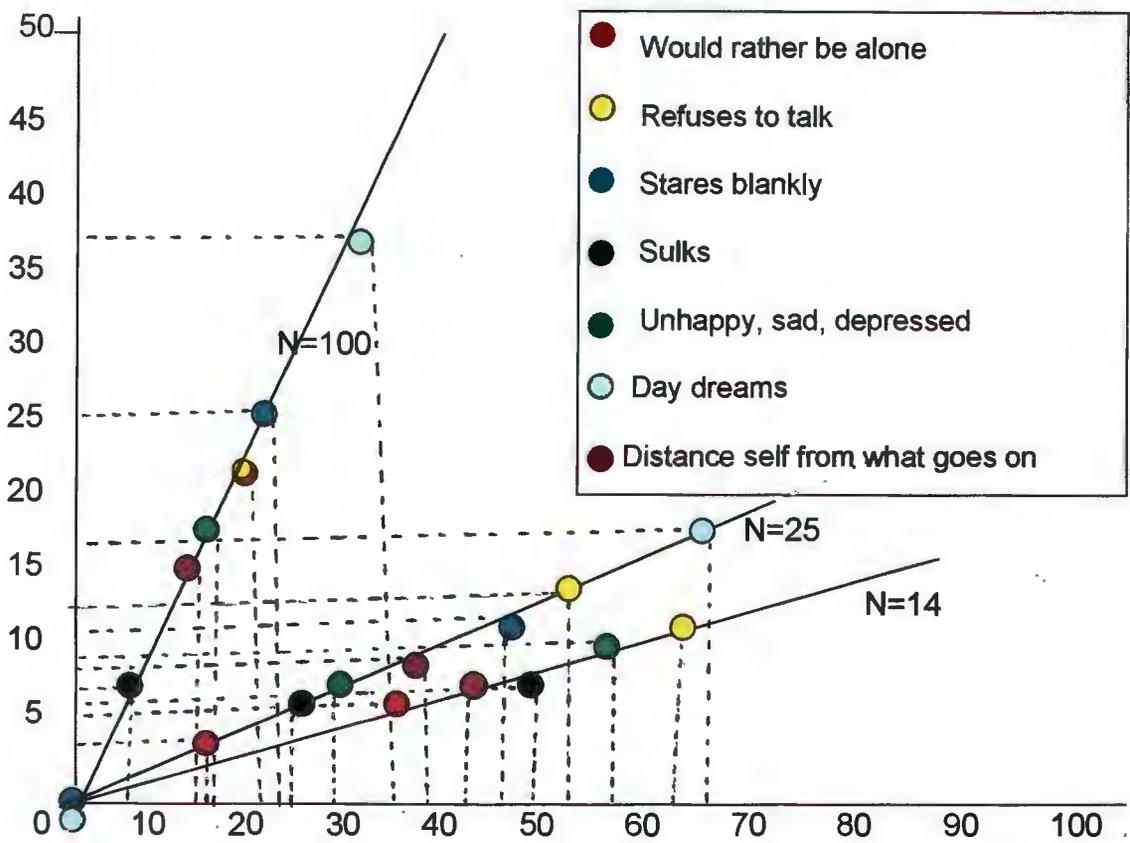


Figure 7 a) = Form 2: Withdrawal

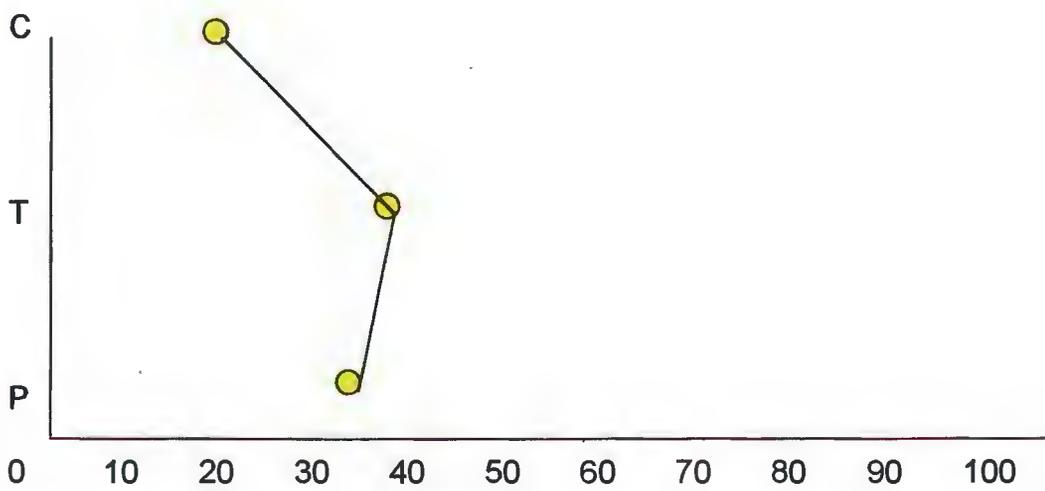


Figure 7 b) = Form 2

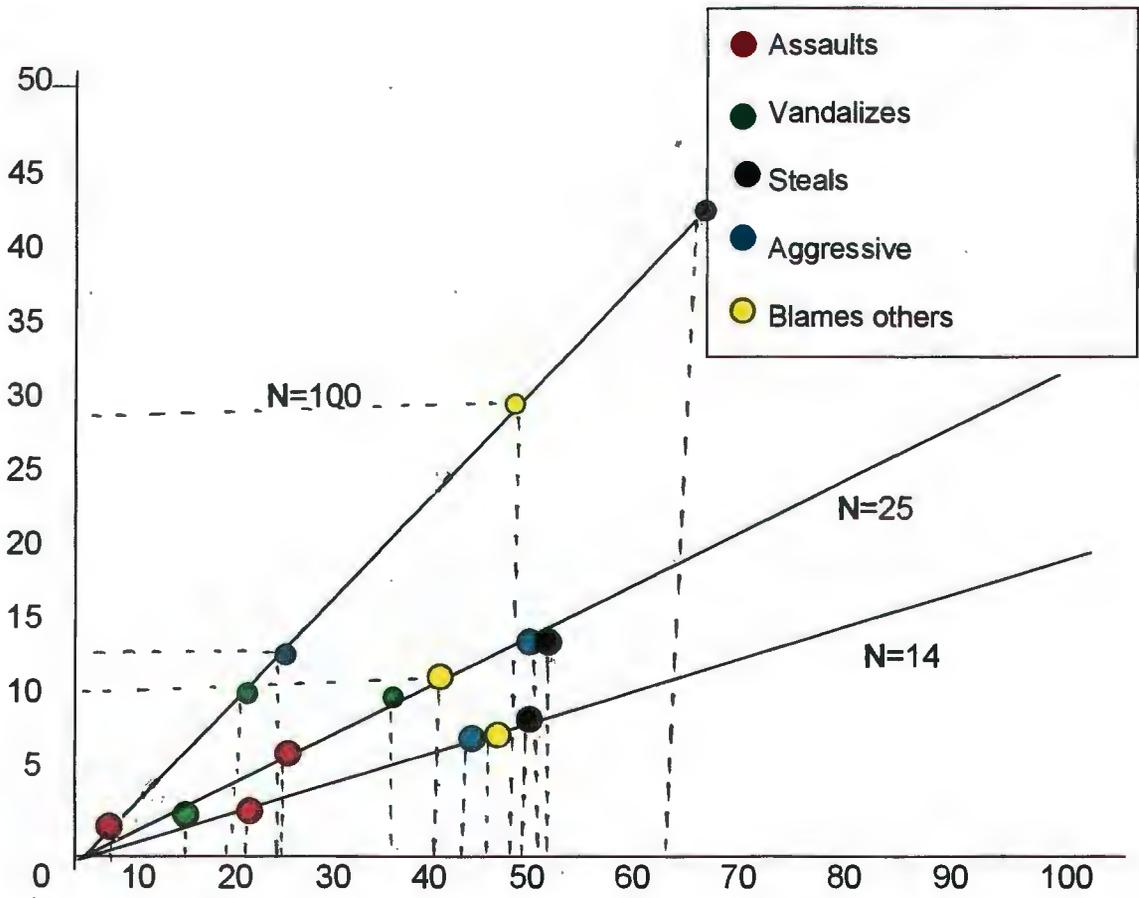


Figure 8 a) = Form 3: Antisocial behavior

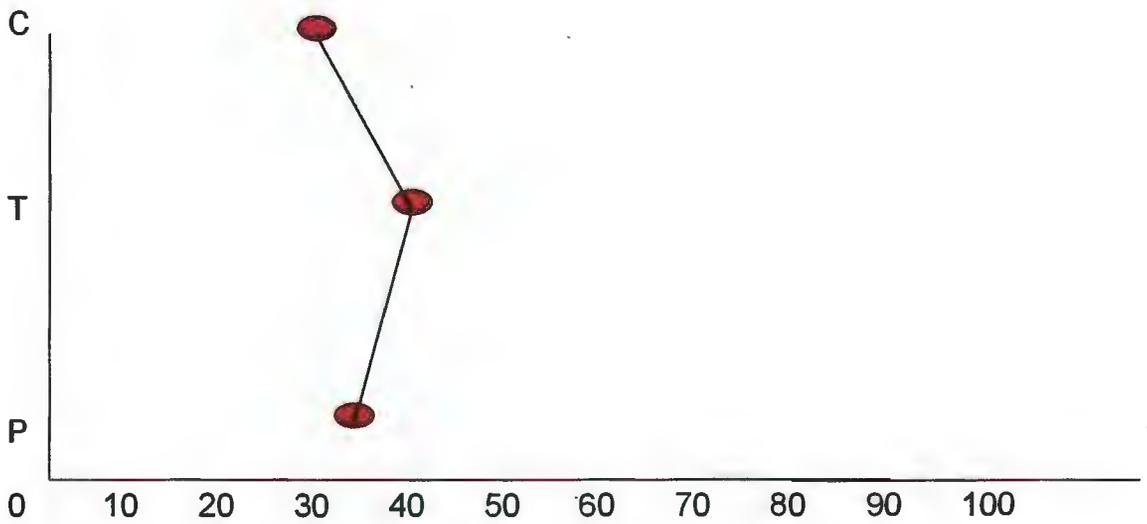


Figure 8 b) = Form 3

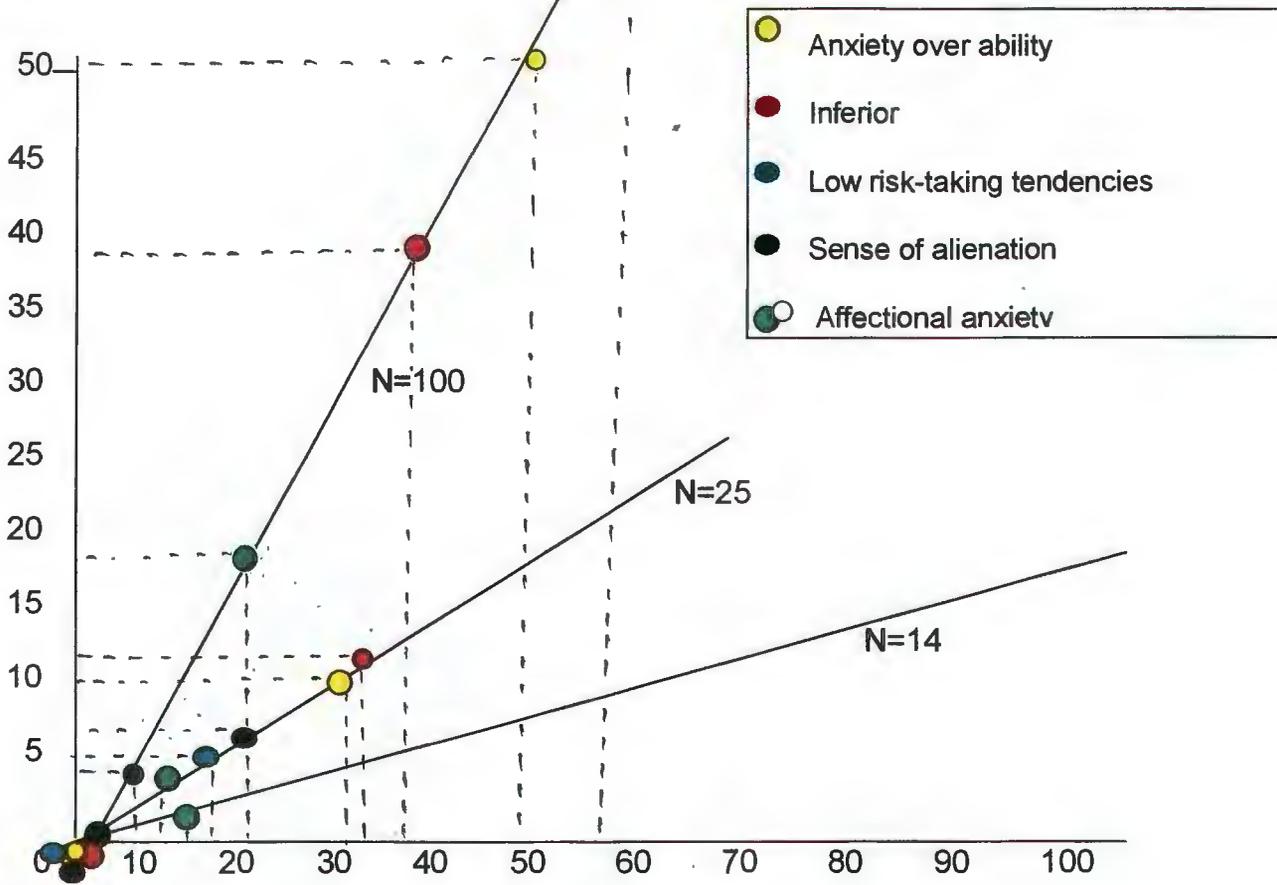


Figure 9 a) = Form 4: Oppositional behavior

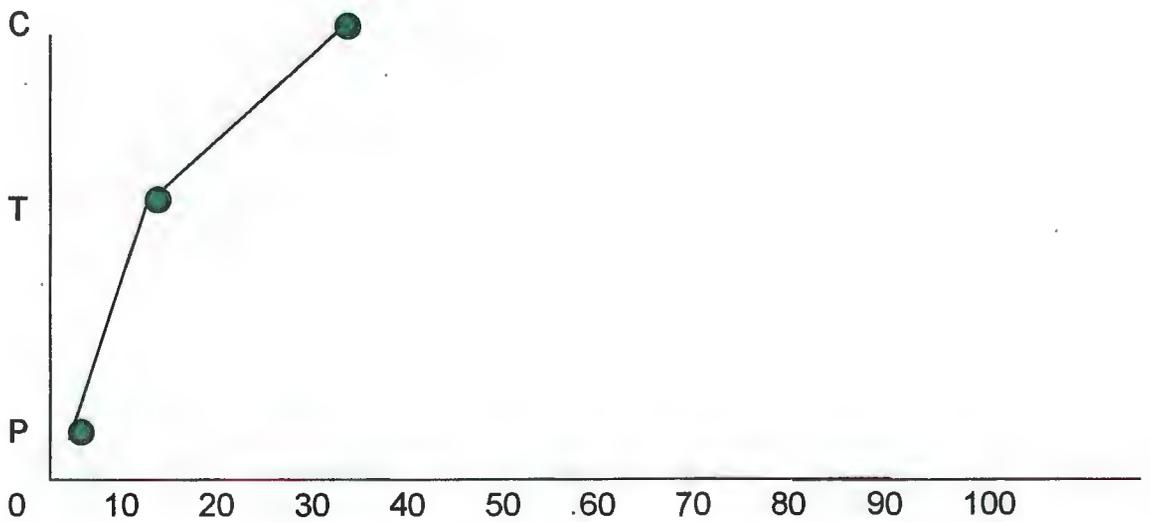


Figure 9 b) = Form 4

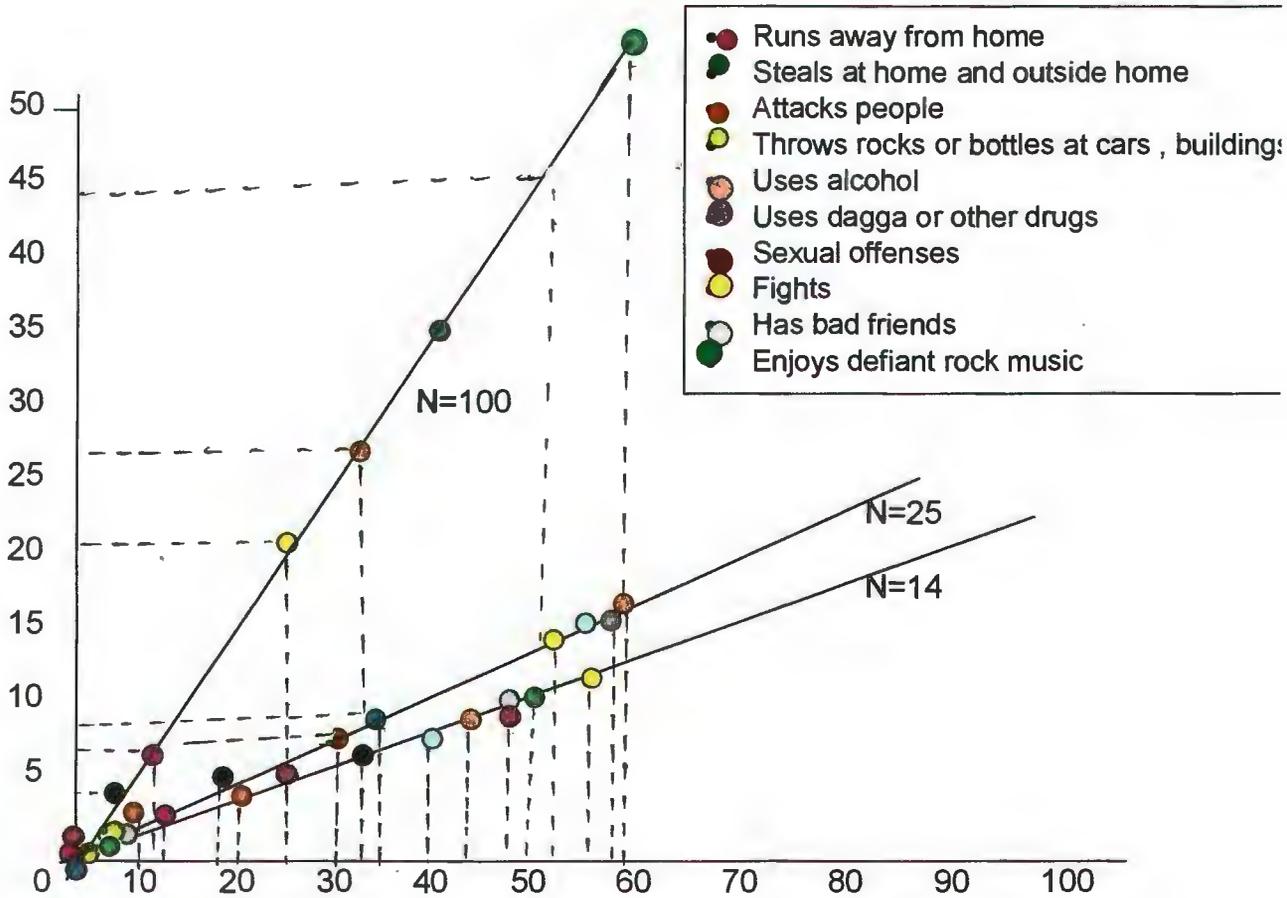


Figure 10 a) = Form 5: Delinquency.

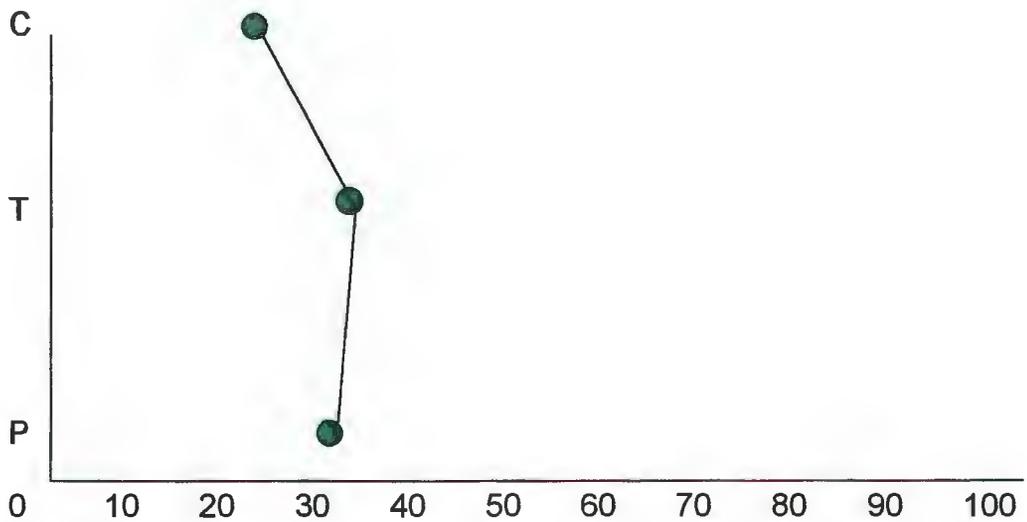


Figure 10 b) = Form 5

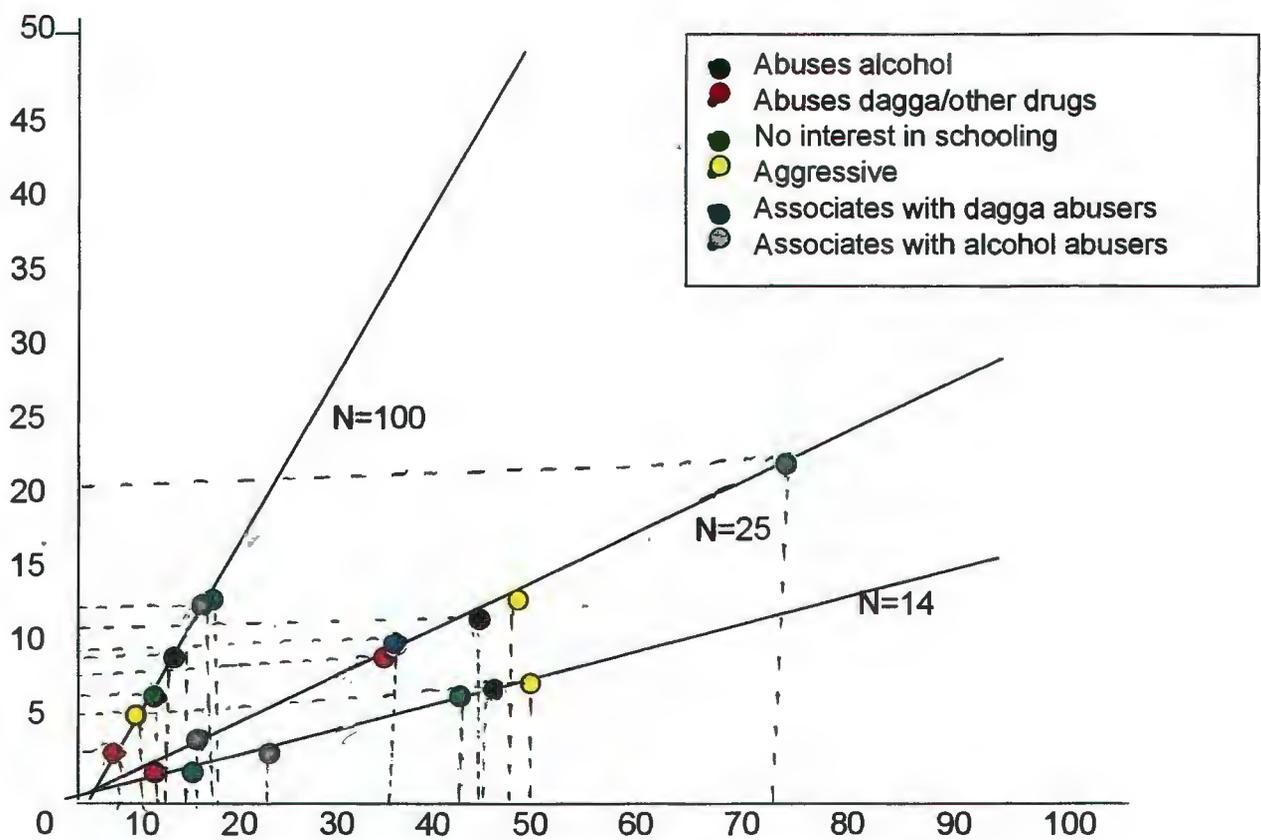


Figure 11 a) = Form 6: Substance Abuse

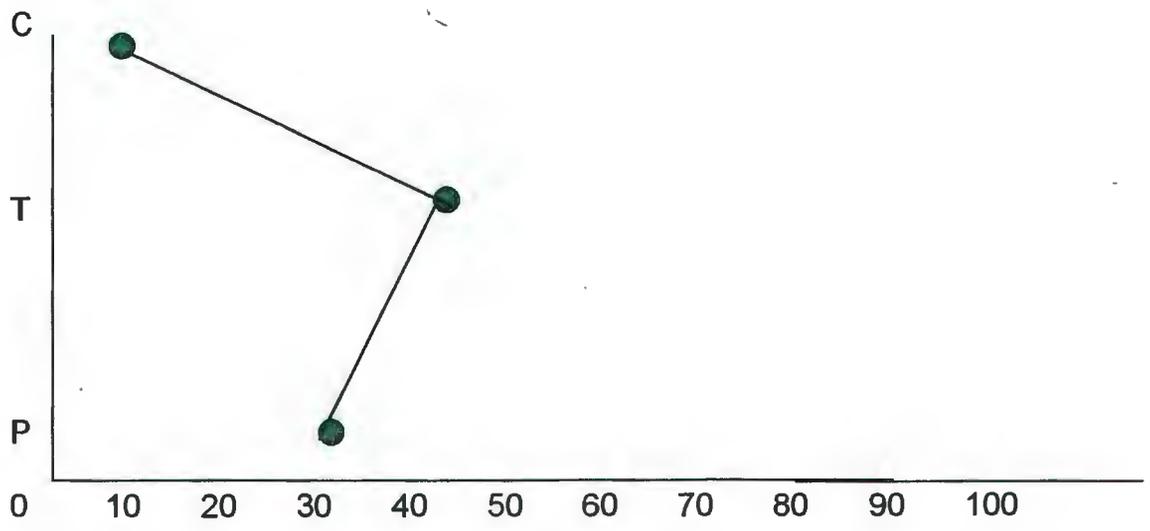


Figure 11 b) = Form 6

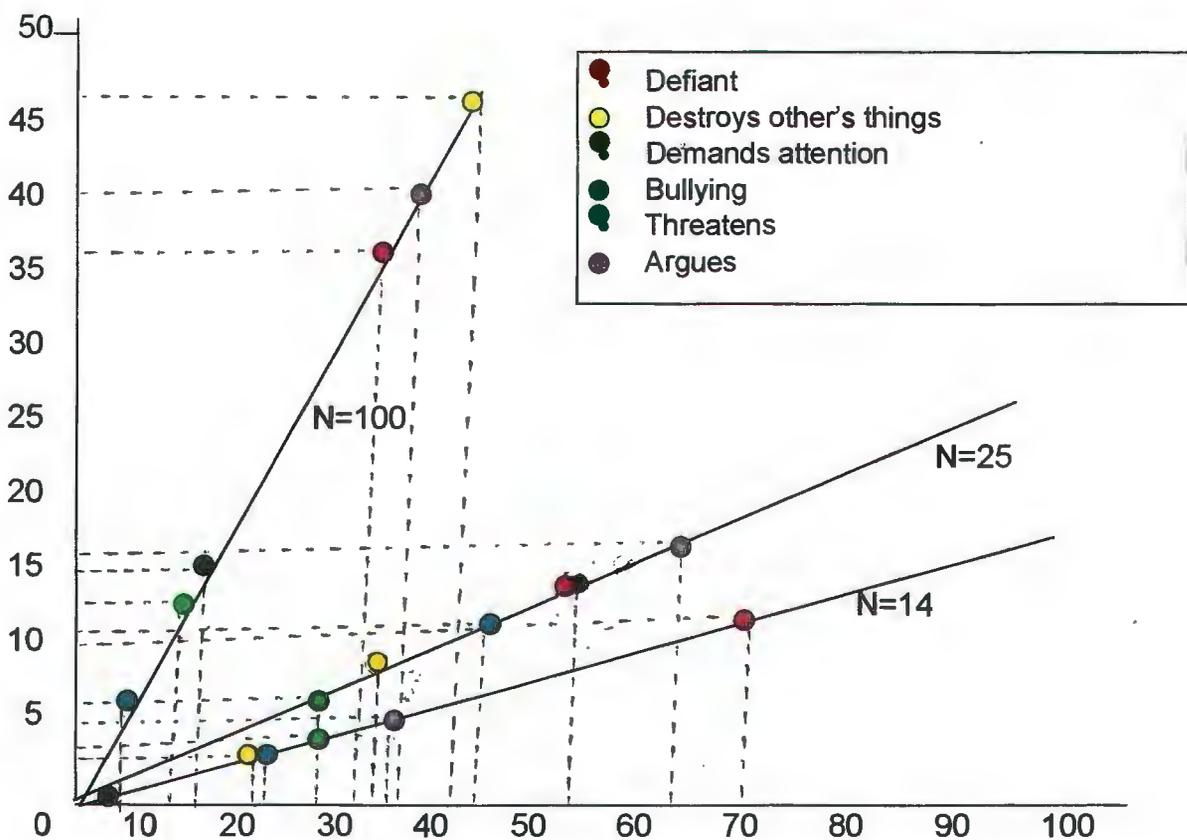


Figure 12 a) = Form 7: Aggression

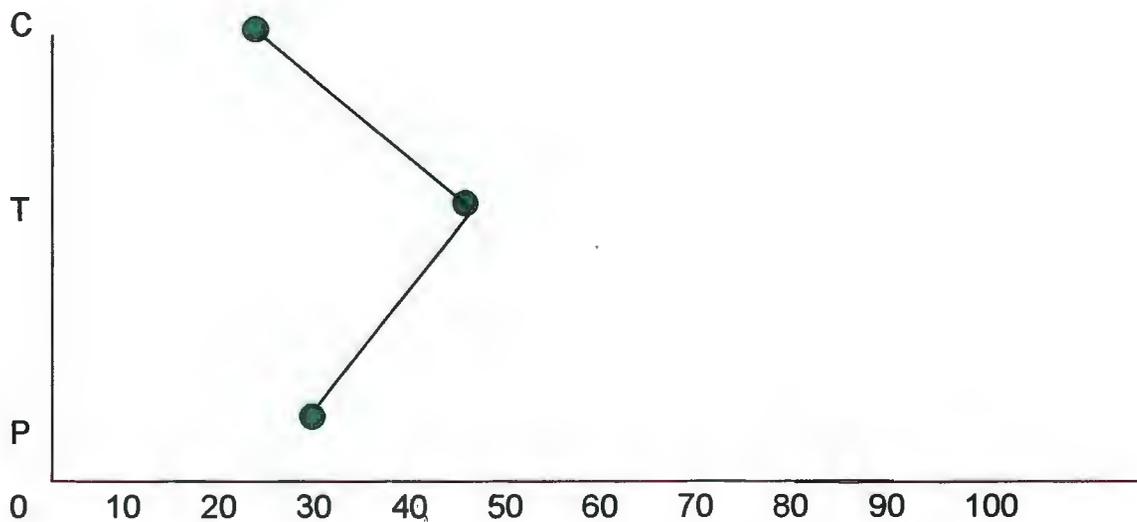


Figure 12 b) = Form 7

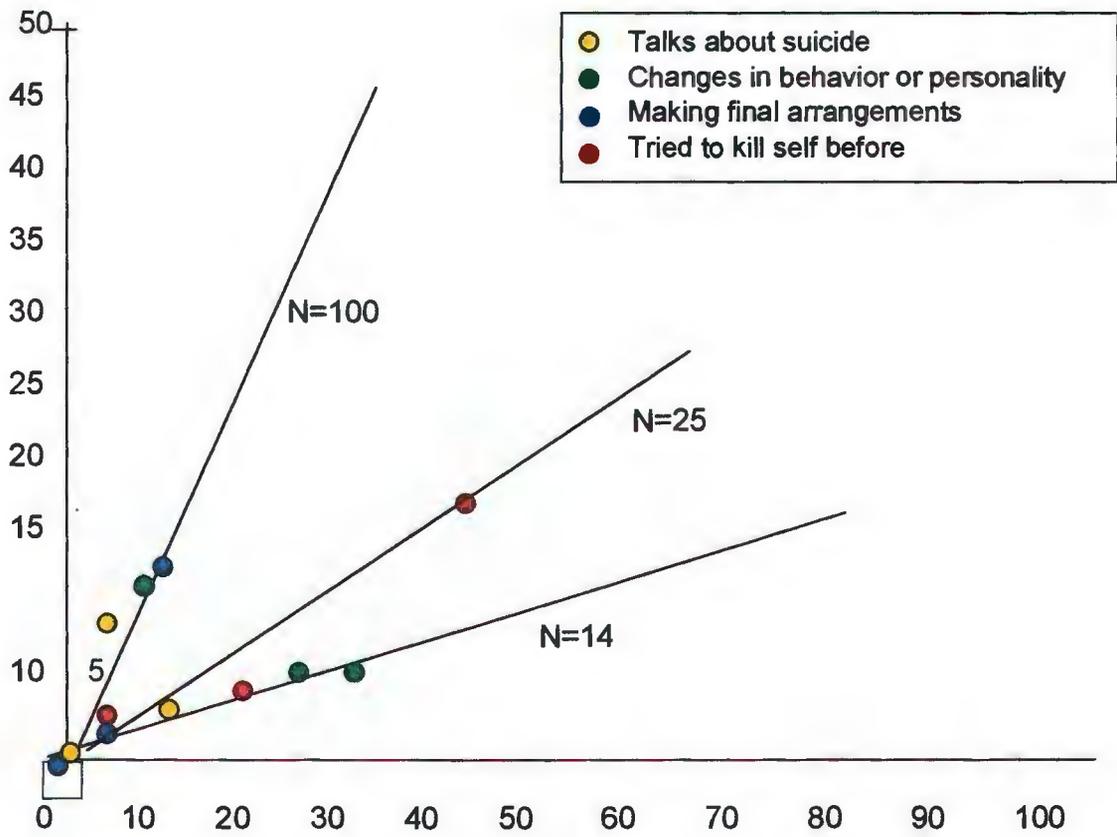


Figure 8 a) = Form 8: Suicide

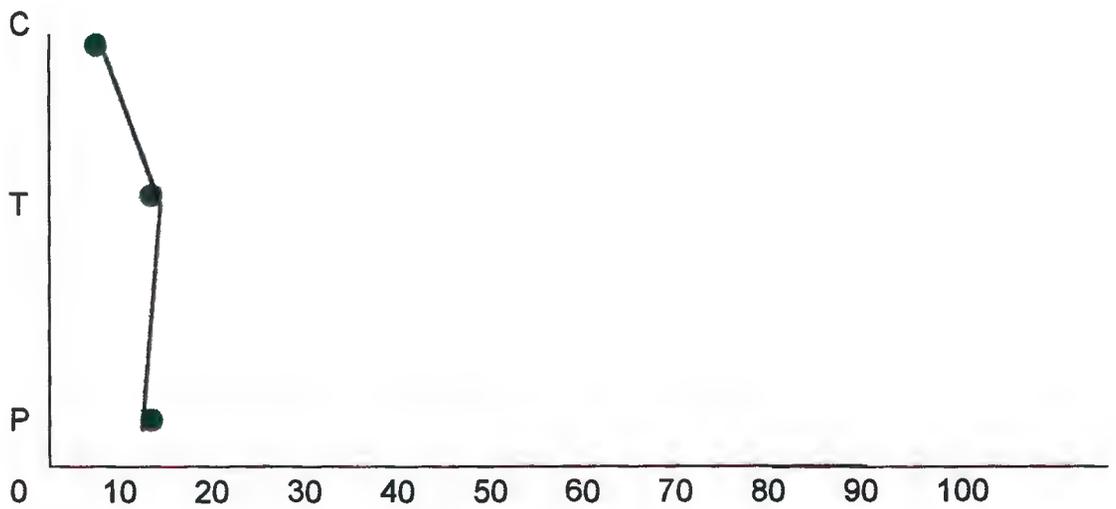


Figure 8b) = Form 8

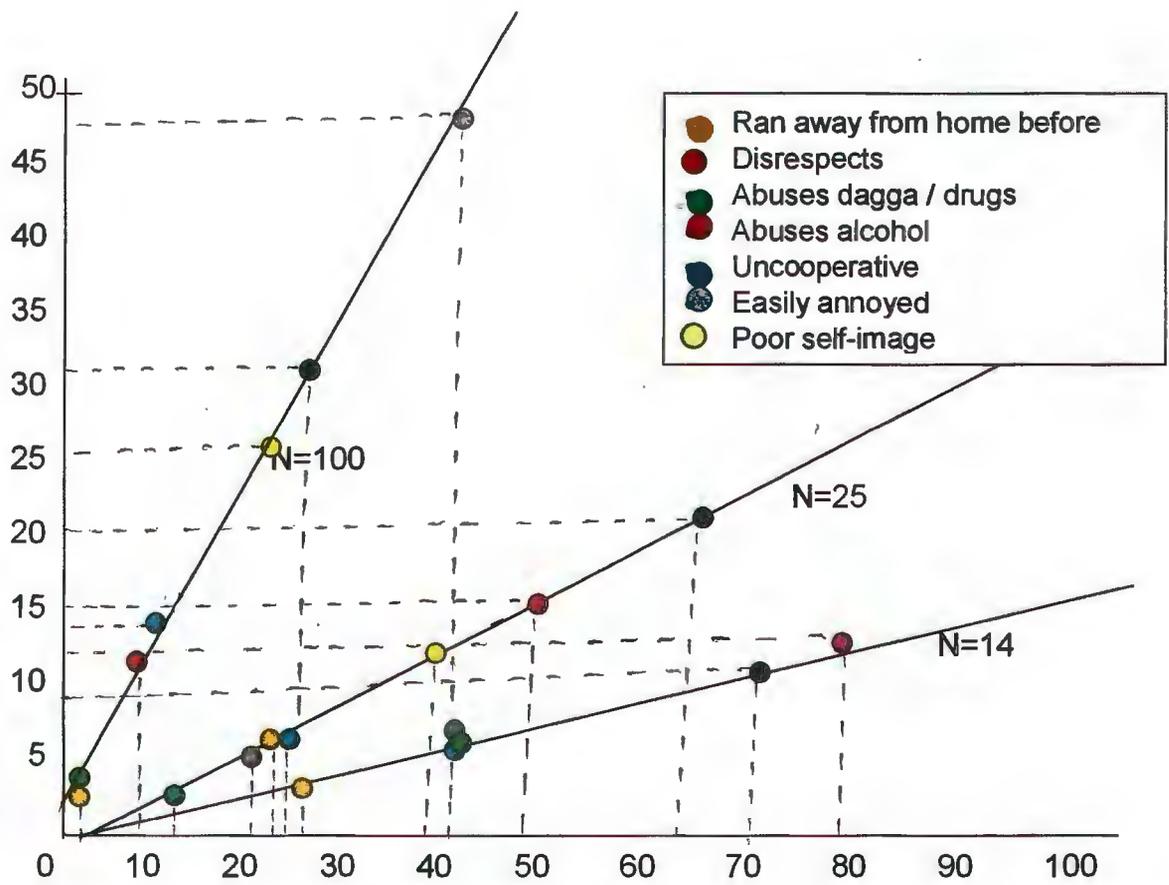


Figure 14 a) = Form 9: Runaways

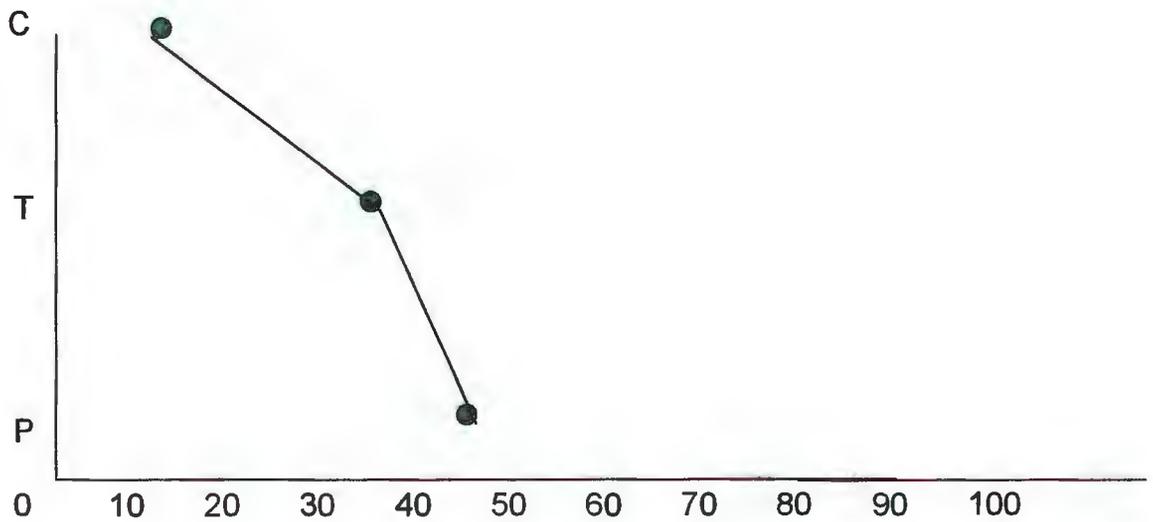


Figure 14 b) = Form 9

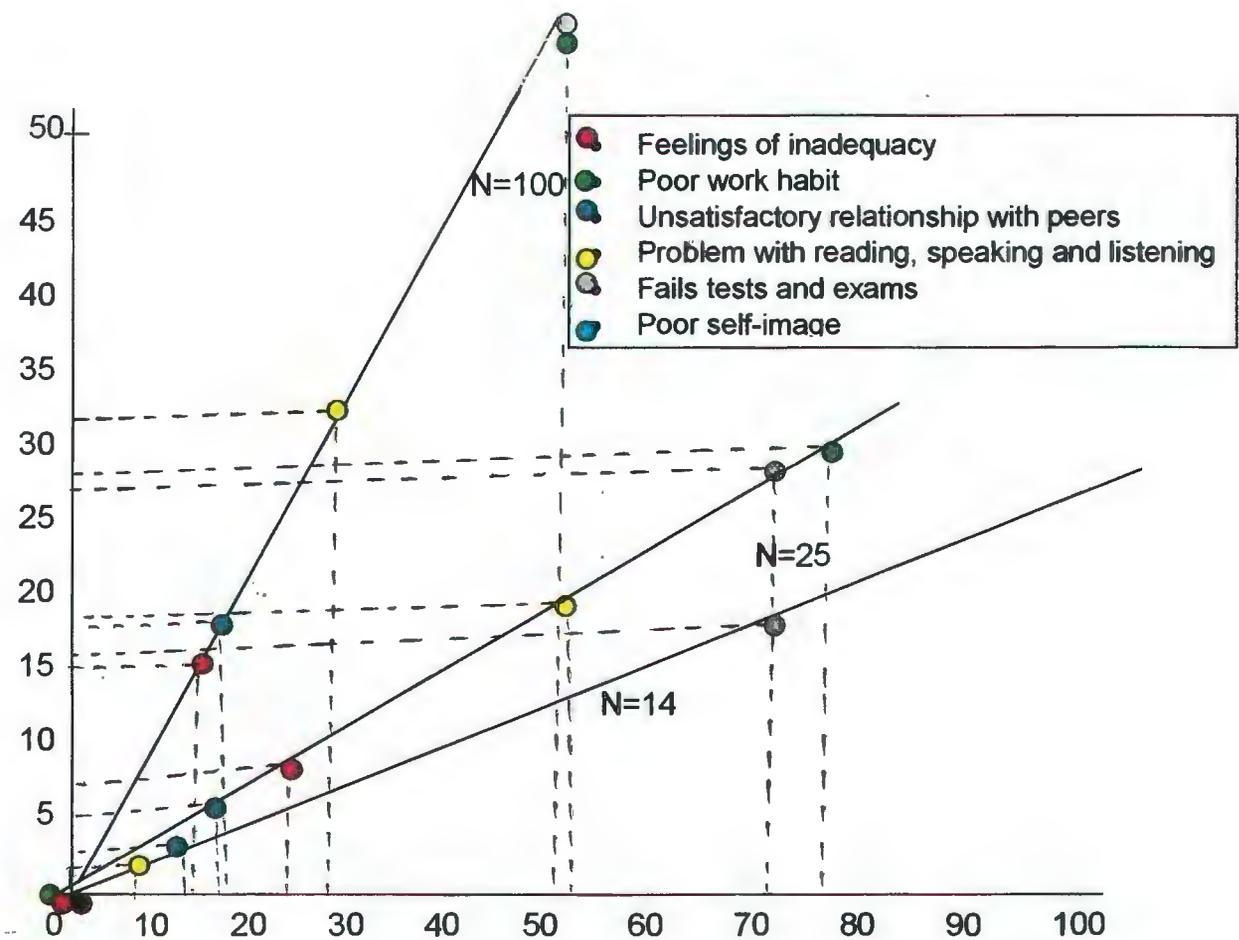


Figure 15a) = Form 10: Underachievement

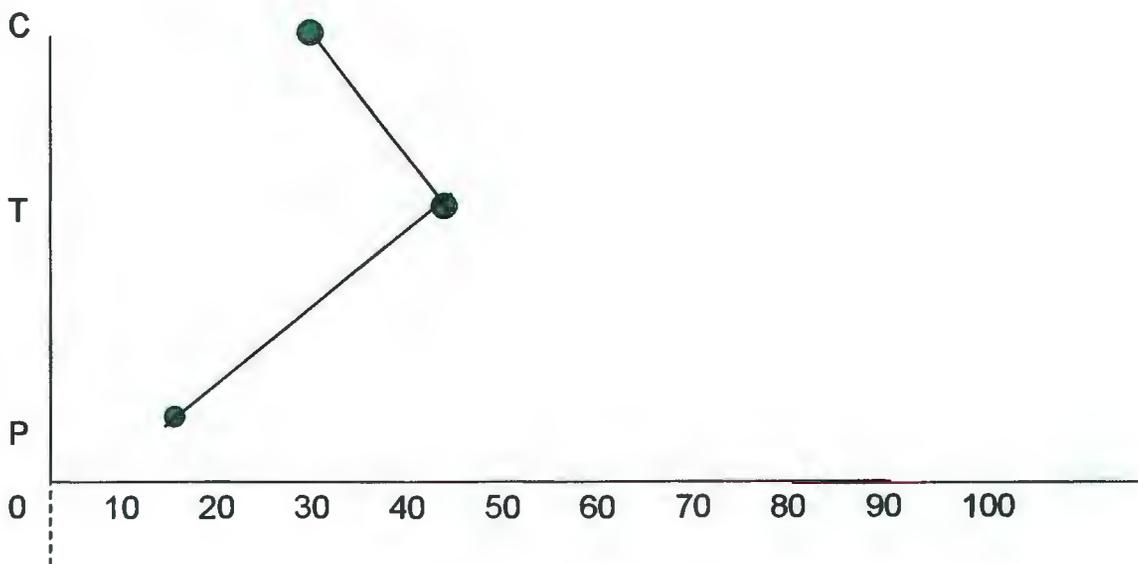


Figure 15 b) = Form 10

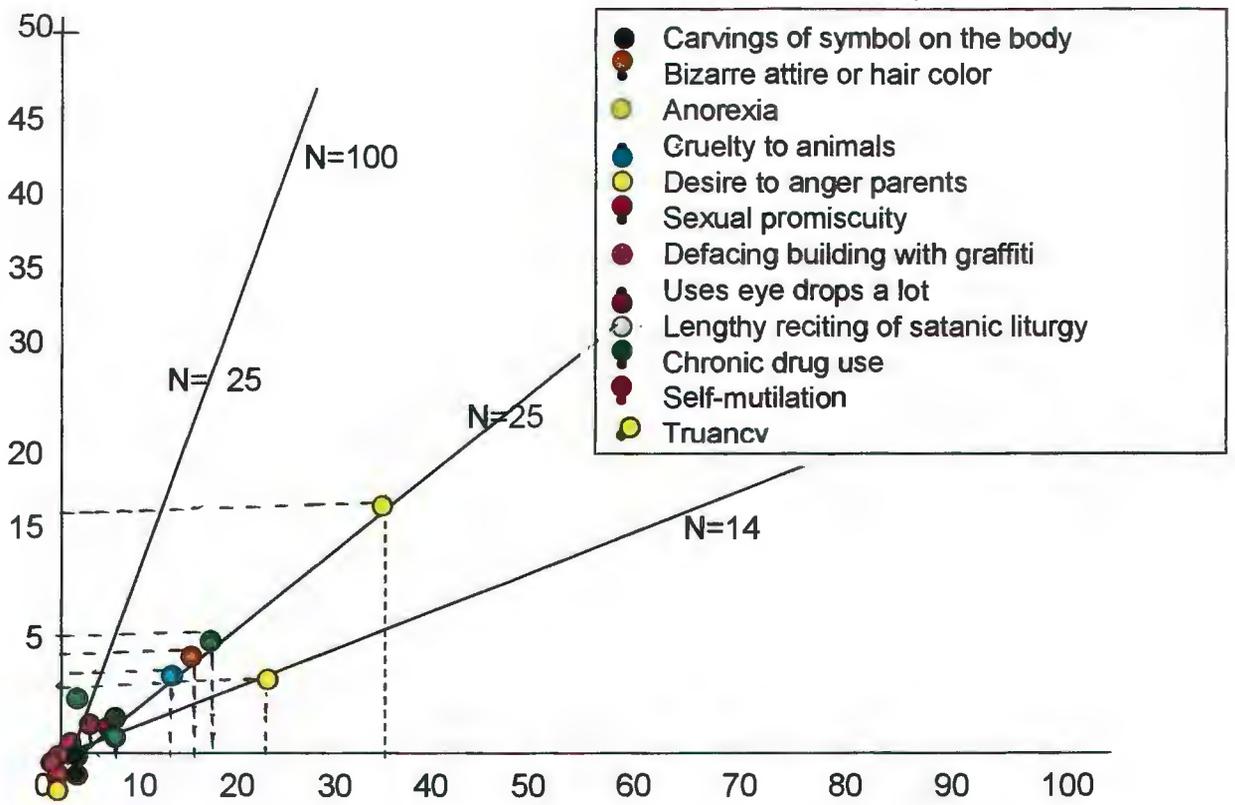


Figure 16a) = Form 11: Satanism and gangs

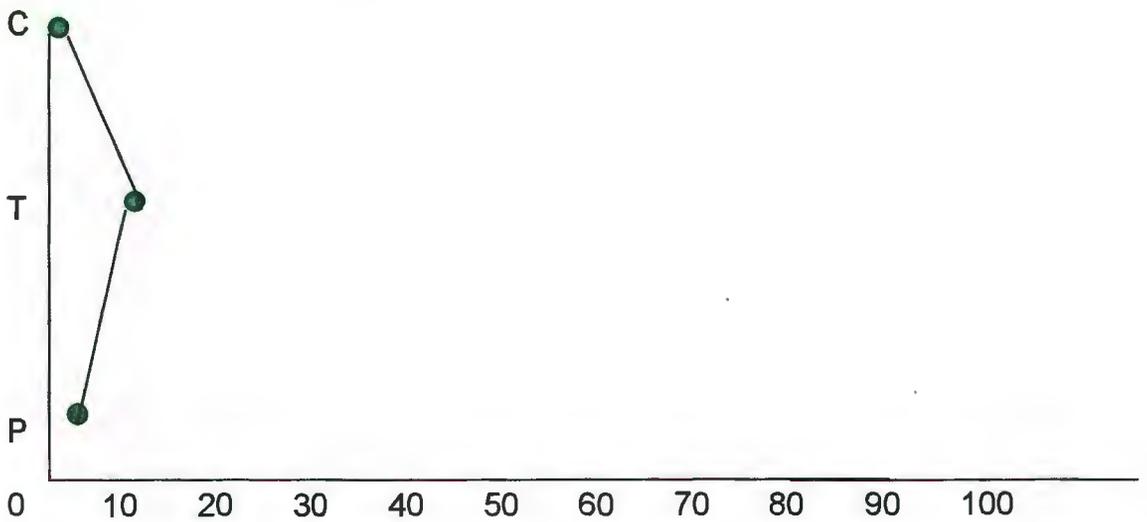


Figure 16 b) = Form 11

5.3.6 Trends from graphs

- ❖ Although underachievement (in Truancy) was rated high by parents and teachers, children's response reflect that its occurrence is low. Teachers believe that the incidence of truancy is high, contrary to the parents' and children' believes.
- ❖ The occurrence of withdrawal is seen as average by parents. Incidentally all respondents rated the incidence of anti-social behavior low.
- ❖ Anxiety appears to occur highest as a symptom of oppositional behavior.
- ❖ Contrary to self-reports, 60% of teachers believe that children use alcohol.
- ❖ The abuse of dagga was rated lowest by the children.
- ❖ 71% of parents acknowledge that children are truant.
- ❖ All respondents rated the incidence of suicide low.
- ❖ Parents believe runaway adolescents are disrespectful.
- ❖ 51% of children admitted to having poor work habits.
- ❖ Almost all elements associated with Satanism occur below the level of 40%. This may imply that Satanism in the subjects is almost non-existent.

5.4 TRANSCRIPTION OF INTERVIEWS

The researcher will now present below a brief profile of each subject, which will eventually lead the reader to the findings based on in-depth interviews.

5.4.1 Case studies for the children

a) Case study number 1

Name	: Maxwell Thathisa
Date of birth	: 1982-03-23
Age	: 18
Gender	: Male
Grade	: 8
Position in the family	: Last out of five children.
Grade	: 8

Background

Maxwell's mother is not married and she works in Johannesburg as a migrant laborer. She comes home at least four times a year (for three days at a stretch). Being the only breadwinner, the family's socio-economic status is low.

The teenager lives with his two sisters aged 20 and 23 years, who are neither schooling nor working. There are no rules in the family. Everyone does as she/he pleases. There is no cooperation between family members. He says that he does not respect his sisters. He has been aggressive towards them many a times. He says *"I know that my behavior towards them is unacceptable"*.

Schooling

Maxwell is studying Grade 8 for the third time. When asked what the reasons for his failures are, he says he doesn't take schooling serious as he thinks schooling is useless. The youngster admits that he studies only sometimes, he doesn't do

homework or if he does, it's usually in the morning just before the teacher comes to class. Nobody cares if he does his schoolwork.

His typical day

Maxwell goes to dancing clubs all night. He admits he does not study at all.

Goals:

He wants to be successful one day.

b) Case study number 2

Name	: Diboneng Sasi
Date of birth	: 1978-05-05
Age	: 21
Gender	: Male
Grade	: 11
Position in the family	: 3 rd out of 4 children.

Background

Diboneng's father is a pensioner living on an old-age grant (R500.00 per month). His mother is unemployed. His two sisters work in Johannesburg and help support the family.

There are no rules about what time to come back home. He sometimes comes home drunk and tries very hard to control his motor coordination. His parents never say anything when they see him drunk. They advised him seven years ago, when he started drinking, to behave himself when he is drunk. Diboneng

brings home his girlfriends, when his parents are asleep and take them out as early as six o' clock in the morning.

Schooling

Diboneng repeated grade 10 four times. He cites the following as the possible reasons for his failure:

- He did not attend school regularly
- He did not apply himself to his schoolwork.
- He missed many of the tests.

At present, he has passed some tests, although he missed the most recent test because he had gone to Johannesburg for soccer trials for the whole week.

His typical day

Diboneng helps his parents with household chores. He watches television up to late in the evening, usually around 22h00- 23h00. When asked when he studies, he says "*I seldom study. When I have a test, I only study that morning to prepare for the test*". His parents are never involved in his school activities.

Goals

The youngster aspires to be a professional soccer star.

c) Case study number 3

Name : Nthuseng Bapela
Date of birth : 1974-09-12
Age : 26

Gender : Male
Grade : 11
Position in the family : 1st out of 2 children

Background

Nthuseng's mother is single, works in Pretoria and comes home irregularly. He has been living with his younger brother as long as he can remember. When asked about the rules in the family, he says he makes the rules (he laughs). His younger brother does not adhere to the rules but he understands because he also does not live by his own rules. For instance he brings his girlfriends home at any time.

Schooling

The year 2000 is Nthuseng's tenth year in high school. He previously repeated every standard. He does not blame anybody for his repeated failure because he knows that he was not working hard enough. So far, he hasn't passed any of the tests.

His typical day

He does household chores after school, then hangs out with friends. Nthuseng seldom studies because he rarely feels like studying.

Goals

The young man does not have any plans for the future. *"I will probably not come back to school next year if I fail"* and he thinks he will.

d) Case study number 4

Name : Mothupi Setati
Date of birth : 1980-12-02
Age : 19
Gender : Male
Grade : 8
Position in the family : Only child (4 siblings died)

Background

Mothupi's parents are both pensioners living on the government's old-age grant. His parents do not have a say in his life. He says that he used to talk back and would be very aggressive towards them. He used to fight a lot with peers, especially about girlfriends. Mothupi brings home his girlfriends though without his parents' approval. His parents do nothing about it, he says they are tired.

Schooling

The teenager is doing grade 8 for the fourth time. He cites the following as the main reason for his failure:

"Girlfriends"

He says that at times when he tries to study, his girlfriend's name crosses his mind and he simply closes the book and goes looking for her. Thus far he has had seven girlfriends. Teachers consider him aggressive because he once fought with a knife within the school sport grounds. They and his girlfriends are afraid of him because of that incident. *"I have changed, I am much better now"* says Mothupi.

His typical day

As the only child of the aged parents, he does almost all household duties. Thereafter he goes drinking with friends. He comes back home late at night, usually around 00h00. Asked where he fits studying in his schedule, he admits he only start studying around September for the exams. He does not always do his homework but he does not accept punishment for that. He thinks the type of punishment is unfair- they are expected to hoe the grass in the schoolyard (it soils his pants).

Goals

Mothupi wants to be a soldier.

e) Case study number 5

Name	: Keratile Montwedi
Date of birth	: 1979-09-04
Age	: 20
Gender	: Female
Grade	: 11
Position in the family	: 1 st out of 5 children.

Background

Keratile's father works in Vereeniging whist her mother works in Pretoria. They come home separately every four months. She has been living with her siblings since she was fourteen years old. There are no rules about what time to come back home. She has a one-and-half year old child. Her boyfriend regularly sleeps at her home.

Schooling

Keratile is studying grade 11 for the second time, which she attributes to lack of interest. She admits that her school attendance is poor. *"I sometimes come to school during short break". she says.* Besides late coming she is truant and underachieves. Her reasons for her failure are cited as follows:

- ❖ *"I do not work hard."*
- ❖ *"I do not study regularly."*
- ❖ *"I skip classes."*
- ❖ *"I do not write some of the tests."*

Her typical day

Soon after school Keratile prepares food for her siblings. Thereafter her friends come and they play cards, which carries on till late in the evening. She only studies for about an hour when she has a test to write. She says she has to gamble to supplement her parents' earnings.

Goals

Keratile doesn't believe she will ever further her studies because her parents do not have money for a tertiary education.

5.4.2 Case studies for teachers

e) Case study number 6

Name	: Abel Moriti
Age	: 42
Teaching experience	: 20 years

Observation of rebelliousness

Children have a negative attitude towards school, which he thinks they acquire from parents. For instance parents swear at teachers in the presence of the children. In fact the community at large does not fully accept a teacher who was not born and bred in their community. The common behaviors that students manifest are:

- Truancy
- Late-coming
- Poor work-habits
- Underachievement
- Arrogance

The manner of combating rebelliousness

Depending on the extent of the problem behavior, parents are usually called. Most parents will ironically be on the side of his/her child, to the extent of swearing at teachers. Teachers still use corporal punishment despite the fact that law has abolished it. It is not uncommon to expel students from the classroom. Discipline at the school is very poor because parents and children threaten them. *"I used to care but I do not care anymore"* said the teacher.

The teacher expressed feelings of frustration and helplessness at having to leave children do as they please.

g) Case study number 7

Name : Lentikile Twala
Age : 45
Years of experience : 21

Years of experience : 21
Gender : Female
Position held : Head of Department

Manifestation of rebelliousness

The most pressing issue in the school, according to Lentikile, is that most pupils do not do their homework and are truant. Many have a negative attitude towards school, they believe that it is useless to study because they will not get employment on completion of their studies. Most pupils skip classes and spent the time smoking at the toilets or go out to local shops. Lawlessness and indiscipline are other problems that are prevalent at the school.

The manner of combating rebelliousness

Lentikile says she usually pressurizes pupils to do their homework, but this, from experience makes them more rebellious. Most parents, when called for discussions are usually overprotective of their children. Some teachers promote rebelliousness by negatively commenting on the children's home circumstances. Such children end up not respecting them, she has observed. No matter how deviant the pupil might be, suspension from school is never applied. Children are usually given punishment which they at times do not accept especially if meted out by a female teacher.

h) Case study number 8

Name : Valentina Ndlovu
Age : 26
Teaching experience : 5 years
Gender : Female
Position held : Guidance teacher (untrained)

Manifestation of rebelliousness

Like most teachers, Valentina acknowledges that most students are truant and do not have any interest in school. Unlike most teachers, she admits that she has never witnessed any aggressiveness in school children. She also says that when children are punished they do accept the punishment. She believes smoking and stealing are rife in the school children.

The manner of combating rebelliousness

Rebellious pupils are referred to guidance teachers. *"We try to give counseling, although we have never been trained in counseling"*. Many students unfortunately do not respond positively to counseling. Guidance teachers often try to give career guidance although she admits that their knowledge about careers is somewhat limited.

5.4.3 Case studies for parents

i) Case study number 9

Name	: Manase Muvhangu
Age	: 49
Employment status	: Unemployed

Background

Mr. Muvhangu was retrenched from work in 1996. His wife, who has never been employed, sells green-groceries locally. They do not make any rules in the family because children never obey. They believe that a good child is born well, he/she is not taught to be good. He blames the unacceptable behavior of the children on

the times in which we live. *“Today’s children do not want to be told anything by the parents. They think we do not know anything.”*

Ways to combat problem behaviors

Mr. and Mrs. Muvhangu’s son smokes dagga and abuses alcohol. The first time they realized that he was abusing alcohol, they tried to talk to him about it. He swore at them and threatened never to come back home if they carry on like that. Whenever they try to reprimand him, he tells them they are making noise.

Although he has never repeated any standard, his mother believes he will most probably not pass this year, as he did not do well in his mid-year exams. Mr. Muvhangu admits that they are never involved in the child’s school activities because they do not have money to buy him school uniform. They do not help with homework, as they are not educated. When asked whether they do motivate him to study, they admit that they never do.

j) Case study number 10

Name	: Alina Mantoa.
Age	: 40
Employment status	: Unemployed
Marital status	: Single

Background

Alina’s nineteen years old daughter first ran away from home when she was fourteen years old and still does. She comes back home, usually at the beginning of the year to go and register at school. From there she will attend school a term and a half then runaway and come back mid-year. She hangs around at shebeens most part of the nights.

Ways of combating problem behaviors

The first time she ran away, Alina followed the lead and two weeks later found the place where she was. She was living at the boyfriend's house with full knowledge of the boy's parents. Alina took her away by force but the following week she had ran away again. This time Alina reported the matter to the police but they did nothing. Alina has tried several times to talk to her daughter about her behavior but she keeps on running away from home. She does no longer ask her where she comes from, because she is tired. *"I feel helpless and I keep on asking myself where I have gone wrong."*

5.4.1.1 Trends from the interviews

a) Biographical factors

The sample of children consisted of both male and females chosen by their teachers owing to their history of rebelliousness. This goes to prove that rebelliousness can be found among both sexes.

b) Home conditions

In many families, a single parent, usually a mother, is the head of the family. Parents leave their families to find employment in the urban areas. They come home at least three or four times a year, finances allowing. Children are left to parent themselves, the eldest usually below the age of sixteen years. Children's socialization is adversely affected by the absence of the parents.

There are neither rules nor structure in the families. Children for instance come home at midnight without having asked for permission from parents, an eighteen-year-old interviewee has a live-in lover in the house, and two male interviewees who lived alone brought their girlfriend's home.

Many parents live below the bread line as most of them work as laborers. This may imply that one of the reasons why many children do not put on proper school uniform, as it came out in the questionnaire, was lack thereof and not always as a result of rebelliousness.

c) School-related issues

Parents and the community at large seem to have a negative attitude towards school and teachers. They wish that teachers who were born and bred in the area taught their children. Parents' involvement in school activities, even in extramural activities, seems to be non-existent. They do not supervise the children's schoolwork neither do they encourage the children to study. During an interview a parent mentioned that schooling is a pass-time for children.

It has been identified that teachers unintentionally enhance rebelliousness by handling the children incorrectly. For instance, in an interview a pupil revealed that he does not respect some teachers because of how they treat them. When the said student had incorrect answers for his homework, the teacher requested him to go from one class to the other showing them his wrong answers. To make sure that his request is carried out, the teacher accompanied the child to all the classes.

Teachers see the teaching-learning situation as hopeless because of the children's behaviour, which they view as inappropriate. Many of them who used to do their work diligently, no longer do. A "strict" teacher who used to be good at maintaining order received death threats so often that he decided to stop. *" I don't care anymore, as long as I get paid at the end of the month"*, said the teacher. Feelings arising out of such a situation are anger, frustration and helplessness.

Surprisingly, only one teacher (aged twenty six) acknowledged that children are not aggressive at all. This may imply that because she is more or less their age, she identifies with them and therefore fails to see their acts as acts of rebelliousness.

Like their parents, children do not have goals and view school as a pass-time. As a pupil puts it *"I go to school to avoid being bored at home"*. Most of them admitted that they repeat classes because they do not fully apply themselves to their studies. When asked about their typical day, no one of the interviewees included studying in their schedules. Only when asked about it do they admit that they do study, some only when they have a test. Eight out of ten interviewees admitted to not doing their homework.

5.5 MAIN THEMES THAT EMERGED

a) Overprotectiveness

When parents are called to school for children's misbehaviour, they do not come and they cite trivial excuses such as *"I do not have time."* During discussions, most parents are always on the side of the child. The teacher or the school will always be at fault, according to the parent. For instance a parent stormed out of the discussions, taking her child by hand, after swearing profusely at the members of the meeting.

b) Ignorance

From the interview, it would appear as though parents do not know their children. Some claim to hear for the first time about their child's misbehavior when called to school. They hardly know their children's friends.

Many parents seem to be unaware of what is going on at school. For example a parent gladly accepted that her child had not gone to school for the whole week because his teacher was away. The parent could not realize that the child was lying. Parents do not attend school activities or parents' meetings. "*I am not a school goer,*" said a parent. When asked whether they help their children with homework, a parent replied "*That's not my job, teachers are lazy to do their work*".

Teachers are also ignorant of the fact that their negative attitude can have adverse consequences on the educative relationship, for instance it can cause disrespect.

c) Lack of authority

Lack of authority over the child has caused teachers to "disengage". Instead of supervising students' work and sport activities, they sit in the staff-room and wait for time to go off duty.

Parents appear to be helpless as far as disciplining their children is concerned. Children are educated, according to parents. Therefore parents cannot control them. In fact parents feel that they do not have the right to reprimand them when they misbehave.

Apart from the lack of authority, parents seem to have a "laizzers faire" approach to parenting. For example a certain parent seemed to condone his child's drinking pattern. "*As long as you don't fight people when you are drunk.*" He said. This may imply to the teenager that his drinking is condoned.

5.6 CONCLUSION

This chapter provided the reader with tabular and graphic descriptions of how the data was analyzed and interpreted. The case studies also provided factual information about the existence of rebelliousness and how children manifesting this phenomenon are mishandled.

The next chapter is built on the findings of the present chapter and will give guidelines on how the rebellious child should be handled.

CHAPTER SIX

GUIDELINES FOR PARENTS, TEACHERS AND PSYCHOLOGISTS IN THE HANDLING OF REBELLIOUS ADOLESCENTS

Teach the child the ways he should go and when he is
old he will not depart from them.

Proverbs 22: 6

6.1 INTRODUCTION

With the growth of our understanding of the factors involved in the development and maintenance of behavioral difficulties, it has been found to be imperative to place the individual in the context of the environment in which he lives.

This chapter is a culmination of the chapter on literature study (Chapter 2 and 3) and the results of the empirical study (Chapter 5). Whereas the previous chapters identified mistaken ways in which the problematic adolescent is treated, this chapter attempts to correct those mistakes by giving guidelines on how the rebellious teenager should be handled.

The writer will start off by giving guidance to parents regarding aspects of parenting such as providing a secure, nurturing environment in the family, communication, and the handling of conflict. Teachers will also be advised on how to build the curriculum for the betterment of the child and classroom management. The final part of the chapter will deal with the psychologist's therapeutic use of the "self" in helping the troubled youth and his/her family.

6.2 GUIDELINES FOR THE PARENTS

The family is the basis of the teenager's sound adjustment. Much as the family can lead to the onset of problems, it can play a major role in the solution of problems. It is important to consider the effects that a child's family has on the child's life and develop guidelines aimed at solving teenagers' problems.

Parental structures should be established where communication is open. This can be enhanced through family meetings, outings and family discussions (Clark 1992:290). Children should be encouraged to voice their opinions and differences with clarity and self-assertion and be involved in family discussions. Parents should on the other hand remain permeable to the views of others. The beginning of true communication, according to Marschak (1980), comes when children expect to be heard and contradict their parents (Marschak, 1980:3). Parents should be democratic enough to allow conflict and work through it.

In the promotion of desirable behavior, provide structure, order and limits by establishing daily routines and schedules. Abundant research has proved that highly structured families account for high achievement rates (Taylor, 1997: 204). Rules that are laid down must be clear, reasonable and yet enforceable. Children should be made part of the making of these rules in order to encourage ownership.

Professor Engelbrecht (1995:81) advocates for parents' interest and assistance in their child's **choice of friends** to guard against the child choosing "wrong" friends which may lead to problem behavior. A great deal of research suggests that drug use amongst adolescents is almost entirely a function of peer association. Parents should monitor the child's friends in terms of what values they espouse and how they influence their child. A home must provide the child with warmth, attention and interest so that the need for conformity to bad friends is reduced.

Children should be given the opportunity to act **independently** in the family. Silberman (1995) in Nieman (1998:74) advises that parents must communicate to the child that they believe in the child's ability to do something on his own or to act maturely. Children, who are continually challenged to live constructively, usually do so.

Parents must be involved in community projects where they will have a say in changing community policies and practices on **alcohol use**. As far as drinking is concerned, Dr Israelstam advises that parents should be supportive, stand behind their children and teach them how to drink responsibly (Duigan, 1983:10).

Encouraging children's many talents and creativity and **praising** their creative attempts will enhance their creativity in later life. But parents should guard against praising children too much as it can make children dependent on praise and they become unmotivated by intrinsic reinforcement. Praise and reinforcement should just be given in moderate amounts, not too much.

Parents should **form parent groups** or join organizations that will in addition to providing moral support, help them to gain perspective on their child's particular problem. Mutual help groups can serve therapeutic purposes by bringing together individuals with similar experiences, providing support, bolstering self-esteem by providing opportunities to be helpful to others. Research has proved that parents who receive higher levels of emotional support are less likely to nag, scold or ridicule their children. (Taylor, 1997:25). They report being more satisfied with their parenting role and with their children.

Excessive perfectionism and unwholesome competition in children should be avoided. One of the main problems girls have is perfectionism which, unfortunately closes many doors for young women (Shaughnessy, 1999:203). Parents need to help their daughters know they can contribute and learn even when they are not perfect.

Because some television programs have been found to have a negative influence on the child's learning process, parents must **monitor what and how much television their children watch**. Although research findings are not conclusive yet, aggression on television does seem to have an effect on the adolescent's behavior. To prevent a child from becoming a passive viewer, parents should watch educational programs with the child and draw attention to interesting aspects.

Involvement of parents in the child's school activities goes a long way in motivating a child. Besides motivating the child, parental involvement has an advantage of leading to adolescent adjustment, better achievement, better school attendance and habits and fewer disciplinary problems. Intimate parental involvement not only brings increased self-concept but can also facilitate changes in the parents' behavior. There are three ways in which parents can be involved in the child's education according to Kelly (1974) in (Apter 1984:169):

- ❖ Providing instruction.
- ❖ Community participation.
- ❖ Home-school cooperative instructions.

Parents should make the **child's homework an important priority** and monitor it. Children must be provided with a private place to study. Remind the child that homework is his/her job, offer assistance occasionally but do not do the homework for the child. Any success needs to be credited to the child and be celebrated by for instance displaying the child's work on the refrigerator. Give praise abundantly to boost the child's self-esteem.

To help underachievers, parents must stay united with each other and with their children's teachers in order to **set reasonable goals** for their children. Shaunessy (1999:203) argues that if parents are not clearly supportive of teachers, students will assume that they do not have to meet their teachers' expectations. An approach in which everybody wins is maintaining a parent –

teacher united front that helps the child not to look for easy ways out. A positive message would be “ *Your teacher expects that from you because he/she believes you are capable. So do I* ”(Rimm 1990:35). Parents and teachers must work together to help children and they must emphasize effort and responsibility rather than expected success.

Rimm (1997) postulates that parents require more **training to guide today’s children**. They need to better understand the psychological as well as educational issues involved in giftedness coupled with underachievement.

To encourage reading, parents must provide a wealth of reading material in the home and also model reading. They must not put too much pressure on the children to achieve as these may be interpreted as impossible expectations and may lead to alienation of the child. In case of underachievement, **avoid labeling or blaming the child**.

In **handling conflict**, Robin in Hall (1987:782) recommends the following democratic management style:

- ❖ Frequent explanation by parents of their rules of conduct and expectations.
- ❖ Communication of own view of problem in a non-threatening manner.
- ❖ Listening and understanding other’s point of view.
- ❖ Suggesting alternatives.
- ❖ Projecting consequences of these alternatives.
- ❖ Negotiating solutions, which maximally meet each other’s needs.

A brief exit or silence is the best answer in conflict situations. When leaving the room, make it clear why one is leaving. This will make the child realize that the parent has self-control. Avoid physical violence or threats. Use logical consequence such as isolation rather than punishment. Help the child think of a problem as something that can be solved if people work at it together. Children should be allowed to try possible solutions even when the

parent thinks they are unlikely to work. It is safer to avoid power struggles by allowing the child to come up with a compromise that makes every one happy.

Parents should not wait for children to change on their own but they must initiate the change themselves because they have the emotional maturity that the children do not have.

If punishment has to be given, it must convey love and understanding. Parents must explain to the child why he/she is being punished. **Punishment should also be consistent** with the type of offence. Harsh punishment contribute to higher levels of emotional as well as cognitive problems such as difficulty making decisions and remembering things. The use of logical consequence has been found to be effective in extinguishing unwanted behavior. For example a child who misbehaves is sent to his room.

Dr Israelstam advises parents to allow children to go to the army first because he believes that it allows the child to know himself and what he will want for the future (Duigan, 1983:10). In the present day situation, parents should allow their children to be involved in "aupairing".

A home should be made as child friendly as possible. Parents should by all means try to avoid giving warnings or threats and saying "no" too often. If a parent has to say "no" one needs to say it firmly and stand by it. *"After all, even good parents have to say no"* (Shelton, 1995: 102). Adults must learn to listen to their children's messages and reframe their views in order to give them more appropriate direction. It is his view after all that he is giving you, so on that he is an expert.

Parents must be firm, flexible and practice what they preach in order to be good role models. A strong and **positive role model** is easily emulated.

Remember, YOU CAN NEVER LOVE YOUR CHILD TOO MUCH

6.3 GUIDELINES FOR TEACHERS

Schools are converging places for a host of behaviorally and emotionally disturbed youth. When juvenile delinquents are released from institutions, when the mentally ill adolescent is discharged from the hospital, or when prisons release prisoners aged 21 years or younger they all go to school. Therefore the school need to be fully equipped to be able to deal effectively with these problematic individuals.

Besides educating the child, schools serve as a center for structure, social and academic activities and the development of future direction. Teachers can never disassociate themselves from the general responsibility of guiding the child through to adulthood. What follows are suggestions on how schools and teachers should achieve the above objectives.

6.3.1 School policies

Education providers must devote resources to working with preadolescents who already appear to be having emotional as well as behavior difficulties. Intervention strategies should seek to decrease children's exposure to acute and chronic stressors and increase the availability of mentors and support. By doing this, schools will be adopting a cost-effective strategy in both individual lives and societal benefits.

6.3.2 The curriculum

The curriculum should be modified to suit the unique learning styles of individual students. Topics taught should be made interesting and relevant to their lives outside school. Life related subjects such as parenting skills

communication skills, relationship building and budgeting should be included in the curriculum.

Innovative teaching styles should be incorporated within each lesson as they beat boredom. A wide variety of learning material should be made use of. The use of a positive approach to teaching which confront pupils with different and slightly more complex tasks in order to challenge students' capabilities has been found to be helpful. Provide physical and mental challenges in order to stretch the adolescent's ability to think and cognitively grapple with concepts. Make learning practical and hands-on.

6.3.3 Parental involvement

The education of teachers should focus on how to work with families. Teaching of students would be easier if teachers know how to get parents' cooperation. According to Reid (1989) and Cohen (1974) in (Apter 1984) the teacher's responsibility in parent-teacher interaction should include the following:

- ❖ To welcome communication with parents about the child.
- ❖ To communicate his/her dedications to helping their child learn.
- ❖ To communicate the desire to work cooperatively with the parents
- ❖ To have respect for parents and their expertise.
- ❖ To listen to parental concerns and goals for their child.
- ❖ To report on the child's progress.
- ❖ To offer ideas to help the child learn.
- ❖ To facilitate openness and offer information.

6.3.4 The classroom

In orientating students, pupils must have class meetings in which they decide on how to enforce agreements about class routines. Teachers must find out from pupils how they would like the class to be run if they hope to do better

(Supplec 1990:69). Apter and Conoley (1984) are of the opinion that rules regarding classroom behavior should be definable, reasonable and enforceable. Prof Engelbrecht (1995:81) concurs with the above opinion. These rules need to be clarified to students. Classroom environments must be made to be intellectually challenging to encourage growth in achievement.

Teachers should develop high, **realistic and manageable expectations** and provide opportunities for students to stretch their minds (Fuhler, 1991:218). Success in learning should be made more probable than failure. This can only be achieved if the teacher knows his/her students very well. Teachers and parents should help children modify their own expectations and develop the confidence to live more satisfying, resilient and productive lives.

The climate in the classroom should be characterized by **love, respect, care, trust, honesty, responsibility and authority** in order to attain the educand's self actualization. If these needs are not met, it might be difficult to almost impossible for learners to attain self-actualization (McGuire, 1990:17). Teachers need to be reminded of Maslow's hierarchy of needs, which postulate that people cannot advance to higher levels of intellectual or emotional development until their primary and basic needs are met. Not only does the classroom need to provide trust and security but learners have to recognize somewhere in their being that basic security and trustworthiness exists, and they have to allow themselves to be receptive to that environment and willing to interact with it. Teachers need to meet students at the point at which their growth and progress through the hierarchy was stalled.

The following figure depicts the hierarchy of needs that teachers need to take cognizance of.

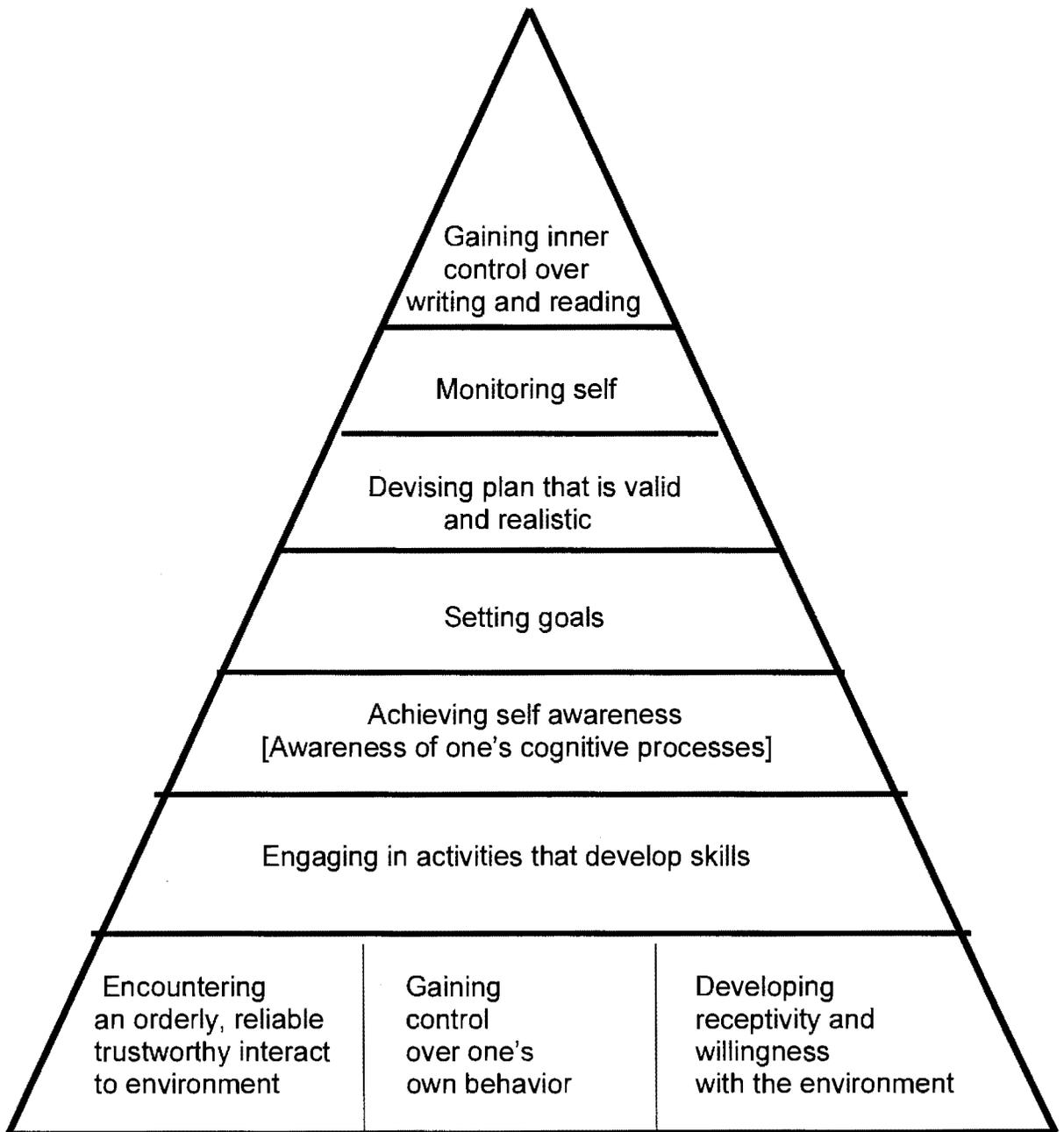


Figure 17: Hierarchy of needs

To maintain students' interest in the lesson, teachers can integrate music with teaching of language and thinking skills. Studying teen music can motivate and educate both teacher and students, helping them to understand themselves, each other and the challenges that the future holds. Activities must be planned in such a way that children feel joy each day and look forward to joy-giving events in the immediate future.

Students must be given as much **choices** as possible, which may range from small to open choices. For example it may be choices on what they will learn, how they will learn and how their learning will be evaluated. Oldfather, (1992) Fuhler (1991) and Harris (1998) conclude that choices make students feel in control and motivate them to learn.

Accountability of students should be increased in as far as the following is concerned:

- Arriving in class on time.
- Keeping up with the pace of class activity.
- Completing class assignments.
- Following class rules.
- Deciding on how to enforce agreements about class routines.

To **advocate ownership**, children can be asked to assess their own progress. Pupils can be asked to grade themselves at midterm and end semester, sharing both the grade and their rationale with the teacher. Ownership and high student involvement makes students committed to school.

Teachers need to be responsive and **share power and responsibility** with students. Sharing of power requires that teachers learn how to deal with power struggles initiated by the pupil, so that they do not find themselves entrapped in battles with dominant and powerful children.

In targeting undesirable behavior, put equal emphasis on selecting desirable behaviors. Teachers should not adopt a policing approach but

rather concern themselves with changing unwanted behavior. If inappropriate behavior is ignored as far as possible, it could lead to extinction of the said behavior.

To increase the probability that a certain behavior will recur, **give positive reinforcement**, which is believed to be far more powerful and long lasting in establishing behaviors. A system of tokens or rewards such as stars or merits marks has been found to be effective in increasing the likelihood of the recurrence of the appropriate behavior in the classroom.

Use “I” statements to describe unacceptable behavior, for example *“I do not like it when you do not do your homework”*. This makes the child realize that it is the behavior that the teacher does not like, not the child.

Disciplining is more effective if done by way of **behavior modification**. School policies, which are designed to encourage good discipline, should, according to Apter and Conoley (1984:167), have behavior contracts, which both parties sign, and each have copies of. In the Sunday Times dated August 20 2000, Craig Jacobs writes about a Johannesburg based Barnato High School’s principal who uses a unique system of behavior contracts in which pupils agree to ditch inappropriate behavior. *“Pupils draw up the good behavior contract themselves. They spell out what they did wrong and promise they won’t make the same mistake. If they break the contract, in effect they expel themselves”* (Jacobs, 2000:7).

Give positive as well as negative feedback. Don’t just “red-ink” an answer that is wrong, offer explanations as to why answers are wrong and focus on the learner’s actions in a positive way. Teachers must write encouraging comments to promote the pupils’ feelings of worth and consequently their achievement. Positive remarks are known to build the child’s inner desire to learn.

Teach decision-making skills and **encourage independence** especially in children who are too fearful to work hard. Children must be treated as responsible and valued human beings. For an example, during fête, children should assist in putting up stands, painting stalls and making crafts rather than take home raffle tickets.

Schools to place less emphasis on educational conformity and competition in order to make students develop a sense of mastery. Instead, more emphasis should be placed on individual excellence, taking cognizance of differences and talents.

Students should be taken **outdoors on survival courses**. Dr Israelstam in (Duigan, 1998) advocate for “veld” schools as he believes they teach a child how to survive.

A skilled teacher should be able to identify a potential underachiever before he/she even gets a chance to fail. Teachers should see themselves as having an important role to play in **motivating pupils**. Motivating teachers are caring, understanding, trusting and respect students’ ideas, opinions and feelings. A few words of kindness from a teacher can make an attention-seeking child develop a sense of being attended to and may ignite their interest in school. Understanding, matched with firmness prevents the feelings of dethronement that may plunge these children into underachievement.

The key to motivating low-performing students is to help them **build self-confidence** in their ability to succeed and take responsibility for their behavior. Groups can be a source of motivation, instruction and control. They can also serve as a forum for constructive discussion of conflict and friction.

Heyns in Nemagwele (1998) postulates that to improve the pupil’s level of achievement, teachers should **support and encourage** pupils to expand their

efforts in school and to address the pupil's personal and emotional problems. Teachers should find something positive in the academic work of these children and find ways to celebrate all kinds of achievement. Should the underachiever not be supported, schools will continue to be faced with high failure rate and dropout.

Parents and teachers are encouraged to work together to resolve truancy problems at an early stage. **Early identification of truancy** helps in combating the development of low self-esteem, social estrangement and negative labeling. It will also be useful in heading off escalation to the level of runaway behavior or criminal delinquents. Truants should be taught effective advocacy skills or teachers must advocate on their behalf. Teachers are helped to understand that their overprotective or disdainful reactions may contribute to truancy and to modify their interactions with these students accordingly. Schools must provide a supportive and calming environment in which the truant will feel safe.

Peer pressure can be used positively by for example, using peer culture as a program tool to train adolescents to become counselors for runaway teenagers. Volunteers can also be used in schools for:

- ❖ Vocational counseling and placement.
- ❖ Academic tutoring.
- ❖ Personal and social counseling.
- ❖ Youth advocacy.

Punishment must be given with pedagogic love and understanding and it must not be harsh. When teachers try to enforce their authority by some form of military discipline through corporal punishment, pupils rebel.

Lastly, teachers should share their **enthusiasm for books**, national events and the subject they teach. Instead of requesting children to read aloud in class, the teacher must occasionally read to the children. They must

encourage children to read not only the subject that they teach but also topics of general interest. Reading will help widen the child's horizon.

Remember MODEL, MODEL, and MODEL.

6.4 GUIDELINES FOR PSYCHOLOGISTS

Psychologists are frequently asked to evaluate and treat children manifesting behavioral and emotional problems in schools. Thus they play a major role in assessing such problems and integrating data from different sources. The following are guidelines on how they can successfully manage behavioral as well as emotional problems.

6.4.1 Family centered interventions

It is important for the psychologist to establish rapport by way of listening. Listening builds trust. Because adolescents are members of the family, the psychologist should do concurrent family assessment in order to address family issues that impact on the child. Appropriate family support should be given and increased family cohesion facilitated.

Adolescents are often referred to the psychologist either by the parents or by an adult who has suspected the presence of a problem with the child. The psychologist must expect the likelihood of resistance to consultation. To minimize resistance he/she should:

- ❖ Acknowledge that resistance is natural and anticipate it. This type of perspective helps the psychologist not to take resistance personally and also prevents anger towards a person who is resisting.
- ❖ Learn to cope effectively with resistance to consultation. Discussing resistance with a trusted colleague can do this.

- ❖ To minimize fear of consultation, the psychologist must publicize the nature of the consultation services and developing strong consultation-consultee relationships, build collaborative peer relationships with teachers and administrators.

In dealing with youngsters, involve parents all the way, in the actual diagnostic, treatment and educational procedures. Apter (1984) conclude that parental involvement will give the psychologist a chance to observe how the parent and the child interact. If the youngster cannot cooperate because of the parent's presence, give a complete review of the procedure with the parent. Use a one-way mirror if you have to.

Advise parents to always insist on being part of any decision-making done about his/her own child. Equip him with advice on how to make his way through the system of helping services. Provide proactive empowerment program to help parents regain their dignity and self-assurance in disciplining their children.

Identify and target undesirable behavior with equal emphasis on selecting desirable behavior as well, by for example rewarding while attempting to diminish undesirable behavior. Teach children to manage their own behavior by application of cognitive behavior modification and help them think through their own problems. Avoid putting youngsters in special programs for a long time as these interfere with the process of functioning better of family and youngster with time (Apter 1984: 135).

Plan activities to help youngsters to learn that community services and facilities exist for their benefit.

Give parents suggestions on how to live with the problem on a day-to-day basis. Support their ego and shop for services to meet their needs. Provide parents with behavior management skills. The following have been found to produce beneficial results:

- ❖ Placing status offenders with volunteer families
- ❖ Use of volunteers who will give:
 - Vocational counseling
 - Academic tutoring
 - Personal and social counseling
 - Youth advocacy

The most effective intervention for underachievement is counseling designed to remove specific obstacles that prevent them from making an effort. Group counseling should be given to parents as well. They should be taught effective ways of dealing with special problems presented by their underachieving children. Support groups should be facilitated to increase self-esteem. Underachieving students must be taught study skills.

Parents need to be taught problem-solving skills. These, according to Elias and Clabby (1992) in Nieman (1998:154) include self-control, self-regulation, self-efficacy expectancies, skills for prosocial group participation and interaction, skills to promote social decision making, and skills to extend and enrich one's social networks and social awareness.

Family oriented interventions should be given, or the psychologist should give therapy such as crisis intervention. These will help in facilitating increased family cohesion, reducing recidivism and involvement with the law. The psychologist must facilitate the formation and the running of crisis intervention teams in the schools, needless to mention that he/she should be involved in the training of such members.

In the case of chaotic family circumstances, boarding school should be encouraged as it provides structure.

6.4 2 School setting

In a school setting, psychologists are often seen as part of the oppressive school system by students. Dougherty, Doughnerty and Purcell (1991:183) suggest that psychologists should examine or create perceptions and positive expectations of the teachers and administrators. These include:

- ❖ Getting appropriate support for consultations.
- ❖ Being aware of the organizational dynamics.
- ❖ Making the role of the psychologist explicit- by making attempts to be viewed as “insider” or part of the school system, and associating with school personnel on frequent basis. In so doing, resistance to consultation will be minimized
- ❖ Maintaining objectivity by treating each individual as a unique being and not make consultee’s feel left out.

Psychologists should examine how they become involved with discipline in a school setting. Holding discussions with all stakeholders such as parents, teachers and administrators and greater involvement in policy formation can allow psychologists to be agents of prevention rather than remediation.

In the initial session keep threatening material such as progress reports, report cards and testing information out of sight. This will help in putting the client at ease.

I.Q testing should be advocated as it helps identify intellectual strengths and weaknesses as well as creativity. I.Q testing encourages understanding of individual differences and in addition, it helps in planning for acceleration and curriculum challenge. Standardized tests results should be shared.

When writing reports psychologists should use a clear, understandable jargon-free language and always give copies of the reports to the parents. This helps parents to know what is going on with their child and to be able to refer even when the psychologist is not around. Psychologists must refrain

from using such terms as poor, failing and lousy because they may be demoralizing.

Lastly, KNOW WHEN TO REFER.

6 CONCLUSION

This chapter highlighted the need for in depth knowledge in handling the rebellious child. This need arose out of the fact that troubled behavior is found in the family and at school and these two institutions can serve to exacerbate the problem. The table below summarizes the many ways of motivating students (Fuhler, 1991:219):

Table 11 Practical suggestions for fostering motivation

- A** Encourage choices
- B** Advocate ownership.
- C** Strive for relevance.
- D** Give positive and negative feedback
- E** Set high, but manageable expectations.
- F** Offer rewards.
- G** Push students' boundaries.
- H** Encourage activity and interaction.
- I** Model: share your enthusiasm for books.
- J** Encourage students to explore the world outside the classroom.

In the next chapter the writer will give a summary of the study undertaken and then make recommendations for future research.

CHAPTER SEVEN

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this chapter, a summary of the literature study and the results of the empirical study will be presented, from which the writer will draw conclusions. The implications and the limitations of the study will be discussed. Recommendations for the prevention of rebelliousness and for further research will be given.

7.2 CONCLUSIONS FROM THE LITERATURE STUDY

The literature study consisted of two chapters. In the first chapter, the writer highlighted adolescence as a normal developmental stage and the causes of rebelliousness. In the second chapter, emphasis was placed on the mistakes that are committed by the two institutions that play a pivotal role in the child's development: the family and the school.

Adolescence is a period of transition from childhood to adulthood. It is characterized by physical, psychological and cognitive changes that create uncertainty, confusion and instability. It is also a period of questioning and doubt. During this period the adolescent's perception of the family changes. Conflict generally escalates as he resents being told by adults what to do or how to grow up. Feelings of anger and distrust towards authority figures are also apparent. Thus the adolescent's acting-out a certain amount of dissonance and questioning of authority is part of a healthy development of the adolescent. But if the adolescents' behavior is condemned by the milieu, they may simply escalate their behavior, never resolve their doubts, and develop an entrenched attitude of rebellion.

Youths are often told, *"Your parents ruined everything. They failed you, you must see where your parents failed and then redeem the mistakes"* (Marschak, 1980:9). These types of statements unfortunately have a corroding effect on the parent-child relationship and ultimately the child's identification with the parent. Children respond with bitterness, hostility, and disappointment and behave resentfully towards the parents. In an attempt to look different from their parents, they reject their parents' values. The sons not only decline to emulate their fathers' professions and way of life, they even resist becoming men. Youths will even go to the extent of creating their own culture complete with dress, language, tools, art and music.

According to Yoshikawa in Cervantes (1992) children who live in economically deprived areas with extreme poverty, poor living conditions and high unemployment are more likely to engage in crime and violence. Risk factors such as high population density, disorganized neighborhoods with high rates of crime and violence also contribute to criminal and violent behaviour on the part of the adolescent.

The causes of rebelliousness are multifaceted. When parents are asked to explain the causes of the many problems that they are having with their children, they often blame the "generation gap". Whatever the meaning of the concept, it is often about the differences in the attitudes of the parents and adolescents. Parents and teenagers fail to talk to each other about those differences or the difference come to head when the adolescent does something that the parents are unhappy about. If parents want to overcome the barriers that separate them from their children, they must clarify their own values.

Research about birth-order has established that first-born children are more antagonistic and distinctly non-conforming. Adler's theory about first-borns, which was already discussed in 2.2.4.1, suggests that during the period when the child is the only child in the family, he enjoy "specialness". The birth of the

subsequent children dethrones the first-born child. If he manages to overcome the trauma, he tries to emulate parents and understand the importance of power and authority. But if the first-born child is unable to regain parental favor, he becomes rebellious.

It is well documented that the causes of rebelliousness reside within each family. The family can lead to the onset of problems and can therefore also play a major role in the solution of problems. Research points out that many behavior problems experienced by adolescents are rooted in parent-child interactional patterns. The extreme degrees of parental affection as well as the parents' perception of the child's individuality have an unfavorable effect on the extent to which the young child identifies with or rejects parental life-style and values. Parental characteristics such as authoritarianism, double morality, high expectations of being closely replicated by children, and concentration on material success make for rebelliousness. Qualities such as erraticness and leniency, deviant communication patterns, hostility and ineffective cognitive modeling also make children respond with rebellion. A combination of moderate amounts of verbal as well as physical abuse tends to make children rebellious and antagonistic. Pressure for academic achievement evokes passive or active resistance in children. They, for instance respond unconsciously by disliking school and by underachieving.

The influence of the family structure in the prediction of juvenile delinquency has been widely researched. It is not the absence or the presence of the parent per se or some particular structural characteristics such as parents' work status that leaves its mark on the children's behavior (Geismer, 1986:31). It is rather what the parents' do (their function or kind of relationship) or fail to do that has a noticeable impact on the degree of children conformity or deviance. Many families are characterized by dysfunctional patterns such as high amounts of conflict and violence that influence the young adult's adaptation. This type of

structure does not provide viable role models for young people who are seeking wisdom in the interpersonal relationships.

Rebelliousness can be regarded as a socially facilitated and learned disposition to respond to social influences. The following mind-map depicts the variety of ways in which rebelliousness manifests.

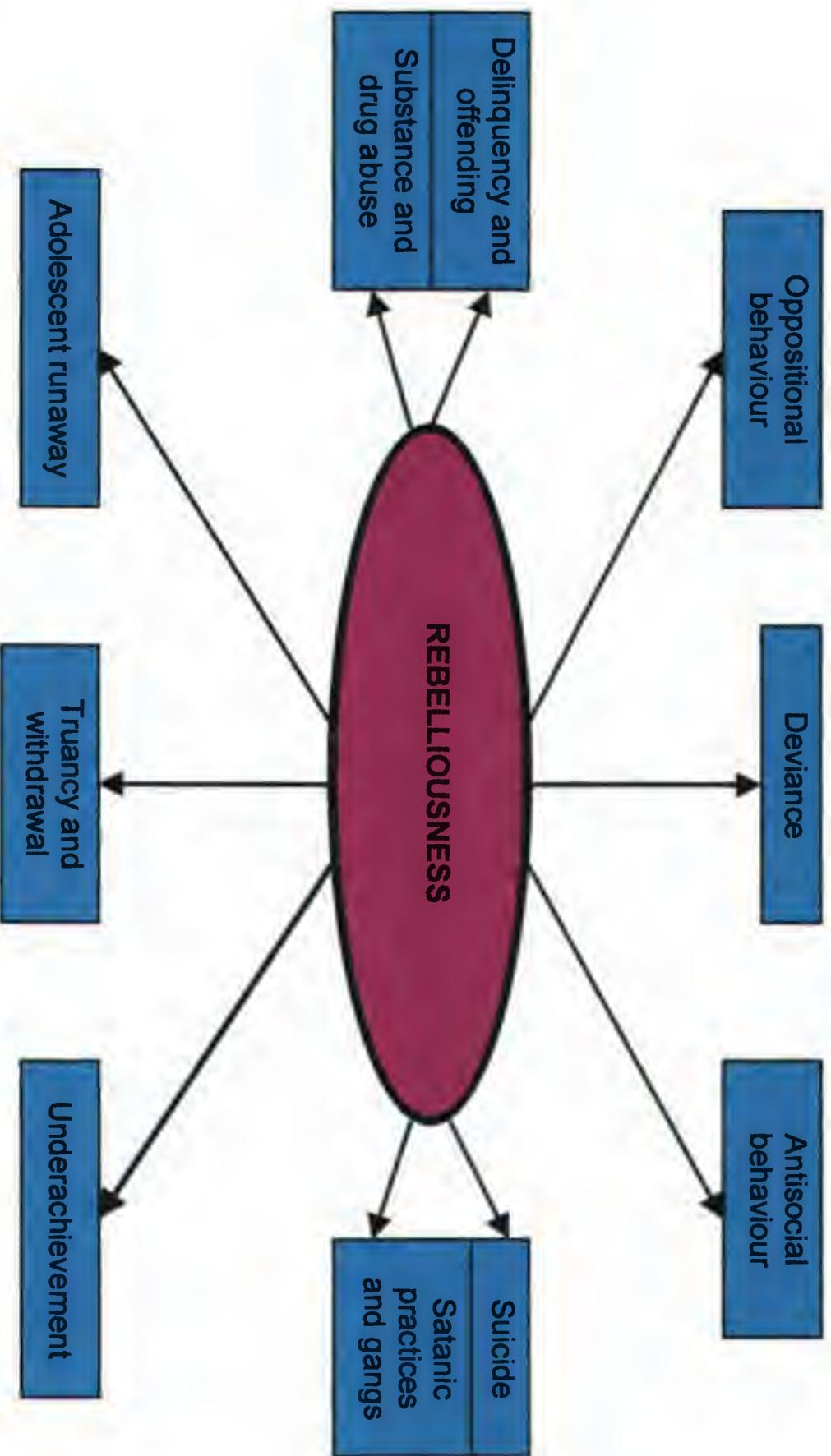


Figure 18: Concepts associated with rebelliousness

By the time adolescents reach high school, schooling is the main organizational influence in their lives. Thus schools have a stake in preventing problem behaviour of teenagers, but impressive studies point to a different conclusion. Some children are barred from receiving education in some schools because of their familial background or behavioural problems. This inevitably sends a clear signal to at risk youth that they are not good enough for schooling. Children with emotional and/or behavioural problems are stigmatized by being labeled by both teachers and children alike. Not being accepted as they are makes them feel like "cast outs". Compulsory school attendance compounds their feelings of alienation and facilitates delinquency by forcing children to remain in frustrating situations.

Schools are viewed by students as arenas of conflict because of what happens or fails to happen at the school. There are many in-school factors that can contribute to the development of disordered behavior. These are large buildings, depersonalization, excessive use of corporal punishment and doing too little to help students. Excessive control exercised over children makes for rebelliousness.

Abundant body of literature has proved that close to forty percent of children who begin high school drops out before they finish. They fail because they are bored, afraid and confused (The reader is referred to table 8 Form 1 and 10). The things they are taught are so trivial, so dull and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities and talents. Most of the words which are poured over them at school, make little sense or do not make sense at all as it contradicts what they already know.

7.3 FINDINGS FROM THE EMPIRICAL STUDY

The aim of the empirical study was to:

- Determine the extent of rebelliousness in the school.
- Determine how the parents and the teachers handle it.
- Give guidelines on how to handle rebellious adolescents.

7.3.1 Questionnaires

7.3.1.1 The general questionnaire

The questionnaire completed by parents, teachers and children revealed the incidence of the following (in rank order) as featuring highest and lowest:

Table 12: The respondents' ranking of rebelliousness

	High	Low
Parents	Runaways Withdrawal Truancy	Satanism Oppositional behavior Suicide
Teachers	Truancy Antisocial behavior Aggression	Satanism Oppositional behavior Suicide
Children	Oppositional behavior Antisocial behavior Underachievement	Satanism Suicide Substance abuse

Notable is the fact that the occurrence of stealing featured on more or less the same level for parents (50%), teachers (52%) and children (63%).

Although children rated underachievement as the third highest form, their results tally more or less with that of parents and teachers-31%, 30%, and 43% respectively.

7.3.1.2 Teacher Report Form

The specific school-related problems that had a high occurrence are the following:

- Not wearing school uniform (92%)
- Late coming (88%)
- Defy rules (84%)

The following elements of rebelliousness scored 80% each: arrogance, lack of concentration and fails to finish homework.

No teacher reported that children make sexual advances at the teachers. Of note also is the fact that very low incidence of assaults on teachers has been reported contrary to repeated national reports of physical violence in the school premises.

7.3.2 Interviews

7.3.2.1 Home background

Many parents leave their homesteads to work in the urban areas as migrant workers. Children are left, in most cases, on their own to take care of themselves. Very few are left in the parental care of the grandparent. Children reported that in their homes there are no structures or rules as to what time to come back home in the evening. Children come and go as they please without any supervision from an older person.

It would appear as though many families in the area are female headed, as it was revealed in case study number 1, 3 and 10. This means that the family lives on an income from one person.

Of the parents that were interviewed, it emerged that parents create a climate where the child regulates his own behavior. They care for the child but fail to set long-term guidelines and goals for the child. They do not exercise control over the child nor do they make any demands on him. Consequently the child does as he/she likes and unfortunately become less achievement orientated. Discussions with parents revealed that they know little about their children- they hardly know whom their children hang out with.

As far as discipline is concerned, parents appear helpless. None of the parents indicated that they do apply discipline to their children if they misbehave. Children themselves also confirmed this. Parents indicated that they do not have the right to control their children because children know more than they (the parents) do. They feel that the children are in charge.

7.3.2.2 School-related problems

Of the ten pupils that were interviewed, eight revealed that they do not have interest in school. They admitted that they go to school to avoid staying at home. Parents, who view school as a pass-time for children also confirmed this. Children admitted that they come to school late and if they find the school gate closed, they go and hang out at local shops.

A high number of pupils at Bakenberg High School repeat most of their classes. Some even go to the extent of repeating a class four times. Those who were interviewed admitted that they fail because they do not apply themselves fully to their schoolwork. Although students acknowledged that they do study at home, few of them could say it outright without being first prodded by the researcher. This made the researcher deduce that many students do limited studying, if not at all.

Like their parents, children have no goals for the future. When asked about their goals they just mention them as an afterthought. Parents say they do not have money to educate their children further.

Teachers view the teaching-learning situation as hopeless; they see no hope of things ever improving.

7.4 IMPLICATIONS FOR THIS STUDY

When the study is conducted, it is hoped that the study will contribute to society in one way or another. The present study holds the following implications for all stakeholders in the education of the child:

- ❖ Stress management should form part of teacher training programs. Training should include time-management techniques and communication skills.
- ❖ Teachers need to be empowered with techniques for management of children especially in situations where the potential for harm from students is evident.
- ❖ Curriculum builders should organize the learning material in such a way that will change the children's attitude towards school.
- ❖ Parents should see themselves as partners in the education of their children.

7.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The following factors, of which the writer was not aware of before the study was conducted, raised valid issues that need to be addressed.

- ❖ Further study must focus on the negative attitudes of parents towards school and teachers, and the untoward effects of these attitudes on the child's education.
- ❖ Parents' roles as partners in the education of their children should be researched further.

- ❖ Children who parent themselves seem to have behavior and emotional problems. Further research should focus on this.
- ❖ The need for an effective guidance service needs to be looked into. By this the writer is not necessarily implying that all guidance teachers should be experts in this field, taking cognizance of the financial implications involved. They could at least have basic counseling skills in order to effectively manage children's' problems.
- ❖ Researchers must look into ways of making the curriculum also useful to dropouts. Children need to be given vocational guidance, which will include subjects such as cooking, welding bricklaying and so forth, so that even when a child drops out of school, he would still use his/her education to make a decent living.
- ❖ Although underachievement seems to have been widely researched, it needs to be addressed from an integrated systems approach, taking into consideration the multifaceted issues involved.

7.6 LIMITATIONS OF THE STUDY

The researcher is of the opinion that the following limitations apply to her study of the phenomenon of rebelliousness:

- ❖ The study was ill timed as some of the male students were still at the initiation school after the winter holidays.
- ❖ Pupils voiced their fear that if they divulge some information, their parents or the police will be informed. This necessitated the writer further promising confidentiality.
- ❖ A definite limitation, which had a negative bearing on the study, is that, most parents work away from home as migrant laborers. That made it difficult for the researcher to get hold of them.
- ❖ The use of the questionnaire posed slight problems. Many parents are semi-literate while the children's level of understanding of English is slightly below

average. This necessitated that the researcher reads and explains every question to them.

7.7 CONTRIBUTIONS OF THE STUDY

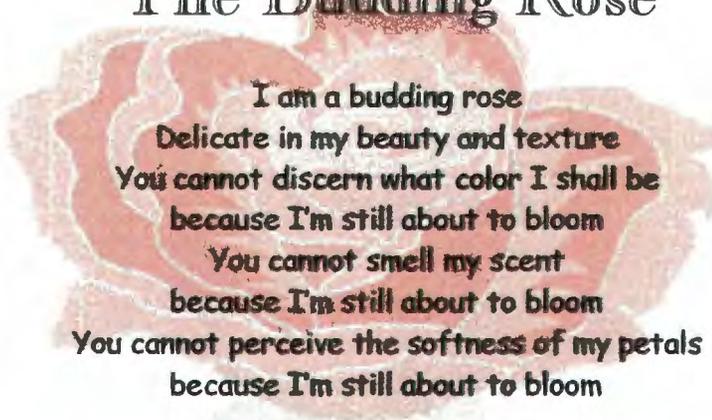
The significance of the present study can be seen in the following context:

- ❖ To the researcher's knowledge, this study is the first in South Africa to focus on rebelliousness per se, especially in rural areas. The study provided new considerations relevant to the understanding of the phenomenon of rebelliousness.
- ❖ The writer synthesised the literature that was already available on rebelliousness.
- ❖ The researcher compiled a scanning, diagnostic questionnaire, which never existed before.
- ❖ The researcher was able to write guidelines to parents, teachers and psychologists regarding the handling of a rebellious child.
- ❖ The study has contributed to the body of knowledge both on the theoretical as well as on the practical level. Knowledge gained by a study such as this, empowers researchers to develop interventions to address problems identified.

7.8 CLOSING

The writer wishes to conclude with a well-meaning poem by MELODY.as the writer believes it holds true for the causes of rebelliousness:

The Budding Rose



I am a budding rose
Delicate in my beauty and texture
You cannot discern what color I shall be
because I'm still about to bloom
You cannot smell my scent
because I'm still about to bloom
You cannot perceive the softness of my petals
because I'm still about to bloom

I look rough at the edges because of my thorns
They are a protective shield
Inside, I'm a delicate gazelle

Nurture me
Love me
Protect me
Guide me
Train me
Teach me
Give me your patience
And
At the appointed time,

I will burst forth and blossom, radiate my beauty and you will be proud.
By Melody Ngcuka

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APPENDIX A

Dear respondents

Thank you very much for taking time to complete this questionnaire.

I would like to assure you that the information you give would be treated with complete confidentiality.

I am in the process of identifying "rebelliousness" in school going adolescents the aim of which is to develop guidelines for parents and teachers and psychologist to help children with these problems. It is only by means of information from you that I can effectively develop these programs. The information I get from these questionnaires will be used to your benefit. Therefore I humbly request you to assist me with this project by completing this questionnaire.

I wish to thank you sincerely for your willingness to participate in this research.

Regards

L.V. Mathye.

Contact number: 012-420-2333

E:mail vmathye@ccnet.up.ac.za

Fax 012 362 5172

APPENDIX B

DIAGNOSTIC FORM

Please answer the following questions:

Which behavior is/was applicable to the child/you now or the past six months. Mark with a tick () in the appropriate block.

Form 1- Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Stays away from school • Negative perception of school • Under achieve 			

Form 2-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Would rather be alone • Refuses to talk • Stares blankly • Sulks • Unhappy, sad, depressed • Day dreams • Distances self from what goes on 			

Form 3-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Assaults • Vandalizes • Steals • Aggressive • Blames others 			

Form 4-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Anxiety over ability • Inferior • Low risk-taking tendencies • Sense of alienation • Affectional anxiety 			

Form 5-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Runs away from home • Steals at home and outside home • Attacks people • Throws rocks or bottles at cars, buildings • Uses alcohol • Uses dagga or other drugs • Sexual offences • Fights • Has bad friends • Enjoys defiant rock music 			

Form 6-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Abuses alcohol • Abuses dagga/ other drugs • No interest in schooling • Aggressive • Association with dagga abusers • Association with alcohol abusers 			

Form 7-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Defiant • Destroys others' things • Demands attention • Bullying • Threatens • Argues 			

Form 8-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Talks about suicide • Changes in behavior or personality • Making final arrangements • Tried to kill self before 			

Form 9-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Ran away from home before • Disrespects • Abuse dagga/ drugs • Abuse alcohol • Uncooperative • Easily annoyed • Poor self-image 			

Form 10-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Feelings of inadequacy • Poor work habits • Unsatisfactory relationship with peers • Problems with reading, speaking and listening • Fails tests and exams • Poor self-image 			
Form 11-Symptoms	Parent	Teacher	Child
<ul style="list-style-type: none"> • Carvings of symbols on the body • Bizarre attire or hair color • Anorexia • Cruelty to animals • Desire to anger parents • Sexual promiscuity • Defacing buildings with graffiti • Uses eye drops a lot • Lengthy reciting of satanic liturgy • Chronic drug use • Self-mutilation • Truant 			

APPENDIX C

Teacher Report Form (TRF)

School related problems	Teacher
<ul style="list-style-type: none">• disrupts other pupils• incomplete class assignments• fails to finish home work• does not concentrate• disrupts class or school activities• defy rules• talks out of turn• opposes teachers• skips classes• late coming• swears at teachers• assaults teachers• makes sexual advances at teachers• carving on desks or other school property• does not wear school uniform• arrogant• poor relationships with teachers	

APPENDIX D

University of Pretoria
Student Affairs building
Student Support
Pretoria

2000-05-11

The headmaster
Bakenburg High School
Bakenburg

Sir

APPLICATION TO INVOLVE YOUR SCHOOL IN RESEARCH

I am in the process of studying rebelliousness in adolescents. The aim of the study is to identify children with behavior problems and then develop a program to help parents and teachers in handling such problems.

I hereby request you to allow pupils from Grade 8-10 to avail themselves to answering the questionnaire on Monday the 12TH 2000. Much as I am aware that it will be exam time, I will try to limit the duration of the answering of the questionnaire from twenty to thirty minutes only.

I would like to assure you of the psychological safety of the pupils who will be taking part in the study.

Thank you for your assistance in this regard.

Yours faithfully

Lethabo Violet Mathye.

Contact telephone numbers

012-420-2333 (w)

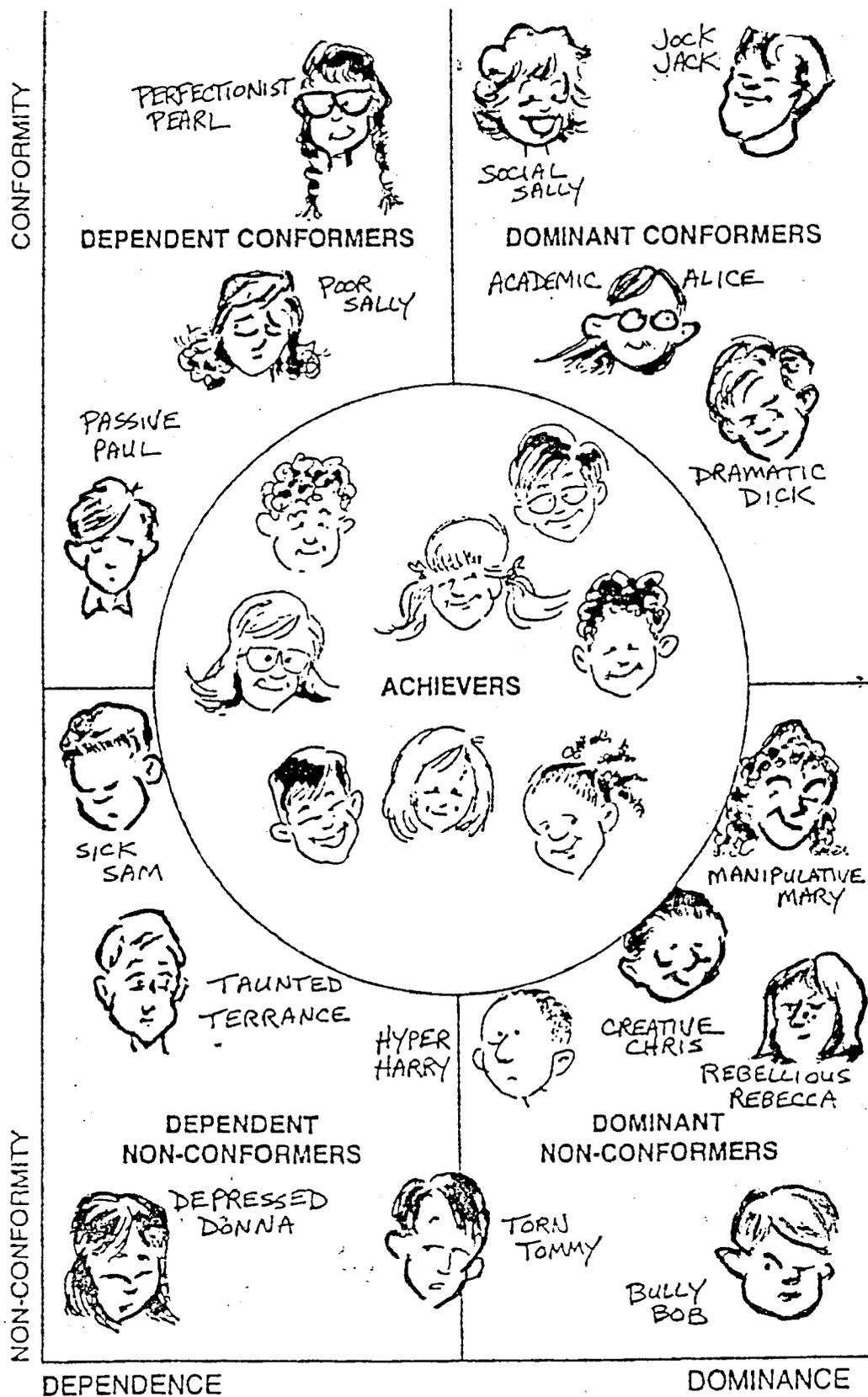
012-373-7881 (h)

012-362-5152 (faks)

e-mail address: vmathye@ccnet.up.ac.za

FIGURE 1

The Inner Circle of Achievers



Source: Dr. Sylvia Rimm's *Smart Parenting: How to Raise a Happy, Achieving Child* by S. B. Rimm (Crown Publishers, Inc., 1996). Reprinted with permission.