

THE IMPACT OF SOCIAL WITHDRAWAL ON DEVELOPMENT OF RELATIONSHIPS IN THE RECEPTION CLASS

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ABSTRACT

The study investigated the impact of social withdrawal on development of relationships in the reception class. The purposes of the study were to:

1. establish why some students display the tendency to be withdrawn and end up getting isolated in a situation where they are supposed to be interacting freely with peers.
2. systematically uncover evidence of being withdrawn and being isolated.
3. measure the impact of being withdrawn on formation of relationships.
4. come up with possible ways the caregiver can use in handling the two educationally and socially undesirable characteristics.

Sociocultural theory was applied to guide the study, and its main thrust was that social interaction such as cooperative dialogues between children and more knowledgeable members of society is necessary for children to acquire the ways of thinking and behaving that make up a community's culture. The case study design, supported with explanatory design, was used to investigate the phenomenon of withdrawal in three cases, which together constituted the composite case study. Non-participant observation and interviews were the methods used to gather data. The data were both statistical and textual, and interpretation of the two sources was triangulated. Some of the findings were that children have different interests and expectations when coming for pre-school, as well as that some were withdrawn in a particular activity, but active in others. The main finding was experiential confirmation that indeed some pre-school learners tend to be withdrawn. Although there were limitations of confining the study to as few as three participants, the study had contributions to make both theoretically and practically. It demonstrated how the sociocultural theory can be applied for potential benefit of supporting the child. Recommendations were made, among them that workshops and in-service training of practitioners and policy makers should be encouraged.

Keywords: Social withdrawal, reception class, caregiver, sociocultural theory.