International Journal of Innovative Psychology & Social Development 11 (4):1-9, Oct.-Dec., 2023

© SEAHI PUBLICATIONS, 2023 **www.seahipaj.org** **ISSN: 2467-8546**

Effect Of Role Play Technique On Withdrawal Behaviour Among Junior Secondary School Students In Yobe State

Asheik Bulama

Department Of Psychology,
Umar Suleiman College of Education Gashua, Yobe State, Nigeria
Email: bulamabukarti01@gmail.com/Phone Number: 08036002497

ABSTRACT
Most students with withdrawal behaviour exhibit shyness un-socialized behaviour and perhaps are unable to initiate or take a turn in composition, these students also encounter difficulties in developing skills in their social interaction, and as a result, they often suffer in their educational achievements which results in under achievements in academic performance. This study adopted an experimental research design and examined the effect of role-play techniques on withdrawal behaviour among junior secondary school students of GDJSS Babuje and GDJSS Umar Suleiman all in Gashua. Nineteen students were purposely selected for the study. The population of the study was 1050 students comprising both Boys and Girls (i.e. 385 and 665 respectively). Data collection instruments were Questionnaire and Teacher Nomination Inventory (all developed). The reliability of the two instruments was obtained after a test-re-test as follows, .789 for the questionnaire and .892 for the teacher nomination inventory. Statistical tools in analysing the data were simple percentages and t-test for dependent sample. The study found that teachers in Government Day Junior Secondary School Babuje in Gashua were using reinforcement, discussion method, and repeated practice more frequently while those of Government Day Junior Secondary School Umar Suleiman Gashua were using guidance and counselling and reinforcement more frequently. It further found that there was a significance difference in reduction of withdrawal techniques between students who were exposed to role play technique which call for rejection of the null hypothesis. It also found that withdrawal behaviour such as shyness, loneliness, and truancy was commonly exhibited among junior secondary school students of the two selected schools.
Keywords: Role-Play, Withdrawal Behaviour, Junior Secondary School, Students.

INTRODUCTION

Parents and teachers are often concerned about children who are aggressive or present other challenging behaviors in school settings. Among students who are inactive in the classroom, many are well adjusted academically and socially but relatively quiet and content to work independently, some are problematically shy or show withdrawal behavior in varying degrees (Jere, 1996). Withdrawal behavior is not a clinically defined behavioral, social, or emotional disorder in childhood. Some individuals enjoy spending most of their time away from others (Rubin, Coplan & Bowker, 2003). They went further to add that these individuals include those who spend significant time alone, working, playing, and otherwise working on their computers.

Social withdrawal in childhood, depending upon the age at which it is observed, reflects the lack of a social approach, motive, and a preference for object manipulation and construction over an interpersonal exchange (Coplan, Prakash, O'Neil & Armer, 2004). Emotional and Behavior disorder was first defined by Eli Bower in 1961 (Gozon, 2015). The characteristics and conditions to Bower's definition were accepted by U.S. Department of education and included in the Individuals with Disabilities Education Act (IDEA). The definition in IDEA specified that serious emotional disturbance is indicated by problematic behavior in one or more of five characteristics areas. They are

as follows: A child will be unable to learn in a class, a child will also be unable to establish a relationship or get involved with his peers or teacher, a will also exhibit some unacceptable behaviors and a tendency to develop phobias.

Merrell (2003) defines Emotional and Behavioral Disorder as follows: The term Emotional or Behavioral Disorder (EBD) means a special needs condition in which a child presents either behavioral or emotional problems in school so abnormal from appropriate age, values, or ethnic norms which affect educational attainments in academic, social, vocational, and personal skills. The disability occurs in the environment, and it is consistently exhibited in two different settings, at least one of which is school-related and the other is unresponsive to direct intervention in an inclusive setting or the child's condition is such that general interventions would be insufficient. This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders, or other sustained conditions of behavior or adjustment when they adversely affect academic attainment. Withdrawal in children is viewed by researchers as a behavioral scale of a child's rejection by his class mates (Gazelle & Ladd 2004). Behavior problems are both externalizing and internalizing disorders; the externalizing behaviors have direct or indirect effects on people. Examples include aggression, defiance, disobedience, lying, stealing, and lack of self-control. The internalizing behavior directly affects the student with the disorder. Examples include anxiety, depression, and withdrawal from social interaction, eating disorders and suicidal tendencies (Ormrod, 2003). He however added that, although adolescents with externalizing behaviors are those whom teachers/facilitators are more likely to refer for evaluation and special services, students/adolescents with internalizing behaviors are often at risk for school failure.

Role playing calls for a student's stepping outside the accustomed role that he plays in life, relinquishing his usual patterns of behavior in exchange for the role and patterns of another person. This other role may be that of a real person or may be entirely fictitious. Since the student's own behavior is not at issue, he need not defend against appearing foolish or being censured. Thus, the actor-students, the teacher, and the audience can observe and comment more objectively on the behaviors produced. And at the end, students with such behaviors will feel guilty and change (Chesler & Fox, 1966).

The role of play is essentially a voluntary and pleasurable activity. It may be undertaken with great seriousness and attention and may give rise to significant learning. Children play because they want to and because it gives them enjoyment. Lindon (2001) maintained that: Plays are activities which children enjoy. Play activities are not essential to meet basic physical survival needs, although, they appear to support psychological wellbeing, the learning the physical skills and intellectual stimulation. Role-play as a model of teaching has tools in both personal and social dimension of education. It attempts to help individual find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group, in the social dimension. It allows individuals to work together in analyzing social situation, especially interpersonal problem, and developing decent and democratic ways of coping with these situations. We have placed role- playing in the social family of models because the social group plays such as indispensable part in human development and because of the unique opportunity that role-playing offers for resolving interpersonal and social dilemma.

Statement of the Problem

It is a well-known fact in the field of special education that, Students with withdrawal behaviour exhibits shyness, un-socialized behaviour and perhaps unable to initiate or take a turn in a composition, they are students that experience socio-emotional problems. They also encounter difficulties in developing skills in their social interaction as a result they often suffer in their educational achievements which results in under achievements in academic performance. Because such students were often neglected more especially in the regular schools, they normally end up having an in ability to access the wider curriculum because of their withdrawal behaviour. This research intends to examine the effect of role-playing technique on the reduction of withdrawal behaviour among Junior Secondary School Students with withdrawal tendencies with particular references to Bade Local Government, Yobe State.

Objectives of the Study

1) To determine the prevalence rate of students with withdrawal tendencies in junior secondary school on in Bade Education zone.

2) To determine the types of withdrawal Behaviour among junior secondary school one students in GDJSS Babuje, and GDJSS Umar Suleiman Gashua.
3) To determine the techniques used by teachers in overcoming the problem of withdrawal tendencies among junior secondary school one students in Government Day Junior Secondary School in Babuje and Government Day Junior Secondary School Gashua, Yobe State.
4) To find out most frequently used techniques in overcoming withdrawal tendencies among junior secondary school one in GDJSS Babuje and GDJSS Umar Suleiman, Gashua.
5) Find out Whether There are Significant Differences between students exposed to role-play and those exposed to withdrawal tendencies in GDJSS Babuje and GDJSS Umar Suleiman Gashua.

Research Questions

The following research questions will guide the study

1. What is the prevalence rate of students with withdrawal tendencies in junior secondary school one in Bade Education Zone?
2. What are the types of Withdrawal Behaviour among junior secondary school one students in GDJSS Babuje, and GDJSS Umar Suleiman Gashua?
3. What are the techniques used by teachers in overcoming the problem of withdrawal tendencies among junior secondary school one students in Babuje and Government Day Junior Secondary School Umar Suleiman Gashua, Yobe State.?
4. What are the most frequently used techniques in overcoming withdrawal tendencies among junior secondary school one in GDJSS Babuje and GDJSS Umar Suleiman Gashua?

Hypothesis

The following null hypothesis was tested

1. Students exposed to role-play technique do not significantly differ from their peers not exposed to it in withdrawal tendencies among junior secondary school one students in GDJSS Babuje and GDJSS Umar Suleiman Gashua.

Review of Related Literature

Role-play is a pedagogy that has been used in a wide variety of contexts and content areas (Rao & Stupans, 2012). Essentially, it is the practice of having students take on specific roles usually ones in which they are not familiar and ct them out in a case-based scenario for the purpose of learning course content or understanding "complex or ambiguous concepts" (Sogunro, 2004). The guidelies for the role-play are usually modelled on realistic criteria so the students can get as close to "the real thing" as possible. Research on role-play's effectiveness and best practices exists as far back as the 1970s; recently however, role-play has been touted as a tool better suited for the needs of today's college students than more tradition teaching methods (Rose,2012., Bobbit et.al., 2000).

Role-play pedagogy has been shown to be effective in reaching learning outcomes in three major learning domains: affective, cognitive, and behavioural (Maier, 2002., Rao & Stupans, 2012). By making students take on the role of another person, they practice empathy and perspective taking. This can lead to more self-reflection and awareness on the part of the students (Westrup & Planander, 2013., Sogunro, 2004). When students take the skills they have learned in theory and put them in practice, this creates a deeper cognitive link to the material, making it easier for students to learn. Finally, using role-play as a training tool helps students change behaviours and use best practices inreal-world settings.

Behaviour Disorders

Merrell, (2003) defines Emotional and Behavioural Disorders as follows: Emotional or Behavioural Disorder (EBD) means a disability characterized by behavioural or emotional responses in school so different from appropriate age, culture, or ethnic norms that they adversely affect educational performance. Educational performance included academic, social, vocational, and personal skills. Such as disability (a) is in the environment; (b) is consistently exhibited in two different settings, at least one of which is school-related, and (c) is unresponsive to direct intervention in general education or in child's condition is such that general intervention would be insufficient. This category may include children or youth with schizophrenic disorders, affective disorders, anxiety disorders or other sustained disturbances of conduct or adjustment when they adversely affect educational performance.

No one knows the actual cause or causes of emotional disturbance, although several factors like heredity, brain disorder, diet, stress, and family functioning have been suggested and vigorously

researched. A great deal of research goes on every day, but to date, researchers have not found that any of these factors are the direct cause of behavioural or emotional problems.

Characteristics of Behaviour Disorder

Some of the characteristics and behaviours seen in children who have emotional disturbance include: hyperactivity (short attention span, impulsiveness); aggression or self-injurious behaviour (acting out, fighting), withdrawal (not interacting socially with others, excessive fear or anxiety), immaturity (inappropriate crying, temper tantrums, poor coping skills), and learning difficulties (academically performing below grade level).

Children with the most serious emotional disturbance may exhibit distorted thinking, excessive anxiety, bizarre motor acts, and abnormal mood swings. Some researchers have discovered that withdrawn children may either go unnoticed by teachers or that teachers may encourage shy behaviours because reserved, question, compliant behaviour helps to maintain classroom order (Keogh, 2003). However, recent findings revealed that shy-withdrawn children do not go unnoticed by teachers. For example, researchers have reported that socially withdrawn children require more attention from teachers (Coplan, & Prakash, 2009) and develop less close and more highly dependent relationships with them (Ladd, & Burgess 1999., Rudasill & Rimm-Kaufman, 2006). Moreover, children whose relationships with teachers are characterized by less closeness and greater dependency are at increased concurrent and predictive risk for a number of school adjustment difficulties (Hamre & Pianta, 2006).

METHODOLOGY

This study adopted experimental research of experimental and control group design. The population of the study consisted of all junior secondary school one students of Government Secondary School Gashua, under Bade Local Government area, Yobe State. It is made up of 1050 comprising of 385 males and 665 females. The sample size of this study consisted of the identified students with withdrawal tendencies comprising of male and female students, who were diagnosed as having withdrawal tendencies. The sample size for this study therefore was 19, that is 11 females and 8 males who were purposely selected.

Study Area

Scope of the study is restricted to JSS I secondary school students with withdrawal behaviour. This study does not extend to other levels of education. It is also not an extensive study covering students with withdrawal behaviour in other public and private schools in Yobe State. Therefore, this study is delimited to determine the effect of role play techniques on withdrawal behaviour among junior secondary school students in Gashua, Yobe State.

Data Collection Instruments:

Data collection instrument are instruments that help the researcher gather data to be used, either to answer the research questions or to test hypotheses Gishiwa, (2013). In this research, the researcher will use the following instruments, (1) the Teacher Nomination Inventory which was developed by the researcher for the identification of students with withdrawal tendencies and a combination of structured and unstructured questionnaire also developed. (2) Questionnaire (structured and unstructured) meant for teachers to respond about behavior and how the teachers handled them with regards to the use of technique, and how frequently the technique was employed. The reliability values were r=.789 for the questionnaire and .892 for the Teacher Nomination Inventory.

Data Analysis Procedure

The researcher will use inferential statistics that is t-test for independent samples to analyze the hypotheses it effect between the independent and the dependent variables. Accordingly as Bichi (2004), pointed that a study which involves determining whether significant differences exist or not between two groups, t-test is more suitable. This therefore, gives room for the researcher to establish the mean differences between the two groups.

RESULTS

Research Question One: *What is the prevalence rate of students with withdrawal tendencies in junior secondary school one in Bade Education Zone?*

Table 1: The Prevalent rate of Students with Withdrawal Tendencies in the two Selected Schools

S/N	Name of Schools	N	Withdrawal Tendencies	Percentage
1.	GDJSS Babuje	665	11	1.65%
2.	GDJSS Umar Suleiman	385	8	2.1%
TOTAL		1050		

Table 1; above shows that Government Day Junior Secondary School Babuje Gashua, Yobe State has the prevalent rate of 1.65 percent out six hundred and sixty five (665) students, with corresponds to 11 students. While, Government Day Junior Secondary School Umar Suleiman Gashua, Yobe has prevalent rate of 2.1 percent out of three hundred and eighty five (385) students, this corresponds to 8 student.

Research Question Two: *What are the types of Withdrawal Behaviour among junior secondary school one students in GDJSS Babuje, and GDJSS Umar Suleiman Gashua?*

Table 2: Types of Withdrawal Behaviour Exhibited Among JSS One Students

Name of School	Types of Withdrawal Behaviour	Frequency	Percentage
GDJSS Babuje	Shyness	4	36.4%
GDJSS Umar Suleiman	Loneliness	2	18.2%
	Under achievement	3	27.3%
	Truancy	2	18.2%
	Depression	0	-
	Phobia	0	-

Table 2 above indicate that the most common withdrawal behaviour observed are shyness, low grade, loneliness, and truancy among the students in the two selected schools I,e. GDJSS Babuje and GDJSS Umar Suleiman and their frequency of occurrence before intervention

Research Question Three: *What are the techniques used by teachers in overcoming the problems of withdrawal tendencies among students?*

Table 3: Types of Techniques used by Teachers in Handling Students with Withdrawal Tendencies

Techniques used by Teachers	G.D.J.S.S Babuje	Percentage	G.D.J.S.S Umar Suleiman	Percentage
Group Method	1	0.2%	NIL	NIL
Discussion	2	0.4%	NIL	NIL
Play Way	NIL	NIL	1	0.2%
Guidance & Con	1	0.2%	2	0.4%
Repeated	2	0.4%	1	0.2%
Reinforcement	3	0.6%	3	0.6%

Table 3 above shows the type of techniques teachers adopted in handling students with withdrawal tendencies in the two selected schools. Looking at the table, it shows that, group method was used by only one teacher in G.D.J.S.S. Babuje Gashua which corresponds to 0.2%. However, in G.D.J.S.S. Umar Suleiman Gashua, none of the teachers used this method. Also table indicates that two teachers used discussion method in G.D.J.S.S. Babuje Gashua which corresponds to 0.4%, while none of the teachers was found using it in G.D.J.S.S. Babuje Gashua. With regard to play way method none of the teachers was found using it in G.D.J.S.S. Babuje Gashua. But in the case of G.D.J.S.S. Umar Suleiman Gashua, only one teacher is using it, this corresponds to 0.2%. Pertaining to guidance and counselling method only one teacher in G.D.J.S.S. Babuje Gashua, was using it. Two teachers in G.D.J.S.S. Umar Suleiman Gashua, were also using it, with regard to repeated practice method two

teachers were using it in G.D.J.S.S. Babuje Gashua, which corresponds to 0.4% but in G.D.J.S.S. Umar Suleiman Gashua, only one teacher was using it, which corresponds to 0.2%. lastly, with regards to Reinforcement three teachers in both schools were using it, this corresponds to 0.6%.

Research Question Four: *What are the most frequently used techniques by teachers in overcoming withdrawal tendencies among students?*

Table 4. The most frequently used techniques in the two selected schools

Name of School	Teaching Methods	No of Teachers	Percentage
GDJSS Babuje	Discussion Method	2	22.2%
GDJSS Babuje	Repeated Method	2	22.2%
GDJSS Umar/Sulei	Guidance & Counseli	3	13.3%
GDJSS Babuje	Reinforcement	3	13.3%
GDJSS Umar/Sulei	Reinforcement	3	13.3%
Total		**13**	**100%**

Table 4; above shows the techniques that were being used frequently by teachers in handling students with withdrawal behaviour or shy students. It is shows in the table that teachers in GDJSS Babuje, were using three methods that are reinforcement, discussion method and repeated practice more frequently. Teachers in GDJSS Umar/Suleiman, were using only two methods guidance and counselling method and reinforcement frequently in handling their students with withdrawal behaviour.

Hypothesis: Students exposed to role playing technique do not significantly differ from their peers not exposed to, in reduction of withdrawal behaviour.

Table 5: Withdrawal behaviour among experimental group subjects before and after Intervention (N=6)

	(N)	Sum of D.	D2	df	t-cal	t-cri	Sig
Before & After Intervention	19	14	36	10	6.97	1.812	0.05

Table 5 shows that the calculated t-value (6.97) is greater than the critical t-value of (1.812) at 10% degree of freedom with level of significance at 0.05, which clearly concludes that we rejected the null hypothesis which says students exposed to role playing technique do not significantly differ from their peers not exposed to it in reduction of withdrawal behaviour.

DISCUSSION ON FINDINGS

The findings of the study in Table 1 discovered that Government Day Junior Secondary School Babuje in Gashua, Yobe State. Has the prevalent rate of 1.65 percent out of six hundred and sixty five (665) students which corresponds to 11 students. While Government Day Junior Secondary School Umar Suleiman in Gashua, Yobe State. Has prevalent rate of 2.1 percent out of three hundred and eighty five (385) students, this corresponds to 8 students. Which indicates that females students were more identified with withdrawal behaviour then males by considering the percentage of 1.65 out of 665 females students while, males has a percentage of 2.1 out of 385 students. This is in line with the study of Valbrechet, (2010). Who say females are often more likely to experience shyness/withdrawal behaviour than males, it is a behaviour that it is more socially acceptable, for females to display shy behaviours while for male there is more criticism, and it is less socially acceptable .Wood, (2006). Also asserted that withdrawal shy students as well as other anxious students generally have lower grades than other students, social functioning is also decreased, which leads to the poorer relationships and more stressful school experience. The most serious setback experience by shy/withdrawn students is there in ability to ask questions (Crozier, & Aldan, 2001).

The findings of the study in Table (2) discovered that four withdrawal behaviours were popular among Junior Secondary School one students of the two selected schools and they are shyness with 36.4%, Loneliness with 13.2%, and Underachievement with 23.7%, while Truancy 18.2%

respectively. But the most frequently exhibited behaviour was shyness and underachievement. This is in line with the study of Wood, (2006), shy students as well as other high anxious students generally have lower grades than other students. Social functioning is also decreased, which leads to the poor relationship, and more stressful school experience.

The findings of the study in Table (3) discovered that teachers adopted various techniques in an attempt to overcome the withdrawal behaviours in students they are group method was used by one teacher in GDJSS Babuje Gashua, in Yobe State which corresponds to 0.2%. However, in GDJSS Umar Suleiman Gashua, in Yobe State none of the teachers used this method. Also, two teachers used discussion method in GDJSS Babuje Gashua, which corresponds to 0.4%, while none of the teachers was found using it in GDJSS Umar Suleiman Gashua. With regard to play way method none of the teachers was found using it in G.D.J.S.S. Babuje Gashua. But in the case of G.D.J.S.S. Umar Suleiman Gashua, only one teacher is using it, this corresponds to 0.2%. Pertaining to guidance and counselling method only one teacher in G.D.J.S.S. Babuje Gashua, was using it. Two teachers in G.D.J.S.S. Umar Suleiman Gashua, were also using it, with regard to repeated practice method two teachers were using it in G.D.J.S.S. Babuje Gashua, which corresponds to 0.4% but in G.D.J.S.S. Umar Suleiman Gashua, only one teacher was using it, which corresponds to 0.2%. Lastly, with regards to Reinforcement three teachers in both schools were using it, this corresponds to 0.6%. The study is in line with that of (Bobrow, 2002). Who found out that behaviour can and shall be rewarded by something tangible, behaviour can be rewarded by attentive support, behaviours can reflect avoidance of unpleasant situation, and behaviour can change moral or mental energy. These four motives can produce good behaviour that will enhance positive learning.

The findings of the study in Table (4) discovered that teachers preferred some few techniques above others, this shows that students benefited more in using the techniques they are 2 teachers amounting to 22.2% in GDJSS Babuje frequently use discussion method, 2 teachers amounting to 22.2% in GDJSS Babuje, frequently use repeated method, 3 teachers amounting to 13.3% in GDJSS Babuje frequently use guidance and counselling, 3 teachers amounting 13.3% in G.D.J.S.S. Umar Suleiman use reinforcement method, while 3 teachers amounting to 13.3% in GDJSS Babuje also use reinforcement. This is Contrary to Steer (2005),. According him all parties including staff and teachers at school should manage to control classroom behaviour. The government of Monitoba argues that with general needs and a intervention from the government and school, most students with general needs and a number of students with special behavioural needs can benefit from the standardized behavioural protocol. From the findings of the current studies and recommendations of different governments fron different parts of the world, almost all authoritative parties believe that behaviour at school needs to be controlled, maintained and standardized.

Analysis on the hypothesis testing revealed that there was significant difference between students exposed to role playing techniques and their peers not exposed to it, considering the frequency of occurrence of the behaviour before and after intervention, as such these indicate a significance in reduction of withdrawal behaviour exhibited among the students. This in line with the study of Weiner and Craighead (2010), in their studies who discovered that behaviour is a strong predictor of academic success.

CONCLUSION

Withdrawal behaviour is an umbrella of sub group of disorders that were broadly classified into two groups' i.e. externalizing and internalizing disorder. Early identification of which group of disorder student fall in will pave way for an effective intervention. Withdrawal disorder/behaviour is a behaviour that hinders a wide exposure both socially and academically to the extent of being unable to ask question which create a great setback. The study established that role play is an effective techniques overcoming withdrawal tendencies, particularly among junior secondary school students.

RECOMMENDATIONS

In the light of the findings, the following recommendations were made.

1. The prevalence of students with withdrawal tendencies in Yobe State is worrisome; teachers are recommended to work hand with parents in order to identify this student earlier and intervention strategies are given to them as early as possible in order to overcome the problem of withdrawal tendencies among Junior Secondary School Students in Yobe State.

2. From the study it was discovered that the most frequently exhibited behaviour in withdrawn students was shyness and underachievement. Therefore, teachers should be vigilant and quick to notice these behaviours among children so that they can be ameliorated earlier.
3. Teachers and authorities are recommended to apply various techniques in an attempt to overcome the withdrawal behaviours in students, as two to three techniques only are not enough rather, they should explore various modern techniques like use of computers in teaching as the ICT is a good material that helps in arresting the attention of students during teaching.
4. Teachers are advised not to prioritize one technique over the other; they should be vigilant in observing which technique works effectively in reducing withdrawal tendencies for students.
5. Teachers are advised to use role-play techniques often as it will play a role in reducing withdrawal tendencies in their students which will, in turn, improve their academic performance.

REFERENCES

Bobbit, L. M., Inks,S.A., Kemp, K.J. & Mayo, D.T. (2000). Integrating marketing courses to enhance team-based experiential learning. *Journal of marketing Education*, 22(1), 15-24.

Bobrow, A. (2002). Problem behaviours in in the classroom: *What they mean and how to help*. Child Study Center Letter, 7(2), 1-4. Retrieved from http//www.aboutourkids.org/files/articles/nov dec 2.pdf

Chesler, M. & Fox, R. (1966). *Role-Playing method in the classroom*. Science Research Associates, Inc. Chicago

Coplan, R. J., Prakash, K., O'Neil, K., & Armer, M. (2004). *Do you "want" to play?* Distinguishing between conflicted shyness and social disinterest in early childhood. Dev Psychol. 40, 244-58.

Crozier, W. R., & Alden, L. E. (2001). *International handbook of social anxiety*. West Sussex, England: John Wiley & Sons Ltd.

Gazelle, H., & Ladd, K.D. (2004). *Moving towards and away from the world*: Social approach and avoidance of trajectories in anxious solitary youth. Child Development. 75,829-49.

Gozon, C. (2015). *Emotional and behaviour disorders.* Retrieved from http//www.slideshare.net/crystalgozon/emotional-and-behavioral-disorder-55583959

Hamre, B. K., Pianta, R. C. (2006). Early teacher-child relationships and the trajectory of children's school outcomes through Eighth grade. *Child Development*, 72, 625-638. Retrieved from http//dx.doi.org/10.1037/0022-0167.50.1.44.

Jere, b. (1996). *Working with shy or withdrawn Students*. Retrieved from https://www.ericdigest.org/1997-3/shy.html.

Keogh, B. K. (2003). Temperament in the Classroom: *Understanding individual difference*. Brookes publishing Co.

Ladd, G. W., & Burgess, K. B. (1999). Charting the relationship trajectories of aggressive, withdrawn, and aggressive/withdrawn children during early grade school. *Child Development*, 70 910-929.

Liodon, J. (2001). *Understanding children's play*. London, National Children's Bureau Ludvigsen.

Maier, H. W. (2002). *Role playing: structures and educational objective*. Retrieved from www.cyc-net.org/cyc-online/cycol-0102-roleplay.html.

Merrell, K. W. (2003). The structure of the school social behaviour scales: A confirmatory factor analysis. *Assessment for Effective Intervention*, 28, 41-55.

Ormrod, J. E. (2003). *Educational Psychology: Developing Learners*. Merrill Prentice Hall.

Rao, D., & Stupans, L. (2012). Exploring the potential of role play in higher education Development of a typology and teacher guideline. *Innovations in Education and Teaching International*, 49(4), 427-436.

Rosa, J.A. (2012). Marketing education for the next four billion: *Challenges and innovations. Journal of Marketing Education*, 34(1), 44-54.

Rubin, K.H., Coplan, R.J., & Bowker, J.C. (2009). Social withdrawal in Childhood. *Annu Rev Psychol*. 60, 141-171.

Rudasill, K.M., & Rimm-Kaufman, S. E. (2006). Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. *Early Childhood Research Quarterly*, 24, 107-120.

Shaftel, F. & Shaftel, G. (1967). Role playing for social values: *Decision-making in the social studies*. Englewood Cliffs, NJ: Prentice Hall.

Sogunro, O. A. (2004). Efficacy of role-playing pedagogy in training leaders: some reflections. *Journal of management development*, 23(4), 355-371.

Steer, A. (2005). Learning behaviour: the report of the practitioners' Group o School Behaviour and Discipline. Retrieved from http://www.educationengland.org.uk/documents/pdfs/2005-steer-report-learning-behaviour.

Valbrechet, M. M., & Goldsmith, H. (2010). Early temperamental and family predictors of shyness and anxiety. *Developmental Psychology*, 46950, 1192-1205.

Weiner, I. B., & Craighead, W.E. (2010). , New Jersey: JohnWiley & Sons.

Westrup, U., & Planander, A. (2013). Role-play as a pedagogical method to prepare students for practice: The students' voice. *Ogre utbildning*, 3(3), 199-210.

Wood, J. (2006). The role of leadership theory in raising the profile of women in management. Equal *Opportunities International*, 25(4), 236-250.