

**FACTORS CONTRIBUTING TO WITHDRAWAL BEHAVIOUR IN
EARLY ADOLESCENTS**

by

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I declare that "*Factors Contributing To Withdrawal Behaviour In Early Adolescents*" 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.



Mr N Singh

31 JULY 2000

DATE

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SUMMARY

The researcher is concerned about the lack of attention given to withdrawn early adolescents (WEAs) at school. During early adolescence, the foundations for lasting character, personality traits and social interaction are laid.

Learners exhibiting withdrawal behaviour are described as being quiet, reserved, removed or distant. Attempts by educators to get them involved in lessons often end in failure and this causes educators to become frustrated and confused about how to deal with these learners.

The aim of this study is therefore to establish the factors that contribute to withdrawal behaviour in early adolescents. The researcher devised an identification instrument that makes the identification of WEAs much easier for educators. He also established the deep seated fears and anxieties of WEAs and ascertained how they would like to be treated by their educators.

Key Terms:

Contributory factors

Withdrawal

Behaviour

Early adolescence

Educators

Learners

DEDICATION

I DEDICATE THIS RESEARCH TO MY FAMILY: MY WIFE , USHA; MY SONS, KAPIL AND SHOVIR; MY MUM, MRS. S. B. SINGH AND MY LATE DAD, MR. SOOKRAJ (HARRY) SINGH - FOR THEIR PATIENCE, ENCOURAGEMENT AND WORDS OF ADVICE. IT IS YOU WHO HAVE GIVEN ME THE STRENGTH AND THE MEANS TO RISE TO THIS HEIGHT OF ACHIEVEMENT. THOUGH MY DAD HAS LEFT BEFORE I COULD COMPLETE MY WORK, I KNOW THAT HE MUST BE WATCHING AND GUIDING MY DESTINY. THANK YOU ALL FOR WHAT YOU HAVE DONE FOR ME OVER THE YEARS AND MAY YOU ALWAYS BE AT MY SIDE.

CHAPTER ONE**BACKGROUND AND ORIENTATION TO THE PROBLEM****TABLE OF CONTENTS**

	PAGE
1.1 Introductory orientation	1
1.2 Awareness of the problem	2
1.3 Analysis of the problem	3
1.4 Statement of the problem	6
1.5 Aim of the investigation	6
1.5.1 Primary objectives	7
1.5.2 Secondary objectives	7
1.6 Explanation of concepts	7
1.6.1 Factors	8
1.6.2 Withdrawal	8
1.6.3 Behaviour	9
1.6.4 Adolescence	10
1.7 Method of research	11
1.7.1 Relationship of researcher to the research subject	12
1.7.2 Nature of reality	12
1.7.3 Context bound generalisation	12
1.7.4 Causal linkages	13

	PAGE
1.7.5 Role of values	13
1.7.6 Media to be used in research	13
1.8 Programme of research	14

CHAPTER 2**EARLY ADOLESCENCE AND POSSIBLE CRISES****TABLE OF CONTENTS**

	PAGE
2.1 Introduction	16
2.2 Adolescence	17
2.2.1 Biological factors	18
2.2.2 Social factors	19
2.2.3 Psychological factors	19
2.2.4 Family structure	20
2.2.5 Peer groups	21
2.2.6 Limited physical or intellectual capacity	21
2.3 Early adolescence	21
2.3.1 Patterns of growth	23
2.3.2 Identity formation	25
2.3.3 Self perceptions	34
2.4 Life-world of the early adolescent	36
2.4.1 Home environment	38
2.4.1.1 Child rearing practices	38
2.4.1.2 Marital discord	40
2.4.1.3 Family maltreatment	41
2.4.1.4 Death of a parent and loss of a loved one	44

	PAGE
2.4.2 School environment	45
2.4.2.1 Role of the educator	45
2.4.2.2 School transitions	47
2.4.2.3 Role of peers	49
2.5 Conclusion	53

CHAPTER THREE**WITHDRAWAL BEHAVIOUR****TABLE OF CONTENTS**

	PAGE
3.1 Introduction	55
3.2 An orientation to withdrawal behaviour	56
3.3 Categorisation of withdrawal behaviour	59
3.3.1 Withdrawn unpopular early adolescent	59
3.3.2 Aggressive withdrawn unpopular early adolescent	61
3.3.3 A comparison of withdrawn and aggressive withdrawn early adolescents.	62
3.4 Behavioural types related to withdrawal behaviour	64
3.4.1 Unsociable	64
3.4.2 Shy	65
3.4.3 Loneliness and withdrawal	65
3.5 Possible determinants of withdrawal behaviour	66
3.5.1 Social factors	66
3.5.1.1 Effect of family conflict on early adolescents	66
3.5.1.2 Parental support and withdrawal	71
3.5.1.3 Physical abuse and neglect of early adolescents	72

	PAGE
3.5.2 Biological factors	75
3.6 Withdrawal in developmentally disabled adolescents	76
3.7 Withdrawal behaviour - implications for teaching	78
3.8 Effects of withdrawal behaviour on early adolescents	80
3.8.1 Loss of self esteem	80
3.8.2 Depression	83
3.9 Conclusion	84

CHAPTER FOUR**RESEARCH STRATEGY AND APPROACH****TABLE OF CONTENTS**

	PAGE
4.1 Introduction	88
4.2 Delimitation of the empirical research	89
4.3 Specific aims of the empirical research	90
4.4 Qualitative research method	90
4.5 The route of the empirical study	91
4.6 Research instruments and techniques	96
4.7 Analysis of the data	101
4.8 Interpretation of the data	105
4.9 Synthesis	106
4.10 Summary / Conclusion	106

CHAPTER FIVE**REPORT ON THE EMPIRICAL RESEARCH****TABLE OF CONTENTS**

	PAGE
5.1 Introduction	108
5.2 Research design and its application	108
5.3 A qualitative analysis of the WEAs identification criteria for educators	111
5.4 A qualitative analysis of the Interviews with the WEAs	113
5.5 A qualitative analysis of the Incomplete Sentences Form for WEAs.	118
5.6 Summative research reports: individual case studies	123
5.6.1 Sipiwe	123
5.6.2 Mboneni	124
5.6.3 Sifiso	125
5.6.4 Veli	126
5.6.5 Jabulani	127
5.7 Conclusion	128

CHAPTER SIX**FINDINGS, CONCLUSIONS AND RECOMMENDATIONS****TABLE OF CONTENTS**

	PAGE
6.1 Introduction	129
6.2 Synthesis of research findings	129
6.2.1 Literature study	130
6.2.2 Empirical study	131
6.3 Evaluating the statement of the problem	131
6.4 Evaluating the aim of the research	133
6.4.1 Primary objectives	134
6.4.2 Secondary objectives	135
6.5 Conclusions	136
6.5.1 General conclusions	136
6.5.1.1 The concept withdrawn	136
6.5.1.2 The period of early adolescence	137
6.5.1.3 The relativity of factors	137
6.5.2 Specific conclusions	137
6.5.2.1 Factors contributing to withdrawal behaviour in early adolescents	138
6.5.2.2 WEAs identification criteria for educators	138
6.5.2.3 Educators and WEAs	138
6.5.2.4 Fears and anxieties of WEAs	139

	PAGE
6.5.2.5 Educational knowledge	139
6.6 Recommendations	139
6.6.1 Design of the research	139
6.6.1.1 Order of research instruments	140
6.6.1.2 Use of language in instruments	140
6.6.2 Research techniques used	140
6.6.2.1 Lifeskills lesson	140
6.6.2.2 Observation of learners	141
6.6.2.3 Interviews	141
6.6.2.4 Completion of Incomplete Sentences Form	141
6.6.3 Use of findings: post research	142
6.7 Assistance to educators to cope with WEAs	142
6.7.1 WEAs suggestions for educators to deal with them	142
6.7.2 Researcher's suggestions to deal with WEAs	143
6.8 Limitations of the study	145
6.9 Questions that merit further investigation	146
6.10 Final thoughts	146

LIST OF TABLES

NUMBER	TITLE	PAGE
2.1	Erikson's stages of development	27
3.1	Observed behaviour of classified groups	63
3.2	Correlations between parent variables and child variables	68
3.3	Correlations between observed parent hostility and boys' behaviour for families with and without marital aggression	69
3.4	Analysis of self concept	82
4.1	Representation of research design	93
5.1	Factors contributing to withdrawal behaviour - based on the interviews	116

LIST OF FIGURES

2.1	Life-world of the early adolescent	37
2.2	Changes in children's companions	49

LIST OF DIAGRAMS

2.1	Latency and adolescence	29
3.1	Classroom activity with withdrawn early adolescents	79

LIST OF APPENDICES

TITLE	PAGE
A - Part A : Guidelines for educators to observe early adolescents	147
A - Part B : Criteria for educators to identify WEAs	148
B : Checklist for possible WEAs	155
C - Part A : Interview (Format)	156
C - Part B : Discussion Map :- Influencing agents in the life of a WEA	157
D : Incomplete Sentences Form	158
E : Lifeskills lesson on Withdrawal in early adolescence	159
F : Letter to Regional Chief Director, requesting permission to conduct research at Ballengeich I. School	161
G : Letter to Principal of Ballengeich Intermediate School, requesting permission to conduct research at his school	163
H : Completed observation checklists of possible WEAs - done by educators	166
I : Researcher's notes from his interviews with WEAs	191
J : Completed and translated "Incomplete Sentences Form"- done by WEAs	196
K : Letter from the Chief Superintendent of Education (Management), granting permission for the research to be conducted at Ballengeich I. School	203
L : Letter from the Principal of Ballengeich Intermediate School, granting permission for the research to be conducted at his school	204

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE PROBLEM

1.1 INTRODUCTORY ORIENTATION

Chapter one covers the following aspects:

As part of the awareness of the problem the author guides the reader to the awareness that there are some early adolescents who depict withdrawal behaviour in school. This type of behaviour is a source of concern to educators who seldom know what is the cause of such behaviour or how to deal with it.

The analysis of the problem looks at the scope and nature of the problem of which the researcher has become aware. The author is concerned about the negative social, intellectual and physical ability perceptions that peers and educators have of withdrawn early adolescents (WEAs). In this research the author attempts to ascertain the causes of withdrawal behaviour as well as the degree of self esteem that WEAs have of themselves and how this impacts on their functioning especially at school.

The statement of the problem reflects the author's intention to ascertain the factors that contribute to withdrawal behaviour among early adolescents. The research is also meant to establish whether such factors are identifiable and whether certain factors are more important than others.

Furthermore it is important to ascertain if and how these children can be assisted by their educators, peers and parents to outgrow withdrawal behaviour.

The aim of the investigation is to establish which factors contribute to withdrawal behaviour in early adolescence. The researcher also intends to propose ways to deal with such learners.

An explanation of concepts provides meanings for keywords that are used in the research.

The following keywords are analyzed in detail:

- factors
- withdrawal
- behaviour
- adolescence

A proper definition of these words is essential in the introduction in order to facilitate the reader's understanding of them. These keywords are used frequently in the research and it is thus necessary to clarify meanings in order to avoid ambiguity.

The researcher uses a qualitative research method since the main aim is to understand behaviour from the research subjects' point of view. Qualitative research is suitable as the researcher and the subjects interact closely over a period of time, during which the researcher develops hypotheses about the individuals.

The researcher intends using observation and interviews and an Incomplete Sentences Form to ascertain the thoughts, feelings, behaviour and aspirations of the subjects.

The programme of research is clearly spelled out in section 1.7 so that the reader can follow the research as it is undertaken.

In the next sections, each of the aspects mentioned in the introductory orientation is discussed in detail.

1.2 AWARENESS OF THE PROBLEM

Educators continuously come across early adolescents who could be classified as withdrawn and who are difficult to understand and cope with.

The learners under discussion present themselves as being less interested in learning; less curious; hesitant to engage others in play and are socially and emotionally withdrawn. The majority of withdrawn learners appear to be unconcerned by their behaviour and very often respond with silence or profess ignorance when questioned by their educators.

In view of the above responses, such learners are seemingly labelled as backward and lazy. Educators and peers may consistently find that their attempts to get WEAs involved in lessons end in failure and this often causes them to ignore these pupils.

However, what is of significance to this researcher is that not all withdrawn learners are ignorant or backward as they might appear to be. An analysis of I.Q. scores may often reveal a high level of intelligence which is not in accordance with their functioning at school.

This research will therefore attempt to establish the underlying factors that contribute to withdrawal behaviour and in this way hopefully assist educators to come to terms with these learners.

1.3 ANALYSIS OF THE PROBLEM

The author's motivation for this study comes from personal experiences in the classroom and interventions as a member of Management in respect of educators who find difficulty in coping with withdrawn early adolescents. Although such learners form a minority of the school population, their behaviour presents problems for their educators.

During 1996, the author came across a pair of withdrawn early adolescent twins. These learners were frustrating all their educators' efforts to get them involved in lessons as they tended to remain quiet and distant. The author's investigation surprisingly revealed that these twins presented disciplinary problems at home and were classified as aggressive by their step-mother. The author's desire to research the causes for this contradictory behaviour was whetted through this and other similar cases. What is it that makes these learners appear to be

generally passive but also causes them to explode into aggressive personalities without much warning?

Hymel, Bowker and Woody (1993 : 886) categorise withdrawn children into two subgroups: withdrawn unpopular and aggressive withdrawn unpopular. It must be pointed out that Hymel et al (1993) use the terminology of withdrawn unpopular interchangeably with unpopular withdrawn. Aggressive withdrawn unpopular is used interchangeably with unpopular aggressive withdrawn.

Research conducted by Hymel et al (1993 : 886) into peer perceptions of unpopular withdrawn learners revealed the following:

- poorly rated by peers in terms of likability
- less athletically and socially competent
- less attractive and stylish
- lacking a sense of humour
- often left out of peer activities
- less positively rated in terms of leadership
- less co-operative

Unpopular aggressive withdrawn learners rated more negatively with regard to other qualities.

The following were cited as peer perceptions:

- get along less well with adults
- behaving more poorly at school
- less co-operative
- less effective leaders
- less academically competent
- athletically more competent

The researcher uses the above information in chapter 4, section 4.6.1, to formulate WEA identification criteria for form educators. The educators can use these criteria in order to arrive at an identification of WEAs.

Form educators, or Register Teachers as they are known elsewhere, are extremely perceptive and sensitive to the problems and pressures that their learners are undergoing. They develop an intimate knowledge of the lifestyles of their learners and are able to form fairly accurate judgements about who is an unpopular withdrawn child and who is an aggressive withdrawn child. Educator judgements are based on continuous observations and interactions.

The researcher is of the opinion that early adolescent scholars generally seem to be concerned about the number and type of friends that they have; their standing among their friends; the importance of getting involved in co-curricular activities; the need to look attractive and stylish and the need to avoid being labelled as academically less competent.

The researcher's opinion has been informed through his interactions with learners over a period of twenty two years and his own observations of unpopular withdrawn adolescents in the classroom corroborate Hymel et al's (1993 : 886) findings. These learners seem to lack a sense of humour; appear to be less co-operative and are often left out of peer classroom activities like participation in sketches, debates and speech contests. They also appear to be less academically competent as their classwork is very often incomplete.

It is also significant to note that whilst the researcher regards the twins as unpopular withdrawn children, their stepmother regards them as unpopular aggressive withdrawn children. Her opinion is based on their aggressive, non co-operative and withdrawn behaviour at home. This suggests to the author that children may not fit neatly into a category as outlined above. It is possible that they may possess some characteristics from both the categories.

The unpopular withdrawn twins do not seem to enjoy or to participate to the same extent as other learners in volleyball, netball and athletics. They isolate themselves from the mainstream of school life and are thus labelled by educators and peers as backward and stubborn. This labelling might probably increase their sense of isolation and levels

of stress which they could be feeling.

The researcher is of the opinion that unpopular withdrawn and unpopular aggressive learners are likely to suffer from a low self concept. Therefore, this researcher also intends to ascertain what image withdrawn children have of themselves.

1.4 STATEMENT OF THE PROBLEM

This research intends establishing:

- the factors that contribute to withdrawal behaviour
- whether such factors are identifiable and
- whether certain factors are more important than others

Withdrawal among early adolescents is a phenomenon that is misunderstood. It also requires clarification of the following related issues :

- What image do these learners have of themselves? Do they have a lower self esteem and self concept than sociable learners?
- In which way are they influenced by their experiences in the world and how do they in turn influence the people and environment in which they live?
- How can these children be assisted by their educators, peers and parents to develop into sociable beings?

1.5 THE AIM OF THE INVESTIGATION

The aim of this research is to establish which factors contribute to withdrawal behaviour in early adolescence. Once these factors are known it might be possible to sensitize educationists, parents and peers to the causes of withdrawal behaviour among early adolescents and to propose ways to deal with such learners.

With the above aim in mind, the research has been subdivided into primary and secondary objectives.

1.5.1 PRIMARY OBJECTIVES

In order to establish the factors that contribute to withdrawal behaviour in early adolescence it is necessary to:

- provide educators with an instrument that assists with the identification of WEAs
- verify the factors that contribute to withdrawal behaviour in early adolescents in a South African context
- ascertain ways in which the WEAs would like their educators to work with them
- identify deep seated fears and anxieties of WEAs

In this manner it should be possible to establish the factors that contribute to withdrawal behaviour in the early adolescent.

1.5.2 SECONDARY OBJECTIVES

This research also hopes to sensitize people who are in contact with WEAs to the plight of the WEAs. This might include:

- outlining strategies for parents, educators and peers to cope with and possibly prevent withdrawal
- contributing towards the body of knowledge regarding WEAs in the educational sphere

1.6 AN EXPLANATION OF THE CONCEPTS

The following keywords are essential to the reader's understanding. The meanings ascribed to them are given briefly:

1.6.1 FACTORS

Urdang (1991 : 139) defines a factor as a constituent, ingredient, aspect, determinant or cause.

McIntosh (1964 : 432) defines a factor as a circumstance, fact or influence, contributing to a result. In terms of this research something that influences or contributes to withdrawal behaviour would be regarded as a factor.

The researcher views a factor as a contributory determinant or a cause of withdrawal behaviour. In this study, the factors or possible causes of withdrawal behaviour emerge from the literature being studied and from the observations, interviews and Incomplete Sentences Form that the researcher administers to the target group.

1.6.2 WITHDRAWAL

Gordis, Margolin and John (1997 : 82) view withdrawal as the child making himself or herself inaccessible to the other participants in some way. Further views expressed by Gordis et al (1997 : 86) are that it may be an unobtrusive way for children to escape from an unpleasant situation, to remove themselves from a conflict or to resign themselves to what a parent is saying. This implies that withdrawal may be an adaptive way to cope with a stressful situation in that the child can distance himself or herself from conflict.

Withdrawal, according to Kirkpatrick (1990 : 896) is being detached, to go away and to retire. This suggests to the researcher that withdrawn children prefer to be on their own and deliberately seek solitude.

A further definition has been proposed by Moskowitz and Schwartzman (1989 : 724). They define withdrawal as a behaviour that isolates the individual from others.

According to these authors withdrawal behaviour closely clusters with fear, anxiety and sadness. This definition further emphasises the fact that withdrawn children attempt to

remove themselves from the mainstream of human activity, possibly to avoid fear, anxiety and sadness.

This researcher does not, however, believe that all withdrawn children suffer from fear, anxiety and sadness. This may apply to many WEAs but there is a possibility that some children display bouts of withdrawal behaviour because they feel bored with and see no value in relating to the people around them. These children may even feel that they are superior to their peers.

Urdang (1991 : 553) defines withdrawal as being aloof, shy, diffident, timid, introverted, isolated and reclusive. These adjectives aptly sum up what the author regards as the defining characteristics of a withdrawn child.

For purposes of this study this researcher defines withdrawal as a deliberate act of detaching or distancing of the child from a situation that is regarded as unpleasant. Withdrawal entails a drawing-in of one's energies and an isolation of oneself from normal social interaction.

1.6.3 BEHAVIOUR

According to Fetzer (1992 : 203) behaviour is the way human beings and other organisms act. In psychology and other behavioural sciences, behaviour is regarded as any activity of a person or other living thing. In this study, the isolationist and detaching actions of early adolescents will be the focus of their behaviour.

Norton and Esposito (1995 : 133) define human behaviour as the expressed and potential capacity for activity in the physical, mental, and social spheres of human life. It is the function of a person's cognitive, emotional and social capabilities, which grow and change over the entire course of the life span, from infancy and childhood on into adolescence and then adulthood. In this research the manifested and expressed activity that is under scrutiny for early adolescents is withdrawal. Withdrawal seems to be a form of

behaviour that could arise from one's cognitive, emotional and social state.

Many researchers concentrate on the period from birth to adolescence because of the rapidity of changes observed during these phases. The author has decided to research the factors determining withdrawal behaviour in the period of early adolescence as this type of behaviour poses problems for educators. Withdrawal is a type of behaviour that seems to affect a fair proportion of the learner population.

These learners and their educators therefore require assistance to cope with this problem. Furthermore, it is the intention of the author to establish whether changes in the period of early adolescence contribute to withdrawal behaviour in any manner.

1.6.4 ADOLESCENCE

Adolescence is briefly discussed as it is the background to early adolescence. Brodsky (1988 : 226) defines adolescence as the period from the onset of the physical and emotional changes of puberty to the time at which youths leave their family homes to live, work or go to school on their own. The physical changes are often quite dramatic as children develop the bodies of adults.

This is however a view of the whole period of adolescence.

Shaffer (1993 : 54) categorises adolescents as belonging to the age group of approximately 12 to 20 years.

The adolescent years, according to Balk (1995 : 5) extend roughly from age 10 to age 22. Although it is convenient to mark the beginning of the teenage years as the entrance to adolescence, most people consider that the onset of puberty, or the beginning of sexual maturation, heralds an individual's passage from middle childhood to adolescence.

An alternative definition has been put forward by Erikson (1963 : 234-235) who defines

adolescence as the advent of puberty where childhood comes to an end and youth begins. In adolescence all sameness and continuities relied on earlier, are more or less questioned again, because of a rapidity of body growth which equals that of early childhood and because of the new addition of genital maturity.

Erikson (1983 : 155) further defines adolescence as the last stage of childhood. According to him this phase is only complete when the individual has subordinated his childhood identifications to a new type of identification, achieved in absorbing sociability and in competitive apprenticeship with and among his age mates. Once again this seems to imply that adolescence is a single phase without sub-phases. However, in this study, the researcher focuses on early adolescence.

Early adolescence, according to Collins, Cosby, Little, Mann, Resnik, Shedd, Stone, and Varenhorst (1988 : 5) is the period around the age of 10 to 14 and which is characterised by a growth spurt or puberty.

Van Der Spuy (1992 : 17) regards early adolescence as a time of rapid physical and sexual maturation. In terms of age, Van Der Spuy includes those from about 9 to 12 or 13 years.

This researcher defines early adolescence as the stage of puberty from around the ages of 9 to 13 years. This stage is characterised by a rapid growth spurt whereby children begin to develop the bodies of adults. Since girls seem to develop faster and earlier than boys, the age span of 9 to 13 years does appear to be more appropriate than 10 to 14 years.

1.7 METHOD OF RESEARCH

Qualitative research is used to ascertain the factors contributing to withdrawal behaviour in early adolescents. Booyse (1997 : 52) indicates that in qualitative research the primary aim is to understand behaviour from the research subject's point of view or from the subject's own

frame of reference.

The researcher collects data through sustained contact with people in settings where subjects normally spend their time. Research questions are aimed at an investigation of the topic in all its complexity, and especially in context.

Booyse (1997 : 53) views qualitative research as entailing the following:

1.7.1 RELATIONSHIP OF RESEARCHER TO THE RESEARCH SUBJECT

The researcher and his subject are expected to interact and influence one another. This means that the researcher will spend a great deal of time observing and talking to the target group in order to understand them better.

1.7.2 NATURE OF REALITY

Reality is socially constructed. Since individuals are different, one should expect that multiple definitions of reality can be constructed. Therefore, control and prediction of behaviour is difficult to achieve as individuals react differently to stimuli. This means that the researcher comes across situations where the target group engages in behaviour that is unexpected and confusing. These learners may even view their actions differently from other people's points of view.

1.7.3 CONTEXT BOUND GENERALISATION

The aim of the study is to develop a body of knowledge unique to the individual being studied and which can be used to develop hypotheses about the individual. The researcher believes that human actions are strongly influenced by the settings in which they occur and therefore it is important to understand the framework in which subjects interpret their thoughts, feelings and actions. Qualitative research therefore lends itself to context bound generalisations.

1.7.4 CAUSAL LINKAGES

Since all elements in a situation are in a state of mutual simultaneous interaction, it is difficult to distinguish causes from effects. The purpose of the research will be to understand the phenomenon from the participant's point of view. This implies that the researcher may not always be able to find clearly defined causes for withdrawn behaviour. Furthermore, the resultant behaviour may not always be that which is expected. Therefore the researcher has to attempt to comprehend withdrawal behaviour from the point of view of the participant and not from his own point of view.

1.7.5 ROLE OF VALUES

The research is value bound and is inevitably influenced by the values of the researcher and values inherent in the context of the study. The researcher upholds the values of honesty, respect and decency in all his dealings with the target group.

1.7.6 MEDIA TO BE USED IN RESEARCH

In order to ascertain the factors contributing to withdrawal behaviour in early adolescents, the following means are employed:

- observations
- interviews
- Incomplete Sentences Form

This shows as far as is possible, the life-world of the withdrawn early adolescent by focusing on his family, peers and educators. The thoughts, feelings, behaviour, appearance, ideals and aspirations of the WEAs are thus highlighted.

Idiographic research is used as individual children are carefully observed and questioned, and the findings analysed in order to understand these learners better. This is of benefit to parents, peers and educators who are presented with recommendations on how to cope with and manage such learners.

1.8 PROGRAMME OF RESEARCH

This study is made up of an additional five chapters.

In chapter one the researcher provides motivation for his field of study by alluding to the classroom and out-of- classroom behaviour of withdrawn learners. These learners tend to distance themselves from the mainstream of human activity and cause frustration and confusion for a great many educators. The researcher defines the concepts: factors; behaviour; adolescence and withdrawal.

The purpose of this research is to ascertain the factors that contribute to withdrawal behaviour among early adolescents. This research is meant to benefit educators, parents and peers of WEAs by focusing on the reasons for withdrawal behaviour. Furthermore, the researcher attempts to make recommendations on how to cope with WEAs.

Chapter Two covers the concept of early adolescence. This includes developmental crises and milestones that the learner goes through.

Chapter Three focuses on the concept of withdrawal behaviour. An attempt is made to understand the characteristics of the unpopular withdrawn and the unpopular aggressive withdrawn learner.

Chapter Four entails the research plan and the creation of criteria to identify withdrawn learners.

Chapter Five presents a report on the research.

Chapter Six details the findings, conclusions and recommendations of the study.

In the next chapter a detailed discussion of the early adolescent is given. The precise age and physical changes, related developmental tasks such as identity formation and self perceptions, and the context of the early adolescent such as the home and school environment are researched.

CHAPTER 2

EARLY ADOLESCENCE AND POSSIBLE CRISES

2.1 INTRODUCTION

In chapter 2 the researcher covers the following aspects: The concept of adolescence is highlighted as this provides the broad context in which early adolescence is situated. The researcher focuses on the factors that influence adolescent development.

The period of early adolescence is thereafter focused upon as this is central to the research. The concept of early adolescence is defined and the various patterns of growth that are found in this phase are examined. The researcher believes that early adolescents have to successfully overcome numerous crises that they go through.

During this phase early adolescents are faced with the challenge of forming an identity. They may develop positive or negative images of themselves. The researcher thus looks at their self perceptions. In the aspect dealing with "life world" the researcher examines the people and environment who influence the development of the early adolescent.

The researcher then focuses attention on the home environment of the early adolescent. The death of a parent or a family member; the loss of a close friend or relative; divorce or separation of parents and abuse are also examples of traumatic situations that early adolescents often have to face. These incidents could have short, as well as long term effects on the learner and could individually or collectively contribute to withdrawal behaviour. Whilst some learners may engage in withdrawal behaviour, there are other effects that these crises could possibly have on children such as depression, suicide, delinquency and pregnancy.

The school environment is then examined as the researcher believes that this could also

contribute to withdrawal behaviour. The role of the educator, school transitions and the role of peers are highlighted in this section.

These are some of the factors that could contribute to withdrawal behaviour, although not all learners may react to these crises by withdrawing. Each of these aspects are elaborated upon in the sections that follow.

2.2. ADOLESCENCE

Adolescence is one of the most demanding and critical phases of development in an individual's life. Balk (1995 : 5) indicates that the adolescent years extend roughly from age 10 to age 22. Although it is convenient to mark the beginning of the teenage years as the entrance to adolescence, most people consider that the onset of puberty, or the beginning of sexual maturity, heralds an individual's passage from middle childhood to adolescence.

According to Mwamwenda (1995 : 63) the adolescent is neither a child nor an adult, but is on the threshold of adulthood. It is a period characterised by a search for and consolidation of identity. Adolescence ranges from age 12 to about 21 years. Kaplan and Sadock (1983 : 839) describe adolescence as a period of variable onset and duration, marking the end of childhood and setting the foundation for maturity.

Biologically, its onset is signalled by the final phase of acceleration of growth and the beginning of secondary sexual development, and its termination is marked by epiphyseal fusion and the completion of sexual differentiation.

Psychologically, it is marked by an acceleration of cognitive growth and personality formation, and is succeeded by the stage of parenthood and the acquisition of an adult work role. Socially, it is a period of intensified preparation for the assumption of an adult role, and

its termination is signalled when the person is accorded full adult prerogatives, the timing and nature of which vary widely from society to society.

Rapoport and Rapoport (1980 : 28) indicate that adolescence is often a time for turbulence - for everyone within striking distance (sometimes literally) and for the adolescent. It may be a time of experimentation, excitement and the delights of creativity. It is also a time when, because the young person is struggling to shake off the authority of parents or school teachers, there may be much quarreling or answering back, storming out or slamming of doors, though the right is not necessarily all on one side.

Adolescents need to experience a sense of adequacy as they develop. Kaplan and Sadock (1983 : 839) have identified certain factors that influence adolescent development. These factors are briefly discussed below.

2.2.1 BIOLOGICAL FACTORS

Biological factors set wide limits for the onset, termination and achievements of adolescence. Onset in normal children may occur as early as age 7 or age 8 or as late as 17 or 18; termination may be as early as 15 or 16 or as late as 24 or 25. The timing is a function both of internal factors, such as sex and inheritance and of external factors, such as nutrition and medical care.

During the period of adolescence, bodily growth may occur in sudden spurts followed by a stage of relative quiescence or may proceed in a smooth and regular fashion. Odlum (1978 :13) states that when it occurs in spurts the adolescent is likely to experience feelings of fatigue, and both his physical and mental energies may slow down for a time.

The most profound changes occur as a result of the development of the activity of the glands that regulate sexual functions, including reproduction. These glands produce various chemical substances which pass into the blood-stream and influence both physical and psychological development to such a degree that both the appearance and personality are fundamentally

altered.

Changes may become apparent between 11 and 12 years for girls. The onset of physical changes for them is characterised by the development of the ovaries. A few girls menstruate at 11 or even earlier. Enlargement of the genitals according to Odlum (1978 : 16) in boys begins at about 11 as the average, followed shortly after by pubic hair growth. These changes are regarded as early if puberty begins before the age of 10 and late if it does not start until 14. The manifestation of puberty in boys, which corresponds with the first menstruation in girls, is the emission of fertile semen.

2.2.2 SOCIAL FACTORS

Kaplan and Sadock (1983 : 840) state that adolescence, as a social phenomenon, is a function of cultural norms. The more sophisticated a society is in its technology, the more prolonged is the period of adolescence, since the complexity of the preparation required for adult roles depends on the demands the society sets. In many cultures, the onset of adolescence is clearly signalled by puberty rites, usually in the form of contests of strength and courage. In technologically advanced societies, there is no clear signification of the end of childhood. The adolescent undergoes a more prolonged and at times, confused struggle to attain adult status.

2.2.3 PSYCHOLOGICAL FACTORS

The most striking attainment during adolescence is the ability for abstract conceptualization. Kaplan and Sadock (1983 : 840) indicate that a related theme for adolescence, in the terminology of Erikson, is the search for a sense of personal identity. The adolescent is no longer a child and not yet an adult. He engages busily in determining who he is and what he is to become. He examines his parents from a more critical perspective and leans more to peer groups for a sense of belonging. If his relations with his parents have been soundly constructed, and if they meet his doubts and criticisms with sympathetic understanding, this temporary unsettling of his prior role leads to a resynthesis of his relations with them on a firm

and lasting basis, one marked by reciprocal respect and by personal independence without the abandonment of filial loyalty. If the prior parent-child relationship was one of excessive dependence or excessive hostility, adolescent turmoil may be prolonged, and lead either to failure of emancipation or to rejection of family ties and a lasting sense of isolation.

Odlum (1978 : 23) states that other forms of distress signals sent out by over-conscientious adolescents who are experiencing anxiety and stress are: headaches, indigestion, feelings of numbness, trembling and exhaustion. Young people may also develop attacks of depression which may last for a few days, for weeks or months. This is usually accompanied by feelings of unworthiness and failure.

The mental illness which occurs more frequently in adolescence, according to Odlum (1978 : 23) than at any other time of life is schizophrenia. The boy or girl, usually not younger than 15, begins to lose touch reality and the people around, and to withdraw into the inner world of its own mind. All contact may be lost and it is impossible to establish any form of communication with the patient.

Rapoport and Rapoport (1980 : 30) further indicate that adolescent behaviour varies widely. This makes them extremely difficult to categorise, and indeed most adolescents deeply resent being categorised and dislike other people organising or making plans for them. In the next sub-section, the influence of the family structure on the development of the adolescent is briefly discussed.

2.2.4 FAMILY STRUCTURE

Kaplan and Sadock (1983 : 840) indicate that the family is an important agent in transmitting behavioural patterns and values expected by society.

Distortions in family structure, inevitably have profound effects on individual development.

2.2.5 PEER GROUPS

The search for identity is markedly influenced by peer groups according to Kaplan and Sadock (1983 : 840). The adolescent is sensitive to the good opinion of his peers and his search for a sense of identity renders him psychologically vulnerable to variations in physiological development, such as precocious or delayed growth, acne, obesity, enlarged mammary glands in the males and inadequate or overabundant breast development in the female.

2.2.6 LIMITED PHYSICAL OR INTELLECTUAL CAPACITY

The adolescent with limited physical or intellectual capacity can develop a persisting and even unchangeable feeling of inferiority; if he is forced to compete in situations in which he repeatedly experiences failure.

This researcher therefore believes that adolescence and especially early adolescence is the period in one's life where the basis for a stable and contented personality is laid. Conversely, early adolescents could develop feelings of inadequacy and inferiority if they are unable to satisfactorily resolve the crises that one experiences in one's life. The concept of early adolescence is thus focused upon in the next section.

2.3. EARLY ADOLESCENCE

Early adolescence, according to Balk (1995 : 5) is defined as the initial period of change that marks the adolescent years and which extends roughly from age 10 to age 14. During these years, the individual is expected to make certain transitions. The early adolescent is expected to move from the security of an enclosed, elementary school classroom to the bustle and variety of either a middle school or a Junior High School.

Balk (1995 : 5) further categorises adolescence into three periods viz. early, middle and late adolescence. The initial period of change that marks the adolescent years is called early

adolescence and extends roughly from age 10 to age 14. Middle adolescence, according to Balk (1995 : 6) extends approximately from age 15 to age 17. Late adolescence comprises the final years of the adolescent period and is from approximately age 18 to age 22.

Early adolescence is described by Balk (1995 : 18) as a period of lessened identification with parents; increased identification with peers; intense (although often transitory) involvement in causes, infatuation with hero figures, and investment in a relationship with an opposite sex peer. Balk (1995 : 18) quotes Blos (1965/1979), who indicates that these early adolescent phenomena herald the efforts to form new ego ideals, separate from dependency on parents, gain more focused heterosexual relations, and develop a mature identity.

Blos, as quoted by Balk (1995 : 18) used the concept of early adolescence to differentiate between individuals who develop normally and those whose development goes awry. He traced developmental failures in early adolescence to failure to surmount obstacles that emerge during this phase of life. Failure to overcome these obstacles constitutes a permanent barrier to maturity. For someone who successfully traverses the early adolescent course, the tasks and challenges of adolescence proper beckon, while someone who stumbles on the early adolescent course will be plagued by poorly resolved tasks and challenges.

Van Der Spuy (1992 : 17) regards early adolescence as a time of rapid physical and sexual maturation. In terms of age Van Der Spuy includes those from about 9 to 12 or 13 years.

Early adolescents must be prepared by their parents for what is about to happen to their bodies. If this does not occur the boy may feel that he is in some way blameworthy, especially if the emission has been preceded by an erotic dream, or he may think that he is different from other boys, or that he has some dreadful illness (Odlum 1978 : 17). Girls do seem to receive some information as mothers are usually obliged by force of circumstances to give some explanation of menstruation to the daughter even if she has failed to do so beforehand.

Many boys and girls are at their least attractive during the early stages of adolescence according to Odlum (1978 : 19). Their contours are angular, their complexion is often

muddy and spotty, their hair unruly and dull, and their movements are apt to be badly coordinated and lacking in rhythm.

Mwamwenda (1995 : 76) indicates that during early adolescence, both boys and girls worry about sexual development, about being over or under weight, and about their school work and examinations. They feel that teachers think that adolescents cannot be trusted.

In terms of this research, the above information suggests to the author that early adolescence can be a period of unsettled physical and emotional growth to some learners as they attempt to come to grips with their development. It is therefore likely that these early adolescents can be affected by these changes in terms of their behaviour.

2.3.1 PATTERNS OF GROWTH

During adolescence children mature and develop in different ways and according to different patterns. Kaplan and Sadock (1983 : 842 -843) identify three patterns of growth. It must be stated that these patterns of growth refer to adolescents in general. However, the researcher is of the opinion that these patterns would apply equally well to early adolescents. Furthermore, the researcher believes that the patterns of growth, especially in early adolescence, could play a significant role in determining withdrawal behaviour.

2.3.1.1 Continuous growth

Adolescents who experience continuous growth, progress throughout adolescence with a smoothness of purpose and self-assurance. They are favoured by circumstances and master previous developmental phases without any serious setbacks. Their family lives do not involve any stressful and upsetting events.

2.3.1.2 Surgent growth

For these adolescents, relationships with parents are marked by conflicts of opinions and

values. They are not as confident as those in the continuous growth group; their self esteem wavers. They rely on positive reinforcement from other important persons such as parents and peers. When this reinforcement is not forthcoming, they often become discouraged about themselves and their abilities.

Some adolescents in this group are afraid of emerging sexual feelings and impulses. Although most adolescents in this category are able to cope successfully with the changes in their bodies and the new feelings that they experience, their ego development is not adequate for coping with unanticipated sources of anxiety.

2.3.1.3 Tumultuous growth

These students go through adolescence with much internal turmoil which manifests itself in overt behavioural problems in school and in the home. These adolescents come from less stable backgrounds than do adolescents in the other two groups. Some of the parents in this group have overt marital conflicts, and others have a history of mental illness in the family.

Many adolescents in this group are highly sensitive and introspective. When unexpected disappointment comes their way, they have a hard time dealing with it. It takes them longer and they use more psychic energy than the other two groups to get over the disappointment.

The author is of the opinion that children who experience surgent or tumultuous growth are much more likely to develop behavioural problems. It is possible that one of the consequences of this could be withdrawal in early adolescence.

A crucial issue that has to be resolved in adolescence is that of identity formation. Children who are unable to resolve this crisis in early adolescence are at greater risk of developing withdrawn or aggressive personalities.

2.3.2 IDENTITY FORMATION

The development of a sense of self-awareness begins in early adolescence. Odlum (1978 : 51) indicates that for the first time the child becomes interested in himself as a person and also in the people around him.

The early adolescent begins to ask such questions as: "What sort of person am I?", " Are my thoughts and feelings similar to those of other people or am I quite different?", " What sort of person do I wish to be?" and so on. This new attitude of mind may be quite disturbing to many young people. It alters their relationships with their families, especially their parents, and also with their friends; and makes them feel unsure of themselves.

This researcher has the viewpoint that early adolescents are likely to fear appearing foolish or inadequate since their bodily movements tend to become awkward and their appearance becomes a source of concern to them. The author believes that early adolescents may harbour fears that they will not be able to do themselves justice in the eyes of other people. This fear may often prevent them from going in for competitive sports, or taking up interests and activities which they would greatly enjoy, because of their fear of failure.

Gerdes (1988 : 87) indicates that an individual identity is never fully formed in childhood. Though the child sees himself as separate and differing from other people; the development of his identity depends mostly on his unconscious identification with others. This means that he tends to imitate and incorporate into his personality the beliefs, attitudes, values and personal characteristics of those who play a significant role in his life.

The author believes that identity formation in early adolescence is a crucial developmental task that one has to successfully overcome. Early adolescents, (Gerdes 1988 : 281), have to:

- establish an identity
- develop the capacity for intimacy and commitment
- define basic values and moral standards
- adjust to the adult world

- become independent psychologically and economically

The author is of the opinion that Erikson (1963 : 232) is probably the scholar most responsible for the contemporary notion that early adolescents face a crisis over identity; that this crisis occurs due to changes in internal and external environments and that successful resolution of this crisis is not guaranteed.

Erikson's psychosocial (1963 : 232) theory postulates the idea of conflicts, of repeated balancing of opposite tendencies during different phases or stages in one's life. Each stage presents the individual with a developmental task and a potential crisis. By resolving the crisis satisfactorily, the person can freely face up to the next stage. If the task is not completed, an adjustment problem or inadequacy may be carried forward to the next stage and persist thereafter unless specific effort is taken to fill the gap, for example with intensive therapy.

His scheme contains eight "ages of man". This is illustrated in Table 2.1 on the next page.

TABLE 2.1
ERIKSON'S STAGES OF DEVELOPMENT

APPROXIMATE AGE & STAGE	CRISES	FAILURE TO OVERCOME CRISES RESULTS IN:
Birth to 1 year INFANCY	Trust vs mistrust	The infant may view the world as filled with untrustworthy or unreliable people.
1 to 3 years EARLY CHILDHOOD	Autonomy vs shame & doubt	The child may have doubts about one's ability and develop feelings of shame.
3 to 6 years CHILDHOOD	Initiative vs guilt	Feelings of guilt.
6 to 12 years LATENCY	Accomplishment vs inferiority	Feelings of inferiority.
12 to 20 years ADOLESCENCE	Identity vs role confusion	Confusion over the roles they have to play in society.
20 to 40 years YOUNG ADULTHOOD	Intimacy vs isolation	Feelings of loneliness and isolation.
40 to 65 years ADULTHOOD	Generativity vs stagnation	People become stagnant or self centered.
OLD AGE	Ego integrity vs despair	Feelings of major disappointments, full of unfulfilled promises and unrealized goals.

Source : Shaffer (1993 : 54)

The relevance of Table 2.1 to the present research is as follows:

In this research the author focuses on early adolescents who are approximately 9 to 13 years of age. According to Table 2.1, learners in this age group fall into two main categories, namely latency and adolescence. Erikson also refers to the latency stage as the stage of pre-

adolescence. It must be noted, at this early stage of the research, that these groupings according to ages, are not fixed or watertight.

There is flexibility in respect of ages within each group. Erikson postulates that in Latency the crisis to be faced is that of accomplishment or industry versus inferiority and that the inability to satisfactorily resolve this crisis could lead to the early adolescent developing feelings of inadequacy and inferiority.

Failure to develop this sense of competence may leave the child with a continuing sense of inadequacy. Teachers and parents must create successful experiences for each child and keep feelings of ineptness from forming.

The early adolescent's feeling of social adequacy may be destroyed or jeopardized by harsh criticism or sarcasm; physical defects or inferiority; undue restrictions and discipline; doubts about parentage; obstacles to achievement being too great; loneliness and misunderstanding of childish motives.

Child rearing patterns and teaching methods may impact negatively on the early adolescent and inhibit the development of a sense of competence. The impact that child rearing patterns can possibly have on withdrawal behaviour is further elaborated upon in section 2.4.1.1.

The next important phase in Table 2.1, is that of Adolescence which is from 12 to 20 years. During this phase, the crisis to be faced is that of identity versus role confusion. If this is unresolved the early adolescent could end up confused and suffer from identity diffusion or confusion about one's role in society. In early adolescence the child is faced with the question of "Who am I?" and thus tries to establish his identity; to determine what roles to fill in society and to work out what aspects of life he considers most important. At this stage relationships with the opposite sex become important, but until the adolescent has a clear sense of his own identity, and confidence in it, these relationships are difficult to establish.

The researcher will thus extract information from the above two stages which fall within the

ambit of his research, on early adolescents who are from approximately age 9 to age 13.

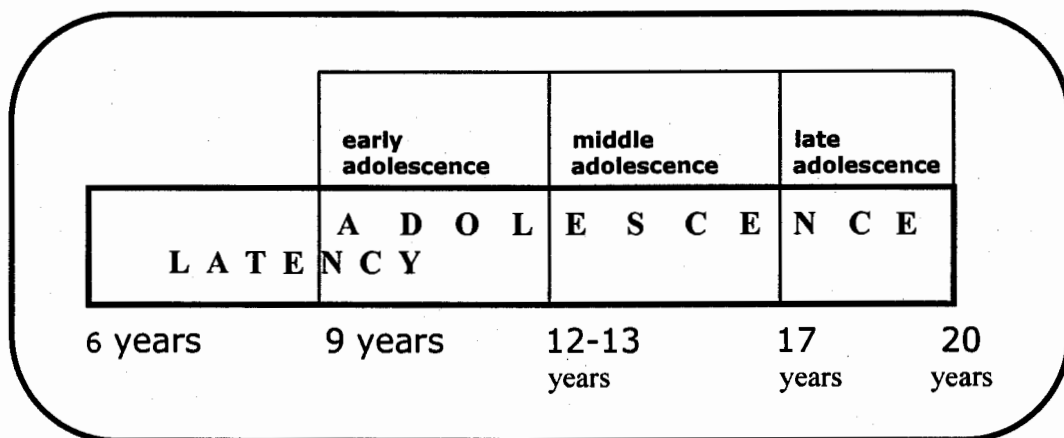
2.3.2.1 Accomplishment versus inferiority

During the Latency stage, early adolescents are found within the age ranges of 9 to 12 years. In this phase, the learner has to successfully master certain skills. If this is done, he has certain skills with which to enter the adolescent stage. If he does not master the tasks of the Latency stage, then he lacks certain skills and probably cannot master the developmental tasks of the adolescent stage.

A visual diagram of the two stages is indicated in Diagram 2.1 below:

DIAGRAM 2.1

LATENCY AND ADOLESCENCE



Source : Own composition

Erikson (1963 : 232) indicates that during the Latency stage the child seems all set for "entrance into life". This could be interpreted to mean that the learner is ready for "entrance to adolescence". During this period, school life - be it field, jungle or classroom - becomes a significant element in the life of the early adolescent. The child " must begin to be a worker and a potential provider."

The child learns to win recognition by producing things. He develops a sense of industry - he adjusts himself to the inorganic laws of the tool world. Learners in this group adjust to the demands of their teachers. This entails mastering tasks such as the skills of handwriting; the production of items of written work; mastering of mathematical concepts; the production of charts, pictures and cards through painting, cutting, pasting and other tasks.

Early adolescents also have to adjust to the demands of their families and derive a sense of accomplishment from what they do. They may be required to assist with household chores and repairs at home. These two vital aspects entail manual and mental work. The early adolescent could, for example, derive a tremendous sense of achievement out of helping his dad to replace a car tyre or helping his mum to rearrange a room. Praise and encouragement goes a long way towards developing a sense of accomplishment. His ego boundaries include his tools and skills: the work principle teaches him the pleasure of work completion by steady attention and persevering diligence.

The early adolescent's danger, according to Erikson (1963 : 233) at this stage, lies in a sense of inadequacy and inferiority. If he despairs of his tools and skills or of his status among his tool partners, he may be discouraged from identification with them and with a section of the tool world. To lose the hope of such "industrial" association may pull him back to the more isolated, less tool-conscious familial rivalry of the oedipal time. The early adolescent then despairs and considers himself doomed to mediocrity or inadequacy.

It is at this point that wider society becomes significant in its ways of admitting the early adolescent to an understanding of meaningful roles in its technology and economy. Many early adolescents have their development disrupted when family life fails to prepare them for school life, or when school life fails to sustain the promises of earlier stages.

At this stage the early adolescent begins to feel that the colour of his skin, the background of his parents, or the fashion of his clothes rather than his will or wish to learn will decide his worth as an apprentice.

The author is of the opinion that the early adolescent who despairs of his own abilities and feels inadequate and inferior in relation to his peers, could develop a very low self image of himself.

Such early adolescents could begin displaying passive withdrawn behaviour in class and even at home. Alternatively some of them could display bouts of aggressive withdrawn behaviour as frustration at their own inadequacies builds up within them. Withdrawal is, however, one of the possible consequences of a failure to overcome the crisis of accomplishment versus inferiority.

As a summary of the above discussion, it can be said that early adolescents require to possess certain qualities, abilities and pre-requisites in order to develop into well adjusted citizens.

The qualities or abilities that an early adolescent require are as follows:

- a) Skills to master tools - this includes the knowledge, expertise and craftsmanship that is gained at school and at home. It covers elementary skills such as writing to more complex skills such as the reasoning and methods that are necessary to be used to solve mathematical problems.
- b) Status - this is a sense of worth and recognition that one attains amongst one's peers and family members.
- c) Tool world - the immediate environment in which the early adolescent works, lives and learns. This includes the school that he attends and his home.
- d) Wider society - this includes the community in which the child lives and which stimulates and rewards him for his accomplishments.
- e) Technology - the mechanical or physical expertise and facilities that are offered to the early adolescent and which he has to learn to master.

f) Economy - the early adolescent develops a sense of how wealth is produced and distributed.

g) Family life - an interesting, supportive and satisfying family life is essential for an early adolescent to develop normally.

Early adolescence continues into the phase of adolescence proper and ends at approximately 13 years of age. During this phase the issues that the early adolescent grapples with are that of identity versus role confusion. This is discussed in the next section.

2.3.2.2 Identity versus role confusion

With the advent of puberty, childhood comes to an end. Youth begins. Erikson (1963 : 235) states that the growing and developing youths are faced with a physiological revolution within them, and with tangible adult tasks ahead of them. They are primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are.

The danger of this stage is role confusion. In most cases, it is the inability to settle on an occupational identity which disturbs early adolescents. Erikson (1963 : 236) adds that early adolescents can be remarkably clannish and cruel in their exclusion of those who are different, in tastes and gifts, and often in such petty aspects of dress and gesture.

The early adolescent's mind is essentially a mind of the moratorium, a psychosocial stage between childhood and adulthood. In searching for the social values that guide identity, one therefore confronts the problems of ideology and aristocracy which connotes that within a defined world image and a predestined course of history, the best people will come to rule and rule develops the best in people.

In terms of this research this means that some early adolescents could become extremely confused as they try to work out an identity for themselves. Some children, who are brought

up by their parents to be quiet and timid, become confused when they are expected to engage in class discussions. Such children are often uncertain about whether their opinions will be respected or not and therefore choose to remain silent.

During this phase, early adolescents, generally, may be prepared to submerge their own unique individuality in order to be part of a greater group. If the values that the group espouses are socially acceptable and their activities harmless in nature, for example sporting the latest haircuts and forming a soccer club, early adolescents may find that being part of the group has greater benefits than disadvantages. These early adolescents would tend to enjoy a sense of achievement and positive recognition from the society in which they live.

However, not all group activities are socially desirable and it may not be in the individual's best interests to submerge his own unique individuality and join such a group who are for example followers of an Anti - Christ movement.

There are also some early adolescents who do not wish to get involved in socially acceptable group activities but who may also achieve a high degree of success and recognition for individual activities for example winning the Jan Hofmeyer or Alan Paton Speech Contest.

Conversely, there are also early adolescents who avoid all forms of involvement in group and individual activities and who are at greater risk of becoming isolated, neglected and rejected. If these learners resist all attempts to get them to participate in activities, they could be in danger of developing withdrawal behaviour.

As a summary of the above it may be said that early adolescents are faced with the challenge of establishing a positive identity for themselves. This can be achieved through the development of self-confidence. Early adolescents need to be rewarded and encouraged for socially acceptable activities by their parents, peers and educators. However, identity formation may become difficult and confusing if there are conflicting expectations for the early adolescent.

The researcher strongly believes that the formation of one's identity is closely related to how early adolescents perceive themselves. Therefore, the researcher examines the self perceptions of early adolescents in the next section.

2.3.3 SELF PERCEPTIONS

Self perceptions deal with the way that children view themselves. Children attach value to their performances in their academic and co-curricular activities and this determines their self esteem or self concept.

Balk (1995 : 172) reports that in studies conducted by Petersen and colleagues (1984), a Self Image Questionnaire for Young Adolescents (SIQYA) was administered to 254 early adolescents and that the following information emerged from the study:

- The self concept development of early adolescents appears to occur in relatively calm, steady progress, rather than in tumult, storm or stress.
- Students who experienced the greatest self concept difficulties were early adolescents whose parents were divorced or separated and those who were depressed, anxious, fearful or caused problems at school.

Margalit (1994 : 20) indicates that children who devalue themselves have difficulty believing that their peers may see them differently. The author believes that early adolescents may attach very little value to themselves when they experience constant failure in the classroom or when they are persistently labelled by parents, educators and peers as being incompetent or useless.

Margalit (1994 : 20) further indicates that the relations between loneliness and low self esteem are considered reciprocal and that among children who consistently fail academically due to their learning or behaviour disabilities; many have been documented for their lower self esteem, poorer self perceptions and more negative feelings of overall self worth. Extended periods of loneliness may lower these children's self esteem, and their lower self esteem may then increase their loneliness, which in turn may further impede their sense of self

worth and efficacy. Negative self perceptions may be associated with loneliness. Lonely individuals often feel unloved and incompetent.

Mwamwenda (1995 : 68) indicates that adolescents form attitudes towards themselves on the basis of what are told about themselves. An adolescent who is told that he is weak or ugly may come to believe it, even if he is actually strong and attractive. However, some perceptions or attitudes entertained by adolescents can have positive effects on them. For example, the self esteem of an adolescent will be enhanced if he or she meets the cultural expectations for physical appearance and ability. A boy may judge his masculinity on the basis of the size of his penis - the bigger the better.

It may thus be said that the self perceptions of early adolescents is also influenced by one's own physical development. Furthermore, the attitudes that others have towards early adolescents, can also impact on their self perceptions.

It is the view of the author that early adolescents may devalue their own performances in the academic and co-curricular fields if they are made to feel incompetent by teachers and parents. Educators who constantly compare the performances of early adolescents and ridicule the efforts of the slow learners may be doing more harm than good. These educators could be contributing to the negative self perception that the child may already have of himself and this could result in withdrawn behaviour.

The researcher is therefore of the opinion that educators should at all times make deliberate attempts to try and boost the self confidence and image of early adolescents through praise and rewards. Early adolescents must be encouraged and made to feel competent and useful in what they do. Educators should not dwell on the shortcomings of early adolescents but rather view these as challenges to improve the lot of these learners.

As a summary of the above, it may be said that early adolescents need to develop a strong self concept and should be made to value their academic and co-curricular achievements. Early adolescents may be adversely affected by the divorce or separation of their parents.

The researcher is of the opinion that learners need to be guided in order to reach their full potential in life and to feel satisfied with what they do. Early adolescents are influenced by many socialising agents in their growth towards maturity.

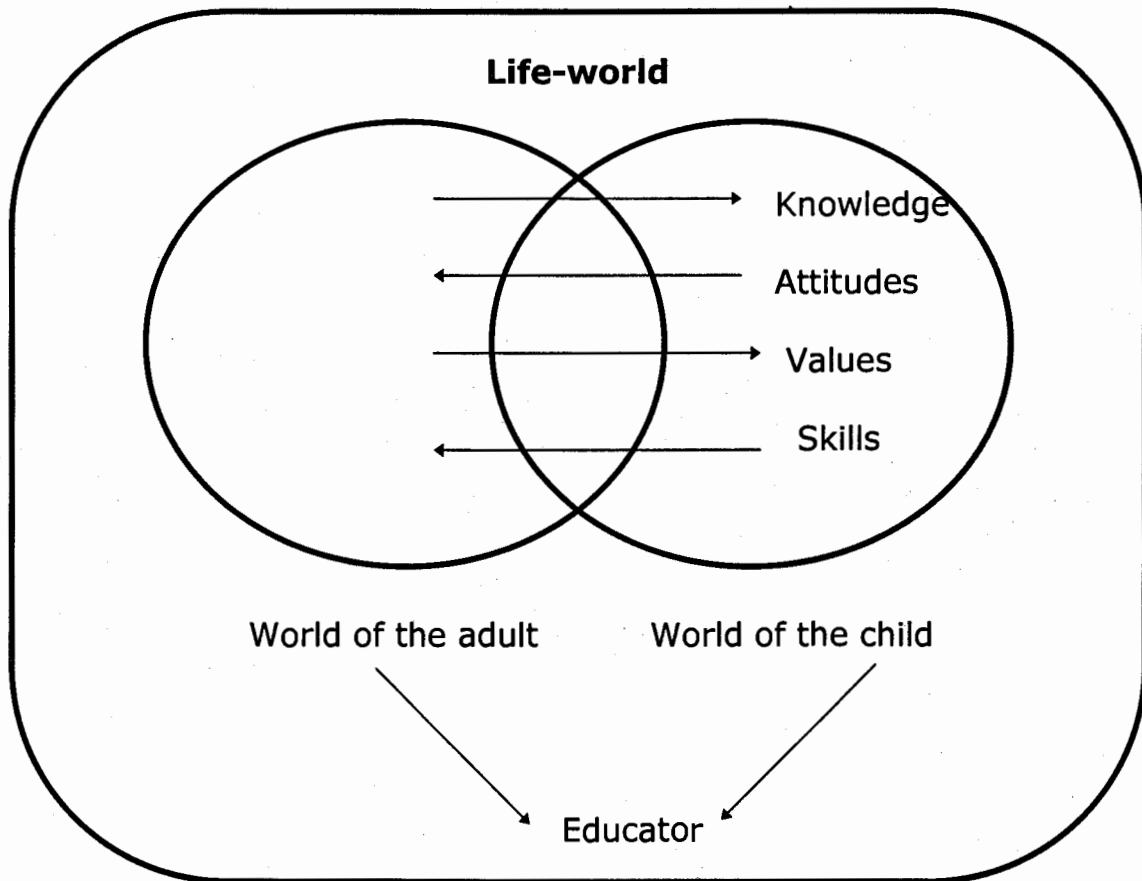
It is therefore important to get an overview of the life-world of the early adolescent. This is covered in the next section.

2.4 LIFE - WORLD OF THE EARLY ADOLESCENT

The life-world of the early adolescent learner comprises the world of the adult and the world of the child. Griessel and Oberholzer (1994 : 14) indicate that the "world must not be interpreted in the geographical sense alone. Being in the world, man is constantly obliged to give meaning to it and constitute it as a meaningful and secure space."

The aim of education is to help the child to move from his childlike world towards the world of the adult. The teacher imparts to the not-yet-adult certain contents of knowledge and skills. Figure 2.1, on the next page, from Griessel and Oberholzer (1994 : 15) illustrates the life world of the adolescent.

FIGURE 2.1
LIFE-WORLD OF THE EARLY ADOLESCENT



Source: Griesel and Oberholzer (1994 : 14)

In the above figure the worlds of the adult and the child are brought together by the educator. The educator thus plays a key role in the transferring of knowledge, attitudes, values and skills to the early adolescent. If the educator is insensitive to, or ignorant of the needs of the early adolescent and the life-world in which he lives, the educator could possibly cause the child to feel insecure and threatened.

Educators must make themselves aware of the life-world of the early adolescent outside the school. It is in the home environment that the personality and character of early adolescents begin to take form and shape. Problems and stresses encountered by early adolescents may possibly affect their personality and behaviour in a negative manner. If teachers are aware of such situations they may be able to help these learners. Conversely ignorance of such situations may cause the educator to unknowingly exacerbate the behavioural problems that are being manifested at school.

Types of parenting and child rearing practices impact on the behavioural patterns exhibited by early adolescents at school. This aspect is elaborated upon in the next section.

2.4.1 HOME ENVIRONMENT

Factors such as child rearing practices, marital discord, family maltreatment and the death of a parent or the loss of a loved one could affect the home environment of the early adolescent adversely. Each of these factors is discussed below.

2.4.1.1 Child rearing during early adolescence

The manner in which early adolescents develop and the characteristics that they display are largely dependent upon the amount and nature of parental warmth and parental control that is displayed to them. There are three main types of parenting. These are authoritarian, authoritative and permissive. For purposes of this research, the author will focus on authoritarian parenting, because he is of the opinion that children who have authoritarian parents do seem to be at a greater risk of developing withdrawal behaviour, amongst other types of behaviour. A brief description of authoritarian parenting and the characteristics of their children are outlined below:

This is a very restrictive type of parenting in which the parent sets many rules, expects strict

obedience, and rarely if ever explains to the child why it is necessary to comply with these regulations. The parent will often rely on punitive, forceful tactics to gain compliance. Authoritarian parents are not sensitive to their children's conflicting viewpoints, expecting instead of the child to accept their word as law and to respect their authority.

The researcher believes that early adolescent children of authoritarian parents are likely to display one or more of the following behaviours:

- conflicted, irritable
- fearful, apprehensive
- moody
- unhappy
- easily annoyed
- passively hostile
- vulnerable to stress
- aimless
- sulky
- unfriendly

It is the view of the researcher that authoritarian parents could possibly be the cause of extreme stress in early adolescents and that some of these children could end up manifesting withdrawal behaviour. Unpopular withdrawn children do seem to be generally fearful, apprehensive, unhappy, passively hostile, sulky and unfriendly. It is possible that some early adolescents could also develop into aggressive withdrawn personalities. Such children are easily annoyed; can react quickly to stress and are irritable.

These parents would probably be lacking in parental warmth and would most likely be excessive in respect of parental control. It is possible and highly probable that authoritarian parents could experience high levels of stress and marital discord in their family lives. For this reason the author examines this aspect and its impact on early adolescents in greater detail in the next section.

2.4.1.2 Marital discord

Divorce represents a drastic change in family life that is stressful and unsettling for early adolescents and their parents. The emotional upheaval that follows a divorce may influence the parent/child relationship. Shaffer (1993 : 619) indicates that children often become cranky, disobedient or otherwise difficult; whereas the custodial parent may suddenly become more punitive and controlling. The stresses resulting from a divorce and a new coercive lifestyle often affect the child's peer relations and schoolwork.

This researcher is of the opinion that early adolescents could react to divorce by withdrawing into themselves. Withdrawal would be accompanied, in most cases, by feelings of depression and a low self concept. These early adolescents would probably view one of their parents as the source of their unhappiness or alternatively could also apportion blame to themselves. If the latter is the case, the early adolescents are likely to suffer from bouts of guilt and depression. The researcher is of the view that this would probably be accompanied by a drop in scholastic performance and an unwillingness to get involved in the mainstream of school life.

These early adolescents would probably become "problem pupils" in class as they are likely to display an apathetic attitude towards schoolwork and respond with silence or profess ignorance when questioned by their teachers. Alternatively, early adolescents could also develop aggressive tendencies as frustration builds up within them.

Shaffer (1993 : 608) indicates that second marriages are more likely to end in divorce than first marriages. One can only wonder at the stresses experienced by the adults and early adolescents who find themselves in a recurring cycle of marriage, marital conflict, divorce, single parenthood and remarriage.

Girls do not seem to adjust as well as boys in reconstituted families. This could be so because girls apparently view their stepfathers as major threats to their relationships with their

mothers, and they are likely to resent their mothers for remarrying and becoming less attentive to their needs.

Shaffer (1993 : 609) indicates that the introduction of a stepmother is once again more disruptive and difficult for girls to handle than for boys, particularly if the biological mother maintains frequent contact with her children. This resentment could be short-lived, for over time the relative rearing roles of the biological mother and stepmother can be effectively worked out. What is of concern is when these roles are not clearly defined and there is ongoing conflict between the biological mother and the stepmother. Such a situation could result in the early adolescent becoming very confused and withdrawn in behaviour. Such children could also depict withdrawn - aggressive behaviour.

Marital discord and divorce could increase the stress levels experienced by parents, who could in turn displace their frustrations onto their early adolescent children. It is therefore likely that the early adolescents will experience some form of family maltreatment, which is elaborated upon in section 2.4.1.3.

2.4.1.3 Family maltreatment

Shaffer (1993 : 612) states that just as family relationships can be our greatest source of nurturance and support, they can also be a powerful source of anguish. The researcher believes that a significant number of early adolescents are maltreated in this country. They are burned, bruised, beaten, starved, suffocated, sexually molested or otherwise mistreated by their caregivers. Still others are neglected and deprived of the basic care and stimulation that they need to develop normally.

Balk (1995 : 269) states that parental abuse and neglect make youth very hesitant to trust adults. Lack of trust presents formidable problems in adjusting well to foster care if the child is removed from his biological parents.

It is therefore likely that some early adolescent children - of parents who are downright

hostile and who provide no guidance at all by hemming the children in with rules and punishing them at every misstep - will find it difficult to learn to care about other people; to become appropriately autonomous and to fit into society. According to Shaffer (1993 : 615) abused and neglected children (including early adolescents) depict the following characteristics :

- fearful
- anxious
- depressed
- low in self esteem

High risk parents who were rejected, mistreated, or otherwise emotionally deprived as children are much more likely to become angry, punitive or abusive parents if they are currently experiencing other kinds of social or environmental stress such as employment and financial insecurity. Parents could also become abusive if they suffer from untreated medical and mental conditions for example schizophrenia. In such cases the parent is unlikely to have full or complete control over his emotions or actions.

Shaffer (1993 : 613-614) indicates that some areas can be labelled as high-risk neighbourhoods because they have a much higher rate of child abuse than other neighbourhoods with the same demographic and socioeconomic characteristics. These tend to be deteriorating neighbourhoods - physically unattractive and socially impoverished settings in which families are not only struggling financially but are also isolated from formal and informal support systems such as friends, relatives, religious organisations and social workers.

In South Africa, there are many such areas that spring up almost overnight and are referred to as squatter camps. These squatter camps lie on the outskirts of towns and cities and have virtually no formal support systems like welfare bodies and Alcoholics Anonymous.

In countries and communities that have a permissive attitude to violence and sanction the use of physical punishment as a means of controlling children, the problem of abuse of early adolescents is likely to be higher. The United States of America is a typical example of a

permissive society where the use of physical punishment as a means to control children is much more acceptable. In South Africa, corporal punishment of children is accepted by some Black communities, even though this is prohibited by the South African Schools Act -Number 84 of 1996. This situation could lend itself to abuse of early adolescents. It must however be stated that this does not mean that Black communities are the chief or the only perpetrators of child abuse. Child abuse is a problem that occurs in all communities.

It is the view of the researcher that abused early adolescents could manifest passive withdrawal behaviour or even aggressive withdrawn behaviour. These forms of withdrawal could be their only way of coping with an unpleasant situation - a situation from which there seems to be no escape.

Whilst other avenues of support like Childline and social workers do exist, 9 to 13 year old early adolescents are often ignorant of these facilities or do not access them for fear of getting into more problems with their parents.

There are many contributors to the very serious problem of early adolescent abuse. Abusers come from all social strata and walks of life, although many of them were themselves abused as children. Early adolescents who are defiant, active, irritable, emotionally unresponsive, or ill, are more vulnerable to abuse than are happy, healthy early adolescents who are easy to care for. Abuse of early adolescents is most prevalent in families under social, financial, or environmental stress. It is thus left to the school teacher to identify withdrawn children and to offer them some means of overcoming their plight.

Early adolescents who are experiencing maltreatment at the hands of a parent may look elsewhere for sympathy and support. Their problems could be aggravated if this "surrogate parent" or caregiver suddenly dies. Similarly, early adolescents, who come from well adjusted families with both parents, could also be negatively affected by the death of a parent or the loss of a loved one.

The impact that this could have on withdrawal behaviour is examined in the following section.

2.4.1.4 Death of a parent and loss of a loved one

The author is of the view that early adolescents form very close attachments to their parents. These children are at a sensitive age where they look upon their parents as role models and as towers of strength. Parents, too, who are acutely aware of the impending changes in their early adolescent children, with the onset of puberty, seek to maximise the quantity and quality of contact time with their early adolescents. The bonds between parents and early adolescents are thus usually strengthened during this period as families engage in activities together.

However, an excess of parent-child interaction, to the exclusion of others, could prove detrimental to the long term psychological well-being of the early adolescent. Whilst it is necessary for parents to form warm, secure bonds with early adolescents ; the author is of the opinion that parents must not become overly protective and make all decisions for them. Early adolescents have to be given a modicum of independence commensurate with their age.

If early adolescents are not given sufficient opportunities to make independent choices or to engage in social interaction without the intervention of the parent, they could find it very difficult to socialise and to fit into the mainstream of human life after the death of a parent. The death of a parent during this phase could cause the early adolescent to feel extremely insecure.

It is natural for early adolescents to feel lost and threatened once a parent has died, but such feelings should dissipate over a period of time. Early adolescents could quickly fall into a state of self pity, depression and ultimately withdrawal. They may then become vulnerable to attack from bigger, aggressive learners. Furthermore, these children are likely to view criticism from educators in a negative light. Without a secure support base, early adolescents could probably look upon withdrawal as a safe defence mechanism against a hostile world. Early adolescents, may experience feelings of hopelessness and develop an apathetic attitude towards their schoolwork and friends. It is possible that early adolescents could begin displaying withdrawal behaviour if they are unable to form alternative attachments quickly.

For early adolescents, the crises of losing a family member could be exacerbated by problems experienced at school. In the next section the researcher examines the impact that the school environment has on the early adolescent. The role of the educator, school transitions and the influence of peers are discussed as possible factors that could contribute to withdrawal behaviour.

2.4.2 SCHOOL ENVIRONMENT

A negative or demotivating school environment could also affect the behaviour of an early adolescent. In this section the role of the educator, school transitions and the role of peers is discussed.

2.4.2.1 Role of the educator

This researcher is of the opinion that the educator plays an extremely important role in the formation of different behavioural traits and could be a contributory factor to withdrawal behaviour in early adolescents. In the context of this research, the educator is regarded as the teacher of the learner, who is a scholar, and who imparts specialist information relating to specific subjects to the learner. Information that is imparted to the children on a daily basis is in respect of examination subjects such as History and Geography and non-examination subjects such as Guidance and Cultural Studies. People who come into contact with the child out of the school may also be guiding him but will not be regarded by the researcher as educators of the child.

Children in early adolescence are very impressionable and are easily influenced. They need to feel useful and good about their abilities. Teachers who are overbearingly critical and derogatory in their approach to children are highly unlikely to assist in the development of a

positive self concept or image. These educators, who constantly find fault with children and humiliate them in the presence of peers, do more harm than good to the psychological well-being of these learners. If these learners are experiencing problems in their family, then they are more likely to have their sense of self worth and confidence destroyed by such educators.

Shaffer (1993 : 640) indicates that children who are expected by teachers to do well are likely to live up to these positive expectancies, whereas those expected to perform rather poorly often earn lower grades and score lower on standardized tests than classmates of comparable ability for whom the teacher has no negative expectancies. This is called the Pygmalion effect: it occurs because teachers treat high-expectancy students very differently from those expected to flounder. This researcher believes that Shaffer's comments apply equally to early adolescents as they are at a very impressionable age and are easily influenced.

Teachers who expose early adolescents to more challenging materials, demand better performances from them and are more likely to praise them for answering questions correctly. By contrast, low-expectancy early adolescents are not often challenged and are more likely to be criticized when they answer questions incorrectly - a practice that may convince them that they have little ability and which may undermine their motivation to achieve.

The above information from Shaffer suggests to the author that low-expectancy early adolescents are at a greater risk of being neglected by their educators. This subtle form of neglect may result in them feeling inadequate and inferior in relation to the high-expectancy early adolescents and may even result in some of them manifesting withdrawal behaviour.

The researcher believes that early adolescents are at greater risk than other adolescents of developing withdrawal behaviour, since they face the additional difficulty of coming to grips with a new school environment. This is brought on by a move from one phase to another. The effect that school transitions have on early adolescents is discussed next.

2.4.2.2 School transitions

Balk (1995 : 316) indicates that a change of school from Foundation Phase (Grades 1, 2 and 3) to Intermediate Phase (Grades 4, 5 and 6), or from Intermediate to Senior Phase (Grades 7, 8 and 9) can be a very stressful experience for early adolescents for the following reasons:

- they need to adjust to new teachers and unknown expectations about work. Early adolescents undergo natural biological and physical changes during these years. These changes are not brought about by the school transitions but are part of a natural process of growing up. This is discussed in section 2.2.1.
- early adolescents also begin to desire more independence and freedom from adult supervision.

The above changes could become very stressful for some early adolescents as they make the transition from sixth grade to the Senior Phase. According to Balk (1995 : 316) as sixth graders these pupils had been "top dogs" in their schools, but as seventh graders, "bottom dogs," - low ranking strangers in a new milieu. The effects could be worse if they make multiple transitions.

Balk (1995 : 316) adds that the most severe reactions occurred in early maturing girls and extremely early maturing boys. Physical maturation does not prepare them emotionally to cope well with the new environment of the Senior Phase. In South Africa, some learners change school from grade 3 to grade 4, that is from Foundation to Intermediate Phase. Most of the learners change school from grade 6 to grade 7, in other words from Intermediate Phase to Senior Phase. The learners who are most likely to be adversely affected by a school transition are those who move from grade 6 to grade 7.

Presently, the majority of South African Primary and High Schools do not have school counsellors or social workers to prepare learners to cope with or to handle the change from one type of school to the next. Early adolescents are left to cope on their own with their bodily changes and feelings. Sex education is not taught or covered in the majority of schools

and learners, who make the transition to High School, are unprepared for the stresses of a new environment.

Balk (1995 : 318) indicates that students who did two transitions, consistently do poorer academically than students who made one transition. This is true in a variety of academic subjects, including language, arts, literature, maths, science and social studies. These students also score significantly lower on overall self concept with regard to mastery of the environment and a sense of personal adjustment. Girls who make double transitions experience greater stress than boys.

It is the opinion of the researcher that a minority of early adolescents do become highly stressed and experience lower levels of self esteem. Although it is only a minority number of early adolescents who are adversely affected, it is the opinion of the researcher that this group is probably represented among the WEAs. This could be a possible contributory factor to withdrawal behaviour among these learners.

This researcher does not maintain that all early adolescents who make a school transition are likely to be adversely affected. He is of the opinion that some of these early adolescents are likely to experience some problems such as stress and lower levels of self esteem when they enter a new environment and that it is therefore likely that a few of them will develop withdrawal behaviour as a means of coping with an unpleasant situation.

A school transition can be a traumatic or a pleasant experience for early adolescents. It can be made even more unpleasant if the educators are biased, unsympathetic and excessively critical in their interactions with the early adolescent.

Another important socialising factor in the school environment are the peers of the early adolescent. The researcher is of the opinion that aggressive peers who ridicule others could contribute to withdrawal behaviour among early adolescents. This aspect is discussed in the next section.

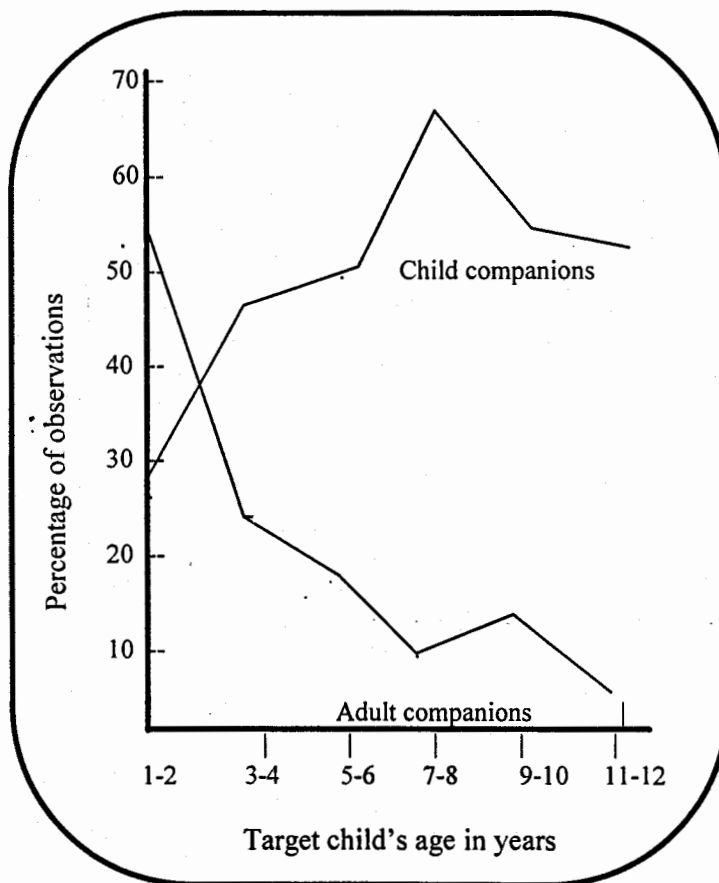
2.4.2.3 Role of peers

Shaffer (1993 : 649) defines a peer as "one of equal standing with another."

Developmentalists, according to Shaffer (1993 : 649) also think of peers as social equals or as individuals who, for the moment at least, are operating at similar levels of behavioural complexity.

The amount of contact that early adolescents have with their peers increases with age, while their contacts with adults show a corresponding decrease (Shaffer 1993 : 650). This is clearly illustrated in Figure 2.2.

FIGURE 2.2
CHANGES IN CHILDREN'S COMPANIONS



Source : Shaffer (1993 : 650)

Figure 2.2 illustrates that during the early adolescent years of 9 to 13 years, the amount of contact with adults declines from approximately 15% to 5% whilst the amount of time spent with child companions averages approximately 50%. This suggests to the author that peers are likely to influence their companion's behaviour to a significant extent.

Gerdes (1988 : 277) indicates that it is natural that adolescents should feel most comfortable in the presence of peers who are going through changes similar to those they are experiencing. The researcher feels that this applies equally well to early adolescents. In turning to peers for support and understanding early adolescents are also preparing themselves for increased independence from their parents. Nevertheless, parents continue to play the major role in long-term decisions such as career choice, whereas the opinion of peers are considered more important as far as matters of dress, school situations and here-and-now issues are concerned.

Shaffer (1993 : 654-655) identifies several factors that lead to early adolescents becoming accepted, neglected or rejected by their peers. These are discussed below.

- (a) **Physical correlates:** Both physique and rate of maturation are correlates of peer acceptance. The researcher believes that early adolescents with athletic builds tend to be more popular than those with linear or rounded physiques.
- (b) **Cognitive skills:** Popular early adolescents tend to do well in school and to score higher on I.Q. tests than do less popular early adolescents .
- (c) **Names:** Children with attractive names tend to be more popular and are viewed as more competent by teachers than agemates with less attractive or offbeat names. The researcher's view is that an early adolescent with a strange name is likely to be handicapped by it, as some peers could make their names an object of ridicule.
- (d) **Facial attractiveness:** Attractive early adolescents are often described in more favourable ways. They are seen to be smarter and friendlier than their less attractive classmates, by peers and teachers. Attractive early adolescents are generally more popular than

unattractive early adolescents from elementary school onwards.

Shaffer (1993 : 655) suggests that peers and teachers communicate subtly and not so subtly to attractive youngsters, (which includes early adolescents), that they are smart and are expected to do well in school, behave pleasantly and be likable. Attractive early adolescents become more confident whereas unattractive early adolescents who receive less favourable feedback may suffer a loss of self esteem and become more resentful, defiant and aggressive.

(e) Interpersonal behaviour: An early adolescent's behaviour is an important determinant of his standing in a peer group. The researcher is of the opinion that popular early adolescents are reasonably calm, supportive and outgoing.

Peers exert their influence, according to Shaffer (1993 : 659) through reinforcing, modelling and even pressuring one another to comply with the values and behaviours they condone. Each method is discussed in detail below.

(1) Reinforcement

Peers are potent sources of reinforcement. Many of the reinforcers that children provide one another are quite subtle and unintentional. An early adolescent who "caves in" to a bully has not only reinforced the bully's aggressive tactics without meaning to, but has also set himself up to be victimized again.

The author believes that early adolescents who consistently give in to bullies could develop withdrawal behaviour. These early adolescents are likely to be quiet, timid and neglected.

(2) Modelling influences

Peers also serve as social models. It is the researcher's view that an extremely timid

early adolescent may overcome his fear of making a speech in front of the class once he witnesses a peer delivering a speech.

Peers also serve to inform the early adolescents of how they are supposed to behave in different situations, for example the behaviour expected of them at school at morning assemblies.

(3) Peer pressure

Shaffer (1993 : 660) indicates that peers influence one another by forming groups and setting norms that define how members are supposed to look, think and act. Pressures to conform to a group can be so intense that early adolescents who choose to ignore it are at risk of being labelled a nerd or face outright rejection. For many early adolescents it is quite a feat to be accepted as one of the gang while maintaining respectability in the eyes of parents, teachers and other important adults.

Early adolescents become increasingly responsive to peer pressure as they grow older and that early adolescence is the period when the peer group has the greatest influence. Peers may become a source of comfort and security to most early adolescents if they are accepted into the group or are able to form close attachments to a few children who share their interests and problems.

However, peers can also become a source of anguish and fear for the early adolescent who is neglected, rejected or embarrassed by them because he is physically unattractive; has an offbeat or strange name or a lower I.Q. Peers can then become constant threats to the emotional and physical well being of the early adolescent who is on the receiving end of verbal and physical abuse.

The researcher is of the opinion that these early adolescents could view withdrawal as a form of escape from a situation that is regarded as unsafe and demeaning. Since early adolescents spend a great deal of time in the company of their peers, those that

are abused may be afraid to report the abusers for fear of further victimisation.

2.5 CONCLUSION

Whilst the majority of early adolescents may find that this period in their lives passes without much undue stress and turbulence, there is a small number of children who find it difficult to come to grips with the physiological changes that begin to take place in their bodies with the onset of puberty. The problems of these children could be further exacerbated by crises experienced at home or at school.

A child in early adolescence may experience crises which affect his psychological well-being and which could result in withdrawal behaviour. During the first few years of early adolescence the learner has to successfully resolve the crisis of industry versus inferiority. As he approaches the age of 12 years, the question of identity formation becomes paramount. If the child is unable to resolve this crisis satisfactorily, he could develop feelings of ineptness and inadequacy. Such children would probably be lacking in self confidence and are more likely to possess a lower self esteem. These learners could manifest withdrawal behaviour at school and even at home.

At school, the child finds that he is influenced by his peers and educators. Educators, in particular, play a crucial role in the formation of a positive self concept. An educator who is insensitive to or ignorant of the life world of the child may inadvertently contribute to withdrawal behaviour through his continuous criticism.

The family life of the early adolescent in respect of parenting styles, marital discord, divorce and child abuse could also affect the early adolescent negatively and thus contribute to withdrawal behaviour. A major factor that could also contribute to withdrawal behaviour is the death or loss of a parent or family member. Early adolescents need as much support as possible in order to overcome this crisis in their lives. Without sufficient and suitable support,

the early adolescent could fall into a state of depression and withdraw from the mainstream of human life.

The researcher therefore focuses on the concept of withdrawal behaviour in the next chapter. He provides a working definition of withdrawal behaviour; categorises withdrawal into its different aspects and examines the impact of withdrawal on early adolescents.

CHAPTER THREE

WITHDRAWAL BEHAVIOUR

3.1 INTRODUCTION

Chapter three focuses on the concept of "withdrawal". In the orientation to withdrawal behaviour, the researcher defines the concept of withdrawal and provides a broad overview of what withdrawal entails in respect to the feelings and the manifested behaviour of early adolescents especially in the school context.

It must be pointed out that research relating specifically to withdrawal among early adolescents is still in its developmental stages, and therefore literature on this aspect is not readily available. Literature that is available deals with children and adolescents. In the opinion of the researcher, such information also seems to be applicable to the early adolescent.

The researcher then uses available information from Hymel, Bowker and Woody (1993 : 779) and Rubin and Asendorpf (1993 : 14) to distinguish between two types of withdrawn early adolescents (WEAs). These are unpopular withdrawn and unpopular aggressive withdrawn children. He provides a comparison of these two groups because not all WEAs manifest the same characteristics. The researcher does this in order to assist educators to identify and to understand the WEA better. Withdrawn early adolescents can be difficult to cope with unless educators have a strong knowledge base from which to work.

Interaction patterns of unpopular withdrawn early adolescents, as compared to angry, defiant WEAs are thereafter discussed in a classroom situation. This provides a good understanding of how withdrawn early adolescents relate to others.

The researcher then examines unsociability and shyness as these behaviours are similar to, or

are often regarded as withdrawal itself. Some early adolescents could be classified as unsociable and shy. Their study is therefore relevant to this research. These behaviours may give rise to loneliness. The researcher thus looks at the relationship between loneliness and withdrawal.

As part of the research involving possible determinants of withdrawal behaviour among early adolescents, the researcher examines the following social aspects: the effect of family conflict on early adolescents; the effect of parental support or the lack of it on early adolescents and physical abuse and neglect of early adolescents.

Rubin and Asendorpf (1993 : 20) indicate that biological factors also play an important part in determining withdrawal behaviour. The predisposition to withdrawal could be genetically inherited or be the result of the spontaneous function of the limbic circuits.

Research findings of Myers (1987 : 738) also indicate that developmentally disabled adolescents could develop withdrawal behaviour. Due to the latest inclusive drive in education, these learners can possibly be found in a public school. The researcher examines this aspect briefly. This ought to present the reader with a global view of withdrawal behaviour.

The researcher then discusses the implications that withdrawal behaviour has for teaching. The effects of withdrawal behaviour on early adolescents is thereafter focused upon, in respect to the loss of self esteem and depression for early adolescents. In the sections that follow, each of the aspects mentioned in the introduction is discussed in detail.

3.2 AN ORIENTATION TO WITHDRAWAL BEHAVIOUR

Social withdrawal according to Rubin and Asendorpf (1993 : 14) is an "umbrella term" subsuming all forms of behavioural solitude. It is a highly complex phenomenon that carries

with it many "faces" and potential causes.

Shyness is one form of social withdrawal that is motivated by social evaluative concerns, primarily in novel settings. Inhibition is also a form of withdrawal characterised by social aloneness or withdrawal in novel settings. In section 3.4.2 the researcher focuses upon shyness and inhibition to a greater extent.

This researcher defines withdrawal as a deliberate act of detaching or distancing of the early adolescent from a situation that is regarded as unpleasant. Withdrawal seems to entail a drawing-in of one's energies and an isolation of oneself from normal social interaction.

Withdrawal can be seen as a form of adaptation. The adapted child is, according to Jorge Oller Vallejo (1986 : 114) that part of the child that reacts to the critical parent's limits or the nurturing parent's care with learned adaptive behaviours of compliance, rebellion or withdrawal.

Thus, withdrawal behaviour may be regarded as both a positive and negative form of adaptation by the adapted early adolescent to parental influences along with compliance and rebellion. The emotion that is usually associated with withdrawal is sadness. It has been commonly found in classrooms that while one group member expresses rage with profuse screaming, another remains with eyes downcast, looking at nothing in particular, with a sad expression in his eyes and an attitude of non-participation in the situation.

Jorge Oller Vallejo (1986 : 114) reports that although "I tend to speak to him, I experience an emptiness when I reach him. In therapy sessions the child would remember how he would mentally remove himself from a situation by thinking about other things when his parents quarrelled."

When situations that are deemed as threatening, dangerous or frustrating and cannot be

avoided, removed or changed the most adaptive solution for the early adolescent may be to withdraw physically and psychologically.

Vallejo (1986 : 116) further indicates that withdrawal is the adaptive behaviour that accompanies despair and resignation after loss, deprivation, destruction, abandonment or the failure of something, whether it be person, thing or situation. The primary emotion in withdrawal is sadness, which at a more complex level is depression. There is a significant relationship between depression and withdrawal.

When something catastrophic happens, people should behave appropriately while it lasts. However, afterwards they might show the tendency to withdraw into themselves and fall into a state of acute collapse, non-communicativeness, apathy and self absorption. This can be called inappropriate behaviour.

Moskowitz and Schwartzman (1989 : 723) report that high social withdrawal is predictive of poor school achievement. Females who are high on withdrawal also have an elevated rate of abortions. Early adolescents who are high on both aggression and withdrawal have relatively poor social competence, have general problems with behaviour, have low intelligence, and perform poorly in school.

Many educationists are faced with the problem of being unable to identify and manage withdrawn early adolescents correctly. This researcher has therefore compiled a set of criteria which may be used to identify withdrawn early adolescents. These criteria are used in conjunction with a checklist. The educators observe the early adolescents and record their observations on the checklist.

Withdrawn early adolescents may be better understood by categorising them according to the characteristics that they manifest. There are 2 main categories of withdrawn early adolescents. Each category is discussed in the next section.

3.3 CATEGORISATION OF WITHDRAWAL BEHAVIOUR

Hymel, Bowker and Woody (1993 : 779) distinguish withdrawn children into subgroups of aggressive unpopular, withdrawn unpopular and aggressive withdrawn unpopular. For purposes of this study, attention is focused on the withdrawn unpopular and the aggressive withdrawn unpopular early adolescent. The above authors have found (1993 : 881) that unpopular children who are aggressive as well as withdrawn in their social behaviour are more rejected than the other two unpopular subgroups. Secondly, unpopular children in the withdrawn group were significantly more withdrawn than were those in the aggressive withdrawn group.

3.3.1 WITHDRAWN UNPOPULAR EARLY ADOLESCENTS

Early adolescents from this group spend more time alone than with others. Hymel, Bowker and Woody (1993 : 891) have found that these children are viewed as incompetent in the athletic but not in the academic domain. They are seen as unattractive and lacking in style, relative to average children. However, they rate positively in terms of behavioural conduct and getting along with adults.

Lyons, Serbin and Marchessault (1988 : 540) have used the Pupil Evaluation Inventory to identify withdrawn and aggressive withdrawn children. According to Lyons, Serbin and Marchessault (1988 : 547) withdrawn children stood out on two variables namely: "level of target involvement with peers" and "levels of target attempts to solicit peer attention". Peers were rated as less involved with these children.

Rubin and Asendorpf (1993 : 13) refer to this type of behaviour as passive withdrawal. This is associated with a low social approach and a high social avoidance motive. This may be caused by family relationship difficulties, ecological hardship and peer rejection.

The researcher has come across some early adolescents who fit this description in class. These children are usually timid and generally do not present any behavioural problems

for their educators. They may not be very competent in sport or very sociable, but they do have the capacity to cope adequately with their academic work.

Further research into the characteristics of the unpopular withdrawn early adolescent has been conducted by Kohn and Parnes (1974 : 165). Their study focuses on the social interaction of apathetic withdrawn and angry defiant children. For purposes of this research, apathetic withdrawn children are equated to unpopular WEAs.

They used 406 children in six New York City day care centers in this research. Even though these children do seem to fall out of the early adolescent group; this researcher is of the opinion that the results would be significant to his research as the study focuses on withdrawn day care children who will soon be early adolescents.

The results of the above study are as follows:

- 1) Interactive behaviour constitutes a greater proportion of the total number of observed acts of children rated high on anger-defiance than of children rated high on apathy-withdrawal; conversely, solitary acts constitute a greater proportion of the total acts of children rated high on apathy-withdrawal than of children high on anger-defiance.
- 2) Command behaviours are proportionately more frequent for children rated high on anger-defiance than for children high on apathy-withdrawal.
- 3) Acts of withdrawal from others are proportionately more frequent for children rated high on apathy-withdrawal than for those high on anger-defiance.

The researcher is of the view that the results of this study apply equally well to early adolescents. These results indicate to the researcher that withdrawn children prefer to be on their own. In other words they engage in solitary behaviours rather than mix or interact with others.

Secondly, withdrawn children are not as assertive and commanding as angry-defiant children. The composite image of withdrawn children is that they are timid and reserved. In the next

section the researcher examines the characteristics of the unpopular aggressive withdrawn early adolescent.

3.3.2 AGGRESSIVE WITHDRAWN UNPOPULAR EARLY ADOLESCENTS

Rubin and Asendorpf (1993 : 14) indicate that these children have a high social approach and low social avoidance motives. Although this mix of motives would suggest that these children would be rather sociable, it may be that their production of social behaviour is regarded as incompetent. As a consequence of their social incompetence, these early adolescents may be isolated by their peers rather than isolated from them. This suggests to the researcher that these early adolescents engage in unacceptable aggressive behaviour towards their peers. Therefore, their peers purposefully avoid them. Vallejo (1986 : 118) states that many cases of withdrawal behaviour in the adolescent is characterised by unwillingness and laziness and that this is probably interpreted as rebellious behaviour by parents and others.

Rubin and Asendorpf (1993 : 14) have observed that these children are the most likely to display solitary-sensorimotor, solitary- dramatic and aggressive behaviours in the peer group. As such, it may be that their immaturity and aggressiveness leads to rejection and ultimately to their social isolation.

Ledingham and Schwartzman (1984 : 165-166) indicate that this group has been found to be more deviant than other target groups. They rate as being less likable by their peers; are more influenced by others and are more easily distracted than all other groups. This suggests to the author that educators are likely to have a difficult time trying to cope with these early adolescents .

These children, according to Hymel, Bowker and Woody (1993 : 890) are seen as relatively incompetent - academically, unattractive and unstylish. The above authors view them as being socially incompetent with children and adults, and as exhibiting inappropriate behavioural conduct. Such children also rate less well in terms of leadership, co-operation and having a

sense of humour. They are viewed as exhibiting difficulties in every area assessed.

Moskowitz and Schwartzman (1989 : 727) have also used the Pupil Evaluation Inventory to identify aggressive and withdrawn children. The above authors indicate (1989 : 741) that in addition to performing poorly in school; withdrawn children get along less well with others and participate less well in organisations, sports, hobbies and jobs. In the opinion of the author, withdrawn aggressive unpopular early adolescents are also in need of special attention from educators at school. They need to develop sound interpersonal relations with their peers and also need to participate to a greater extent in group activities.

Whilst the characteristics of the withdrawn unpopular and the aggressive withdrawn unpopular early adolescents are similar in many ways; differences do exist. These differences are discernible in and out of the classrooms, and are discussed in the next section. This ought to assist educators to understand the characteristics of withdrawn early adolescents better.

3.3.3 A COMPARISON OF WITHDRAWN AND AGGRESSIVE WITHDRAWN EARLY ADOLESCENTS

Lyons et al (1988 : 544) have conducted a study of aggressive, withdrawn and aggressive withdrawn children in grades 4 and 5. The results of their study are relevant to this research as early adolescents fall within the Grade 4 to Grade 8 range. For purposes of this study attention is focused on withdrawn and aggressive withdrawn early adolescents. It must be pointed out that the percentages do not add up to 100% for the withdrawn group. The difference of 2% is unfortunately not explained by Lyons et al. The results of their study are indicated in Table 3.1 on the next page.

TABLE 3.1**OBSERVED BEHAVIOUR OF CLASSIFIED GROUPS**

	AGGRESSIVE n = 29	WITHDRAWN n = 27	AGGRESSIVE/ WITHDRAWN n = 33
Duration variables (% of total observed)			
Total time spent with a group	76%	64%	73%
Total time spent with a single peer	13%	17%	16%
Total time spent alone	10%	17%	11%

Source : Lyons, Serbin and Marchessault (1998 : 544)

Table 3.1 reveals the following information with regard to withdrawn children:

- 1) They spend the least amount of time with a group, only 64%, compared to other groups.
- 2) They spend the most amount of time with a single peer, only 17%, compared to other groups.
- 3) They spend the most amount of time alone, namely 17%, compared to other groups.

This indicates to the author that withdrawn children prefer to be alone or to associate with a single peer whom they possibly trust and confide in. They also avoid the company of a group because they probably feel threatened or insecure.

With regard to aggressive withdrawn children, Table 2 indicates the following to the author:

- 1) They spend more time with a group, namely 73%, than withdrawn children.
- 2) They spend less time with a single peer, namely 16%, than withdrawn children.
- 3) They spend less time alone, namely 11%, than withdrawn children.

This information indicates to the author that aggressive withdrawn children are not as reserved as withdrawn children and that they prefer to have more contact with a group. These children probably "enjoy" some group contact but also possibly do not contribute as much to group activities as do the other children.

This apparently contradictory behaviour can be problematic for educators to handle. Rubin and Asendorpf (1993 : 14) section 3.3.2, indicate that aggressive withdrawn early adolescents display a mix of motives among solitary-sensorimotor, solitary-dramatic and aggressive behaviours. In Chapter I, section 1.3, the researcher indicates his own experience with a set of twins who present a similar type of behaviour.

In the section that follows the researcher discusses behavioural types that are similar to withdrawal and which are often regarded as withdrawal itself. This information will present a holistic view of the WEA to the educator.

3.4 BEHAVIOURAL TYPES RELATED TO WITHDRAWAL BEHAVIOUR

In this section, the researcher examines three types of behaviour that are similar to withdrawal behaviour.

3.4.1 UNSOCIABLE

Unsociable children according to Asendorpf (1990 : 253) are assumed to be less involved with peers because of a low approach motive, not because of a high avoidance motive. These children may be more interested in playing with objects than with peers.

The researcher is of the opinion that these early adolescents possibly see little value in associating with others and probably discover greater pleasure in being self engaged.

3.4.2 SHY

Asendorpf (1990 : 255) views shy children as being low on aggressiveness and who display inhibited social interaction in dyadic play. Such children are highly unlikely to present behavioural problems. The researcher feels that these children are drawn together by a mutual inability to get along with others. However, even in this small group of two, these children still depict inhibited behaviour. This makes a study of their behaviour even more interesting.

Hood, Greenberg and Tobach (1995 : 346) indicate that shyness involves discomfort and inhibition in the presence of others. The discomfort and inhibition are derived from the interpersonal nature of the situation rather than from other sources, for example threats of harm.

The author believes that shy early adolescents suffer from discomfort in the presence of others and that they are likely to withdraw from situations that involve interpersonal contact. These early adolescents, seemingly, possess a very low self esteem.

3.4.3 LONELINESS AND WITHDRAWAL

Margalit (1994 : 13) indicates that it has not yet been clarified whether loneliness can best be explained as a reaction to a current experience or a mismatch between a child's abilities and his or her environment expectations. Loneliness could also be predisposed by a vulnerability factor which has its roots in early childhood and emerges when combined with stress and other variables.

Margalit breaks down withdrawal into two components viz. active and passive isolation. Passive isolation may involve constructive or exploratory behaviour. However, a child who continues to play alone may be reflecting social anxiety, peer rejection and an increased risk for developing anxiety, loneliness and depression. Active isolation is often characterized by immature behaviour such as sulkiness, stubbornness and bad temper and may predict loneliness.

The author believes that an early adolescent is likely to experience pangs of loneliness as he withdraws from the group. It has been noted in section 3.3.3 that withdrawn children spend most of their school time alone and not with a group. Loneliness may be brought on by feelings of inadequacy when the child is unable to live up to the expectations of the people or environment in which he lives. It may also be caused by problems experienced in early childhood, for example loss of attachment to one's parents.

In the following section the author examines some of the likely determinants of withdrawal behaviour in early adolescents. It must be stressed that these factors do not constitute a complete list, but rather serve as an indicator of the main factors causing withdrawal behaviour.

3.5 POSSIBLE DETERMINANTS OF WITHDRAWAL BEHAVIOUR

The researcher divides the possible determinants of withdrawal behaviour into two main factors. These are discussed below.

3.5.1 SOCIAL FACTORS

Withdrawal may be caused by factors emanating from the society that one finds oneself in. This is discussed in the following three subsections.

3.5.1.1 Effect of family conflict on early adolescents

Gordis, Margolin and John (1997 : 76) have conducted a study to examine how a history of exposure to interparental aggression relates to early adolescents' behaviour. This study involved ninety 2-parent families with children in the early adolescent phase of 9 to 12 years. The results of this study which are relevant to this research indicate that exposure to

interparental physical aggression during the previous year is related to child withdrawal, anxiety and distraction.

Marital conflict may have lasting consequences for early adolescents and may affect how they react to subsequent interadult conflict. According to Gordis et al. (1997 : 77) this may also have consequences for early adolescents' feelings of safety in the world at large and may threaten a child's sense of safety in the family. Marital conflict may generate an environment that is insensitive to and rejecting of the early adolescent. In the short term this environment may cause distress and anger. Prolonged exposure may alter the child's feelings of security, causing the early adolescent to perceive the family and even the world at large as threatening and place the early adolescents in a physiological state of constant shock.

It has also been noted that if the early adolescent becomes a potential target for parental aggression, the child will experience threat and distress. Maritally dissatisfied couples tend to draw their children into their marital conflicts and early adolescents who are triangulated between their parents in this way, express more negative feelings about their families during playtime.

Physical marital aggression, interparental hostility and parent to child hostility are hypothesized to be related to withdrawal, anxiety and distraction. Gordis et al. (1997 : 78) report that early adolescent boys have been found to be more likely than early adolescent girls to become targets of parental aggression in homes with violent marriages.

In this study 45 couples underwent interviews and completed a Domestic Conflict Inventory. This measure contains a 14- item index of physical abuse. Some of the behaviours included are:

- a) pushed, grabbed or shoved your spouse
- b) slapped your spouse
- c) physically forced sex on your spouse
- d) threatened with a knife or gun, etc.

All behaviours were coded for parents and children. Behaviours for parents were coded as frustration, self-defence and blame and that for children as withdrawal, anxiety and distraction. Definitions and examples are also stated in the study. Withdrawal is defined as a child making himself or herself inaccessible to the other participants in some way. An example of this is a child who looks down and makes no eye contact.

Correlations were drawn between early adolescent behaviours and physical marital aggression and parental hostility. This is indicated in Table 3.2 below.

TABLE 3.2

CORRELATIONS BETWEEN PARENT VARIABLES AND CHILD VARIABLES

Parent behaviour	Observed child behaviour		
	Withdrawal	Anxiety	Distraction
		B O Y S	
Physical marital aggression	.47	.39	.40
Observed interparental hostility	.22	.04	.08
Observed parent-to-child hostility	.23	.29	.14
		G I R L S	
Physical marital aggression	-.07	.08	.34
Observed interparental hostility	.07	-.09	-.10
Observed parent-to-child hostility	-.14	.02	-.01

Source : Gordis et al. (1997 : 83)

Table 3.2 indicates the following:

1. For early adolescent boys, physical marital aggression is significantly correlated with withdrawal, anxiety and distraction. Anxiety is significantly correlated with observed parent to child hostility (.29).
2. For early adolescent girls, physical marital aggression correlates significantly with distraction.
3. However, physical marital aggression seems to cause more distraction (.40) in boys than in girls (.34).

This could be caused by parents who openly display physical marital aggression in front of boys and attempt to conceal such behaviour from girls.

Gordis et al. (1997 : 85) indicate that even during mild, nonphysical conflict, early adolescents with a history of more exposure rate as being more anxious, distracting and withdrawing.

Table 3.3 below illustrates the correlations between observed parent hostility and boys' behaviour for families with and without marital aggression.

TABLE 3.3

CORRELATIONS BETWEEN OBSERVED PARENT HOSTILITY AND BOYS' BEHAVIOUR FOR FAMILIES WITH AND WITHOUT MARITAL AGGRESSION

Observed child behaviour	Observed parent hostility			
	Parent to child		Interparental	
	No physical marital aggression	Physical marital aggression	No physical marital aggression	Physical marital aggression
Withdrawal	.78	-.03	.33	.16
Anxiety	.12	.49	-.23	.11
Distraction	-.27	.49	.00	.09

Source : Gordis et al. (1997 : 85)

The following conclusions are drawn from this table:

1. With regard to parent to child hostility, early adolescent boys from homes without physical marital aggression rate as being more withdrawn (.78) when parents exhibited hostility towards them.

2. Early adolescent boys from homes with physical aggression between parents are rated as more anxious (.49) and distracting (.49) when parents are hostile to them.
3. Withdrawal is a characteristic for early adolescent boys from nonviolent homes when parents are hostile towards them whereas anxiety and distraction are behaviours of early adolescent boys from homes with marital aggression.
4. With regard to interparental hostility overall; early adolescent boys' withdrawal is positively related to marital aggression (.16).
5. There is also a high correlation between withdrawal and interparental hostility without physical marital aggression i.e. .33.

A further analysis of correlations is performed separately for families reporting physical aggression in the previous year and those not reporting physical aggression in the previous year.

In the group with no reported physical marital aggression, parent to child hostility is correlated significantly with boys' withdrawal but not with boys' anxiety and distraction. In the group reporting parent to child hostility, there is significant correlation with early adolescent boys' anxiety and distraction.

Gordis et al. (1997 : 86) indicate that in the case of early adolescents from homes without physical marital aggression, marital conflict and parent to child hostility may not be directly threatening, and withdrawal may be an unobtrusive way for these early adolescents to escape from an unpleasant situation, to remove themselves from a conflict, or to resign themselves to what a parent is saying.

Even in homes where physical marital aggression is reported where the conflict is not directly threatening to the early adolescent , withdrawal may still be an effective option and may even

function to keep them out of the conflict. However, once the interaction involves child-directed hostility, withdrawal may not be protective.

Gordis et al. (1997 : 87) report a null finding regarding early adolescent girls' behaviour. They hypothesise that girls perhaps respond in different ways than were captured by the present data, which were based on the observations of outsiders. They indicate that further investigation would be useful in understanding how early adolescent girls are affected by marital conflict.

The above research conducted by Gordis et al. is relevant to this study which attempts to ascertain the factors determining withdrawal behaviour. The author draws the following conclusions from the research:

1. Seemingly, early adolescent boys who come from homes without physical marital aggression display withdrawal behaviour when parents exhibit more hostility towards them.
2. Marital aggression between parents seems to contribute to withdrawal among early adolescent boys.
3. For early adolescent girls, physical marital aggression appears to be significantly correlated with distraction.
4. More research needs to be done about the effect of physical marital aggression on early adolescent girls.

3.5.1.2 Parental support and withdrawal

East (1991 : 428) has conducted research on the effect that parental support has on children and has hypothesised that withdrawn and aggressive children have less supportive relationships with their parents as perceived by both parent and child, than do sociable

children.

The subjects were drawn from a sample of 450 sixth graders with a mean age of 12 years.

This study therefore focuses on early adolescents and is relevant to this research. East (1991 : 438 - 440) concluded that:

- 1) Socially withdrawn early adolescent girls perceived relatively less warmth and support in their father - child relationships than did other children.
- 2) Mothers of withdrawn early adolescents felt that they provided relatively less support to their children and were generally less satisfied with the relationship than were other mothers.
- 3) A father - child relationship low in support, as perceived by the early adolescent , may affect boys and girls differently, with boys likely to act-out and girls likely to withdraw.

The researcher believes that this research underscores the influence that parenting styles have on children. It would appear from this research that early adolescent girls are more likely to exhibit withdrawal behaviour if they experience unsatisfying, unhealthy and unsupportive parental relationships. The lack of parental support could therefore be regarded as a contributory factor to withdrawal behaviour.

3.5.1.3 Physical abuse and neglect of early adolescents

De Paul and Arruabarrena (1995 : 411) define physical abuse as any nonaccidental behaviour carried out by the parents or caretakers, which results in physical damage or illness to a child under 15 years of age.

A physically abused child, according to Prino and Peyrot (1994 : 873) is one who has suffered either bone fractures, contusions, abrasions, or cuts from burns due to physical acts inflicted by a parental caretaker on more than one occasion.

De Paul and Arruabarrena (1995 : 411) define physical neglect as any situation in which physical necessities (food, clothing, safety, health care, protection and supervision in dangerous situations) are not met in a child temporarily, or chronically, by any member of the family. Similarly, a neglected child is defined by Prino and Peyrot (1994 : 873) as one whose parents fail to provide food, clothing, supervision, medical care and/or sanitary living conditions and for whom there was no evidence of physical abuse.

For purposes of this research this author defines abuse as a purposeful act carried out by parents or caretakers in order to hurt or cause physical damage or illness to the child. The author regards physical neglect as a situation whereby the parent fails to provide the child with adequate food, clothing, love, attention and living conditions.

De Paul and Arruabarrena (1995 : 415) used a group of 66 children in their study. There were 17 physically abused; 24 physically neglected and 25 children who had not been reported for any physical abuse or neglect. The subjects were between 5 to 11 years of age. This would place the older children in the early adolescent group and make the study of De Paul and Arruabarrena relevant to this research.

De Paul and Arruabarrena (1995 : 415) found in their study that when compared to maltreated children, physically abused and neglected early adolescents show more problems with establishing and maintaining relationships with their peers. Such deficits in social interaction seem to be associated with different behavioural patterns. While physically abused early adolescents show more social withdrawal, physically neglected children show more aggressive behaviours. The above authors (1995 : 415) quote Jacobson and Straker (1982), who support their findings. School aged physically abused children show more avoidance than nonmaltreated children.

The findings of De Paul and Arruabarrena are somewhat different to the findings of the study conducted by Prino and Peyrot. Prino and Peyrot (1994 : 873) who studied three groups of children. There were 21 physically abused, 26 nonabused neglected and 21 nonabused and

non-neglected children with an average age of 8 years. This represents a group of children on the threshold of early adolescence and their study is therefore relevant to this research.

Prino and Peyrot (1994 : 872) hypothesised that physically abused children exhibit more aggressive behaviour than nonmaltreated and neglected children. Secondly, neglected children exhibit more withdrawn behaviour than nonmaltreated and physically abused children. The results of their study are as follows:

- 1) Neglected children exhibit less aggressive behaviour than nonmaltreated children.
Neglected children are more withdrawn.
- 2) Abused children are the most aggressive on all individual and composite aggression measures.

The author therefore concludes that neglect could be a contributory factor to withdrawal behaviour in early adolescents. This seems to collaborate the findings of East (1991 : 438 - 440) who also report that withdrawal among early adolescent girls correlates positively with less support and unsatisfying parental relationships. However, the author is of the opinion that withdrawal is but one of the possible behaviours that early adolescents could exhibit in order to cope with neglect or lack of support.

De Paul and Arruabarrena (1995 : 410) further report that in a study conducted by Erickson, Egeland and Pianta in 1989, that both physically abused and neglected children rate as more unpopular than a comparison group. However, only neglected children show more socially withdrawn problems. Physically abused children show more aggressive behaviours towards their peers than do a comparison group.

These findings are different to the findings of De Paul and Arruabarrena. These differences could possibly be explained by the methodological differences in the studies concerned.

The author, however, believes that it is erroneous to expect all physically abused and neglected children to show one single coping strategy. Some physically abused early

adolescents show a greater tendency to use withdrawal, whereas others show aggression, and others demonstrate both behavioural tendencies.

This researcher is of the opinion that the research of De Paul and Arruabarrena (1995); Erickson, Egeland and Pianta (1989), and that of Gordis et al. (1997), serve to confirm a widely held hypothesis that early adolescents who are maltreated, abused and neglected are at greater risk of developing behavioural disorders. Withdrawal is one of the coping strategies that early adolescents use that allow them to adapt and survive in a hostile family environment.

Withdrawal may also have a biological basis which is not influenced by family, social or environmental factors. In the next section the author examines the biological basis to withdrawal behaviour.

3.5.2 BIOLOGICAL FACTORS

Rubin and Asendorpf (1993 : 20) indicate that some infants are born with a physiology that biases them initially to be more or less likely to develop one rather than another behavioural surface given certain environments. Each child's changing behavioural profile is a historical product of particular genetically based reactions accommodating to equally particular sequences of experience.

Chemicals in the brain, amino acids, hormones and receptors determine the thresholds of responsiveness in many specific parts of the central nervous system. It is believed that variations in chemistry should be correlated with stable variations in the reactivity of brain sites that influence behaviour, emotional reactivity and chronic mood, especially in the limbic system, basal ganglia and frontal cortex.

Rubin and Asendorpf (1993 : 22) found that inhibited and uninhibited children differ in the magnitude of cardiac acceleration and pupillary dilation to mild stress, tension in the skeletal muscles and magnitude of the rise of diastolic blood pressure when their posture changes

from sitting to standing.

According to Rubin and Asendorpf (1993 : 22), Suomi (1987) conducted studies on rhesus monkeys who were timid and fearful of the unfamiliar. These monkeys displayed high levels of cortisol arousal and a high heart rate, that resembled the profile of inhibited children. Based on the above information, the author believes that some children are biologically predisposed to exhibit withdrawal behaviour. This is brought on by the chemical variations in the central nervous system; different levels of cortisol arousal and a high heart rate.

Furthermore Rubin and Asendorpf (1993 : 22) report that research conducted at the University of Colorado has revealed that the characteristics of inhibited and uninhibited children show good evidence of heritability.

There is a possibility, according to Rubin and Asendorpf (1993 : 27) that for some children, on some occasions, the brain generates a state that provokes the mind to invent some basis for the change in feeling tone. Under these conditions, a learned fear of abandonment may not be the root cause of, for example, a school phobia. For these children temperamental characteristics could produce a spontaneous discharge of limbic circuits and the sudden generation of a conscious state of uncertainty that required an interpretation. This child may develop a school phobia which may not be a derivative of past experiences in the home.

This leads the author to the belief that withdrawal in some children is not always caused by environmental or social factors. The predisposition to withdrawal could be genetically inherited or be the result of the spontaneous function of the limbic circuits.

3.6 WITHDRAWAL IN DEVELOPMENTALLY DISABLED ADOLESCENTS

Myers (1987 : 738) conducted a study of patterns of withdrawal and avoidance in developmentally disabled adolescents. Her study involved 113 children, ranging in age from 10 to 21 years. This means that her research group included early adolescents who are

between 9 to 12 years old. This makes her study relevant to this research. Developmental disabilities, according to Myers (1987 : 741) include mental retardation, cerebral palsy, learning disabilities and infantile autism. A disability is defined as a severe chronic disability of a person which is attributable to a mental or physical impairment or combination of the two. It results in substantial functional limitation in three or more of the following areas of major life activity:

- 1) self-care
- 2) receptive and expressive language
- 3) learning
- 4) self-direction
- 5) mobility
- 6) capacity for independent living
- 7) economic self-sufficiency.

An adolescent, (including early adolescents), who is withdrawn and who won't go to school, or who doesn't talk very much to others, may be diagnostically confusing if the presence of a developmental disability is ignored or missed (Myers 1987 : 738/9). At least one half of the adolescents who were studied had avoidant disorders and suffered from severe language/ speech problems, with verbal scores lower than performance scores on intellectual testing. One of the subjects, who had an expressive language disorder, preferred to be isolated even though he was generally able to relate well to others. Adolescents with difficulties in communicating often seem to be excluded by their peers, or else to withdraw from their peers' taunts and cling to their parents.

Myers (1987 : 738) indicates that probably the most common withdrawal type diagnosis that occurs among normally intelligent children and adolescents is avoidant disorder, primarily in the form of school phobia. Myers (1987 : 739) further indicates that depression is often manifested as social withdrawal or avoidant behaviour in retarded individuals.

This researcher believes that from the group of withdrawn early adolescents, there is a possibility that some early adolescents could be suffering from an undetected or untreated

disability or depression. In the study conducted by Myers it was discovered that children as young as 10 years, who were diagnosed as withdrawn, were developmentally disabled.

The author is of the view that early adolescents suffering from a developmental disability such as language and speech problems may often be ignored by parents who have their own economic, social and medical problems to contend with. This problem could be exacerbated by parents who are uneducated and who are generally reserved. Such parents would probably ignore the problem that their early adolescent child is experiencing and regard it as a passing phase.

3.7 WITHDRAWN CHILDREN - IMPLICATIONS FOR TEACHING

Teachers come across many different personality types in their teaching. Each type presents its own unique challenges to the educator. The withdrawn early adolescent is probably one of the most difficult personality types to deal with. Educators cannot ignore withdrawn early adolescents or wish them away.

Following extensive discussions with colleagues, the researcher concludes that withdrawn early adolescents influence the method of teaching by virtue of the following:

1. These early adolescents seemingly do not participate fully in lessons and are apparently unable to cope effectively with or fully understand what is being taught.
2. WEAs apparently adopt an apathetic attitude to the lesson and are therefore liable to influence other learners to follow suit.
3. The educator's attention is drawn towards the WEA and away from the majority of learners. This could affect the amount and quality of effective teaching that is done in the period.
4. Learners of average and above average intelligence lose out in terms of contact time with

the teacher.

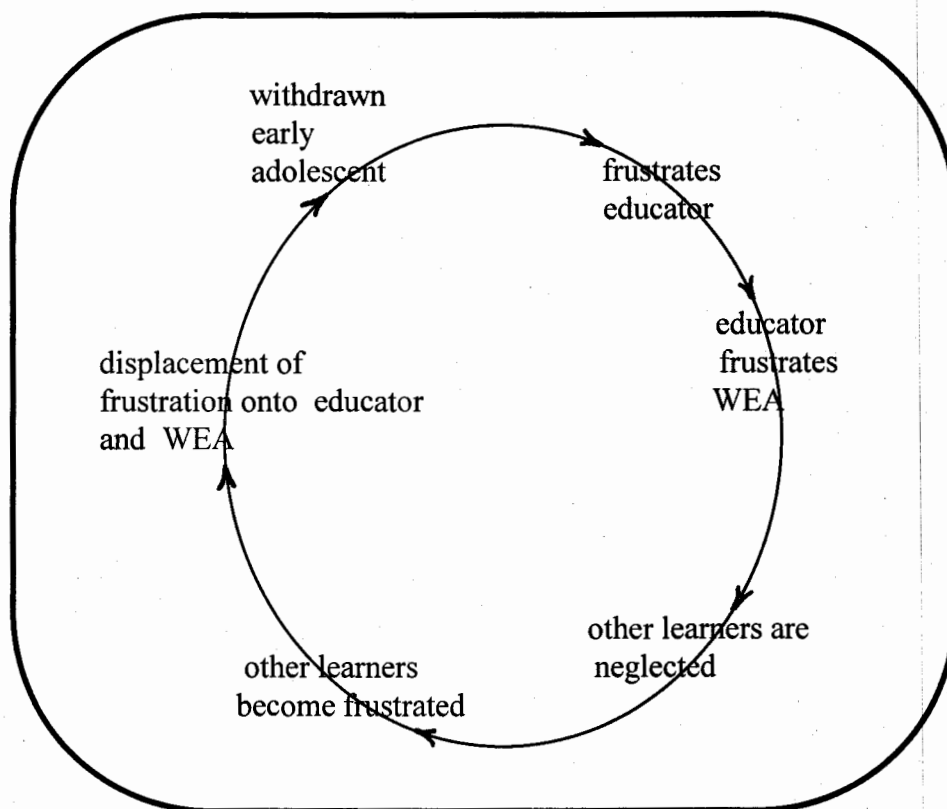
- WEAs, who do not respond to their teachers, tend to frustrate their teachers and could be the cause of the teacher displacing anger onto other "innocent" children.

The problem does not end with the teacher. The withdrawn early adolescent is also put under pressure by the teacher who desires to elicit classroom participation out of him. This increase in attention could lead to him becoming more frustrated and may result in bouts of aggressive behaviour. The other pupils could also react negatively to the disproportionate amount of attention being paid to the withdrawn early adolescent and exhibit signs of frustration as well.

This is illustrated in diagram 3.1 below, which was compiled by the author.

DIAGRAM 3.1

CLASSROOM ACTIVITY WITH WITHDRAWN EARLY ADOLESCENTS



Source : Own Composition

6. Lessons in such classes are unlikely to flow smoothly and the interest value for the average and above average children is likely to drop.

3.8 EFFECTS OF WITHDRAWAL BEHAVIOUR ON EARLY ADOLESCENTS

Withdrawal behaviour may have short and long term effects for the early adolescent. Some children are likely to make quick adaptations to the crises facing them and will therefore experience shorter periods of withdrawal. For others, the effects of withdrawal behaviour may linger on for years and could probably flow into late adolescence and early adulthood. Short and long term effects are distinguished on the length of the period rather than on the different types of effect.

Early adolescents could be affected in the following ways:

1. Loss of self esteem
2. Decline in academic functioning
3. Loss of friends
4. Depression
5. Increase in illnesses

Two of the above, namely loss of self esteem and depression, are discussed in the next two sub-sections.

3.8.1 LOSS OF SELF ESTEEM

In section 3.5.1.1, the researcher quotes Gordis et al. (1997 : 86) who points out that withdrawal may be viewed as an unobtrusive way for early adolescents to escape from an unpleasant situation. This could be regarded as a defence mechanism for the WEA. It is therefore the opinion of the author that many withdrawn early adolescents may experience a low self esteem and that this may be related to failure experienced in the academic, social or other areas.

Margalit (1994 : 20) indicates that a poor sense of self esteem may cause people to interpret social interactions in a negative way, and that children who devalue themselves have difficulty believing that their peers may see them differently. The author believes that withdrawn early adolescents may often feel unloved and incompetent. Their loneliness may be related to an experience of failure in the academic or social areas.

Individuals' beliefs regarding their own efficacy influence the types of anticipatory scenarios that they construct and reiterate in their thinking. According to Margalit (1994 : 21) those who are inclined to visualize themselves as experiencing failure scenarios, tend to dwell on how things will go wrong. Such thinking or ineffective beliefs weaken motivation and undermine performance.

The author therefore believes that early adolescents who constantly experience failure could probably develop feelings of inadequacy and experience a loss of self esteem. If help is not received, some of these early adolescents could end up by withdrawing into themselves.

Studies into self concept by Hymel et al. (1993 : 890) of fourth and fifth grade children revealed the following information which is indicated in Table 3.4 on the next page. Children are on the threshold of early adolescence. The information gleaned from their study could also possibly apply to this research.

TABLE 3.4
ANALYSIS OF SELF CONCEPT

	Unpopular Withdrawn children n = 11	Unpopular Aggressive Withdrawn children n = 26-28	Average children n = 29-30
Academic competence			
M.....	24.58	29.40	28.68
S.D.	7.03	8.41	6.78
Athletic competence			
M	27.92	32.12	33.82
S.D.	6.52	6.87	5.09
Appearance			
M	24.42	28.96	28.82
S.D.	7.44	9.34	6.04
Social competence			
M	23.08	27.68	30.07
S.D.	7.19	8.91	5.73
M Mean S.D. Standard Deviation			

Source: Hymel et al. (1993 : 890)

An analysis of Table 3.4 is presented below.

1. The self concept scores of unpopular withdrawn children are lower than those of children in the other subgroups in all four domains.
2. Surprisingly, the unpopular aggressive withdrawn children rate themselves much higher than do average children in the academic domain. This seems to suggest to the researcher that these children possess an inflated sense of self efficacy in this domain. It is possible that these children regard themselves as superior in the academic field and probably view participation in normal classroom activities as boring.

3. Unpopular withdrawn children report a significantly lower self concept in the athletic domain than unpopular aggressive withdrawn and average children. This is in keeping with their general functioning, as they tend to avoid getting involved in group activities such as sports.
4. In the appearance domain unpopular withdrawn children reported the lowest scores. This indicates that these children have a low self esteem and view themselves as less attractive than other children. Unpopular aggressive withdrawn children, however, do not differ much from average children in this area of self perception. This suggests that they do not view themselves as being much different from average children.
5. In the social domain the unpopular withdrawn children scored themselves very low compared to the other two groups. This indicates to the researcher that these children have problems with socialising and do not regard themselves as being very likable. This is probably the single most important domain in one's life and children who find it difficult to get on with others or to relate to others will in all likelihood experience feelings of anxiety, incompetence and loneliness.

However, it must be pointed out that this was a study based on a few WEAs. The findings of this researcher might differ vastly from the study of Hymel et al. (1993). This researcher is studying a new situation in a different country, community and culture.

3.8.2 DEPRESSION

Withdrawn early adolescents are likely to experience feelings of loneliness. If they are unable to speedily resolve the crises surrounding them, they could fall into a state of depression. Early adolescents become depressed when faced by feelings of incompetence and of being unlovable. Dependency on adults may also lead to depression as the early adolescent both fights against and demands such dependence.

The ongoing stress from expected developmental tasks, such as forging an identity,

developing intimate friendships, and deciding on a vocation, present further complications for depressed early adolescents (Balk 1995 : 535). Depressed early adolescents according to Balk (1995 : 535) manifest such core symptoms as loss of self esteem, negative self-thoughts and despondency. However, depressed early adolescents may continue to be active unlike depressed adults who are often marked by inactivity.

Balk (1995 : 535) indicates that early adolescents who disguise their feelings of depression are likely to be aggressive. They could behave restlessly, have difficulties concentrating and cling to and/or flee from others. The long term effects of depression could be an erosion of self esteem which could lead to deficient social skills. These children may find it difficult to maintain satisfying relations with peers and adults.

The length and intensity of one's depression will depend on the early adolescent's ability to come to grips with the crises facing him. It is therefore incumbent upon educators to take a leading role in the identification and management of WEAs.

3.9 CONCLUSION

Withdrawal by the early adolescent is regarded as a deliberate act of detachment or distancing of oneself from a situation that is regarded as unpleasant. It entails a drawing-in of one's energies and an isolation of oneself from normal social interaction.

The WEA may be categorised as being withdrawn unpopular or unpopular withdrawn and aggressive withdrawn unpopular or unpopular aggressive withdrawn.

It has been established that the withdrawn early adolescent prefers to spend the most amount of time alone or with a single peer and the least amount of time with a group. They are generally very timid. In contrast to this, the aggressive withdrawn early adolescent tends to spend less time alone or with a single peer and spends more time with a group. The aggressive WEA is likely to be more assertive than the withdrawn WEA.

WEAs may find that they are very often labelled as shy and unsociable because of their apparent distancing from normal social interaction. However, not all shy and unsociable early adolescents can be classified as withdrawn since withdrawal is a much more intense, longer lasting and deep seated behavioural pattern than mere shyness and unsociability.

It has also been found that some lonely early adolescents may tend to exhibit withdrawal behaviour. Withdrawal may be a natural consequence of loneliness if the early adolescent is unable to quickly form meaningful and satisfying relationships with his peers.

The author is of the opinion that withdrawal behaviour could be determined by two main factors, namely social and biological or physiological factors.

The parents, peers and educators all impact on how the early adolescent is reared. It appears that parents who are guilty of child neglect are a major cause of the child developing withdrawal behaviour. These parents fail to provide adequate food, clothing, supervision, love and living conditions for their early adolescent children.

Inter-parental aggression, physical abuse and hostility towards the child are also identified as contributory factors to withdrawal behaviour. Early adolescents who are exposed to these types of behaviours apparently experience more difficulties with establishing and maintaining relationships with their peers. Boys are more likely to withdraw, whereas girls are more likely to be distracted.

Whilst some researchers identify parental neglect as a cause of withdrawal; others conclude that parental aggression, hostility and abuse of the child are causes of withdrawal. This researcher is of the opinion that the results of research may often differ because of the variable nature or degree of withdrawal being investigated.

Furthermore, the society in which one is living and its way of life could also be influencing factors. Methodological differences in research, possibly, could also affect the results of such studies.

The lack of parental support, clearly, contributes to withdrawal behaviour. When the support that children receive from parents is low, unsatisfying and unhealthy; they are likely to be affected. Girls are likely to display withdrawal behaviour and boys are likely to exhibit acting out behaviours.

Withdrawal behaviour in early adolescents could also be caused by biological or physiological factors. Early adolescents suffering from variations in the chemical, amino acid and hormone levels in their brains could manifest withdrawal behaviour. Research has also revealed that inhibited and uninhibited behaviours could be inherited and not just be a consequence of social or environmental factors.

Furthermore, children suffering from developmental disabilities could manifest withdrawal behaviour. These disabilities include mental retardation, cerebral palsy and infantile autism. The absence of a chromosome and the partial or complete dysfunction of a part of the brain are physiological problems that could contribute to withdrawal behaviour. The author believes that it is possible for some withdrawn early adolescents to suffer from undetected developmental disabilities. Such children have to be identified early on in their lives and be provided with specialised care thereafter.

Some early adolescents "vanish" or withdraw in an attempt to avoid unpleasant situations such as parental conflict. Such withdrawal is often carried into the classroom. WEAs presents a unique challenge to their educators. The presence of a WEA in class could have a negative effect or influence on the nature and tone of the lesson. These children often cause a disproportionate amount of attention to be directed towards them and away from the remainder of the learners. This may result in increased levels of frustration for the educator and all the learners in the classroom. These lessons are unlikely to flow smoothly.

Whilst withdrawal may be regarded as an effective coping strategy by some in order to escape from an unpleasant situation; it is also vital for the child and adults to recognise the potential

dangers associated therewith. Prolonged withdrawal could result in chronic depression and a damaging erosion of one's self esteem. Such children are at danger of developing suicidal tendencies, becoming drug addicts, delinquents and drop-outs in society.

Both these groups of early adolescents exhibit a low self concept in the academic, athletic, appearance and social competence domains in comparison to average children. It would, however, appear that unpopular aggressive withdrawn early adolescents seem to possess a slightly higher self concept than the unpopular withdrawn early adolescent in these areas of functioning. Every attempt should therefore be made get the child to reintegrate into the mainstream of life as quickly as possible.

In the next chapter the researcher presents his research plan and applies a set of criteria to identify withdrawn early adolescents. The author also presents his strategy to ascertain the factors that contribute to withdrawal behaviour in early adolescents.

CHAPTER FOUR

RESEARCH STRATEGY AND APPROACH

4.1 INTRODUCTION

In this chapter the researcher begins by providing a delimitation of the empirical research that is being studied. He indicates that the study focuses on factors contributing to withdrawal behaviour in early adolescents. The ages, group and grades of the research population are defined clearly. The author then discusses the aims of the research in the next section.

Secondly, dealing with the aims of the empirical research, the author states what he hopes to achieve with his research after which he focuses on the qualitative research method.

Qualitative research is appropriate in a study of a problem of this nature. Booyse (1997 : 53) indicates that qualitative research lends itself to context bound generalisations. Qualitative research allows the researcher to understand the framework in which subjects interpret their thoughts, feelings and actions.

This empirical study takes the following course. Educators are asked to observe a large target group once they have familiarized themselves with the WEA identification instrument, which comprises of a set of criteria to identify withdrawn early adolescents (WEAs). These identification criteria are compiled by the researcher from information in chapter 2, which deals with the crises facing early adolescents and information from chapter 3 which focuses on withdrawal.

In the next stage of the research, the researcher conducts interviews with the possible WEAs who have been identified by the educators using the given identification criteria. The purpose of the interviews is:

- to verify if the factors found in the literature survey exist in a local South African community

- to ascertain from the WEAs how they would like to be treated by their educators.

In the last part of the research an Incomplete Sentences Form is administered to the WEAs. This form intends to elicit the deep seated fears and feelings of the early adolescent learner. The information that is gained from this form should corroborate and strengthen that which has already been gained from the observations by the educators and the researcher's interviews with possible WEAs.

The synthesis of this study is only done once the following aspects are complete:

1. the WEAs have been observed by their educators
2. the WEAs are identified by their educators using the WEA identification criteria
3. interviews are conducted with possible WEAs themselves
4. incomplete sentences have been completed by the possible WEAs
5. all the data is analysed.

The researcher then collates all the information in order to arrive at an understanding of:

1. the profile of a typical WEA
2. how WEAs would like to be treated
3. the typical fears and anxieties of WEAs

The achieved aims are linked to the original aims of the research (section 1.5) and to the aims of the empirical research (section 4.3). In the section that follows this, the researcher provides greater clarity on the delimitation of the empirical research.

4.2 DELIMITATION OF THE EMPIRICAL RESEARCH

The researcher delimits the scope of the empirical research in the following manner:

4.2.1 AGE OF LEARNERS

The research population consists of 9 to 12 year old early adolescents. The majority of the research population ought to come from Grades 4, 5, 6 and 7.

4.2.2 NUMBER OF LEARNERS

The researcher uses 3 or 4 classes of learners who form the initial target group. This group is made up of 120 to 160 learners. The initial identification of possible WEAs in these classes is made by the educators who observe the learners and use the given identification criteria.

4.3 SPECIFIC AIMS OF THE EMPIRICAL RESEARCH

This research has the following aims which reflect the aim of the investigation as given in chapter one, section 1.5:-

- to provide educators with an instrument that assists with the identification of WEAs
- to verify the factors that contribute to withdrawal behaviour in early adolescents
- to ascertain ways in which the WEAs would like their educators to work with them and to identify deep seated fears and anxieties of WEAs.

4.4 QUALITATIVE RESEARCH METHOD

The researcher employs observation, interviews and an Incomplete Sentences Form as part of his qualitative research. The observation is undertaken by the educators in order to identify the possible WEAs under the guidance of the researcher. According to Booyse (1997 : 52) the advantages of using qualitative research are as follows:

- it enables the researcher to devote more time to interaction with the target sample of 3 to 5 possible WEAs and their educators

- qualitative research allows the researcher to understand withdrawal behaviour from the point of view of the participant and not from his own point of view
- the researcher is able to understand the framework or setting in which the early adolescents interpret their thoughts, feelings and actions. Qualitative research therefore lends itself to context bound generalisations.

4.5 THE ROUTE OF THE EMPIRICAL STUDY

The various stages or route that the research goes through from beginning to conclusion are set out below:

4.5.1 ACQUISITION OF PERMISSION FROM THE REGIONAL CHIEF DIRECTOR TO CONDUCT RESEARCH

The researcher acquires permission from the Regional Chief Director of Education or his designated Departmental official to conduct the research. A copy of the letter, which has been submitted to the R.C.D. , can be seen in Appendix F.

4.5.2 ACQUISITION OF PERMISSION FROM THE SCHOOL PRINCIPAL TO CONDUCT RESEARCH AT HIS SCHOOL

Once permission has been granted by the R.C.D. of Education, the researcher proposes to acquire permission from the Principal of Ballengeich Intermediate School to conduct his research (see letter in Appendix G). This school is a combined foundation and intermediate phase school with learners up to Grade 9. The target learner population that the researcher seeks is found at this school. They are from Grade 4 to Grade 7.

The researcher has chosen this school because the majority of the parents of the learners fall into the lower income group and live in a socially impoverished area made up of squatter camps. There are no social work support systems for the community and neither is there a

police station. Research in chapters 2 and 3 has revealed that socio-economic conditions and the quality of family life could contribute to withdrawal behaviour in early adolescence.

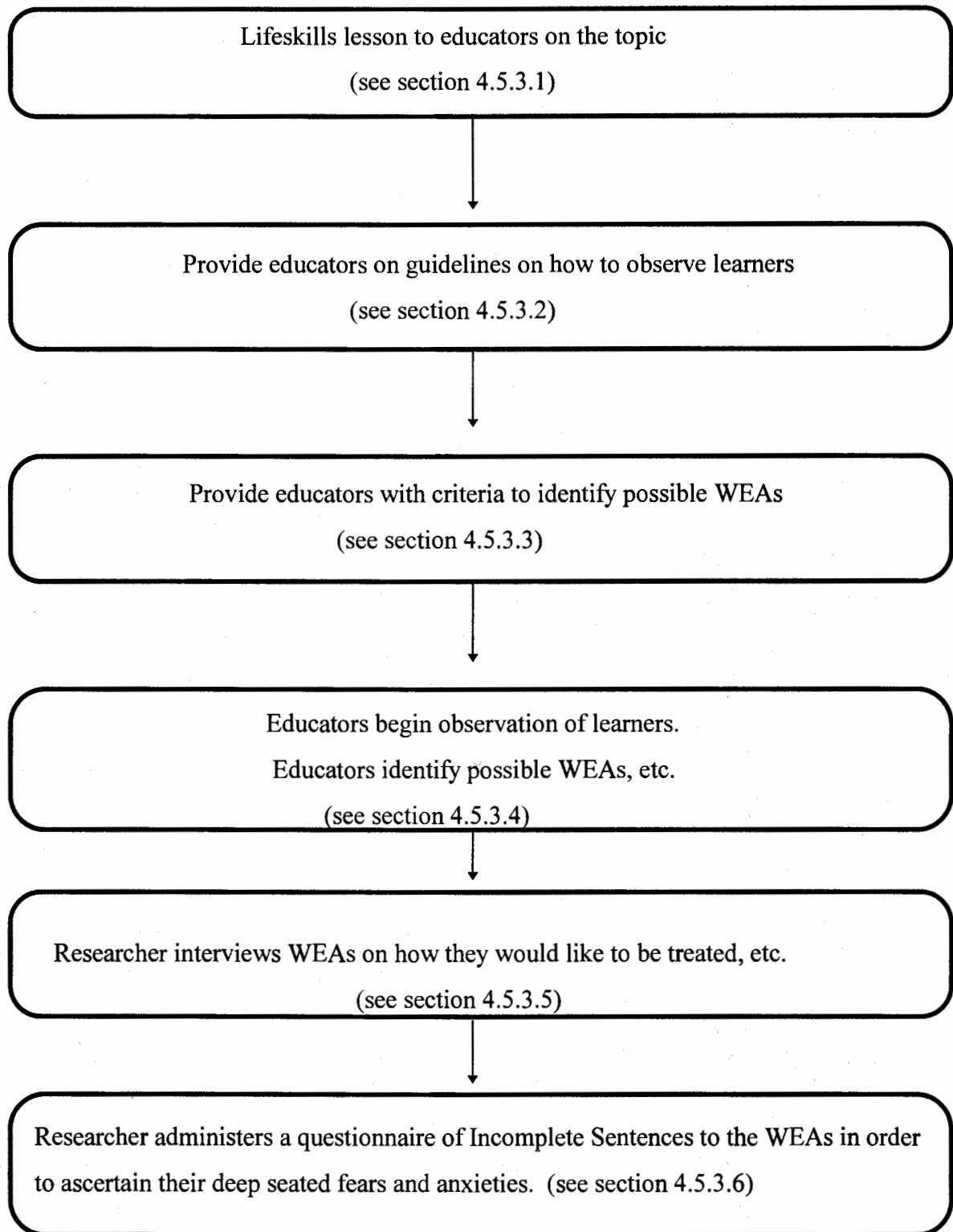
Ballengeich is situated approximately 16 kilometers from Newcastle. It was once a thriving mining and economically vibrant area in Northern Natal. However, this is no longer the case. It is situated in an area that is accessible to the researcher and which is fairly safe for the researcher to conduct his study.

The other primary schools in the Newcastle central area have learners who come from more affluent communities. These are mainly ex - Model C schools and are not likely to have many WEAs present. The next few steps in the study are explained in the following section.

4.5.3 VISUAL REPRESENTATION OF THE RESEARCH DESIGN

The researcher plans to conduct the empirical research at the school along the lines represented in Table 4.1.

TABLE 4.1
REPRESENTATION OF RESEARCH DESIGN



4.5.3.1 Lifeskills lesson to educators

The researcher introduces the concept of WEAs to the educators. He uses an outcomes based education lesson plan, which can be seen in Appendix E. The learning outcomes that the researcher has for this lesson are that the educators should :

- use the information that is available to arrive at a definition of a WEA
- comment critically on the lifestyle of WEAs at school
- discuss possible problems experienced by WEAs

This aspect of the research is further elaborated upon in section 4.6.3.

This part of the research, together with sections 4.5.3.2 and 4.5.3.3 takes place in week 1 of the field research.

4.5.3.2 Guidelines to educators on how to observe learners

The educators are guided in this exercise by the researcher who presents them with guidelines to observe early adolescents (Appendix A - Part A).

4.5.3.3 Criteria to identify possible WEAs

The educators are also presented with a set of criteria (Appendix A - Part B) to identify WEAs. A checklist is given in order to link a possible WEA to the given criterion. This checklist is labelled as Appendix B.

The criteria to identify WEAs is an important research instrument and is elaborated upon in section 4.6.1.

4.5.3.4 Observation of learners

The identification process depends upon the observations and interactions of the educators

with the learner population. Observation takes place on the school grounds and in the classrooms. The period of observation is for 3 weeks and concludes in week 4 of the field research. During this period educators make at least 15 recordings of their observations on the checklists (Appendix B), that are provided by the researcher.

Each observation period has a duration of approximately 15 minutes. This means that each WEA is observed for a minimum of 225 minutes. Since the observation is spread over several days, it should be an adequate amount of time to observe and to identify WEAs. Observation, as a research instrument, is further elaborated upon in section 4.6.2.

4.5.3.5 Researcher interviews the WEAs

The researcher interviews the WEAs that have been identified by the educators. The interview for each WEA is conducted separately at school. These interviews take place a week after the observation period has ended, that is in the fifth week of the field research. The guidelines for the interviews are indicated in Appendix C - Part A.

Rosnow and Rosenthal (1996 : 112) indicate that a face to face interview has many advantages:

- It provides an opportunity to establish rapport with the subjects and to stimulate the trust and co-operation often needed to probe sensitive areas.
- It provides an opportunity to help the subjects in their interpretation of the questions.
- It allows greater flexibility in determining wording and sequence of the questions.

The researcher focuses upon interviews as a research instrument in section 4.6.4.

4.5.3.6 WEAs complete Incomplete Sentences Form

In the sixth week of the field research, the researcher presents the WEAs, that have been

interviewed, with a form that is made up of 20 incomplete sentences. The WEAs complete this form at school in the privacy of a separate classroom. The form, which can be seen in Appendix D, attempts to establish the deep seated fears and anxieties of the WEAs. This research instrument is elaborated upon in section 4.6.5.

4.5.3.7 Draw conclusions

The literature review in chapters 2 and 3 researched identification criteria by listing possible factors which contribute to WEAs. Once the research has been done, it should be possible for the researcher to conclude whether:

- educators can identify WEAs using observation and the identification criteria which have been compiled by the researcher in Appendix A - Part B.
- the factors that have been ascertained in the literature study have been verified in a South African context.
- the way in which WEAs would like to be treated has been ascertained.
- deep seated fears and anxieties have been identified.

Marshall and Rossman (1995 : 41) indicate that data collection and verification techniques include participant observation and in-depth interviewing. These techniques are further elaborated upon in the next section which deals with the research instruments.

4.6 RESEARCH INSTRUMENTS AND TECHNIQUES

In order to ascertain the factors contributing to withdrawal behaviour in early adolescents, the researcher employs the use of the following:

4.6.1 WEA IDENTIFICATION CRITERIA FOR EDUCATORS

This instrument which can be seen in Appendix A - Part B, comprises of 20 criteria which

have been formulated by the researcher. The researcher uses information from chapters 2 and 3 to devise the criteria. In Appendix A - Part B, a double asterisk (**), appears to indicate the origin of the criteria. This is omitted in the copy of the questionnaire that is given to the educators.

Appendix A is presented to the form educators of the early adolescents. Form educators are also known as register teachers as they are responsible for marking the registers of a particular class. They also keep records of the learners' progress in the examinations and act as counsellors to these learners. They therefore have an intimate knowledge of the lives of the learners in their form classes. In addition to this, they are subject educators themselves and have more opportunity to observe the learners. The researcher thus has better control over the study as there are fewer form educators to work with than subject educators.

These form educators are given the criteria to identify the WEAs and are briefed on what to look for in their observations. They are also guided on how to record their observations.

4.6.2 OBSERVATION

Educators are provided with guidelines on how to go about their observations. These guidelines are found in Appendix A - Part A.

Marshall and Rossman (1995 : 79) indicate that observation entails the systematic noting and recording of events, behaviours and artifacts (objects) in the social setting chosen for study. The researcher and the educators doing the observation, make no special effort to have a particular role: to be tolerated as an unobtrusive observer is often enough. Through observation, the researcher learns about behaviours and the meanings attached to those behaviours. In this study, the form educators observe the early adolescents. They are given a lifeskills lesson (see section 4.6.3), on the topic and are provided with guidelines on how to observe the learners. These guidelines are found in Appendix A - Part A.

Observation takes place in the classrooms and on the school grounds. The primary purpose is

to observe the early adolescent population in order to identify the withdrawn learners. Early adolescents are to be observed in their interactions with their peers and their educators. Since the form educators complete the identification process through observation, the researcher does not participate in the observation of the learners.

Rosnow and Rosenthal (1996 : 77) quote Weick (1968), for the advantages of naturalistic observation which are as follows:

- a) It enables us watch events in their “wholeness”.
- b) It allows us to watch fleeting events that may not be easily or realistically captured or simulated in the experimental laboratory.
- c) It permits us to record events as they occur, so that we do not have to depend on people’s memories.
- d) It allows us to observe events that may be too risky or dangerous to create in the laboratory.

Taylor and Bogdan (1984 : 54) indicate that participant observers must strive for a level of concentration sufficient to remember most of what they see, hear, feel, smell and think while in the field. The following are important points for the observers to remember:

- a) Pay attention.
- b) Shift focus from a wide angle to a narrow angle lens. The observer cannot concentrate on or remember everything that is happening. He/she therefore has to focus on a single activity or group at a time.
- c) Leave the setting as soon as possible after observing.

In order to assist the educators with the recording process, a checklist is designed and added at the end of the questionnaire (see Appendix B). To qualify a learner must score at least 14 out of the 20 given criteria. A score of 14, indicates to the researcher, that the learner exhibits 70% symptoms or characteristics of a WEA. This ought to be a reliable percentage as it is far beyond the half way point of 50%.

4.6.3 LIFESKILLS LESSON

The researcher conducts a lifeskills lesson with the form educators of the early adolescents. The purpose of this lesson is to help the educators become aware of the phenomenon of withdrawal among early adolescents.

The expected outcomes of the lesson are that educators should be able to:

- use the information that is available in order to arrive at a definition of a WEA
- comment critically on the lifestyles of WEAs at school
- discuss the possible problems encountered by WEAs

The two learning areas that the researcher focuses upon are Language, Literacy and Communication and secondly Life Orientation. In order to promote critical thinking, the researcher uses a picture of a learner who appears to be forlorn. Educators are invited to provide critical responses to this picture (see Appendix E).

Once the concept of WEAs is clarified the researcher uses the Discussion Map (Appendix C - Part B), to stimulate discussion around the possible causes of withdrawal. The detailed lesson plan can be seen in Appendix E.

4.6.4 INTERVIEWS

The learners who are identified as WEAs are to be initially interviewed by the researcher on a one to one basis. A semi-standardized type of interview is to be used. Flick (1998 : 130 - 131) indicates that this type of interview has the following advantages:

- There is openness to the interviewee's subjective view through the use of open questions.
- Questions are hypothesis directed.
- It allows for a reconstruction of subjective theories. This means, according to Flick (1998 : 82) that the interviewee has a complex stock of knowledge about the topic under study.

The researcher begins the individual interviews by introducing the concept of WEAs to the learner. The learner is asked to indicate what he thinks the word “withdrawn” means and if he knows any WEAs. The learner is not labelled by the researcher as a WEA as this may cause him to close up in the interview.

During the interview terms such as scholar, pupil, child, friends and teacher replace the official designations of learners, peers and educators. This makes it easier for the WEAs to understand what is being discussed.

Interviews are used to gain a complete picture of the factors that contribute to withdrawal behaviour among early adolescents and to ascertain how they would like to be treated by their educators. The researcher conducts interviews with the identified WEAs only. WEAs are identified on the basis of scores, that are determined by the observations of educators on the checklists (Appendix B). The researcher interviews the learners who get the highest overall scores. A minimum of 14 points is used to select the WEAs. This translates to 70%, which should be sufficient to eliminate any error in the identification process.

These interviews are as informal as possible in order to try to get the WEAs to relax and to engage in a discussion with the researcher. The researcher uses the Discussion Map which is based on the research in chapters 2 and 3, to facilitate the discussion. This is shown in Appendix C - Part B. He does not become intrusive or threatening to the learner and interviews each possible WEA once only. The possible WEAs are told that they do not have to discuss issues that they are uncomfortable with. Information that is passed onto the researcher is to be done in a voluntary manner. No points or marks are awarded to the possible WEAs as this is not a test.

The researcher proposes to conduct small group interviews with the WEAs after the individual interviews are over. The purpose of the small group interviews is to elicit their feelings on how they would like their educators to work with WEAs.

At the end of the interviews the researcher arrives at an understanding of :

- the profile of a WEA
- the factors that contribute to withdrawal behaviour among early adolescents in a South African context
- how WEAs would like to be treated by their educators.

Merriam (1998 : 85) indicates that being respectful, nonjudgmental and nonthreatening are important aspects of interviewing.

The researcher proposes to tape record the interviews once the WEAs have given their permission for this. Merriam (1998 : 87) indicates that this practice of recording information ensures that everything that is said is preserved for analysis. This eliminates the possibility of important information being lost through inefficient note taking. The interviewer also listens for ways to improve his or her questioning technique. Whatever is discussed is to be kept confidential and no information is to be disclosed to the educators.

4.6.5 WEAs INCOMPLETE SENTENCES FORM

The Incomplete Sentences Form, which can be seen in Appendix D, has been compiled by the researcher, partly using some information given by Van Der Spuy (1992 : 72-73). In this part of the research the researcher presents the selected learners with the Incomplete Sentences Form. These sentences elicit deep seated fears and anxieties of the early adolescent learners. The information that is gained from the completion of these sentences should collaborate and strengthen that which has already been gained from the interviews. In the next section, the researcher explains how the information is analysed.

4.7 ANALYSIS OF THE DATA

The researcher intends to break down the data that he collects and to relate it to one or other categories that he has identified. Analysis therefore looks for the major properties of any event or set of events.

A system of simultaneous data collection and analysis is advocated by Merriam (1998 : 162) in order to avoid being overwhelmed by the sheer volume of material that needs to be processed. The researcher intends to conduct his study along similar lines by analysing the information pertaining to each WEA as it is made available. This means for example, that the researcher analyses the information from each interview before he conducts the next interview.

Analysing data, according to Merriam (1998 : 164-165) involves coding. Some sort of short hand designation is assigned to various aspects of the data so that easy retrieval is possible. This may include single words, letters, numbers or phrases.

In this study the researcher intends to use letters as a form of coding. This is indicated in the relevant subsection that follows. It must be noted that as the data is analysed, the researcher is likely to create or adapt concepts relevant to the data, rather than to apply a set of pre-established rules. This means that the researcher may discover new factors that are responsible for withdrawal behaviour as he analyses the data from the interviews and the Incomplete Sentences Form. The responses to the criteria (see Appendix A - Part B), form the basis for initial analysis. All the data that is gathered is analysed in the following manner:

4.7.1 WEA IDENTIFICATION CRITERIA FOR EDUCATORS

Each educator presents the researcher with a list of names of WEAs. They are required to use the set of criteria (Appendix A - Part B), to arrive at their conclusions. Their observations are indicated on the checklist which can be seen in Appendix B.

The researcher compares the various lists and identifies the 3 to 5 learners who attain the highest scores with a minimum of 14 points. These learners thus form the target group for research.

4.7.2 INTERVIEWS

The Discussion Map which can be seen in Appendix C - Part B, allows the researcher to form links with the literature review done in chapters 2 and 3. The following aspects from the Discussion Map are covered in chapter 2:

- the influence of educators
- the influence of peers
- the influence of a new school

The following aspects from the Discussion Map are covered in chapter 3:

- the influence of parents
- the effect of the home environment and community

The researcher considers the responses of the WEAs to the Discussion Map (Appendix C - Part B), in order to arrive at an understanding of which factor(s) influence South African WEAs the most. He also elicits information on how the WEAs would like to be treated by their educators.

The researcher intends recording the interviews on audio cassettes if the learners are comfortable with this. Thereafter the researcher listens to the recorded interviews and jots down relevant codes for factors that seemingly influence the WEAs. This obviates the need for lengthy sentences and eliminates the possibility of important information being missed. The following codes are used for the analysis of the interviews:

CODE	RESPONSIBLE FACTOR
Pe.	Influence of peers
Sch.	Impact of a new school
Ed.	Influence of educators
Pn.	Parental neglect
Mar.	Marital discord
Pov.	Poverty
He.	Home environment
Ab.	Abuse at home
Mop.	Moping (the loss of someone)
Si.	Self image is low
Re.	Recommendation from the learner

Each of these factors has already been discussed in chapters 2 and 3. They also form the basis for the 20 criteria that the educators use to identify the WEAs.

In the next sub-section, the researcher analyses the WEAs Incomplete Sentences Form. It must be noted that several categories in the interviews and the Incomplete Sentences Form overlap in order for the researcher to clarify those areas.

4.7.3. WEAs INCOMPLETE SENTENCES FORM

No scoring is possible here, but a qualitative analysis of the responses is required. This means that the phenomenon of withdrawal must be examined as it relates to the WEA being studied with special emphasis on the revealed fears and anxieties of the WEAs.

An analysis of the Incomplete Sentences Form reveals the following categories:

CATEGORY	SENTENCE NUMBER
Influence of peers	1
Self esteem of WEAs	2, 8, 18
Overall reasons for withdrawal	3, 20
School transitions	4, 7
Influence of educators	9
Parental influence	5, 6
Unfulfilled emotional and physical needs	10
Possible abuse/victimisation	11, 15
Deep seated fear and anxiety	12, 16
Home environment- possible poverty	13
Possible solutions	14, 17, 19

A careful reading of each response reveals to the researcher the impact or influence that different people or environments have on the lives of the WEAs. No scoring is done here as the researcher merely attempts to understand the deep seated fears and anxieties of WEAs in a South African context.

The aspects that are covered in the Incomplete Sentences Form are linked to the literature study in chapters 2 and 3. Therefore all responses serve to collaborate that which has been discovered in the literature study and the interviews. The researcher then interprets all the available information in order to arrive at an understanding of the lives of WEAs.

4.8 INTERPRETATION OF THE DATA

Once all the data is gathered and categorised the researcher interprets the available information:

4.8.1 WEAs CHECKLIST

The researcher ascertains the names of the possible WEAs. These learners attained a minimum score of 70% when the WEA identification criteria were applied.

4.8.2 INTERVIEWS

Confirms whether the factors (as found in the literature survey), are also present in a local South African community. It also indicates how the WEAs would like to be treated by their educators.

4.8.3 INCOMPLETE SENTENCES

Indicates the deep seated feelings and anxieties of the WEAs and how they would like to be treated by their educators. In the next section, the researcher focuses on the synthesis of the research.

4.9. SYNTHESIS

In this section, the researcher brings together all his findings and draws conclusions as to the factors that contribute to withdrawal behaviour in early adolescents. He looks for links between the responses of the WEAs, as indicated in the interviews and the Incomplete Sentences Form. This is done in chapter 6.

4.10 SUMMARY/ CONCLUSION

The researcher elicits the assistance of the educators to observe the early adolescents in order to arrive at an initial identification of the WEAs. The educators are given a lifeskills lesson to sensitize them to WEAs. The identification medium that is used by the educators to identify

the WEAs is based on criteria that the researcher has found and recorded in chapters 2 and 3.

The researcher then conducts interviews with the identified WEAs in order to verify the presence of the factors which were found in the literature survey. In order to do so, he uses the Discussion Map which is presented in Appendix C. The interviews also enable the researcher to find out how WEAs would like to be treated by their educators.

The Incomplete Sentences Form is then administered to the WEAs, to elicit their deep seated feelings and anxieties. This is necessary to consolidate the information that has been extracted from the interviews.

In the next chapter, the researcher proposes to report on the outcomes of his research. As soon as permission is granted by the Regional Chief Director of Education or a Departmental official, the researcher intends to approach the proposed school in order to elicit permission to conduct his research there. The next step is to initiate the research proper; whereby educators use a set of criteria to identify the WEAs. The remainder of the research then follows as planned and the whole process is reported in chapter 5.

CHAPTER FIVE

REPORT ON THE EMPIRICAL RESEARCH

5.1 INTRODUCTION

This chapter provides a report on the empirical research that has been conducted according to the design in chapter four. The researcher begins by commenting on the effectiveness of his research design. Thereafter, he comments on the suitability of the WEAs identification criteria for educators. This is followed up by a qualitative analysis of this instrument.

In the next part of the chapter, the researcher provides a qualitative analysis of the interviews that were conducted with the WEAs. This is followed up by a qualitative analysis of the Incomplete Sentences Form which was filled by the WEAs. He then provides detailed factual reports on each of the WEAs. In the section that follows this, the researcher reports on the application of his research design.

5.2 RESEARCH DESIGN AND ITS APPLICATION

The researcher used an initial sample of 130 learners from 4 classes. These learners are from Grades 4, 5, 6 and 7. Four educators, who are the register or form educators, took part in the research. The number of learners and educators was sufficient to arrive at a substantial identification of WEAs.

The researcher's initial fears of a problem of communication because of language differences with the educators were unfounded. The educators are all skilled at communicating in English.

The lifeskills lesson on withdrawn learners, Appendix E, turned out to be interesting and an eye opener for the educators. The use of the picture of a forlorn learner generated much discussion and introduced the concept of WEAs effectively.

The guidelines (Appendix A - Part A), which were presented to the educators on how to observe the learners were easily understood. Appendix B (Checklist for possible WEAs), assisted in simplifying the discussion of the criteria to identify the possible WEAs.

The educators, who know their learners very well, were able to arrive at an identification of possible WEAs very quickly. A total of 10 possible WEAs were identified. These possible WEAs were then observed for an average period of 15 school days. Separate checklists were used for each learner. An average of 20 recordings were made for each WEA.

Each recording entailed an observation period of at least 15 minutes, both in class and on the grounds. However, most of the observations were conducted in class. The checklists were easy to work with and did not interfere with the actual teaching of the educators.

At the end of the observation period, the researcher examined the checklists to ascertain whether any learners had consistently scored higher than their peers. The researcher used fourteen points (70%) as a minimum to eliminate the margin of error in identifying the WEAs.

Of the 10 possible WEAs, 5 learners scored 14 points and above on a consistent basis. The researcher also elicited the input of the educators to verify their written observations. In this way the 5 learners who had scored 14 points and above were identified as the final target group of WEAs. The completed observation checklists of possible WEAs is included as Appendix H.

Some communication problems with the learners cropped up for the interview. The main language for the learners is Zulu with English as a second language. However, the researcher has a fair command of Zulu which proved to be useful.

The use of the Discussion Map (Appendix C - Part B), with the picture inserts, helped to put the learners at ease and to stimulate discussion. The various influencing agents were translated into Zulu for the learners.

It became evident at the beginning of the interview that the learners would not open up easily to the researcher. This was to be expected as the learners are withdrawn in nature. The tape recorder was therefore not used. However, with encouragement and reference to the Discussion Map, responses were elicited. The researcher's interview notes are included as Appendix I.

It became necessary for the researcher to call upon the form educators to interpret the discussion. These educators were very co-operative in this. Each learner was interviewed separately and then in groups of two and three. The group discussions were useful to establish how the learners would like to be treated by their educators. There were not many responses to this, but those that were put forward were worthwhile taking note of.

To obviate problems with the Incomplete Sentences Form, the researcher had this translated into Zulu before presenting it to the possible WEAs. This is included as Appendix J. The WEAs worked slowly through this form without any apparent discomfort. Some WEAs took over 1 hour to complete the twenty simple sentences. The slow pace of the WEAs validated their lack of academic competence, which is indicated as criterion number 3 in Appendix A - Part B. This criterion indicates that WEAs are less academically competent.

In the next section, the researcher discusses each qualitative research technique to illustrate its ability to gather information on the factors contributing to withdrawal behaviour in early adolescents.

5.3 A QUALITATIVE ANALYSIS OF THE WEAs IDENTIFICATION CRITERIA FOR EDUCATORS

The researcher's analysis of the WEAs identification criteria for educators is presented below. The first area of focus is that of implementation of the criteria.

5.3.1 IMPLEMENTATION OF IDENTIFICATION CRITERIA

The twenty criteria that were used in the identification process (see Appendix A - Part B), were easily understood by the form educators. The explanations were clear and unambiguous.

Most of the characteristics that the criteria focus on, can be observed every day. However, certain criteria cannot be identified through observation alone. The educator's knowledge of the learners is crucial in arriving at a complete picture of their behaviour. Therefore, the use of a minimum score should only serve as guide and not as the ultimate instrument to identify WEAs. The criteria that cannot be observed daily are indicated in section 5.3.4.

Furthermore, some criteria, though observable, do not manifest themselves to the same degree all the time. This means that a criterion like unhappiness is not necessarily visible throughout the school day. WEAs may exhibit greater or lesser degrees of unhappiness over different periods of time.

WEAs may also seek the company of their peers from time to time - giving the impression to the casual observer that they are not really WEAs. However, behaviour that is manifested over a long period of time is the determining factor for identifying WEAs.

Overall, the twenty criteria proved to be extremely useful to identify WEAs. The criteria must be used in conjunction with the checklist (see Appendix B). In the next subsection, the researcher focuses on core identification criteria.

5.3.2 CORE IDENTIFICATION CRITERIA

The field research revealed that there are a few core criteria to identify WEAs. These criteria can be observed and identified in an early adolescent on a daily basis. Educators can apply these criteria without any difficulty. Furthermore, they do not need to have an intimate knowledge of the home circumstances of the learners in order to arrive at an identification of WEAs.

The core criteria are:

detachment	stress
being less academically competent	less attractive and stylish
shyness	withdrawal from sports
unnoticed	unhappy
parental neglect	unable to adapt to school
lacking friends	low self esteem
loneliness	withdrawal from classroom activities

Criteria 9, 10, 12, 14, 16, 17 (as represented in Appendix A: Part B), which comprise the remaining criteria in the checklist cannot be observed on a daily basis (see section 5.3.4) and are not regarded as core criteria. The researcher discusses the observation of the WEAs in the next subsection.

5.3.3 OBSERVATION

An intensive observation period of at least 10 school days is a minimum in order to arrive at an identification of WEAs. There should be a minimum of 15 recorded observations during this period. The educators were able to meet this requirement.

5.3.4 BASELINE

The identification instrument has 20 criteria. Some of the criteria cannot be observed

physically or on a daily basis. These criteria include:

- Lack of parental involvement
- Marital conflict
- Physical abuse
- Victimization from peers - may occur out of school
- Death of a family member
- loss of a loved one

The researcher therefore decided that a minimum of 14 core criteria should be satisfied in order to arrive at a valid identification of the WEAs (see section 5.3.2). This means that the identified WEAs manifested 70% of the given criteria. The margin for error in the identification process was thus eliminated. The use of 14 as a baseline for determining a WEA proved to be satisfactory. WEAs do not always score a minimum of 14 points. However, their scores need to be averaged out over the extended observation period in order to arrive at an identification of WEAs. In the subsection that follows, the researcher presents the conclusion to his analysis of the identification criteria.

5.3.5 CONCLUSION

Overall, the twenty criteria proved to be extremely useful to identify WEAs. Even though some cannot be observed on a daily basis, they do serve a function in sensitizing the educators to possible problem areas. These criteria must be used in conjunction with the core criteria which form the remainder of the checklist. The researcher undertakes a qualitative analysis of the interviews with the WEAs in the section that follows.

5.4 A QUALITATIVE ANALYSIS OF THE INTERVIEWS WITH THE WEAs

The researcher analyses the interviews with the WEAs in the subsections that follow. The implementation of the interviews, the individual interviews and the group interviews are analysed in detail.

5.4.1 IMPLEMENTATION OF THE INTERVIEWS

The WEAs appeared to be worried about the reason for the interviews. It was therefore not easy to get them to speak freely. This was expected as they are withdrawn learners. It was necessary to reassure them that the interview would not get them into any trouble. Furthermore, they also needed to be told that they were not bad learners and that the researcher only wanted to learn more about them.

The interviews took place under the trees on the school grounds. This helped to create a more relaxed atmosphere away from the formality of the classrooms. The use of the Discussion Map (see Appendix C - Part B), proved to be very effective. In order to assist the learners, titles in the Discussion Map was translated and presented in Zulu. The learners spoke much more freely when their attention was directed to specific words or pictures in the Discussion Map. The use of the pictures was very appropriate because these pictures were selected to be very similar to their own school and homes. In the next subsection, the researcher discusses the individual interviews that he had with the WEAs.

5.4.2 INDIVIDUAL INTERVIEWS

The individual interviews did not last very long but they did serve to clarify the following important points which are indicated in section 4.7.2. The researcher provides an example in each category of what the WEAs had to say.

- **Influence of peers**

Mboneni says that if someone distracts him, he forgets his work.

- **Impact of a new school**

Sifiso indicates that he is "lost". He "cannot cope with his school work".

Veli has “no interest in school.”

- **Influence of educators**

No real problems were experienced with the educators.

- **Parental neglect**

Sipiwe indicates that his “school shirt is not washed for three days.” Mother sends him “dirty to school.”

- **Poverty**

Jabulani states that there is “no food at home”. “I have to sleep without food.” He also has to “look after the goats”.

- **Home environment**

Sifiso lives in a “mud house with two rooms. Water is very far away.” Veli states that he has “to leave home early in the morning.” He is often absent because “I have to look after the baby at home.”

- **Abuse at home**

Sipiwe indicates that his brother “hits” him. Veli states that his mother “wacks” him. His father “drinks and troubles mother.” Jabulani states that his father “slaps” him when he brings the cattle home late.

- **Moping the loss of someone**

Jabulani says that “I think a lot about my father.” Mboneni indicates that he “misses” his

mother who died in 1997.

- **Low self image**

Sipiwe states that he worries about “what the others have to say.”

The researcher has used the codes outlined in section 4.7.2 (in chapter 4), to label the factors contributing to withdrawal behaviour in the identified learners. It proved impossible to code the responses during the interviews but the codes were used after the conclusion of the interviews to draw up Table 5.1, which is a summary of the information gained during the interviews.

TABLE 5.1

Factors contributing to withdrawal behaviour - based on the interviews

FACTORS	CODE	1	2	3	4	5	%
Peers	Pe	\	-	-	-	\	40
Coping with schoolwork	Sch	\	\	\	\	\	100
Educators	Ed	-	-	-	-	-	0
Parental neglect	Pn	\	\	\	\	\	100
Marital discord	Mar	-	-	-	\	-	20
Poverty	Pov	\	\	-	\	\	80
Home environment	He	\	\	\	\	\	100
Abuse at home	Ab	\	-	-	\	\	60
Moping	Mop	-	\	\	-	\	60
Low self image	Si	\	\	\	\	\	100

KEY

\ This factor is present for this learner
 - This factor is not present for this learner

1 Sipiwe 2 Mboneni 3 Sifiso 4 Veli 5 Jabulani

Table 5.1 indicates that the following major factors have contributed to withdrawal behaviour in these learners. Only those factors experienced by 80 % or more of the WEAs are discussed.

- **Unable to adapt to or cope with school work**

The transition from Foundation Phase to Intermediate Phase is apparently too difficult for these learners. Sifiso was the only WEA who had changed school. This change does not seem to have affected him in terms of coping with the work.

- **All the WEAs are victims of parental neglect**

In most cases the parents are separated, single or widowed. The WEAs are left to take care of themselves and are usually shabby in appearance. Their parents / guardians show no interest in their school work.

- **Poverty is a major problem for all the WEAs**

None of the families are financially well off. The home environment of these WEAs is unsuitable for normal, healthy development. They all live in mud homes; have little privacy and few facilities in which to study. They spend a lot of time performing household chores.

- **All the WEAs have a low self image**

None of them think of themselves as being achievers or actualisers. It must be stated that this is not a complete picture of the factors contributing to withdrawal behaviour in early adolescence.

The researcher considers all the information that is gained from the identification process; the

interviews; the Incomplete Sentences Form and his discussions with the educators in order to arrive at his final conclusions. This is presented in section 6.5.2.

5.4.3 SMALL GROUP INTERVIEWS

Thereafter small group interviews were held in order to ascertain how these learners would like to be treated by their educators.

Some of the learners seemed to be confused by this “strange” request. However, with some encouragement from the researcher and the interpreter (educator), several notable ideas were put forward. These suggestions are included in section 6.7.1. Two group sessions were held. The first group comprised of Sipiwe, Mboneni and Sifiso. The second group was made up of Veli and Jabulani.

All the WEAs supported the ideas put forward by their peers. Since the suggestions are in response to one specific question, the researcher merely lists their suggestions in section 6.7.1.

The researcher feels that the interviews fulfilled the need to ascertain how WEAs would like to be treated by their educators. In the next section, the researcher presents a qualitative analysis of the Incomplete Sentences Form.

5.5 A QUALITATIVE ANALYSIS OF THE INCOMPLETE SENTENCES FORM FOR THE WEAs

The researcher presents his analysis of the Incomplete Sentences Form in the subsections below. He begins by focusing on the implementation of this research instrument.

5.5.1 IMPLEMENTATION OF THE INCOMPLETE SENTENCES FORM

It took a long time for the WEAs to complete this form. Some of them took over one hour.

In order to assist them, all the incomplete sentences were translated into Zulu. The translated form is included as Appendix J.

The researcher enlisted the help of the educators to explain the incomplete sentences to them and the need to fill in whatever came to mind. Once again, it was necessary to reassure the learners that this was not a test and that it would not be held against them. This is also an indication of their low self image and inability to cope with work which is given to them. A form such as this is extremely useful when dealing with withdrawn learners. It allowed them to reveal details about their family lives that were not clear during the interviews.

It is not possible to make a statistical analysis of the responses to each sentence since each learner has different circumstances. The researcher therefore uses the information from each WEA in order to compile a summative report on him. These reports are found in section 5.6 of this chapter.

The researcher was able to gain much needed information in order to understand the WEAs better. This information is linked to the categories that the researcher indicated in section 4.7.3 in chapter 4.

In the next few paragraphs, the researcher provides a summary of what he considers to be the most important points, which pertain to the factors contributing to withdrawal behaviour in early adolescence and a discussion of the deep seated fears and anxieties of the WEAs.

- **Parental neglect**

Sentences 5 and 6 focused on the influence of the mother and father. This category is parental neglect. Mboneni indicated that his mother passed away in 1997 and that his father does not live with them. Sifiso's father has also left home a long time ago and does not send any money home. His mother is unemployed. Veli's mother cannot give him much attention as she is a domestic worker in Newcastle and leaves home at 05:30. His father is unemployed and constantly demands for someone to buy him cigarettes. Sipiwe did not have anything negative to say about his parents, but later revealed in sentence 7, that his mother

wakes him up in the night and kicks him. This is linked to sentence 10 where he indicates his desire for a restful, peaceful life.

From the above it is evident that the WEAs do not enjoy much close, supportive relationships with their parents. There is obviously much parental neglect.

- **Home environment**

Sentence 13 in the category of home environment: possible poverty; did not achieve the desired result of gaining information about the way in which the lack of finances has affected their homes. The WEAs spoke about the neatness of their homes rather than the lack of resources. This sentence needs to be rephrased to read as: "The things that we need at home are...". However, this aspect was well covered in the interviews.

- **Influence of peers and educators**

Sentences 3 and 20 focus on the influence of peers and educators. Sipiwe indicated that "some children provoke me and I don't know what to do. They don't care for us in school." Mboneni states that he keeps to himself because he "is learning" and that he is not happy because he needs "R150,00". Sifiso speaks about, "They hit me because that upsets and confuses my mind." Veli is quiet because "I don't know the answer." Jabulani indicates that "I keep quiet when other scholars tease me cause I don't like fighting." He also does "not feel so good when I am not being punished." This learner is apparently very confused about the role of punishment in his life. He is probably reacting in this way because he may always be receiving punishment. It is apparent from the perspective of the WEAs that harassment from peers and the fear of punishment keeps them quiet. This did not come out in the interviews.

- **Low self image**

Sentence 8 is linked to sentences 3 and 20. It is useful at arriving at an understanding of why the learners keep to themselves. In most cases this tied up to the fear of being assaulted by

their parents; worries about parents or the need to get on with studying without troubling others. The most significant reason put forward was by Sipiwe, “because I am not happy with my life.” This corroborated with information that the learner had disclosed during the interview.

- **Unfulfilled emotional and physical needs**

The physical needs of the WEAs and what causes them to suffer is examined in sentences 10 and 11. This category is unfulfilled emotional and physical needs. In almost all the WEAs, needs were identified as being physical and their suffering revolved around the lack of money in their homes. Sipiwe suffers without “money to buy school books.” Mboneni needs navy pants and money. Sifiso suffers because his mother is unemployed and he does “not possess clothes.” Veli hasn’t got “educated” and Jabulani suffers as “I don’t have school books. I learn with other pupils book.” Sipiwe wants “time to rest and to live peacefully and to play with my small bicycle.”

None of the WEAs wrote about their emotional needs.

- **Deep seated fears and anxieties**

The biggest fears of the WEAs and their worries are focused upon in sentences 12 and 16. This category is: Deep seated fears and anxiety. While Sipiwe has the fear of the “river in the morning”; Jabulani and Sifiso were afraid of being assaulted. Sipiwe, Veli and Jabulani expressed worry about being given strokes at school; being shouted at or the need to “respect” school work. Sifiso’s biggest fear is when an unidentified person hits him. It therefore appears that the greatest fears and worries revolve around being assaulted physically or verbally either at school or at home.

- **Possible solutions**

Sentences 14 and 17 revealed what makes them happy and what they regard as good. The

category here was possible solutions. Learners focused on the importance of no one troubling them. Secondly, they all regarded their studies or education as something that is good.

5.5.2 LIMITATIONS / PROBLEMS

Although the Incomplete Sentences Form elicited new information from the WEAs regarding themselves, sentences 2, 13 and 14 seemed not to achieve this goal.

The responses to sentence 2, "I am very ..." did not correlate with the information gleaned during the identification process, the interviews and the discussions that the researcher had with the educators. The WEAs possibly did not understand this sentence, as Veli responded by stating, "I like to learn at school." Jabulani indicated, "I answer in class because I don't want to fail" and Mboneni stated that he, "likes to sit with other pupils." These responses suggest that these learners are not withdrawn. Sentence 13, dealing with the home environment needs to be rephrased to, "The things that we need at home are..." In this sentence WEAs spoke about the neatness of their homes rather than the lack of physical resources a home.

Veli responded to sentence 14 by stating that his participation in the class makes him feel good. The researcher is of the opinion that these WEAs may have provided certain responses, such as those stated above, to portray themselves in a positive light. WEAs would like to be viewed as normal learners.

5.5.3 CONCLUSION REGARDING THE INCOMPLETE SENTENCES FORM

Overall the information that was gained from the interviews was corroborated by the Incomplete Sentences Form. Additionally, the deep seated fears and anxieties of the WEAs were clearly stated. This information is used to arrive at a complete understanding of the factors that contribute to withdrawal behaviour in early adolescence. The educators themselves wanted copies of this form in order to find out more about their learners. In the

next section, the researcher presents the summative research reports that were compiled on each of the WEAs.

5.6 SUMMATIVE RESEARCH REPORTS

The facts in this section are accumulated from the observations of educators; the responses elicited during the interviews; the completion of the Incomplete Sentences Form and discussions that the researcher held with the educators. In the subsections that follow, the researcher provides a report on each of the WEAs which is based on the information gained and discussed in sections 5.3 - 5.5.

5.6.1 SIPIWE MOKOENA

The factors that are contributing to Sipiwe's withdrawal behaviour are as follows:

- limited physical development and parental neglect has resulted in a low self esteem
- inability to cope with the demands of school
- abuse at home
- influence of peers

Sipiwe appears to be affected by psychological, social and physical factors which are focused on in section 6.5.2.1. Psychologically, Sipiwe needs to develop a sense of personal identity. At a social level parental neglect and lack of support has left him feeling lost, confused and vulnerable. His limited physical development in terms of his size makes him feel inferior and inadequate.

Sipiwe is in Grade 6. He is a frail looking lad who appears to be worried all the time. He comes from a home that is made of mud. Both his parents are living. His father is working and his mother is a housewife.

He is unable to cope with his schoolwork. His form educator feels that he was pushed into

Grade 6 through the system of condonations that the Department uses for learners who fail. He was in Grade 4 in 1996 and has only progressed to Grade 6 in 1999.

He is shabby in appearance and it is evident that he is suffering from parental neglect. He has no shoes. His feet and clothes are dirty and untended. Sipiwe's parents do not show any interest in his progress and have never come to school to discuss his school work. His brother is abusive towards him and often hits him. He has no friends to play with at school and at home and is therefore a lonely lad. He is always worried about what others have to say about him. Sipiwe feels afraid of talking to his teachers and appears to have a very low self esteem. He feels that his peers do not respect him and that they are always teasing him. Some of the learners seem to be taking undue advantage of him and provoke him. He is at a loss at how to respond.

Sipiwe absents himself from school sometimes, and is very often late in the mornings. He feels that the educators do not really care for him in school.

He was surprisingly talkative in the interview, unlike in class. He is very withdrawn in class and makes no contribution to the lessons. He indicated that he is very forgetful and actually enjoys avoiding school work. This could be tied up to his absence and latecoming.

5.6.2 MBONENI NKABINDE

The following factors are contributing to withdrawal behaviour in Mboneni:

- limited physical development
- lack of financial resources in the family
- death of a parent
- parental neglect
- inability to forge a positive self identity

He is in Grade 4. He is a smallish looking lad who appears to be afraid all the time. His mother is dead and his father is not working. His father lives in Osisweni, Newcastle. The

learner lives in a mud house at Ngagane which is about six kilometers from the school. The family experiences financial difficulties and the grandfather has to help the family to survive. Mboneni yearns for more money. He requires R150.00, which will enable him to get a pair of shoes. In addition to this he needs navy blue school pants.

His father shows no interest in his school work and has never come to school to discuss his progress.

Mboneni was pushed into Grade 6 through the examination system. He is battling to cope with his school work. His educator indicates that he does not attempt to answer any questions. He is quiet and reserved.

He has two friends only. Mboneni is often found standing alone on the grounds. He does not like to play with the others. He seems to be worried, stressed and unhappy all the time.

5.6.3 SIFISO GABELA

The factors that have contributed to withdrawal behaviour in Sifiso are as follows:

- poor financial status of the family
- parental neglect and lack of support
- inability to cope with a new school
- influence of peers

These factors are highlighted in section 6.5.2.1.

Sifiso is an average sized lad who is in Grade 6. He lives with his aunt as his father is in Piet Retief. His mother has just got back from Piet Retief. The family depends on their uncle for money.

His home is made of mud and has two rooms only. Getting water is a problem as it is very far away.

Sifiso did not begin his schooling at Ballengeich. Neither he nor his educator know the name of his previous school. He is having difficulty coping with the new school which is much bigger than his old one.

In class he is reserved and refuses to take part in lessons. He also likes to be alone on the grounds. Sometimes he has one friend.

He is uninterested in school and is failing all his tests. The educator describes him as a “lost” learner who doesn’t care about what happens to him. He is missing his family and his old school. There is clear parental neglect.

Sifiso is also concerned about the lack of money in his home. He would like to get a proper education in order to help his mum. He does not have basic school requirements such as crayons, school clothes and more importantly, a pair of spectacles. He is worried about the lack of school books. This occupies his mind a great deal. The poor financial status of his family has resulted in a lack of support for him. He becomes confused when the other learners fight with him. Since he does not retaliate, he becomes an easy target for the bullies in the school.

5.6.4 VELI MADONSELA

The factors contributing to Veli’s withdrawal behaviour are as follows:

- an inability to cope with the demands of school work
- parental neglect which seems to have affected his self esteem
- lack of financial resources in the family

Veli is a lad in Grade 5 who lives with his granny in a mud house. His mother is a domestic worker in Newcastle and leaves home very early every day. His father is unemployed. He has problems in understanding the schoolwork. It takes him a long time to catch up with the work that is being done. He does not speak freely in class. He is a quiet lad and only responds when the educator encourages him. His interaction with peers on the grounds is very

limited. He lacks self confidence.

The learner is not interested in school. His homework is often not done. He is frequently absent since he has to look after the baby at home. Veli often comes late to school.

Veli is an unhappy learner. He is not easily noticed on the grounds since he is not very active. He comes to school in a dirty and shabby condition. It is clear that his parents are neglecting him.

5.6.5 JABULANI SIBIYA

Jabulani is affected by the following factors:

- the violent death of his father
- physical abuse from his mother
- the disruptive demands of his family at home
- poor financial status of the family
- attacks from his peers

This learner is in Grade 5. He lives with his stepfather. His mother does not live with them all the time. Jabulani's natural father was shot to death at Nqutu. He himself has bullet wounds in his legs which were sustained during the attack on his father. The violent death of his father affects him. He cannot concentrate in class and must always be encouraged by the teacher to maintain his attention.

Jabulani keeps to himself. He is a lonely lad and is unhappy in appearance. He is a generally quiet learner who accepts it when his peers tease him as he does not like fighting. He receives quite a lot of corporal punishment from his mother for poor school work. The learner believes that this form of punishment is good and is essential in order for him to pass. He becomes worried when he is not being punished.

The family experiences severe financial difficulties and food is scarce at home. He often

has to go to sleep without food. This is also contributing to his lack of attention in class. He appears to be tired all the time. He has to look after the goats at home. This cuts across the homework set by his educators and causes problems for him at school. In the next section the researcher presents the conclusion to this chapter.

5.7 CONCLUSION

In this chapter the researcher presented his report on the information that he has gained from the field research. He was able to verify the factors contributing to withdrawal behaviour in early adolescents.

In order to verify the factors the researcher provided the form educators with a set of criteria to identify the WEAs. The form educators were guided to observe the learners and record their observations on a checklist. The researcher used the checklists to arrive at a final sample of WEAs. These WEAs were interviewed by the researcher. Each WEA was then given the Incomplete Sentences Form to complete.

Detailed qualitative assessments of each of the research instruments was also done in this chapter. The researcher is satisfied that each of the instruments served its intended purpose.

The researcher then compiled comprehensive factual reports on each of the WEAs by using all the information that was gained from the above research instruments. In addition to this the researcher took into account the information that the form educators provided on each WEA.

In the next chapter, the researcher presents the synthesis of his research findings, general and specific conclusions and recommendations. The recommendations are with regard to the research design and the research instruments. Finally, the researcher also makes suggestions to the educators on how to cope with WEAs.

CHAPTER SIX

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter details the researcher's findings, conclusions and recommendations of his study. The researcher presents the synthesis of the research findings in the first part of this chapter. These findings are presented in terms of the statement of the problem and aims as set out in Chapter One.

Following this, the researcher draws general and specific conclusions about the study he has undertaken. These conclusions focus on an understanding of the concepts that underlie this study and the factors that contribute to withdrawal behaviour in early adolescence.

Additionally, recommendations with regard to the research design and the research instruments are made. The researcher then proposes ways in which the educators could cope with the WEAs. In the final part of the chapter, the researcher recognises the limitations of the study and poses questions that merit further investigation and concludes this study with some final thoughts.

In section 6.2, a synthesis of the findings are presented.

6.2 SYNTHESIS OF RESEARCH FINDINGS

In this section, the researcher reviews the literature study and the empirical study that he undertook. In the subsection that follows, the researcher briefly summarises the outcome of the literature study that was undertaken in chapters 2 and 3.

6.2.1 LITERATURE STUDY

Chapter 2 focuses on the concept of the adolescent learner with specific reference to the period of early adolescence. The researcher ascertained that the period of early adolescence is from approximately age 9 to age 12. This is a crucial period for identity formation. If the early adolescent experiences trauma or seemingly insurmountable problems, he could be left feeling insecure and inadequate.

Chapter 3 focuses explicitly on the concept of withdrawal. The researcher has established that withdrawal is a deliberate act of detachment or of distancing oneself from a situation that is regarded as unpleasant. It entails a drawing in of one's energies and an isolation of oneself from normal social interaction.

The crises and / or factors that contribute to withdrawal behaviour in early adolescence are:

- family conflict or inter parental aggression
- parents who are too restrictive or authoritarian in nature
- parental neglect or lack of support for early adolescents
- physical abuse by parents
- doubts about parentage
- lack of finances and physical requirements
- harsh criticism on a continuous basis from educators
- peers who belittle and harass the early adolescent
- inability to adapt to a change from one school or one phase to another
- the death or loss of a loved one
- an abnormal growth spurt or the lack of normal biological development

Early adolescents could develop withdrawal behaviour if these crises are unresolved.

Withdrawal behaviour affects early adolescents in two main ways. These are the loss of self esteem and depression. The researcher reviews the empirical study in the next subsection.

6.2.2 EMPIRICAL STUDY

The empirical study involved the following steps:

- identifying a school for the empirical research. This school had to be accessible for the researcher to conduct his study in. It also had to have early adolescents who are in grades 4 to 7.
- presenting an outcomes based lesson to the form educators of the early adolescents. This lesson focused on the concept of withdrawal among early adolescents.
- discussing the identification criteria for the WEAs with the educators.
- presentation of written guidelines on how to go about observing early adolescents in order to identify the WEAs.
- presentation and discussion of a checklist to be used in the identification process.
- analysis of the data from the checklists enabled the researcher to arrive at a target sample of five WEAs.
- WEAs were interviewed by the researcher by using the Discussion Map (Appendix C - Part B).
- WEAs completed an Incomplete Sentences Form (Appendix D), in order for the researcher to arrive at an understanding of their hidden fears and anxieties.
- analysis of all the above information enabled the researcher to arrive at conclusions concerning the factors that determine withdrawal behaviour in early adolescence.

In the next section, the researcher evaluates the statement of the problem.

6.3 EVALUATING THE STATEMENT OF THE PROBLEM

In this section, the statement of the problem, as set out in Chapter 1, is evaluated in terms of the findings as set out in Chapter 5.

6.3.1 FACTORS CONTRIBUTING TO WITHDRAWAL BEHAVIOUR

The literature study in Chapters 2 and 3 revealed that there are several factors that contribute to withdrawal behaviour among early adolescents. These factors are presented in section 6.2.1.

In section 6.5.2 which deals with the specific conclusions, the researcher crystallizes the findings from the literature and empirical studies and presents his final list of factors that contribute to withdrawal behaviour among early adolescents.

6.3.2 IDENTIFICATION OF CORE FACTORS CONTRIBUTING TO WITHDRAWAL BEHAVIOUR

The next question that was posed was whether certain factors are more important than others and whether they can be identified. Those factors that contributed to withdrawal behaviour in the majority of WEAs who were studied, are regarded as core factors. They were ascertained through the use of observation, interviews and the completion of the Incomplete Sentences Form. These factors are discussed in detail in section 6.5.2.

6.3.3 RELATED ISSUES

The statement of the problem also required related issues to be clarified. These are clarified below.

6.3.3.1 Self image of the WEA

The literature study in section 2.3.3 has shown that WEAs possess a lower self esteem than sociable learners. WEAs feel that they do not have much worth and tend to devalue themselves in academic and co-curricular activities.

6.3.3.2 The reciprocal influence of the WEAs and their environment

WEAs become unsettled and confused by hostile and unpleasant experiences in their homes and at school. Harsh, continuous criticism; physical and verbal abuse and the lack of love and money affect early adolescents negatively. They become afraid and suspicious of the motives of other people and try to escape from these experiences by withdrawing into themselves. In class, the lack of response from WEAs tends to frustrate and anger the educators. This results in lessons becoming bogged down or disrupted as educators battle to come to grips with the WEAs. Valuable teaching time is lost whilst the educator tries to elicit a response that is not forthcoming from the WEAs. Other learners are thus disadvantaged in this way.

At home WEAs become easy targets for angry or frustrated parents and siblings to displace their anger onto. The timidity and non-communicativeness of WEAs could exacerbate parental and sibling frustration. In this way WEAs actually add to problem situations and make home life unpleasant for all concerned.

6.3.4 CONCLUSION REGARDING THE STATEMENT OF THE PROBLEM

The statement of the problem reflects the educational situation which, due to the “quietness” of the problem, might not be given the attention it warrants. This research establishes the factors that contribute to withdrawal behaviour in early adolescents.

6.4 EVALUATING THE AIM OF THE RESEARCH

The aim of the investigation is to establish the factors that contribute to withdrawal behaviour in early adolescence. This has been established through the literature study that the researcher undertook. These factors are indicated in section 6.2.1. The aim of the research is broken up into four primary objectives, which are evaluated below.

6.4.1 PRIMARY OBJECTIVES

Each primary objective is evaluated separately and in detail as follows:

6.4.1.1 Criteria to identify WEAs

The first objective is to provide educators with an instrument that assists in the identification of WEAs. The researcher has devised such an instrument (Appendix A - Part B), which is made up of twenty criteria. These criteria are easy to understand and have to be used in conjunction with the checklist for WEAs that the researcher has compiled (see Appendix B).

Of the twenty criteria, 14 criteria may be regarded as core criteria. These core criteria are listed and elaborated upon in section 5.3.2. Core criteria are those criteria that can be observed and identified on a daily basis at school. Educators do not need to have an intimate knowledge of the home circumstances of the early adolescent in order to apply the core identification criteria. In addition, 6 less conspicuous criteria have been identified which further validate a learner as a WEA. The objective to identify factors which contribute to withdrawal in WEAs has thus been met.

6.4.1.2 Verification of factors resulting in WEAs in a South African community

The empirical study verified the presence of the factors that contribute to withdrawal behaviour in early adolescents. In this process, the factors which were identified in the literature study were also found to be present in a local South African community. These factors are discussed in detail in section 6.5.2.

6.4.1.3 How WEAs would like their educators to work with them

The third primary objective was to ascertain ways in which the WEAs would like their educators to work with them. The researcher has been able to elicit the views of the WEAs during the interviews. These suggestions are elaborated upon in section 6.7.

6.4.1.4 Identification of deep seated fears and anxieties of WEAs

The last objective in this sub-section was to identify deep seated fears and anxieties of the WEAs. This has been achieved through the use of the Incomplete Sentences Form, which the WEAs had to complete. The following deep seated fears and anxieties have been identified:

- anxieties about the financial situation of their families
- anxiety about their education
- anxiety and fears for or about their parents
- fear of becoming a victim of violence
- fearful of their peers

These deep seated fears and anxieties are discussed in detail in section 5.5. The empirical study has thus been successful in establishing the deep seated fears and anxieties of the WEAs. In the following subsection, the researcher evaluates the success of his secondary objectives.

6.4.2 SECONDARY OBJECTIVES

In this study there are two secondary objectives (see section 1). Each of these objectives is discussed below.

6.4.2.1 Coping strategies for parents, educators and peers of WEAs

An effective measure that may be employed by educators is that of child focused observation. This is a gradual process of intervention that is aimed at increasing the levels of confidence in WEAs. This process as well as other suggestions are outlined in detail in section 6.7. The researcher has been able to satisfy the requirements of this objective.

6.4.2.2 Contribution to educational knowledge of WEAs

The second secondary objective was to contribute towards the body of knowledge regarding

WEAs in the educational sphere. This study has not only identified the factors which contribute to the behaviour of WEAs, but has also verified the presence of the factors that contribute to withdrawal behaviour in early adolescence in a local South African community.

Educators, in particular, should now find it easier to identify and cope with WEAs. The researcher therefore is of the opinion that he has met this objective and that his research will be of benefit to educators in general. In the section that follows, the researcher presents the conclusions that he has arrived at in this study.

6.5 CONCLUSIONS

The researcher firstly states a few general conclusions, which are related to the theoretical research. He then details the specific conclusions which are related to the empirical study.

6.5.1 GENERAL CONCLUSIONS

The researcher indicates his conclusions regarding the definitions or the understanding of key words in his research topic.

6.5.1.1 The concept of withdrawal

Withdrawal entails a drawing-in of one's energies and an isolation of oneself from normal social interaction. The withdrawn early adolescent deliberately removes or distances himself from a situation that he regards as unpleasant or threatening. Such behaviour is often accompanied by despair and resignation after loss, deprivation, abandonment or the failure to forge a positive self identity. The withdrawn learner may fall into a state of acute collapse, non-communicativeness, apathy and self absorption.

6.5.1.2 The period of early adolescence

Events that occur in early adolescence could have a lasting and traumatic effect on the learner. It is therefore important to understand the significance of this period in relation to withdrawal behaviour. This is a period that extends from approximately age 9 to age 12 of one's life. Identity formation is a crucial developmental task that early adolescent learners have to successfully overcome.

The creation of a positive self identity results in a sense of social adequacy. This may, however, be jeopardized by harsh criticism; undue restrictions and discipline; doubts about parentage or a misunderstanding of childish motives. Early adolescents may begin displaying withdrawal behaviour if they despair of their own abilities and feel inadequate or inferior to their peers.

6.5.1.3 The relativity of factors

Educators must understand that the determinants or factors of withdrawal behaviour are not fixed for every early adolescent. A factor that causes withdrawal behaviour in one early adolescent may not cause the same type of behaviour in another learner.

Factors are therefore relative to the given circumstances in which learners find themselves. In this research, parental neglect, poverty, failure to adapt to a new grade at school and the loss of loved ones emerged as important factors contributing to withdrawal behaviour among early adolescents. Factors differ from learner to learner.

6.5.2 SPECIFIC CONCLUSIONS

The specific conclusions that the researcher has arrived at are discussed next. These include the factors contributing to withdrawal behaviour in early adolescents; the WEAs identification criteria for educators; educators and WEAs; fears and anxieties of WEAs and educational knowledge.

6.5.2.1 Factors contributing to withdrawal behaviour in early adolescents

The research has verified the presence of the following factors that contribute to withdrawal behaviour in a local South African population:

- Parental neglect and lack of support for early adolescents is a major contributory factor. This is often found to be present together with physical and verbal abuse at home from siblings and parents.
- Home environments that are characterised by poverty and lack of facilities are unstimulating and often contribute to withdrawal behaviour.
- The inability of early adolescents to cope with the increase in the complexity of school work, from one phase to another; rather than a change of school, contributes to withdrawal behaviour.
- Peers who humiliate, belittle and undermine the status of the learners has emerged as a significant factor.
- Educators also contribute to withdrawal behaviour by inflicting some form of unacceptable punishment on the early adolescents.
- Moping the death of a parent or the loss of a loved one is another contributory factor.
- All the WEAs possessed an extremely low self esteem. The researcher ascribes this to the presence of the other contributory factors.

6.5.2.2 WEAs identification criteria for educators

The WEAs identification criteria for educators is a reliable method which can be used by educators to identify withdrawn early adolescents. This must be used in conjunction with the Checklist (Appendix B), that the researcher has compiled.

6.5.2.3 Educators and WEAs

Recommendations that have been made by the WEAs and the researcher for educators are

relevant and practical. The implementation of these measures will assist WEAs to develop into more sociable, confident adolescents.

6.5.2.4 Fears and anxieties of WEAs

The life-world of WEAs is filled with stress, fear and anxiety. The Discussion Map (Appendix - C : Part B) and the Incomplete Sentences Form (Appendix D), are effective instruments that may be used to ascertain these fears and anxieties.

6.5.2.5 Educational knowledge

This research has added significantly to the body of information that is available on the concept of withdrawal and its presence in the South African educational scene. This should be of particular assistance to educationists. The researcher presents his recommendations with regard to the research in the next section.

6.6 RECOMMENDATIONS

In the first part of this section, the researcher presents his recommendations with regard to the preparation of the empirical research and the design thereof. This is followed by recommendations regarding the techniques that were used, such as observation, interviews and the completion of the Incomplete Sentences Form. The third part of the recommendations focuses on the post research, that is, the use of the findings.

6.6.1 DESIGN OF THE RESEARCH

The overall design of the research has proven to be sound and effective. Each of the steps, as indicated in section 4.5.3, served the intended purpose. There were no areas of confusion for the researcher, the educators and the learners. Each of the steps fulfilled the need to gain information about the factors contributing to withdrawal behaviour in early adolescents.

However, the researcher proposes the following with regard to the order of presentation of the research instruments and the language used in the instruments.

6.6.1.1 Order of research instruments

The researcher proposes that the WEAs complete the Incomplete Sentences Form before they are interviewed. This would allow the researcher to pick up salient points which could be focused upon in the interviews. It may also help the WEAs to be more relaxed in the interviews as they have already had contact with the researcher.

6.6.1.2 Use of language in instruments

It was necessary for the researcher to translate the English words on the pictures to Zulu. These pictures were used for the interviews. The Incomplete Sentences Form also had to be translated into Zulu. The researcher recommends that this be done at the outset of the empirical research in order to prevent possible alienation of the WEAs due to the use of a “foreign” language (English).

6.6.2 RESEARCH TECHNIQUES USED

The researcher used the following techniques in his research:

- lifeskills lesson to the educators
- observation of learners
- interviewing of WEAs
- completion of an Incomplete Sentences Form by the learners

It is recommended that these techniques be applied in the order in which they are presented in the research.

6.6.2.1 Lifeskills lesson

The use of the lifeskills lesson proved to be effective in sensitizing the educators to the

phenomenon of withdrawal behaviour in early adolescence. The approach that was adopted by the researcher namely, an outcomes based lesson helped to stimulate interest in the topic. No problems were encountered with this technique.

6.6.2.2 Observation of learners

This is an invaluable technique to be used in the identification of WEAs. The guidelines that were given to the educators assisted with the identification process. There are no recommendations with regard to this technique, as no problems were encountered.

6.6.2.3 Interviews

WEAs tend to get anxious about the purpose for an interview and the need to talk to a stranger. The researcher therefore recommends that more time be spent with the early adolescent population before the interviews. This will enable the WEAs to become familiar with the researcher and thus aid in communication.

Secondly, WEAs may not be entirely honest about their school experiences in the presence of an educator that they know. It is therefore preferable to get an impartial person (adult) from outside the school to assist with the interpretation when school issues are discussed.

Thirdly, the researcher's discussions with the form educators should take place after the interviews with the WEAs. This will prevent any preconceived ideas from developing which may affect the researcher's assessment of the WEA. The researcher is of the opinion that these recommendations will be of benefit to future studies of this nature.

6.6.2.4 Completion of the Incomplete Sentences Form

This is an effective technique to establish the deep seated fears and anxieties of WEAs. The technique in itself is sound and easy to implement.

In the following section some recommendations are made regarding the use of the findings of this research.

6.6.3 USE OF FINDINGS: POST RESEARCH

The researcher recommends that his findings be used by all educationists who deal with early adolescents. The findings should sensitize educationists to the causes of withdrawal behaviour and thereby make them more tolerant of withdrawn early adolescents. Secondly, educationists are presented with concrete suggestions (see section 6.7), on how to deal with or cope with these learners.

It is hoped that these findings will be made available to all schools. In section 6.7, which follows, the researcher provides recommendations to educators on how to cope with WEAs.

6.7 ASSISTANCE TO EDUCATORS TO COPE WITH WEAs

The researcher has been able to elicit information from the WEAs on how they would like to be treated by their educators. In addition to the suggestions given by the WEAs in person, the researcher also makes suggestions in this regard, due to his wide exposure to and keen interest in WEAs.

6.7.1 WEAs SUGGESTIONS FOR EDUCATORS TO DEAL WITH THEM

Educators must:

- get to know the background of the WEAs better. Some educators were totally unaware of the financial situation of the families involved.
- provide lunch for the WEAs. This will help them to concentrate in class.
- try to help the family of the WEA to overcome its problems. Educators must visit the homes of the WEAs.
- show greater interest in the well being of the WEA.

- teach at a slower pace.
- use praise more often. The possibility of making an assembly announcement of one's success was a feasible proposal.
- set manageable amounts of work to be completed in class
- set tasks that will bring satisfaction to them. Get to know the interests of the WEAs. Allow them to get involved in activities like gardening.
- help the WEAs to catch up with work by giving them extra attention in class.
- assist the WEAs during the lunch breaks.
- allow for greater group work as some WEAs feel that it is easier to talk to peers than to educators.
- not make the WEAs feel useless or backward in class and should not pick on the WEAs in class.
- teach the WEAs the skills of communication with their peers and should also teach their peers to speak to WEAs with love and respect.

6.7.2 RESEARCHER'S SUGGESTIONS TO DEAL WITH WEAs

The researcher proposes that educators implement the following system of child focused observation which is adapted from Wigley, Yule and Berger (1985 : 159 - 160):

- Educators may increase the confidence of WEAs by increasing their interaction with them. This can be done by establishing a period of quiet, short contact with the WEA which is initiated by the educator.
- Educators should plan instruction that promotes generalisation and maintenance.
- Educators should adapt their classroom manner so that WEAs become less fearful. WEAs will find it easier to approach educators if they discover that being talked to by the educator is a pleasant experience.
- Educators must sensitize themselves to what is frightening to the WEA and ensure that the contact with the learner is short, pleasant and quiet.
- The educator must observe what the WEA is doing and stand next to him for a minute or two without talking.

- The educator must talk quietly to the WEA and use phrases or questions that necessitate a "yes" or "no" answer.
- When the WEA no longer appears anxious about this contact, the educator should begin to ask simple questions which require two or three word answers. It is envisaged that the WEA will gradually initiate interaction with the educator.
- The educator needs to be flexible and willing to praise WEAs for work that has been attempted, even if it is well below the standard for the class.

This form of child-focused observation and intervention has succeeded in the studies conducted by the above authors and has the additional advantage of not disrupting the normal lesson.

Another form of intervention has been proposed by Margalit (1994 : 158) who quotes Paris and Oka (1989), with regard to coping strategies for lonely children. The researcher agrees with his suggestions that it is necessary to:

- develop meaningful goals for the target child and his or her peer groups. These goals must be seen as relevant and must constitute a strong motivational factor. An example of this, proposed by the researcher is "Making friends and the need to avoid loneliness".
- to target the child and/in his peer group.
- to experiment with and demonstrate the use of strategies to enhance skilled performance.
- to foster dialogue between the students and the teacher about strategies, accentuating rule creation and rule following.

The researcher suggests that once a WEA has been identified by means of using the identification criteria, educators should begin a planned intervention Programme. Educators should :

- develop an empathetic attitude towards WEAs and build up a relationship based on trust.
- use praise for work that is attempted and avoid all forms of embarrassment or

humiliation for the WEA.

- converse individually with the WEA on the grounds and in the classroom in order to discover his strengths and weaknesses. Listen carefully to whatever is said or get the WEA to write down all that worries him. Spend time with him after school or during the breaks in order to solve his problems. Avoid giving immediate solutions which may never work.
- set up little challenges and incentives for the WEA. An example of this could be to write an article on school life in return for time off in the afternoon or to act as the class monitor for a period or a day.
- include simple role play sessions into your lessons. Allow the WEA to play a small part initially and gradually increase the extent of his involvement. An example of this is to ask learners to role play a classroom lesson. The WEA would then be required to answer one or two easy questions and would be praised for his efforts.
- develop a relationship with the WEA during which one should devise a participatory contract that sets out expectations for both the educator and the WEA. Such a contract is arrived at democratically.

The researcher is of the opinion that the above suggestions could assist educators to cope with WEAs. In the next section the researcher discusses the limitations of his study.

6.8 LIMITATIONS OF THE STUDY

The researcher has identified the following limitations to his study:

- a) the study was confined to the district in which the researcher lived. It therefore also needs to be addressed at national level.
- b) it would have been preferable to include parents, but this was logistically impossible.
- c) the study focused on Zulu learners. It needs to include other sectors of the community as well.
- d) the study examined the phenomenon in a disadvantaged community. It needs to be

broadened to include affluent or advantaged communities.

Topics of this nature require on-going research. The researcher therefore proposes a set of questions that merits further investigation in future research.

6.9 QUESTIONS THAT MERIT FURTHER INVESTIGATION

It is recommended that further studies into withdrawal behaviour in early adolescents focus on the questions that are listed below.

- Does intervention at school and at home succeed in bringing about a meaningful change to the lifestyles of WEAs?
- To what extent is there a difference between the number of WEAs at a rural school to that of a urban or township school? What are the causes of these differences if there are any?

The researcher concludes this study in the next section with a few final words.

6.10 FINAL THOUGHTS

WEAs are like clay in our hands. Educators have the responsibility and the privilege of shaping them into competent and confident individuals. Let us not fail or flinch from our duty. Who knows, that WEA in the corner could be the next leader of this country - with your help !

Appendix A : Part A**Guidelines for educators to observe early adolescents**

- 1 Observe the learners from your form class only.
- 2 Observe them in your lessons and on the grounds.
- 3 In your lessons take note of who fits the following description:
constantly reserved, isolated, timid, reluctant to get involved in lessons or group work and who is generally unwilling or afraid to speak up.
- 4 On the grounds take note of who consistently presents a lonely figure; is withdrawn from group activity and is seemingly unhappy.
- 5 Learners who are seemingly withdrawn in class and on the grounds are to be observed very carefully.
- 6 Use the Identification Criteria (Appendix A : Part B) and score these learners on a score sheet (Appendix B).
- 7 Use a separate score sheet for each learner and record your observations as soon as possible after the actual observation.
- 8 Keep your distance from the learners and do not make it obvious that you are studying their behaviour.
- 9 Some of the criteria may not be observable every day. These could include items 9, 10, 12, 14, 16 and 17. It is here that the Form-educators knowledge of the learners becomes important. Form-educators, who have the most amount of contact with the learners, ought to be aware of these home and school problems.
- 10 The period of observation is for 3 weeks and concludes in week 4 of the field research. Educators must make at least 15 recordings of their observations on the checklists. Each observation period should be for approximately 15 minutes.

Appendix A : PART B**Identification criteria for educators**

N.B. These comments identified by a pair of asterisks (**)
are omitted in the copy of the questionnaire which is
given to the educators.

1 Detachment

An outstanding quality in WEAs is that of detachment. Such learners show no apparent interest in academic and co-curricular activities. They seem to be removed from what is going on around them. Attempts to get them to participate in normal school activities end in failure. They have a general apathetic attitude to their work and the people around them.

** This criterion is drawn from chapter 1- section 1.6.2 - definition of withdrawal.

2 Signs of stress in a learner

In the opinion of the researcher, WEAs are likely to appear to be overly anxious, fearful or worried about what is happening around them. This becomes apparent when discussions focus on topics such as: one's family; abuse of children by parents; divorce and neglect of children. The WEAs would probably not engage in any discussion about their family life. This could indicate to the educator that the learner is uncomfortable with some aspect of his/her family life.

** This criterion is drawn from chapter 1- section 1.6.2- definition of withdrawal.

3 Less academically competent

The test and examination results of these learners usually indicates that they are less competent than their peers in the academic sphere. They generally have difficulty coming up to the academic standard that is achieved by their peers.

** This criterion is drawn from chapter 1 - section 1.3 - analysis of the problem.

4 Less attractive and stylish

In addition to being perceived as academically incompetent, WEAs are also regarded as unattractive and unstylish. This would suggest that these learners probably dress in an inappropriate manner for their age group and that they are not regarded as handsome or pretty. It is also likely that they may feel ashamed of or embarrassed by their appearance, for example: skin disorders, extraordinarily large ears or nose, twisted teeth or abnormal development of breasts.

** This criterion is drawn from chapter 3 - section 3.3.1 - categorisation of withdrawal behaviour.

5 Shyness

Learners who suffer from shyness are too timid to speak to their peers and their educators. They do not usually respond when spoken to and seem to be uneasy in company. Shy WEAs are bashful and coy and are regarded as less effective leaders, by their educators.

** This criterion is drawn from chapter 3; section 3.4.2 - behavioural types related to withdrawal and from chapter 1 - analysis of the problem.

6 Withdrawal - sporting activities

WEAs usually avoid all forms of physical or sporting activity. They make virtually no contribution to group efforts and usually decline to be part of a team. WEAs seem to lack self confidence. These learners are generally regarded by their educators as being less co-operative in both academic and co-curricular activities. However, some WEAs may get involved in sports but to a limited extent.

** This criterion is drawn from chapter 1 - analysis of the problem.

7 Unnoticed

WEAs are generally silent learners who pass by without being noticed. They prefer this as they do not like to be the centre of attention. These types of learners are usually chosen last for all activities.

** This criterion is drawn from chapter 1 - analysis of the problem.

8 Unhappiness

Learners who are classified as WEAs never seem to be having a good time. They are always sad looking and gloomy.

** This criterion is drawn from chapter 1 - analysis of the problem.

9 Lack of parental involvement in school activities

Parents of WEAs are likely to display a lack of parental involvement in their early adolescent's progress at school or the activities of the school. This includes sporting events, parents' evenings and budget meetings. These parents would probably not respond to an educator's request for them to visit the school to discuss the progress of the WEA.

** This criterion is drawn from chapter 3 - section 3.5.1.2 - parental support and withdrawal.

10 Marital conflict in the home

The parents of WEAs could probably be experiencing marital discord. WEAs who witness this on a fairly frequent basis could withdraw from the mainstream of life. Educators ought to be aware of the problems that their learners face at home.

** This criterion is drawn from chapter 3 - section 3.5.1.1 - family conflict

11 Parental neglect

WEAs could exhibit signs of parental neglect such as torn and dirty uniforms. They may also appear to be unkempt, with dirty long nails and uncombed hair.

** This criterion is drawn from chapter 3 - section 3.5.1.3 - physical abuse and neglect of early adolescents.

12 Signs of physical abuse

An early adolescent who is subject to continuous physical abuse from his/her parents is likely to develop withdrawal behaviour. Such learners are easy for educators to

identify. The scars of physical abuse are usually quite visible, especially if this has been happening on a regular basis.

** This criterion is drawn from chapter 3 - section 3.5.1.3 - physical abuse and neglect of early adolescents.

13 Failure to adapt to a new school

Sometimes WEAs come from another school which is most probably quite different to their present school. The previous school would probably have been smaller in size with fewer facilities, activities and educators. The degree of work at the present school may be overwhelming for the learners, who cannot cope with the new demands. Their inability to master new work on a consistent basis could lead to withdrawal behaviour.

** This criterion is drawn from chapter 2 - section 2.4.2.2 - school transitions.

14 Victimisation

WEAs are usually picked on by other learners who regard them as being easy targets. Educators need to observe the number of attacks that are initiated against WEAs. Peers may be inclined to take advantage of WEAs because of their general passive, timid natures. WEAs become easy punchbags for other learners.

** This criterion is drawn from chapter 2 - section 2.4.2.3 - role of peers.

15 Lacking friends / unsociable

WEAs do not have many friends. They may have a single

friend who is usually also reserved or withdrawn. Some WEAs do not have any friends at all and prefer to be on their own. This is very evident on the school grounds.

** This criterion is drawn from chapter 3 - section 3.4.1 - behavioural types related to withdrawal behaviour - unsociable.

16 Death of a family member

It is possible that WEAs may have suffered tragedies in their lives, such as the death of a parent. Unnatural deaths through suicide, murder and accidents could traumatise learners and make them withdrawn in nature.

This may cause them to appear to have a brooding nature.

** This criterion is drawn from chapter 2 - section 2.4.1.4 - death of a parent

17 Loss of a loved one or a dear friend

Early adolescents who are parted from close or dearly loved friends could become withdrawn in nature. This may occur when close friends leave school or the bond of "love" that has developed between learners breaks. Educators who have a good rapport with the learners, or who are observant enough of learner interaction patterns should be aware of incidents of this nature.

** This criterion is drawn from chapter 2 - section 2.4.1.4 - loss of a loved one.

18 Low self-esteem

According to Malka (1994 : 20), an early adolescent with a low self-esteem has negative feelings of overall self

worth. A low self esteem may be related to a knowledge deficit. Malka (1994 : 172), indicates that this means that a child has not acquired the appropriate knowledge and skills needed at that age level to develop satisfactory social relations. The researcher believes that a low self esteem may also be related to an identity crisis that the learner is experiencing. This means that the learner feels inadequate or inferior. This could be brought about by harsh criticism, physical defects, undue restrictions and discipline, doubts about parentage or obstacles to achievement being too great.

** This criterion is drawn from chapter 3 - section 3.8.1 -loss of self esteem.

19 Role affiliation - loneliness

WEAs may adopt the characteristics and behaviours of lonely children. Malka (1994 : 172), states that the learner develops a reputation as being an isolated individual.

** This criterion is drawn from chapter 3 - section 3.4.3 -loneliness and withdrawal.

20 Withdrawal from classroom activities

These learners project an apathetic image in class. They resist all attempts to get them involved in lessons. They usually appear to be gloomy and could be regarded as stubborn. They prefer to watch rather than get involved in activities such as panel discussions and the answering of questions.

** This criterion is drawn from chapter 1 - section 1.2 - Awareness of the problem.

Appendix B
Score Sheet for possible WEAs

Criteria	D	A	T	E	S
1 Detachment					
2 Stress					
3 Less academically competent					
4 Less attractive & stylish					
5 Shyness					
6 Withdrawn from sports					
7 Unnoticed					
8 Unhappy					
9 Lack of parental involvement					
10 Marital conflict					
11 Parental neglect					
12 Physical abuse					
13 Unable to adapt to school					
14 Victimization					
15 Lacking friends					
16 Death of a family member					
17 Loss of a loved one					
18 Low self esteem					
19 Lonely					
20 Withdrawn - classroom activities					

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Appendix C : Part A**Interview****Introduction**

Good morning/afternoon(name of WEA). How are you?

How has your day been so far?

I would like you to please help me to find out more about children who can do very well in school but who are not doing so.

These children are generally very well behaved and quiet.

They usually like to keep to themselves and don't get involved very much in classwork or in sports.

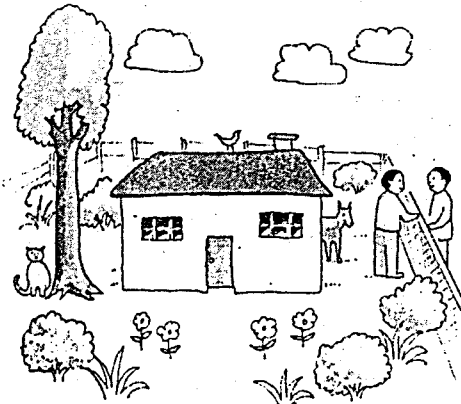
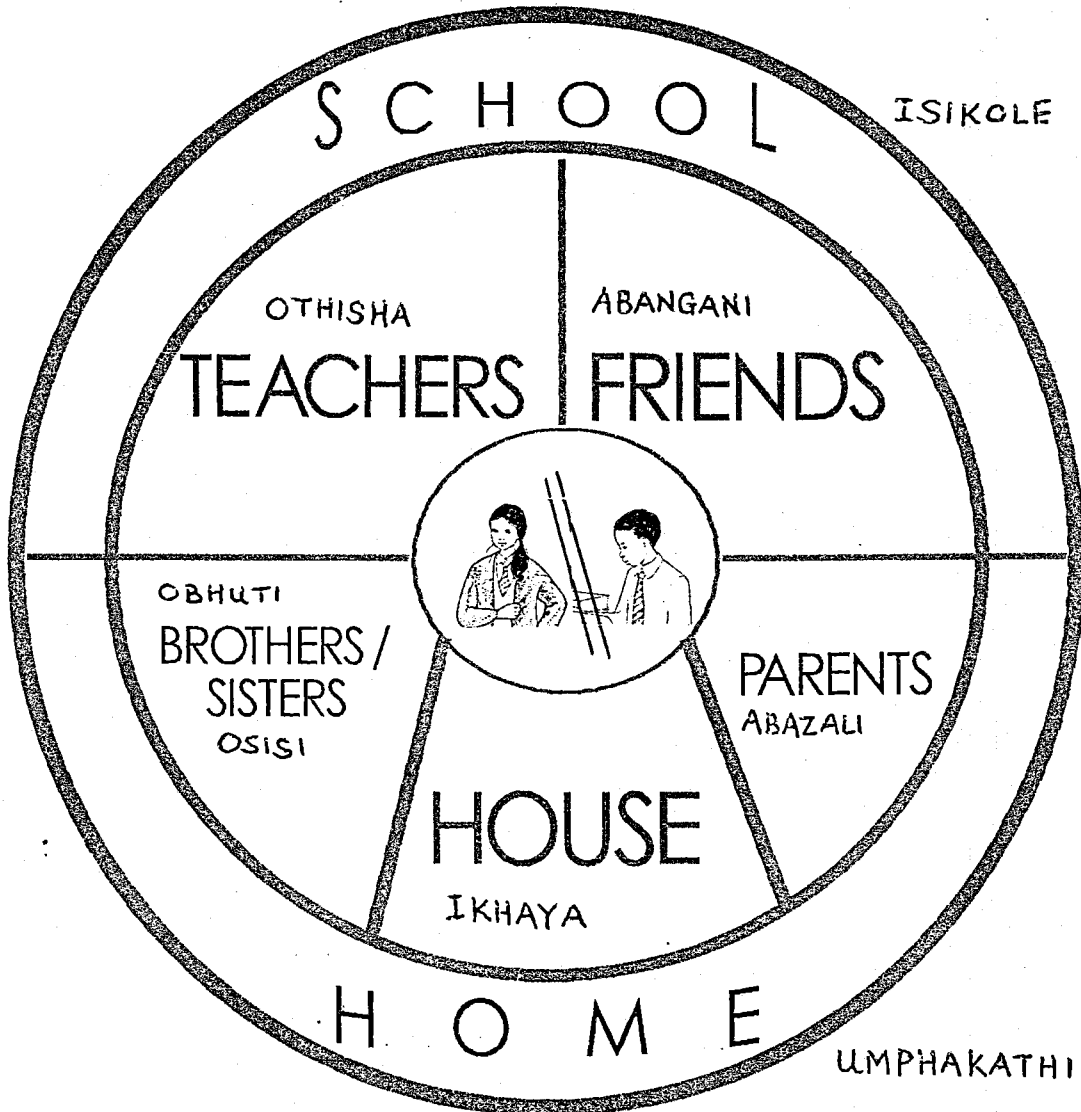
Could you perhaps tell me if you know of any such children in the school.

How do you think these children would like their teachers to treat them?

If you look at this picture (Diagram 3), you will notice that a school boy/girl is in the centre. All around him/her are different people like teachers, friends and parents. I would like you to imagine that you were in the centre of the picture. Could you tell me something about yourself and the people around you.

APPENDIX C: PART B

INFLUENCING AGENTS IN THE LIFE OF A WEA



Appendix D**Incomplete Sentences Form****Instructions:**

Complete each of these sentences by writing down your real feelings and thoughts. This is not a test or examination so there are no right or wrong answers. Your answers will be kept confidential.

1. The children at school ...
2. I am very ...
3. I keep quiet because ...
4. This school is ...
5. My mother ...
6. My father ...
7. I can do better if ...
8. I keep to myself ...
9. My teachers ...
10. I haven't got ...
11. I suffer ...
12. My biggest fear ...
13. My home is ...
14. I am happy when ...
15. These people hurt me ...
16. I worry ...
17. It would be good if ...
18. I feel that I cannot ...
19. What I need at school is ...
20. I don't like it when ...

APPENDIX E

LIFESKILLS LESSON ON WITHDRAWAL IN EARLY ADOLESCENCE

GENERAL OUTCOMES

Educators should be able to:

1. use the information available to define a WEA
2. comment critically on the lifestyle of WEAs at school
3. discuss possible problems experienced by WEAs

LEARNING AREAS

1. Language, Literacy and Communication
2. Life Orientation

CRITICAL OUTCOMES

- . Communicate effectively using visual and language skills in the modes of oral and written presentation
- . identify and solve problems using creative and critical thinking
- . collect, analyse, organise and critically evaluate information

ACTIVITY

1. Examine the picture carefully and then answer the following questions in writing.



- a) Who do you think the boy in the picture is? Explain the reasons for your answer.
 - b) What are your feelings towards this person and why do you feel this way?
 - c) In which way is this boy different from other school boys? Discuss your answer.
2. Written answers are to be discussed in the group.
 3. The concept of WEAs is to be clarified.
 4. Educators discuss the problems that they experience with

WEAs at school.

5. Educators discuss what they would regard as the factors contributing to withdrawal behaviour in early adolescence.

Appendix F

Mr N Singh
 Persal no: 10944265
 Tel : 03431 - 21733

P.O.Box 23774
 Newcastle
 2940

The S.E.M.
 Mr P.A.M. Madlala
 Newcastle District
 Charlestown Circuit
 Ladysmith Region

13 October 1998

Sir

RESEARCH - MASTER OF EDUCATION DEGREE

I am presently studying for my Master of Education Degree through UNISA. My topic for research is:

**FACTORS CONTRIBUTING TO WITHDRAWAL BEHAVIOUR
 IN EARLY ADOLESCENCE**

This falls into the field of Educational Psychology. My supervisor is Dr. I P Sonnekus. A letter confirming my studies is attached. I have reached the stage where I need to conduct practical research using a sample of learners.

Since my target group are early adolescents who are between 9 to 13 years old, I require learners in Grades 4 to 7. I have therefore earmarked Ballengeich School as the target school where this age group and grades can be found.

Furthermore, the majority of learners at Ballengeich come from a rural background and fall into the low economic group. My research thus far has revealed that economic and social factors (parental neglect, abuse and hostility) and the inability to forge a positive self-identity are among the reasons for learners manifesting withdrawal behaviour.

My research will be vital for educationists who cannot cope with the problem of withdrawal behaviour among early adolescents. It will also benefit parents and peers of the withdrawn child.

I therefore humbly request permission to be allowed to conduct my research at Ballengeich. I envisage that my initial sample will be made up of 120 learners. This will be narrowed down to 3 or 4 learners as the nature of the research is qualitative and not quantitative.

I will also abide by the rules of ethical research and get permission from the school and the learners concerned. All parties will have full and unconditional disclosure to information.

I will probably begin with the practical research in the new year. The exact timing depends on how soon my research strategy is accepted by the supervisor. The theoretical aspect to the research has been submitted and is in the process of being finalised.

Your kind attention and favourable consideration will be greatly appreciated.

Yours faithfully



N SINGH

S.E.M.	Approved	Not Approved	_____
C.S.E.M.	Approved	Not Approved	_____
R.C.D.	Approved	Not Approved	_____

Appendix G

Mr N Singh
 Persal no: 10944265
 Tel : 03431 - 21733

P.O.Box 23774
 Newcastle
 2940

The Pricipal
 Ballengeich Intermediate School
 Newcastle District
 Charlestown Circuit
 Ladysmith Region

3 August 1999

Sir

RESEARCH - MASTER OF EDUCATION DEGREE

I am presently studying for my Master of Education Degree through UNISA. My topic for research is:

**FACTORS CONTRIBUTING TO WITHDRAWAL BEHAVIOUR
 IN EARLY ADOLESCENCE**

This falls into the field of Educational Psychology. My supervisor is Dr. I P Sonnekus. A letter confirming my studies is attached. I have reached the stage where I need to conduct practical research using a sample of learners.

My research will be vital for educationists who cannot cope with the problem of withdrawal behaviour among early adolescents. It will also benefit parents and peers of the withdrawn child.

I therefore humbly request permission from you to be allowed to conduct my research at your school for the following reasons:

- . My research thus far has revealed that economic and social factors (parental neglect, abuse and hostility) and the inability to forge a positive self-identity are among the reasons for learners manifesting withdrawal behaviour.
- . given the social and economic background of the learners at Ballengeich School, it is envisaged that withdrawal among early adolescents would be one of the challenges facing your educators.
- . Other Primary Schools in the Newcastle Central area cater for learners from more affluent areas. Therefore the phenomenon of withdrawal among early adolescents is unlikely to be substantial enough to warrant research at these schools.
- . Ballengeich Intermediate School has the target age and grades that the researcher requires for his research. The

grades that are required are from Grade 4 to Grade 7.

- . The school is situated in an accessible area for the researcher and presents no safety problems.
- . The researcher has strong links to this school. He is an ex-pupil (learner) of the school and would like to contribute something to the upliftment of the school and the community in general.

The research population is from Grade 4 to Grade 7 only. The form-educators and not subject educators will be involved in this study. This means that there will be virtually no disruption to your school as only a few members of staff are form-educators of these grades. The research will not cut across their normal teaching as they will be mainly involved in observation of the target population. The research takes the following route:

1. Form-educators of Grade 4 to Grade 7 learners will be given a life-skills lesson on the topic of Withdrawal among early adolescents.
2. These educators will be provided with:
 - . Guidelines on how to go about observing the learners.
 - . Criteria to use to identify Withdrawn early adolescents
 - . Checklists to record their observations
3. Observation of the learners takes place on the grounds and in the classrooms. Educators use the criteria to make an initial identification of the WEAs.
4. Possible WEAs are then targeted for closer observation. Educators observe the possible WEAs for 15 school days and use the checklists to "score" items or characteristics that the WEAs exhibit.
5. The researcher envisages that the final sample of withdrawn early adolescents (based on the observations of the educators) should be approximately 3 to 5 learners.
6. The researcher conducts interviews with the identified learners. Each learner is to be interviewed separately. Information that is disclosed is done so voluntarily and is confidential.
7. In the next stage of the research, the researcher administers a questionnaire to the withdrawn early adolescents. This questionnaire is made up of 20 incomplete sentences which the learners have to complete. The purpose of this questionnaire is to elicit the deep seated fears and anxieties of the learners.

Permission for the research has been granted by the Chief Superintendent of Education for the Newcastle

District, Mr V S Zulu and the Superintendent of Education, Mr P A M Madlala on behalf of the Department of Education.

I will also abide by the ethics of research and ensure that there is full and unconditional disclosure to information to the parties concerned.

I would appreciate it if you could allow me to conduct my research at your school . Your kind attention and favourable consideration will be greatly appreciated.

Yours faithfully



N SINGH

SIPIWE

Criteria	D	A	T	E	S	
	11-8	12-8	13-8	13-8	3-9	6-9
0.1 Detachment	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓
0.5 Shyness	X	X	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	X	X	X	✓	✓	X
0.8 Unhappy	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	X	X	X
12 Physical abuse	X	X	✓	✓	✓	✓
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓
14 Victimization	✓	✓	✓	✓	X	✓
15 Lacking friends	X	X	✓	✓	✓	X
16 Death of a family member	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓
19 Lonely	X	X	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

284/20 (observations)
= 14.2

Criteria	8-71	8-71 ^D	8-81 ^A	8-81 ^T	8-81 ^E	8-81 ^S	8-81 ^S
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	X	X	✓	✓	✓	✓
0.6 Withdrawn from sports	X	✓	X	X	X	✓	X
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	X
0.8 Unhappy	✓	✓	✓	✓	✓	✓	X
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	✓	✓	X	X	✓
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	✓	X	X	X	✓	✓
15 Lacking friends	X	X	✓	✓	✓	✓	X
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	X
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	26/08	D 31/08	P 31/08	T 31/08	F 01/09	S 02/09	Lofo 02/09
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	X	X	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	X	X	X	X	X	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	X	X
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	✓	✓	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	✓	✓	✓	X	✓	✓
15 Lacking friends	X	X	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	11/08	12/08	13/08	T	E	S
0.1 Detachment	✓	✓	✓			
0.2 Stress	✓	✓	✓			
0.3 Less academically competent	✓	✓	✓			
0.4 Less attractive & stylish	X	✓	X			
0.5 Shyness	✓	✓	✓			
0.6 Withdrawn from sports	✓	✓	✓			
0.7 Unnoticed	✓	✓	✓			
0.8 Unhappy	✓	✓	✓			
0.9 Lack of parental involvement	✓	✓	✓			
10 Marital conflict	X	X	X			
11 Parental neglect	X	X	X			
12 Physical abuse	X	X	X			
13 Unable to adapt to school	✓	✓	✓			
14 Victimization	X	X	X			
15 Lacking friends	✓	✓	✓			
16 Death of a family member	X	X	X			
17 Loss of a loved one	X	X	X			
18 Low self esteem	✓	✓	✓			
19 Lonely	✓	✓	✓			
20 Withdrawn - classroom activities	✓	✓	✓			

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

279/19(observations)

= 14.68

Criteria	80/91	D 80/91	A 80/91	T 80/81	E 80/81	S 80/81	80/08
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	✓	✓	✓	✓	X
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	✓	✓	X	✓	✓	X	X
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	26-08	D 30-8	A 31-8	T 31-8	F 1-9	S 2-9	S 2-9
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	X	X	✓	X	X
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	✓	X	X	X	✓	✓	✓
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	D A T E S				
0.1 Detachment	✓	3-9	✓	6-9	
0.2 Stress	✓		✓		
0.3 Less academically competent	✓		✓		
0.4 Less attractive & stylish	✓		✓		
0.5 Shyness	✓		✓		
0.6 Withdrawn from sports	✓		✓		
0.7 Unnoticed	✓		✓		
0.8 Unhappy	✓		✓		
0.9 Lack of parental involvement	✓		✓		
10 Marital conflict	X		X		
11 Parental neglect	X		X		
12 Physical abuse	X		X		
13 Unable to adapt to school	✓		✓		
14 Victimization	X		X		
15 Lacking friends	✓		✓		
16 Death of a family member	X		X		
17 Loss of a loved one	X		X		
18 Low self esteem.	✓		✓		
19 Lonely	✓		✓		
20 Withdrawn - classroom activities	✓		✓		

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	D A T E S			
	8-11-8	8-12-8	13-8	13-8
0.1 Detachment	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	✓	✓
0.5 Shyness	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓
0.9 Lack of parental involvement	X	X	X	X
10 Marital conflict	X	X	X	X
11 Parental neglect	✓	✓	✓	✓
12 Physical abuse	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓
14 Victimization	X	X	X	X
15 Lacking friends	✓	✓	✓	✓
16 Death of a family member	X	X	X	X
17 Loss of a loved one	X	X	✓	✓
18 Low self esteem	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

271/19 (observations)

= 14.26

SIFISO

Criteria	D A T E S						
	16-8	16-8	17-8	18-8	19-8	19-8	20-8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	X	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	X	✓	✓	X	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	X	X	X	X	X	X	X
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	X	X	X	X	X	X
15 Lacking friends	✓	X	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	✓	✓	✓	✓	✓	✓	✓
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Criteria	26-8	D 30-8	A 31-8	T 1-9	E 1-9	S 2-9	2-9	3-9
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	✓	X	✓	✓	X	X	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	X	X	X	X	X	X	X	X
10 Marital conflict	X	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	X	X	X	X	X	X	X
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X	X
17 Loss of a loved one	✓	✓	✓	✓	✓	✓	✓	✓
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

VELI

Criteria	11-8	D 12-8	A 13-8	T 16-8	E 16-8	S 17-8	17-8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	X	✓	✓	✓	✓
0.5 Shyness	X	X	X	✓	✓	✓	✓
0.6 Withdrawn from sports	X	X	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	✓	✓	✓	✓	✓	✓	✓
11 Parental neglect	X	X	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	✓	X	X	X	X	✓
15 Lacking friends	X	✓	✓	✓	✓	X	X
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	X	✓	X	✓	X	X	X
20 Withdrawn - classroom activities	✓	✓	✓	X	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

307/21(observations)

=14.61

VELI

Criteria		D	A	T	E	S		
		18-8	18-8	19-8	20-8	23-8	23-8	25-8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	X	X	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	X	X	✓	✓
0.5 Shyness	X	X	X	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	X	X	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	X	X	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	✓	✓	✓	✓	✓	✓	✓	✓
11 Parental neglect	✓	✓	✓	✓	X	X	✓	✓
12 Physical abuse	X	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	X	✓	✓	X	X	X	X
15 Lacking friends	✓	✓	X	X	X	X	✓	✓
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	X	X	X	X	X	X	X	X
18 Low self esteem.	✓	✓	✓	✓	✓	✓	✓	✓
19 Lonely	X	X	✓	✓	X	X	✓	✓
20 Withdrawn - classroom activities	✓	X	X	X	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

VELI

Criteria	26.8	27.8	30.8	31.8	1.9	2.9	3.9
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	X	✓	X	X	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	X	X	X	X	X
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	✓	✓	✓	✓	✓	✓	✓
11 Parental neglect	X	X	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	✓	X	X	✓	X	✓
15 Lacking friends	✓	✓	X	X	✓	X	✓
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	X	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

JABULANI

Criteria	11.8	12.8	13.8	16.8	16.8	17.8	17.8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	x	x	x	x	x	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	x	x	x	x	x	x	x
11 Parental neglect	x	x	✓	✓	x	x	x
12 Physical abuse	x	x	x	x	x	x	x
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	x	x	x	x	x	x	x
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	x	x	x	x	x	x	x
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	x	x	x	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

309/21(observations)

=14.71

JABULANI

Criteria	D A T E S						
	18.8	18.8	19.8	20.8	23.8	23.8	25.8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	X	✓	✓	X	X
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	X	X	X	X	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	X
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	X	X	✓	✓	✓
14 Victimization	X	X	X	X	X	X	X
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem.	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

JABULANI

Criteria	D A T E S						
	26.8	27.8	30.8	31.8	1.9	2.9	3.9
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	X	✓	✓	✓	X	X	X
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	✓	✓	✓	X	X	X	✓
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	✓	✓	✓	✓	✓	✓	✓
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	X	X	X	X	X
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

ZANDILE

Criteria	D A T E S				
	11-8	12-8	13-8	16-8	21-8
0.1 Detachment	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	X	✓	X
0.7 Unnoticed	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	X	✓	X
0.9 Lack of parental involvement	X	X	X	X	X
10 Marital conflict	X	X	X	X	X
11 Parental neglect	X	X	X	X	X
12 Physical abuse	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓
14 Victimization	X	X	X	X	X
15 Lacking friends	X	X	X	X	X
16 Death of a family member	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

56/5(observations)

=11.2

NOT USED

JOHANNES

Criteria	D A T E S					
	11.8	12.8	13.8	16.8	17.8	18.8
0.1 Detachment	✓	✓	✓	X	X	✓
0.2 Stress	✓	✓	✓	X	X	✓
0.3 Less academically competent	✓	✓	✓	X	✓	X
0.4 Less attractive & stylish	✓	✓	✓	X	X	✓
0.5 Shyness	X	X	X	X	X	X
0.6 Withdrawn from sports	✓	X	✓	X	✓	✓
0.7 Unnoticed	✓	✓	✓	X	X	X
0.8 Unhappy	X	X	X	X	X	X
0.9 Lack of parental involvement	X	X	X	X	✓	X
10 Marital conflict	X	X	X	X	X	X
11 Parental neglect	X	X	X	✓	✓	X
12 Physical abuse	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	X	X	X
14 Victimization	X	X	X	X	X	X
15 Lacking friends	✓	✓	✓	X	X	X
16 Death of a family member	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	X	X	X	✓
20 Withdrawn - classroom activities	✓	✓	X	X	✓	X

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

60/9(observations)

=6.6

NOT USED

JOHANNES

Criteria	D	A	T	E	S
0.1 Detachment	X	✓	X		
0.2 Stress	X	✓	X		
0.3 Less academically competent	✓	✓	✓		
0.4 Less attractive & stylish	X	X	X		
0.5 Shyness	X	X	X		
0.6 Withdrawn from sports	X	X	X		
0.7 Unnoticed	✓	X	X		
0.8 Unhappy	X	X	X		
0.9 Lack of parental involvement	X	X	✓		
10 Marital conflict	X	X	X		
11 Parental neglect	✓	X	✓		
12 Physical abuse	X	X	X		
13 Unable to adapt to school	✓	✓	✓		
14 Victimization	X	X	X		
15 Lacking friends	X	X	X		
16 Death of a family member	X	X	X		
17 Loss of a loved one	X	X	X		
18 Low self esteem	✓	✓	✓		
19 Lonely	X	X	X		
20 Withdrawn - classroom activities	X	✓	X		

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

MINAH

Criteria	D A T E S					
	11.8	12.8	13.8	16.8	17.8	18.8
0.1 Detachment	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	X	X	X	X
0.5 Shyness	X	X	X	X	X	X
0.6 Withdrawn from sports	X	X	X	X	X	X
0.7 Unnoticed	X	X	X	X	X	X
0.8 Unhappy	X	X	X	X	X	X
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓
12 Physical abuse	✓	✓	✓	✓	✓	✓
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓
14 Victimization	✓	✓	✓	X	X	X
15 Lacking friends	X	X	X	X	X	X
16 Death of a family member	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X
18 Low self esteem	X	X	X	X	X	X
19 Lonely	X	X	X	X	X	X
20 Withdrawn - classroom activities	✓	✓	✓	X	X	X

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

48/6(observations)

=8

NOT USED

XOLANI

Criteria	D A T E S						
	12.8	13.8	16.8	17.8	18.8	19.8	20.8
0.1 Detachment	✓	✓	✓	X	✓	✓	✓
0.2 Stress	✓	X	X	X	X	X	X
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	X	✓	✓	✓	X	✓	✓
0.7 Unnoticed	✓	✓	✓	X	X	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	✓	✓	✓	✓	✓	✓	✓
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

150/14(observations

=10.71

NOT USED

XOLANI

Criteria	D A T E S						
	27.8	30.8	30.8	30.8	31.8	31.8	31.8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	X	X	X	X	X	X	X
0.3 Less academically competent	X	X	X	X	X	X	X
0.4 Less attractive & stylish	X	X	X	X	X	X	X
0.5 Shyness	X	X	X	X	X	X	X
0.6 Withdrawn from sports	X	X	X	X	X	X	X
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	X	X	X	X	X	X	X
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	X	X	X	X	X	X
15 Lacking friends	X	X	X	X	X	X	X
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	X	X	X	X	X	X	X

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

MAFUTHI

Criteria	D A T E S						
	12.8	13.8	16.8	17.8	18.8	19.8	20.8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	X	X	✓	✓	X	X	X
0.5 Shyness	X	X	✓	X	X	X	X
0.6 Withdrawn from sports	X	✓	✓	✓	X	X	X
0.7 Unnoticed	X	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	X	X	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X
11 Parental neglect	✓	X	✓	✓	✓	✓	X
12 Physical abuse	X	X	X	X	X	X	X
13 Unable to adapt to school	✓	X	X	X	X	X	X
14 Victimization	✓	✓	✓	✓	✓	✓	✓
15 Lacking friends	✓	✓	✓	✓	X	X	X
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	X	X	X	X
20 Withdrawn - classroom activities	X	✓	X	X	X	X	X

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

259/21(observations)

= 12.33

NOT USED

MAFUTHI

Criteria		D	A	T	E	S								
0.1 Detachment	✓	23.8	✓	23.8	✓	25.8	✓	25.8	✓	24.8	✓	24.8	✓	17.8
0.2 Stress	X	X	X	X	X	X	X	X	X	X	X	X	X	X
0.3 Less academically competent	X	X	X	X	X	X	X	X	X	X	X	X	X	X
0.4 Less attractive & stylish	X	X	X	X	X	X	X	X	X	X	X	X	X	X
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13 Unable to adapt to school	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14 Victimization	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15 Lacking friends	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

MAFUTHI

Criteria	D A T E S						
	27/8	30/8	30/8	30/8	31/8	31/8	31/8
0.1 Detachment	✓	✓	✓	✓	✓	✓	✓
0.2 Stress	✓	✓	✓	✓	✓	✓	✓
0.3 Less academically competent	✓	✓	✓	✓	✓	✓	✓
0.4 Less attractive & stylish	✓	✓	✓	✓	✓	✓	✓
0.5 Shyness	✓	✓	✓	✓	✓	✓	✓
0.6 Withdrawn from sports	✓	✓	✓	✓	✓	✓	✓
0.7 Unnoticed	✓	✓	✓	✓	✓	✓	✓
0.8 Unhappy	✓	✓	✓	✓	✓	✓	✓
0.9 Lack of parental involvement	✓	✓	✓	✓	✓	✓	✓
10 Marital conflict	X	X	X	✓	X	X	X
11 Parental neglect	✓	✓	✓	✓	✓	✓	✓
12 Physical abuse	X	X	X	✓	X	X	X
13 Unable to adapt to school	✓	✓	✓	✓	✓	✓	✓
14 Victimization	X	X	X	X	X	X	X
15 Lacking friends	✓	✓	✓	✓	✓	✓	✓
16 Death of a family member	X	X	X	X	X	X	X
17 Loss of a loved one	X	X	X	X	X	X	X
18 Low self esteem	✓	✓	✓	✓	✓	✓	✓
19 Lonely	✓	✓	✓	✓	✓	✓	✓
20 Withdrawn - classroom activities	✓	✓	✓	✓	✓	✓	✓

Place a tick (✓) for a characteristic or item that is observed or which you know is affecting the learner.

Place a cross (X) for a characteristic or item that is not observed or which you know is not affecting the learner.

Appendix I
Researcher's notes from his interviews with WEAs

Sifiso Gabela - Grade 6

	CODE
Not from Ballengeich. From another school.	Sch
Cannot cope with school work.	Sch
Change of place - not staying with mother.	Lonely
Left behind friends - lonely.	Lonely
New student.	
Living with grandparents.	
Living conditions not good.	He
Uninterested in classwork - lost - doesn't try to answer questions.	Sch
Quiet.	W/drawn
Fails in his tests.	Sch
On grounds - likes to stand alone - sometimes one friend.	W/drawn
Doesn't care.	
Is missing something.	Mop
Needs more praise.	Re
Don't pick on me.	Re
Problem with water - too far away.	Pov
Mud house - 2 rooms.	He
Stays with aunt. Father is in Pietretief.	C/stance
Mother has just arrived.	
No one is working. Get money from uncle.	Pov
Teacher to teach slower.	Re

Sipiwe Mokoena - Grade 6

	CODE
Can't cope with schoolwork. In 1996 was in Grade 4. In 1999, is in Grade 6.	Sch
Neglect from parents. Doesn't have shoes.	Pn
No school uniform.	Pov
Often dirty to school - neglect.	Pn
Sometimes gets absent but is usually late.	
Pushed into Grade 6 (promoted).	Sch
There are times when he answers but the answers are wrong.	Sch
Often late to school.	
Home conditions not good - finances are a problem.	He / Pov
School shirt is not washed for 3 days.	Pn
Parents neglect me.	Pn
Enjoys avoiding school work.	Sch
School must help with home - speak to parents.	Re

Sipiwe Mokoena - Grade 6

Father is working. Mother is a housewife.	
Mud house - 10 rooms.	Pov
Doesn't have someone to play with at home.	
No friends.	W/drawn
Living with parents. Brother is abusive - physically assaults him.	Ab
Problem - he is forgetful.	Sch
Afraid to talk to others - teachers.	Fear
More individual attention.	Re
Has a low self esteem.	Si
Worried about what the others have to say.	Si

Johannes Khumalo - Grade 7

(not used in case study)

Cares for cattle at home - after school.	He
Uses candles at home.	Pov
House of mud.	Pov
Water is scarce but parents give what he needs.	
Has no socks; shoes is made of canvas and is old.	Pov
Father is aggressive and slaps him when he brings the cattle home late.	Ab
Father doesn't check on schoolwork.	Pn
Comes from Bosworth Farm.	
Doesn't have a friend at school. Prefers to be alone. Cannot choose a friend.	W/drawn
Mother and father are together - ok with him.	
Parents don't check on him.	Pn

Mboneni Nkabinde - Grade 6

Was in Grade 4 in 1996.	
Pushed through exams.	Sch
Doesn't play - always stands alone.	W/drawn
Doing badly in schoolwork.	Sch
Frequently absent 2 to 3 weeks in a stretch.	
No parental support.	Pn
In class - not coping.	Sch
Doesn't answer questions in class.	W/drawn
Has 2 friends similar to him - also withdrawn.	W/drawn
Looks worried and stressed all the time.	Si
Unhappy.	Si
Teacher to visit parents.	Re
Help with homework.	Re
Mud house - 9 rooms.	Pov

Mboneni Nkabinde - Grade 6

Lives near Ngagane Station.
 Mother is dead.
 Father is not working from last year - not sick.
 No one troubles at home.
 Grandfather helping with money.
 If someone distracts him, he forgets.

CODE

C/stance

Pov

Pov

Sch

Veli Madonsela - Grade 5

Slow learner in everthing - classwork and on the grounds.
 Sometimes plays.
 Doesn't speak in class.
 Only responds when prodded.
 Low confidence / esteem.
 Does not talk freely to friends.
 Late to school every day.
 Lives with granny.
 Mother is a domestic worker.
 Is neglected.
 Father is not working.
 Mother leaves early in the morning.
 Looks dirty at times.
 Frequently absent - has to look after the baby.
 No interest in schoolwork.
 Homework is not done.
 Looks less attractive and stylish.
 Not happy; not active.
 Not easily noticed.
 No one troubles him.
 Father is not working. Mother is a temporary domestic worker in Newcastle.
 Mother wacks him.
 Father drinks and troubles mother.
 Lost Grandfather in 1997 - thinks about him in class.

CODE

Sch

W/drawn

Sch

Si

W/drawn

C/stance

He

Pn

Pov

Pn

He

Sch

Sch

Si

Si

W/drawn

C/stance

Ab

He

Mop

Jabulani Sibiyi - Grade 5

Mind is always wandering.
 Must always prod to get attention.
 Loss of concentration.
 Home background is bad - poverty - no food.
 Mother lives elsewhere.

CODE

Sch

Sch

He / Pov

Jabulani Sibiya - Grade 5

	CODE
Lives with stepfather.	He
Sleeps without food.	Pov
Looks tired in class.	
Does not show interest at times.	Sch
Keeps to himself - lonely.	W/drawn
Sometimes is happy.	
Looks after goats. This affects his performance.	He
Natural father shot and stabbed to death - violence at Nqutu.	C/stance
Not happy.	Si
Family of 8. He is number 8.	
Mud house of 9 rooms.	Pov
Lives with mother and stepfather.	C/stance
Corporal punishment sometimes.	Ab
Stepfather is working.	
No one troubles him !!	
"Something starts in my head"	
- cannot concentrate - thinks of birds.	Sch
Thinks of food - no lunch.	Pov
Two boys are friends.	Pe
To teach separately during breaks.	Re
Likes more praise.	Re
Father shot at Nqutu. Jabulani also shot in right leg - affects him in school.	C/stance
Cannot concentrate - thinks of father.	Mop

GROUP DISCUSSIONS

	CODE
All learners battling with English and Maths.	Sch
Teach slower.	Re
School to give extra lunch.	Re
Extra worksheet to catch up on work that he needs more help in.	Re
Prepared to stay after school and lunch break.	Re
Would like some other tasks instead of punishment for work not done.	Re
All - want to learn the skills of communication with friends.	Re
To teach other children to speak with respect and love.	Re
Teacher to involve them more in lessons.	Re
Some special task - give them some recognition.	Re
Assembly praise may lead to some negative peer criticism.	Re??

GROUP DISCUSSIONS

Class praise is ok.

Group work is ok - easier to discuss with peers
than with teachers.

: CODE

: Re

: Re

N.B. The researcher has included the code
"C/stance" to indicate the circumstances that
prevail at the homes of the WEAs.

APPENDIX J

Completed and translated Incomplete Sentences Form, done by WEAs

SIPIWE MOKOENA - Grade 6

- 1 **Izingane esikoleni:**
The children at school: they don't respect and tease me.
- 2 **Mina ngi:**
I am very: aware of the education I get in school.
- 3 **Ngiyathula ngoba:**
I keep quiet because: some children provoke me and I don't know what to do.
- 4 **Lesi sikole si:**
This school is: nice. I like teachers and it is very painful to write after being beaten.
- 5 **Umama wami:**
My mother: really takes care of me at home.
- 6 **Ubaba wami:**
My father: he is even better (care).
- 7 **Ngingakwazi ukwenza ngcono uma:**
I can do better if: my brother would stop hitting me and my mother wakes us up in the night and kicks us.
- 8 **Ngikugcina kimi:**
I keep to myself: because I am not happy with my life.
- 9 **Othisha bami:**
My teachers: are just like my parents even though they don't agree.
- 10 **Anginakho:**
I Haven't got: time to rest and to live peacefully and to play with my small bicycle.
- 11 **Ngiyasokola:**
I suffer: with money to buy school books.
- 12 **Ukusaba kwami akakhulu:**
My biggest fear: is the river in the morning.
- 13 **Ikhaya lami li:**
My home is: beautiful and very clean.
- 14 **Ngijabule uma:**
I am happy when: I am playing and no one troubles me.
- 15 **Laba abantu bayangi-limaza:**
These people hurt me: when they hit me with stones, dogs

bite me and with the igwana.

16 Ngiphatheka kabi:

I worry: when in school they give me more than 5 strokes and when I get a scolding.

17 Kungaba kuhle uma:

It would be good if: I get a rest and get a proper bicycle.

18 Ngizizwa ugingakwazi:

I feel that I cannot: there is nothing that I can do.

19 Engikudinga esikoleni:

What I need at school is: proper education and books.

20 Angithandi uma:

I don't like it when: they don't care for us in school and their bad deeds.

MBONENI NKABINDE - Grade 6

1 Izingane esikoleni:

The children at school: I like. My school is in Ballengeich and it is far.

2 Mina ngi:

I am very: like to sit with other pupils.

3 Ngiyathula ngoba:

I keep quiet because: I am learning.

4 Lesi sikole si:

This school is: I like to learn in this school but I don't understand some of the things.

5 Umama wami:

My mother: passed away in 1997.

6 Ubaba wami:

My father: is here but he lives in Osisweni.

7 Ngingakwazi ukwenza ngcono uma:

I can do better if: I like to learn in school.

8 Ngikugcina kimi:

I keep to myself: I live peacefully at home, I have no troubles.

9 Othisha bami:

My teachers: teach me well in school.

- 10 **Anginakho:**
I haven't got: a navy pants.
- 11 **Ngiyasokola:**
I suffer: with money that my grandparents give me.
- 12 **Ukusaba kwami akakhulu:**
My biggest fear: nothing.
- 13 **Ikhaya lami li:**
My home is: I live nice and peacefully.
- 14 **Ngijabule uma:**
I am happy when: I am at home.
- 15 **Laba abantu bayangi-limaza:**
These people hurt me: when I walk, going somewhere very far.
- 16 **Ngiphatheka kabi:**
I worry: I don't have shoes.
- 17 **Kungaba kuhle uma:**
It would be good if: I study and be successful.
- 18 **Ngizizwa ugingakwazi:**
I feel that I cannot: not too much but if I can study.
- 19 **Engikudinga esikoleni:**
What I need at school is: money.
- 20 **Angithandi uma:**
I don't like it when: I will be happy if I can get R150,00.

SIFISO GABELA - Grade 6

- 1 **Izingane esikoleni:**
The children at school: respect me and I respect them.
- 2 **Mina ngi:**
I am very: some of the things that are being taught to us by the teacher.
- 3 **Ngiyathula ngoba:**
I keep quiet because: I want to be educated and move forward until I am old enough to get a job.
- 4 **Lesi sikole si:**
This school is: very educative but I hear that it will be transferred to the new one.

- 5 **Umama wami:**
My mother: is unemployed but I try to ask her for school clothes because I don't have them.
- 6 **Ubaba wami:**
My father: left a long time ago but he does not send any money for school.
- 7 **Ngingakwazi ukwenza ngcono uma:**
I can do better if: I can get a tutor.
- 8 **Ngikugcina kimi:**
I keep to myself: my worries but my mother worries when she does not send anything.
- 9 **Othisha bami:**
My teachers: they teach me but last year my uncle told me to watch over the cattle.
- 10 **Anginakho:**
I haven't got: anything. I want to finish school and help my mum.
- 11 **Ngiyasokola:**
I suffer: my mother is unemployed and I do not possess clothes.
- 12 **Ukusaba kwami akakhulu:**
My biggest fear: is when ... will hit me.
- 13 **Ikhaya lami li:**
My home is: okay and I get food at home.
- 14 **Ngijabule uma:**
I am happy when: I pass a subject and I won't say what I fail.
- 15 **Laba abantu bayangi-limaza:**
These people hurt me: when they ask me where are the school clothes and I cannot answer.
- 16 **Ngiphatheka kabi:**
I worry: nothing worries me except my school clothes.
- 17 **Kungaba kuhle uma:**
It would be good if: I get educated and school books.
- 18 **Ngizizwa ugingakwazi:**
I feel that I cannot: sleep wondering where and when am I going to get school books.
- 19 **Engikudinga esikoleni:**
What I need at school is: glasses (spectacles) and crayon with my education.

20 Angithandi uma:

I don't like it when: they hit me because that upsets and confuses my mind.

VELI MADONSELA - Grade 5**1 Izingane esikoleni:**

The children at school: learn and play soccer.

2 Mina ngi:

I am very: I like to learn at school.

3 Ngiyathula ngoba:

I keep quiet because: I don't know the answer.

4 Lesi sikole si:

This school is: the school is big and it has four classes.

5 Umama wami:

My mother: works in town and when she leaves, she leaves at half past five.

6 Ubaba wami:

My father: my father doesn't work but he always wants someone to buy him cigarettes.

7 Ngingakwazi ukwenza ngcono uma:

I can do better if: I can put more progress to my studies when I am not getting late at school.

8 Ngikugcina kimi:

I keep to myself: I always keep myself studying and practicing writing.

9 Othisha bami:

: My teachers: (cannot be interpreted).

10 Anginakho:

I haven't got: I'm not educated.

11 Ngiyasokola:

I suffer: I can't cope with my studies when I'm playing soccer.

12 Ukusaba kwami akakhulu:

My biggest fear: night only scares me.

13 Ikhaya lami li:

My home is: my home is too far. It is a huge house with eleven rooms.

14 Ngijabule uma:

I am happy when: my participation in the classroom makes me feel so good.

15 Laba abantu bayangi-limaza:

These people hurt me: some people make me feel bad when they undermine me.

16 Ngiphatheka kabi:

I worry: when somebody shouts at me at school or at home. I feel so sad.

17 Kungaba kuhle uma:

It would be good if: It's better when I spend more time on my studies.

18 Ngizizwa ugingakwazi:

I feel that I cannot: I feel like not studying.

19 Engikudinga esikoleni:

What I need at school is: What I need at school is how to write and learn.

20 Angithandi uma:

I don't like it when: I don't like it when I'm late at school.

JABULANI SIBIYA - Grade 5

1 Izingane esikoleni:

The children at school: they learn at school and they answer the questions and they don't understand everything.

2 Mina ngi:

I am very: I answer in class because I don't want to fail.

3 Ngiyathula ngoba:

I keep quiet because: I keep quiet when other scholars tease me cause I don't like fighting.

4 Lesi sikole si:

This school is: The school is beautiful, well electrified with good fencing.

5 Umama wami:

My mother: My mother loves me, because she always buys me new school shoes at winter.

6 Ubaba wami:

My father: likes me a lot and when he went to town he always brings me nice things.

7 Ngingakwazi ukwenza ngcono uma:

I can do better if: I can do better if I sleep properly and I won't pass if I don't get proper sleep.

8 Ngikugcina kimi:

I keep to myself: what I'm doing I keep it to myself, and when my mother is angry with me I won't get crossed with her.

9 Othisha bami:

My teachers: they love me because if we don't want them to hit us, how are we going to pass.

10 Anginakho:

I haven't got: (cannot be interpreted)

11 Ngiyasokola:

I suffer: with a pen and I don't have school books. I learn with other pupils' school books.

12 Ukusaba kwami akakhulu:

My biggest fear: my mother hits me if I don't learn my school work.

13 Ikhaya lami li:

My home is: beautiful because of the fencing.

14 Ngijabule uma:

I am happy when: I am happy because Mr Nkomo has given me this paper.

15 Laba abantu bayangi-limaza:

These people hurt me: I become worried when they are not punishing me because for so doing I won't manage to pass.

16 Ngiphatheka kabi:

I worry: I feel bad when I'm not respecting my school and my school work.

17 Kungaba kuhle uma:

It would be good if: I listen at school because if you respect your teacher you will be able to learn.

18 Ngizizwa ugingakwazi:

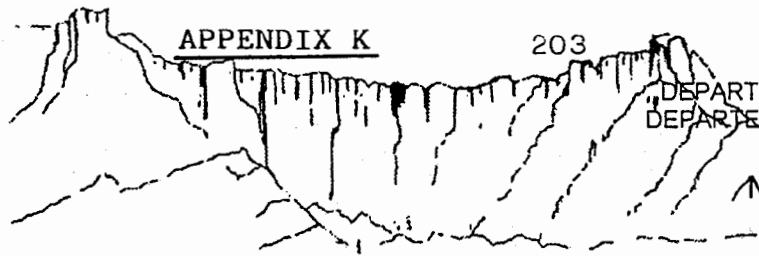
I feel that I cannot: (cannot be interpreted)

19 Engikudinga esikoleni:

What I need at school is: to be educated.

20 Angithandi uma:

I don't like it when: I don't feel so good when I'm not being punished.



KWAZULU-NATAL

UMNYANGO WEMFUNDO NAMASIKO

DEPARTMENT OF EDUCATION AND CULTURE

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File no.: 1/5/4;

Enquiries: V.S. ZULU

12 NOVEMBER 1999

Mr. N. Singh
St. Oswalds Secondary School
P.O. Box 1965
NEWCASTLE
2940

Sir

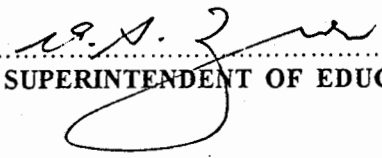
**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
BALLENGEICH INTERMEDIATE SCHOOL**

**MASTER OF EDUCATION DEGREE: FACTORS CONTRIBUTING TO
WITHDRAWAL BEHAVIOUR IN EARLY ADOLESCENCE.**

Your letter dated 13 October 1998 has reference.

1. Permission is hereby granted to you to conduct your research at Ballengeich Intermediate School indicated in your letter provided that:
 - 1.1 prior arrangements are made with the principal concerned;
 - 1.2 participation in the research by educators and learners is on a voluntary basis;
 - 1.3 the teaching and learning programme is not disrupted.
 - 1.4 All information pertaining to educators and learners is treated confidentially and used for academic purposes only.
2. Kindly produce a copy of this letter when visiting/approaching the school.
3. The Department wishes you every success in your research and looks forward to receiving a copy of the findings.

Yours faithfully


.....
CHIEF SUPERINTENDENT OF EDUCATION MANAGEMENT

BALLENGEICH INTERMEDIATE SCHOOL

Ballengeich Intermediate School P.O.Box 62
P.O. Box 62 Ballengeich
Ballengeich 2940
2942

Mr N Singh
P.O.Box 23774
Newcastle
2940

05 August 1999

Dear Mr Singh

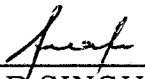
RESEARCH AT BALLENGEICH I. SCHOOL: FACTORS CONTRIBUTING TO
WITHDRAWAL BEHAVIOUR AMONG EARLY ADOLESCENTS.

Thank you for your letter dated 03 August 1999. I have studied your request and hereby give permission for you to conduct research at my school. You will have to inform me of your dates and times in advance so that I may inform the educators to be ready for you.

You may use the Grades 4, 5, 6 and 7 learners. Please ensure that their school work is not disrupted and that participation is voluntary. Please keep me informed of your progress and let me have a copy of the finished product.

I wish you well in your studies.

Yours faithfully


R R SINGH
PRINCIPAL

R. K. Singh

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