PERCEPTIONS OF EDUCARE TEACHERS REGARDING THE EFFECTS OF DISADVANTAGEMENT ON THE PSYCHOSOCIAL DEVELOPMENT OF HISTORICALLY DISADVANTAGED PRESCHOOL CHILDREN

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ABSTRACT

The research topic concerns the broad effects of deprived community circumstances that may impact on potentially vulnerable children's holistic psychological, as well as social development. The present study has a primary aim of gathering information about the perceptions that educarers hold regarding the effects of disadvantagement on the psychosocial development of historically disadvantaged preschool children. The investigation of the developmental aspects of the preschoolers is informed by the psychosocial theory of Erik Erikson. Qualitative research methods are used in the study. The responses of participants are elicited by means of semi-structured interviews. The participants were six female educare teachers, whose ages range between 20 years and 60 years. They were selected from two preschools in a previously disadvantaged community. The research process occurs within the framework of Grounded theory. Compatible ethnographic methods of research were used to access the personal accounts of the participants' individual perceptions regarding the disadvantagement of preschool children. The ethnographic interview was employed as the primary information-gathering instrument. The analysis of the information gathered is based on an interpretive analytic method, namely, thematic analysis to categorise themes present in the information. The study results regarding the preschool children's psychosocial development highlight the following factors: Hunger/unemployment, crime and drugs, parental influences, as well as preschool socialisation. Recommendations include the need to access existing childcare subsidies, as well as the need to reconstruct educare programmes within the community. The researcher engaged in self-reflexivity throughout the study process and remained aware of the researcher effects that may impact on the participants' information sharing.

DECLARATION

I declare that this whole mini-thesis, unless specifically indicated to the contrary in the text,

is my own original work.

William Chaplin Julius Giose

17 June, 2004
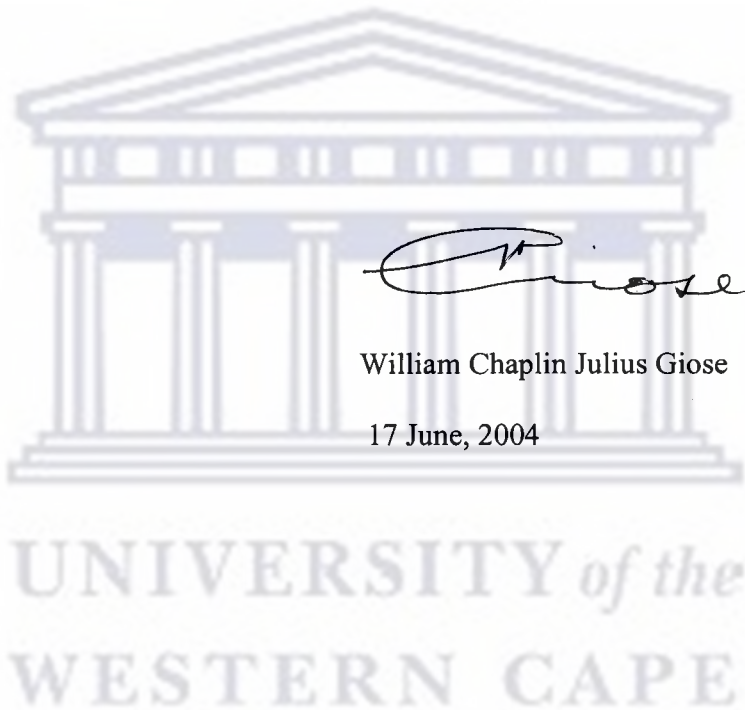
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I thank my wife, Mercia, for her sustained interest throughout my years of study, as well as her patience to listen actively to my thoughts regarding preschool education. This mini-thesis is dedicated to my children, Jarryd, Sheri and Larissa, whom I constantly thought of whilst typing this mini-thesis.

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My warm thanks to the principals and staff of the two preschools for allowing me into your worlds and sharing your educare experiences with me.

William (Billy) C. J. Giose

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CONTENTS

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

During the past few years, the need for reformulating the educational experiences of South African children has received constant attention in the mass media. Various provincial educational departments and organisations, such as non-governmental organisations (NGOs), teaching organisations and individuals have made attempts to produce suitable and equitable educational experiences for the historically disadvantaged children of post-apartheid South Africa (NPA, 2001; PRC, 1997; Van den Berg & Vergnani, 1986; Van der Horst & McDonald, 1997).

It appears evident from literature reviews and observations of preschool children that historical disadvantagement, as manifested through poverty, impoverished parental circumstances, social and economic disparities may exert pathogenic influences on the development of children (Dawes & Donald, 2000; De La Rey, Duncan, Shefer & Van Niekerk, 1997; Duncan & Rock, undated; Lopez-Turley, 2003). The researcher was interested in developing an understanding of the possible impact of such conditions of disadvantagement on young children, especially historically disadvantaged preschool children.

The present study recorded and analysed the perceptions educarers have regarding the effects of disadvantagement on the psychosocial development of historically disadvantaged preschool children in two educare centres in Ocean View. Ocean View is a socially and economically impoverished "coloured" people's township that was formed in terms of previous Apartheid

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legislation (Edwards, 2000; Western Cape Regional Services Council, 1994/5).

The promulgation in 1950 of the Population Registration Act of South Africa provided for the statutory discrimination and disadvantagement of "non-white" children and adults (Duncan & Rock, undated). Presently, the effects of the Apartheid laws still impact on the critical socio-emotional and environmental development of historically disadvantaged preschool children (PRC, 1997). In this regard, the South African Institute for Psycho-Analytic Psychotherapy states that little or no research exists about the impact of Apartheid on children's psychosocial relationships with adults (Bloom, 1996; Stein, 1996). Similarly, other authors (*e. g.* De La Rey *et al.*, 1997; NPA, 2001; Robinson & Berger, 1994) indicate the need for research regarding the incidence of developmental difficulties affecting South African children. Montessori (1997), an educational method based on the psychoanalytic paradigm, posits that children's potentialities are significantly influenced by psychological factors. It proposes that children's inherent potential be developed in conjunction with the children's familial and community influences. Van der Merwe (1988) also posits that the development of preschool children encompasses the stimulation of the 'whole child' in five key areas, namely, social, emotional, physical, intellectual and language development. The present study emphasises the social and emotional developmental areas. These two areas, the researcher believes, are foundational to the development of children's language, manifest intelligence and physical development.

Montessori (1997) points out that children's innate potential can only be developed within communities and with the active assistance of competent adults. The children's growth potential is disadvantaged when the psychosocial stimulation within the community is inadequate to facilitate their holistic development (De La Rey *et al.*, 1997; Hook, Watts & Cockcroft, 2002).

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This study is concerned with identifying the factors that educare teachers believe may adversely impact on the psychosocial development of preschool children. The study's findings should better inform present and future educare efforts aimed at moderating the possible pathogenic influences of disadvantagement on the psychosocial development of preschool children. Research studies (cited in Chauncey, 1969; David, 1990; Frost & Hawkes, 1970) also indicate the relative importance of psychosocial stimulation and the need to identify the adverse factors that constitute disadvantagement.

Erikson (1980) postulates about possible unresolved developmental crises that may accompany inadequate psychosocial stimulation regarding preschool children. His conceptual model is developmental and focuses on the psychosocial milestones regarding preschool children's growth during the first three stages of his developmental theory. It is because of this, and the fact that many educare teachers are knowledgeable regarding his psychosocial stages, that his specifist theoretical framework is used to link aspects of the study.

1.2 BACKGROUND AND MOTIVATION FOR THE STUDY

The present study interested the researcher as he had personally observed that, before and after the 1994 democratic general election in South Africa, the historically disadvantaged community of Ocean View had largely remained socially unchanged. No specific research was available regarding the perceptions of educare teachers in this community on whether the township circumstances had significantly impacted on the psychosocial development of the historically disadvantaged preschool children. These perceptions, that the educare teachers hold of their preschool children's historically disadvantaged circumstances, might highlight possible pathogenic factors that impact on their psychosocial development. Community intervention strategies regarding the historically disadvantaged preschool children could be

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based on the findings of this study. This objective is similar to those of the Psychology Resource Centre of the University of the Western Cape to "engage in relevant research activities, and make available the information and support services necessary for building healthy societies and individuals" (PRC, 1997, p. 1).

1.3 THE STRUCTURE OF THE THESIS

The rest of the thesis is structured as follows:

In Chapter 2 the literature review is given. This covers theoretical paradigms of Grounded theory and Erikson's psychosocial theory.

Chapter 3 outlines in detail the research methodology that was used. The participants, information gathering instrument and research procedure are described. Furthermore, the method of information analysis and ethical considerations of the study are specified.

In Chapter 4 the research results are provided together with discussions, thereof.

In Chapter 5 conclusions are given. In this chapter, the researcher also reflected on the problems that impacted on the study, as well as the limitations of the study. Recommendations regarding future research and interventions are given.

1.4 CONCLUSION

Overall, chapter 1 has provided an overview of the study regarding the impact of disadvantagement on the psychosocial development of historically disadvantaged preschool children.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the relevant literature regarding the effects of disadvantagement on the
psychosocial development of preschool children will be given. This will include a review of
relevant international and national literature and research studies in the field of educare
regarding disadvantagement. In South Africa there are about 6,4 million preschool children,
and most of them are vulnerable to both critical positive and negative developmental influences
(Achola & Pillai, 2000; De La Rey *et al.*, 1997; Hook, Watts & Cockcroft, 2002; NPA, 2001;
Samuel, 1995). Historically disadvantaged children are the focus of this qualitative study.
Grounded theory, as the qualitative theoretical framework and the ethnographic interview are
used in the study (Charmaz, 1995; Strauss & Corbin, 1990; Terre Blanche & Durrheim, 1999).
The developmental theory of Erikson is used to provide a psychosocial conceptual model for
the study (De La Rey *et al.*, 1997; Erikson, 1980; Hook, Watts & Cockcroft, 2002; Woolfolk &
Nicolich, 1980). Other aspects of the study that will also be highlighted include a specific
psychosocial developmental focus and the pathogenic impact of disadvantagement on the
psychosocial development of preschool children.

2.2 PSYCHOSOCIAL DEVELOPMENT

According to Erikson (Erikson, 1980; Woolfolk & Nicolich, 1980), children should ideally
develop 'trust', 'independence' and 'initiative' during their psychosocial development in their

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first six years. Children learn to explore, cope and communicate with their world through imagination, modeling and play activities (Gardner, 1982; Jameson & Kidd, 1986). They may develop initiative by engaging in new activities and creative play with other children in their social environment (Tsabalala-Mogidime, 1989; van der Merwe, 1988).

Initially, children develop 'basic trust' by being engaged in regular socio-emotional nurturing and bonding experiences with their mothers. According to Erikson (1980), trust developed by the children in their primary carer is a fundamental requirement for the development of 'autonomy'. Children will then tend to develop fundamental trust regarding their interactions in their broader social environment.

Optimally developed children are emotionally responsive and able to interact functionally within their dynamic social world (Morss, 1996; Pervin, 1996; Pistorius, 1980). This is, according to Bowlby (Gardner, 1982) and other authors (*e. g.* Ahmed, 1996; Bloom, 1996; Diener, Nievar & Wright, 2003), the antithesis of children who have been emotionally, socially, politically, intellectually and physically disadvantaged.

According to the traditional behaviouristic and learning theorists, children learn to act like adults by modeling their social behaviour on adults in their world (vicarious learning) (Buss, 2001; Gardner, 1982). The social learning theorist, Bandura, postulates that children learn by viewing and mimicking adult role models and receiving social approval for engaging in appropriate socio-cultural behaviour (Gardner, 1982; Hook, Watts & Cockcroft, 2002). Thus, knowledge of the social context in which preschool children function is important, especially where various adult role-models may negatively impact on their maturing psyche with inappropriate anti-social behaviours, such as, reported public consumption of alcohol and illegal substance abuse. Preschool children could learn to distrust adults because of the negative role-models' impaired social functioning and in this way be further disadvantaged in

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their efforts to resolve their own psychosocial developmental crises (De La Rey *et al.*, 1997; Hergenhahn & Olson, 1999). According to Lopez-Turley (2003), having two unemployed young parents, especially young or poor mothers, may further compound the children's developmental tasks. Where the surrogate carers, such as the educare teachers, provide satisfactory emotional support to the historically disadvantaged preschool children, their 'basic trust' and psychosocial developmental outcomes may be facilitated and moderated by these positive adult role-models (NICHD, 2003).

Preschool children's socio-cultural awareness refers to children learning about abstract social rules, ways of life, attitudes of the people in their immediate environment, as well as those as portrayed in the mass media, for example, on television (Woolfolk & Nicolich, 1980). Children, whose socio-emotional development is successful should be able to appropriately interact with most people in their social environment (Jessel, 1990; Pistorius, 1980). An explanation regarding Erikson's reference to the terms, emotional and social development, follows.

2.2.1 Emotional development

According to Erikson (Gardner, 1982; Meyer, Moore & Viljoen, 1993), children's emotional development refers to the development of children's feelings of either 'basic trust' or 'mistrust' in adults, their peers and their own developing potential. Theorists postulate that the quality of the earliest affective relationships and social interaction between mothers and their children exert pervasive influences on children's holistic development (Baruth & Duff, 1980; Jippon & Callanan, 2003). A fundamental characteristic of emotionally healthy preschool children is the appropriate level of trust they develop in people present in their environment. They also learn to trust their own abilities, increase measures of personal competencies and develop greater

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self-confidence (Buss, 2001; Meyer, Moore & Viljoen, 1993; Pervin, 1996).

Erikson (1964) posits that children's emotional development is facilitated during social interaction within a given cultural environment, as well as influenced by their individual biopsychological maturation. The functions of children's emotions, be it laughter, showing affection, crying, anxiety, anger, or being upset, are to communicate with other people about their present emotions, wishes and needs (Hetherington & Parke, 1982).

2.2.2 Social development

Social development as a concept in educare refers to the process of socialisation whereby children learn to interact with other human beings, for example, their parents, siblings, extended family members, other adults and children. Social development is a function of social interactions and activities that children engage in with humans (Hook, Watts & Cockcroft, 2002; Woolfolk & Nicolich, 1980). They learn how to behave appropriately in different social situations, for example, in the formal and informal preschool activities and playground through role-, fantasy- and free-play experiences (van der Merwe, 1988). Children in their interaction with different people become aware that everyone does not look, dress, speak, and behave in the same way. They become aware of differences in their and others' way of life and develop an ever-increasing awareness of the socio-cultural diversity of people (Christie, 1989; Hildebrand, 1991; Woolfolk & Nicolich, 1980). Children are educated, for example, to respect the ways of life of Hindus, Jews, Christians, Muslims, Atheists, Chinese, Xhosas, Afrikaners, amongst others. These may be juxtaposed to the children's own developing core belief systems (*e. g.* Christianity) of their immediate family unit (Le Roux, 1997; Van der Merwe, 1988). In the following subsections, the psychosocial developmental theory of Erikson will be discussed.

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2.3 THE PSYCHOSOCIAL THEORY OF ERIK ERIKSON

2.3.1 Introduction

In this study, the focus is on psychosocial development of disadvantaged preschool children aged five years to six years. This correlates broadly with Erikson's first three developmental stages regarding the critical psychosocial developmental milestones of preschool children (Phares, 1984). The psychosocial theory as espoused by Erikson, because of its emphasis of both intra-psychic and early socio-environmental influences, is broadly located within a psychodynamic theoretical paradigm (Carson, Butcher & Coleman, 1988; Hook, Watts & Cockcroft, 2002; Pervin, 1996). Erikson's developmental theory is popularly taught to educare teachers during their basic training. In this manner educare teachers become conversant with the postulations of the psychosocial theory.

Erikson's developmental theory appears best suited to match the descriptions of the educare teachers' perceptions regarding the psychosocial development of historically disadvantaged preschool children (De la Rey *et al.*, 1997; Gerdes, Ochse, Stander & van Ede, 1981; Phares, 1984; WFCW, 2001).

2.3.2 Erik Erikson's theoretical postulations

Erikson describes human development as occurring in eight developmental stages, of which the first three stages refer to the psychosocial development of preschool children (Barnett & Hustedt, 2003; van der Merwe, 1990). Fundamental to the eight stages is that they each have bipolar developmental crises that have to be resolved (Erikson, 1980; Gerdes *et al.*, 1981). These critical milestones are broadly linked to age categories (Erikson, 1980; Phares, 1984). The developmental stages emphasise adaptive behaviour by adult individuals and children

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(Erikson, 1980; Morss, 1996). The first three age-based psychosocial stages that correlate with the broad preschool developmental crises as experienced by preschool children, will next be explained (Erikson, 1964; 1980; Phares, 1984; WFCW, 2001):

a) Stage one: trust vs basic mistrust (birth to two years)

In this stage children learn to 'trust' people, primarily their mothers and /or familiar surrogate carers, who satisfy their basic needs (De La Rey *et al.*, 1997; Pervin, 1996; Phares, 1984). The consistent satisfaction of children's basic needs fosters the development of 'hope' during instances when the primary carers are temporarily absent for short periods (Erikson, 1964 & 1980; Gardner, 1982; Hook, Watts & Cockcroft, 2002). The infants have internalised that their carers are trustworthy and will return to fulfill their basic needs (Hetherington & Parke, 1979; WFCW, 2001). These combinations of 'trust', 'hope' and ultimately the mature expression of 'faith' are developmental hallmarks of the healthy personality (Erikson, 1964; 1980). If children's needs are not consistently met, they develop 'basic mistrust' of their socio-emotional human environment (Brammer & Shostrom, 1977; De la Rey *et al.*, 1997; Meyer, Moore & Viljoen, 1993). Erikson (1980; Phares, 1984) emphasises that the development of 'basic trust' seems to depend on the quality of the maternal relationship and is linked to the consistency in satisfying the basic needs of infants.

b) Stage two: autonomy vs shame and doubt (two to four years)

Children develop feelings of self-control as a result of learning how to 'hold on' or 'let go' competently with regard to toilet training (Pervin, 1996; Woolfolk & Nicolich, 1980). During play they transfer these developing competencies to learning activities that require antagonistic abilities to push and pull. They develop 'willpower' as a result of willfully controlling their

own bodily functions and willfully engaging in cooperative social group and individual activities, such as, turntaking play or elementary dressing (Gardner, 1982; WFCW, 2001). They also increasingly become more aware of their own 'will' versus that of their parents. Phares (1984) states that this type of challenging behaviour promotes the initial development of 'autonomy' in children. If children are shamed when accidently soiling clothing, feelings of self-awareness, as well as 'shame and doubt' could develop regarding their own ability to function independently and within social groups (Buss, 2001; De La Rey *et al.*, 1997).

c)   Stage three: initiative vs guilt (four to six years)

This stage includes the critical preparatory preschool age-group that ranges ages 4 years to 6 years. It is during this stage, that children should ideally attempt to develop initiative and gain confidence in initiating and accomplishing novel developmental activities, as well as develop a sense of moral behaviour (Meyer, Moore & Viljoen, 1993; Pervin, 1996; WFCW, 2001; Woolfolk & Nicolich, 1980).

Children attempt to master their social and physical environments in a goal-oriented and purposeful manner through explorative and imaginative play activities, as well as modeling their behaviours on that of adults (Buss, 2001; Gardner, 1982; Hergenhahn & Olson, 1999; Van der Merwe, 1988). Children increasingly develop a 'sense of purpose' that is underpinned by 'courage' (Erikson, 1964; Gardner, 1982). This development is linked to children increasingly initiating their own behaviour choices regarding participating in activities and their social interactions with other people (Erikson, 1964; Hook, Watts & Cockcroft, 2002). The development of children's language capacity and physical skills facilitate children's abilities to engage in mental, physical and social activities (Phares, 1984).

Educational assessments of the preschool children's psychosocial school-readiness

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predominantly occur in the latter months of this stage. It is during this stage that children should more confidently engage in educare activities, as well as increasingly initiate participating competently in new tasks (Pervin, 1996). Educare teachers, however, should be aware that many disadvantaged preschool children in South Africa, have previously been denied the optimal societal support to ensure their full potential in early childhood development (De La Rey *et al.*, 1997). This may imply that educare teachers should ideally strive to moderate the impact of disadvantagement on these children (Hook, Watts & Cockcroft, 2002; Hetherington & Parke, 1982; Pervin, 1996; Smit & Liebenberg, 2003).

2.3.3 Critique of Erik Erikson's theoretical postulations

According to Phares (1984), the use of age-based stages of development presupposes a linear progression in terms of psychosocial development and the resolution of critical developmental milestones. Hall and Lindzey (1985) and Hergenhahn and Olson (1999), furthermore, level the criticism that Erikson's research employed mostly his own observations of humans and biographies of leaders without empirical controlled methods of validation of the information gathered. Erikson focuses on the positive human aspects of broad human development although, polar psychosocial crises have to be resolved in each developmental stage (Gardner, 1982; Gerdes *et al.,* 1981; Hall and Lindzey, 1985; Hergenhahn & Olson, 1999). He posits that, contrary to the psychoanalytic psychosexual paradigm, broader societal and family influences impact on the development and maturation of the ego of a person and, subsequent, personality development (Hergenhahn & Olson, 1999; Mitchell & Black, 1995). Furthermore, the developmental theory is based on his psychotherapeutic work that also included healthy persons of all ages, thus validating in part his optimistic postulations regarding aged-based stages and lifelong resolution of developmental crises and subsequent personality growth (Kaplan & Sadock, 1998).

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Erikson (Gardner, 1982) does not purport that the critical tasks can be completely resolved in any stage and, ideally, this should not be viewed as negative or unsuccessful development. Overlappping in the resolution of developmental crises may occur, as biological and psychological maturation of individuals are not genetically preset in terms of chronological age, genetic constitution or timing and type of environmental influences (Gardner, 1982; Gerdes *et al.*, 1981). The possibility of properly structured educare programmes may have beneficial effects, in spite of disadvantaged community circumstances, on the developing innate potential of the preschool children. Retaining variable measures of both polar elements of each stage, for example 'trust and mistrust,' may functionally complement each another in the children's attempts to confidently interact socially, but be appropriately cautious of strangers they meet (Gardner, 1982).

Hetherington and Parke (1982) state that various studies across cultures (*e.g.* Clarke & Clarke, 1976; Skeels, 1966) found that adverse social influences on disadvantaged children's development can be moderated, by maintaining quality mother-child attachment emotional bonds or reversed significantly, by compensating it with quality surrogate parenting. These are also important premises posited by Erikson regarding early psychosocial development of children, and may have therapeutic value for disadvantaged children that are in educare programmes. Therefore, in spite of the few methodological criticisms of Erikson's stage-based developmental theory (Hall & Lindzey, 1985; Hergenhahn & Olson, 1999), educarers generally find his specific developmental polar categories helpful in their task of surrogate child-rearing practices and evaluating preschool children in terms of broadly defined developmental milestones (Meyer, Moore & Viljoen, 1993; Van der Merwe, 1990; WFCW, 2001). The observations of the educarers, regarding the development of their historically disadvantaged preschool children, will be more easily matched to Erikson's specific developmental indicators in this study. Historical disadvantagement according to De La Rey

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et al. (1997), is viewed as a composite factor that exerts a negative influence on the

development of children and will be discussed in the next subsection.

2.4 DISADVANTAGEMENT

The term disadvantagement refers to unfavourable circumstances and conditions, as well as

influences that are detrimental, harmful and damaging. The lack of community resources are

impediments impacting on the development of preschool children (De La Rey *et al.*, 1997;

Frost and Hawkes, 1970). Similarly, Robinson (1976) and Duncan (undated) state that

historical disadvantagement may manifest as a pathogenic disruptive influence on normal

childhood developmental processes.

2.4.1 Historical disadvantagement within the South African context

Historically, socio-economic impediments were legislated and resulted in sub-economic

housing, poor infrastructure, and oppressive statutory discrimination against the politically

disadvantaged "black" communities on the basis of skin colour (Bulhan, 1985; PRC Annual

Report, 1997). In the South African context, prior to the April 1994 democratic elections,

disadvantagement meant being relegated to adverse societal conditions that included deprived

home and race group circumstances and the socio-economic deprivation of some children.

This is manifested in different ways in different communities. In Ocean View, according to the

community newspaper "*The Echo*", historically disadvantaged preschool children are affected

by factors such as parental apathy, food deprivation, several episodes of burglaries at a crèche,

and lack of toys resulting in insufficient developmental stimulation (West, 2001).

In the Report on the state of the children of South Africa (NPA, 2001), it is mooted that

poverty and unemployment are impediments to children's well-being and that secure parental

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employment may serve as a moderator in children's holistic development. Dysfunctional social and emotional conditions within families, combined with a culture of poverty, may retard the healthy development of preschool children and exert long term psychosocial damage (Dawes & Donald, 2000; De La Rey *et al.*, 1997; Robinson, 1976; Skutnabb-Kangas, & Cummins, 1988). An unfortunate consequence of disadvantagement, according to Frost and Hawkes (1970), is that interpretations of various research studies tend to reflect a skewed view of disadvantaged children as maladapted and, thus, the cause of their own developmental problems.

2.4.2 The pathogenic impact of disadvantagement on psychosocial development

Ahmed (1996) states that preschool children from historically disadvantaged communities may experience feelings of despair, helplessness, hopelessness, poor self-esteem and poor self-identity. Evans (in Sonn, 1994), Robinson and Burger (in Donald & Dawes, 1994) and Robinson (1976) view disadvantagement as generally presenting as a pathogenic disruptive influence on normal childhood psychosocial developmental processes. These views are supported by Duncan (undated) who indicates that preschool children born to disadvantaged mothers could be "doomed before birth"(p. 4). He also expresses the view that disadvantaged preschool children may, furthermore, be exposed to inappropriate early sexual encounters, violence, gangsterism, substance abuse and death. Ebersohn and Eloff (2002) report that South African children are, further, being disadvantaged by the disruptive familial effects of the increased number of parents dying from AIDS-related causes. It can be surmised that educare teachers would play important supportive or surrogate roles in the daily lives of disadvantaged preschool children.

Mackler and Giddings (in Frost & Hawkes, 1970) argue that different children have different

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reactions to the experience of disadvantagement under identical deprived environments. Caspari (in Frost & Hawkes, 1970) indicates that a possible answer for the manifest variation in adaptation to disadvantaged social circumstances could be a function of the children's unique individual genetic constitution.

Achola and Pillai (in Holden & Clough, 1998) point out that where deprived preschool conditions exist, an effect of disadvantagement may result in primary school grade repetition. The American Psychological Association in 1955 (in Frost & Hawkes, 1970) referred to a study conducted on New York school children where it was found that disadvantaged children were characterised by a syndrome that involved lowered self concepts, guilt feelings, shame and distrustfulness. This negatively affected preschool children's socio-emotional development prior to and during primary school grades. This view is also supported by Ahmed (1996) who states that disadvantaged preschool children may experience mixed emotional reactions that ranges from despair and dysfunctional feelings linked to low self esteem. Educational projects have been developed to moderate the effects of disadvantagement on preschool children and is discussed in the following subsection.

2.4.2.1 Preschool enrichment programmes

Various early learning programmes were piloted which aimed to improve the quality of disadvantaged preschool children's earliest learning experiences. Chauncey (1969) reports that the Soviet Union's preschool education aimed to develop preschool competencies by encouraging independent hygiene, dressing and prosocial activities. These activities are aimed at improving and nurturing the preschool children's social development and esteem. This emphasises the importance that international educators place on early enrichment socio-educational programmes that facilitate early childhood psychosocial development.

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Educational projects, such as the Baltimore Early School Admissions Project in 1963 and the Mc Cone Commission in the 1960's in the USA (in Frost & Hawkes, 1970), acknowledged that disadvantagement had a pathogenic effect on early school development. They developed programmes to provide remedial and socio-educational preschool interventions to preschool children, in an effort to facilitate their later school experiences. However, although the report in general terms appeared to have valid findings, it did not adequately acknowledge the influences of statutory racial segregation and group advantages/disadvantages. The status quo of disadvantaged "black" people was maintained by people classified as "white", who as an advantaged racial group, also wielded socio-political and economic power (in Frost & Hawkes, 1970). Benton (in Benton & O'Brien, 2000), as well as Brown, Black, Simon and Blondel (in Chawla-Duggan & Pole, 1996) state that because of the adverse impact of disadvantagement on preschool children, teachers need to diagnostically assess individual children. Thereafter, educational interventions can be aimed at maximally developing the capacity of each child as an unique individual.

The early childhood learning 'Project Head Start' was designed in 1965 in the USA as an educational intervention attempt to enrich the educational experiences of preschool children from the North American "black" disadvantaged communities. The elements of the projects were conceptualised on tertiary educational level with limited inputs regarding implementation and evaluation on the grassroots educare level (Woolfolk & Nicolich, 1980). As an early learning intervention project, it aimed to facilitate the disadvantaged children's longterm adaptation in the important primary school grades (Bailey & Wolery, 1992; Barnett & Hustedt, 2003; Baruth & Duff, 1980). The overall impact of Project Head Start was difficult to evaluate, according to Woolfolk and Nicolich (1980), as the necessary evaluation tools had not been developed together with the implementation of the projects. Unfortunately, no holistic evaluation studies were done on the earlier impact of the 'Head Start' projects on the socio-

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emotional development of preschool children from the disadvantaged communities. However, the specific developmental abilities that were satisfactorily evaluated and indicated measurable quantitative improvement, were cognitive basic skills. These findings were independently corroborated by two studies done by Bissell in 1972 and Harris in 1977 (in Woolfolk & Nicolich, 1980). Recently, Bailey and Wolery (1992), as well as Barnett and Hustedt (2003) emphasised that the preschool years developmentally present as being the most important school grade. They base their assertions on new evaluation studies of composite early educational intervention programmes, such as, 'Project Head Start'.

Other researchers, also, reported findings regarding psychosocial development of preschool children. Woolfolk and Nicolich (1980) highlight a positive aspect of a study undertaken by Belsky and Steinberg in 1978 that reported that disadvantaged children, inducted into daycare prior to their first birthday, appeared not to experience a disruption in their emotional bonds with their parents. David (1990) reported similar findings regarding the positive stabilising effects of strong affective bonds between parents and young children, as long as, the children are placed in quality surrogate daycare groups. Smit and Liebenberg (2003) also highlight the pervasive positive influences that both the educare teachers and families could have in providing young children with security and socio-educational support. The reports of the educare teachers 'grounded' perceptions in this study were obtained by means of ethnographic interviews (Charmaz, 1995; Fetterman, 1989).

2.5 GROUNDED THEORY AND ETHNOGRAPHIC INTERVIEW

Ethnography, historically used as an anthropological method of conducting cultural studies, has been broadened to encompass the study of sub-groups within a profession or distinct geographic location, according to Terre Blanche & Kelly (in Terre Blanche & Durrheim,

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1999). In the present study Ocean View township will be viewed as the distinct geographical location. The participants present as a distinct group that is engaged in specialised professional educare activities. Employing the ethnographic interview in research, involves being allowed in by the participants, in order to access their personal experiences regarding the topic of interest. The researcher gains a non-judgemental and global understanding of their experiential world (Potter in Terre Blanche & Durrheim, 1999). Similarly, Fetterman (1989) refers to ethnographic methods of research as those that emphasises the interviewees' personal accounts of phenomena and experiences, literally in their own words. In this manner sensitive issues can be explored within the interviewees' frames of references and allow the researcher to gain an 'insider' understanding of the study topic. It, thus, facilitates accessing deeper and rich layers of meanings unique to the individuals' stories about their own perceptions and observations (Potter, 1999).

As the information gathered regarding the phenomenon of disadvantagement is grounded in the participants' experiential world, the researcher gains an understanding of their phenomenological explanations. According to Kelly (in Terre Blanche & Durrheim, 1999), this 'experience-near orientation' of the participants' terms of reference usually leads to new insights and possible new theoretical formulations. This method is consistent with the Grounded theory paradigm which incorporates phenomenological observation and description (Charmaz, 1995). Strauss and Corbin (1990), similarly, posit that new theoretical postulations can be derived from the analysis of the unique accounts of respondents based on the tenets of Grounded theory, as discussed. Appropriately, the discussion of specifist developmental influences allow the educare teachers to give their own grounded accounts of their perceptions regarding the effects of disadvantagement on the preschool children's psychosocial development. Proponents of Grounded theory posit that, in this manner, such ethnographic

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accounts might give rise to new theoretical formulations on the topic that is being explored (Charmaz, 1995; Strauss & Corbin, 1990; Terre Blanche & Durrheim, 1999).

2.6 CONCLUSION

In Chapter 2, the key aspects used in the thesis, as well as theoretical paradigms were discussed. The importance of psychosocial factors, as well as the findings regarding the moderating impact of early learning educational projects on disadvantaged preschool children's development, is presented. In Chapter 3 the qualitative methodology used in this study is outlined.
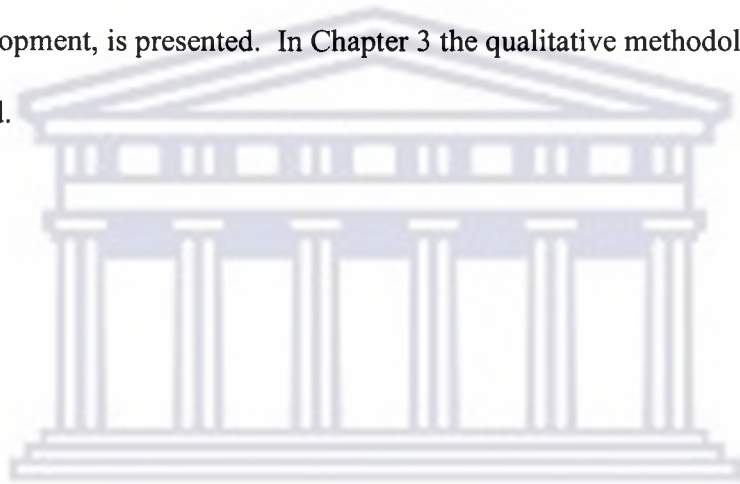
CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In this chapter the methodology that is used is presented. The aim of this study is followed by the detailed information on the participants. Thereafter, the research design and ethical considerations are given. All the information gathered is presented within a qualitative research framework. The qualitative research design used, is best suited when engaging unexplored topics (*e.g.* May, 1993; Mouton, 1996; Rossi & Freeman, 1993), as when the researcher does not prematurely define and conceptualise the experiential worlds of the educare teachers.

3.2 AIM

The broad aim of the present study is:

To gain an understanding of educare teachers' perceptions regarding the effects of disadvantagement on the psychosocial development of historically disadvantaged preschool children.

3.3 METHODOLOGY

The qualitative methodology that is used allows the researcher to establish rapport with the participants and explore the research topic (May, 1993; Mouton, 1996; Rossi & Freeman, 1993). The ethnographic interview, as used within the Grounded theory paradigm, forms the

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basis of this study as described in chapter 2. This method of research is compatible with the qualitative approach where it is used in researching elements of psychosocial and educational programmes (Terre Blanche & Durrheim, 1999).

3.3.1 Participants

Six female educare teachers participated in the study. They are presently employed as educare teachers at one of the two school-based educare centres located in Ocean View, a historically disadvantaged community. They all come from historically disadvantaged communities and are described as belonging to the "coloured" race group. They are aged between 20 years and 60 years. They presented as a convenient sample of participants as they were working in Ocean View which is near to the researcher's residence in Simon's Town.

One of the original three major educare centres that were targeted for this study, had closed month-end December, 2001 as a result of a lack of funds and sponsorship. The remaining two educare centres are located at opposite ends of Ocean View. The two educare centres service the cross-section of the Ocean View community. One of the educare teachers that was interviewed had previously worked for more than a year at the currently closed educare centre. These factors served to enhance the richness of the educare teachers' ethnographic reports, because they were able to reflect broadly on the conditions of preschools, community and the effects of disadvantagement on the psychosocial development of historically disadvantaged preschool children.

3.3.1.1 Background of the participants

The community that is researched is Ocean View Township, which is still a relatively isolated

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disadvantaged community. It is situated in the south-western coastal area of the Southern Cape Peninsula. A prominent feature is that, after 10 years into a newly gained democratic political dispensation in South Africa, Ocean View still bears most of the features of a 'classic' historically disadvantaged community. Ocean View is identified as a "coloured" residential township that came into being in 1968. Most of the occupants were forcibly removed, from the more affluent greater "white" promulgated Simon's Town west coastal area, in terms of the Group Areas Act of 1950. Ocean View was previously known as Slangkop, but had a name change in 1970. The township comprises 510 hectares that houses 30 000 inhabitants according to a census dated October, 2001 (Western Cape Regional Services Council, 1994/5). Most of the adult population is unemployed and the major economic activities are that of fishing and providing unskilled labour. According to Edwards (2000), most of the occupants live in seriously overcrowded economic and sub-economic housing conditions. The community is economically and socially impoverished with little job opportunities. In this historically disadvantaged community there is very little playground space for constructive communal recreation. In spite of these adverse social conditions, the community appears to be a close-knit fishing community.

However, in Ocean View, the environmental and social impediments such as crime, poverty, substance abuse and deprivation continue to impact negatively on the educare efforts to counteract developmental problems of children within this community.

A community newspaper, "The Echo", reports that residual features of disadvantagement in Ocean View are still affecting the disadvantaged preschool children within the community. The adverse residual features identified include alcohol abuse by adults and youth, as well as a pervasive drug subculture within the community (Frylinck, 2003; West, 2001).

3.3.2 Instrument

A qualitative methodology was employed as it allowed the researcher to establish rapport with and elicit the participants' unique and individual responses to the research questions posed. The primary information gathering instrument that was used in the present study, is the ethnographic interview. The interview schedule comprised semi-structured questions funneled around Erikson's psychosocial theory, as well as allowed for flexibility of response. Various proponents (Fettterman, 1989; Mouton & Mouton, 1990) cite that such interviews allow the researcher to access extensive information regarding a topic of interest from the interviewees' perspective. According to Sommer and Sommer (1986), interviews also allow the researcher to explore the personal meanings immediately during the interview session. It was best suited for qualitative research when engaging unexplored topics, particularly when the researcher does not prematurely define and conceptualise the experiential worlds of the educare teachers (May, 1993; Mouton, 1996; Rossi & Freeman, 1993).

The interview method, however, also has a disadvantage. The educare teachers may have interpreted that they as educarers should be able to give knowledgeable answers on each and every question regarding the preschool children. The researcher, however, reassured each educare teacher that they should provide answers based on their own experiences, in order to facilitate a valid ethnographic account of their perceptions. Probing questions were also used to enhance the information gathering process. The semi-structured questions focused the educare teachers' responses on disadvantagement within Eriksonian psychosocial framework.

This is compatible with the qualitative approach where the ethnographic model is used in researching elements of psychosocial and educational programmes (Terre Blanche & Durrheim, 1999). This method allowed the researcher to gain an 'insider' or indigent

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understanding of what the educare teachers meant by allowing them to ascribe their own meaning to their responses (Fetterman, 1989; Terre Blanche & Durheim, 1999). The participants' responses are grounded (Banister, 1994; Charmaz, 1995; Strauss & Corbin, 1990) and understood in terms of their own educare experiences (May, 1993). The participants answered the questions while simultaneously motivating most of their answers. The researcher also observed whether the inflections of the voice and body language of the educare teachers were congruent with their verbalised responses. Relevant nonverbal information was dealt with immediately. Misunderstandings were explored and rectified immediately so that the correct responses of the participants were elicited and recorded. The instrument allowed the researcher to immediately probe disparities between what was said and what was meant. This manner of gathering rich qualitative information would not have been possible to access if a quantitative research design had been used (Fink & Kosecoff, 1985; Hammersley, 1993).

3.3.3 Research design

3.3.3.1 Selection of participants

As there are two remaining school-based educare centres, three participating educare teachers from each centre were requested to participate in the study out of a possible eleven educare teachers. Two educare teachers volunteerd to participate from one educare centre and four educare teachers volunteerd to participate from the other educare centre. This, at best, reflects the researcher's attempt to ensure a rigorous information gathering procedure in obtaining broad-based informed viewpoints from the educare teachers of each school. The method of selecting the participants constitutes convenient sampling in that the participating educare teachers worked near the residence of the researcher.

3.3.3.2 Procedure

As suggested by Hoinville, Jowell and associates (1978), the draft list of questions was piloted by twice presenting it and refining it with the help of an educare teacher that had trained and worked extensively in historically disadvantaged areas. The piloted semi-structured interview schedule was used to interview the educare teachers. The pilot study facilitated the drafting of relevant questions that were suitably ordered and conceptualised.

Permission to conduct the research at the two educare centres were obtained from the two principals of the respective educare centres, first verbally and, thereafter in writing. The aim and design of the research were explained to the educare teachers at their respective educare centres. The participating educare teachers were each given consent forms to complete, prior to being inducted as volunteers in the study.

In the study, the sequencing and pacing of the questions were flexible and suited to the educare teachers' responses. However, probing questions were asked when the educare teachers did not address fully the area of enquiry of particular scheduled questions. Five interviews were conducted in English and one was conducted in Afrikaans. One of the educare teachers was Afrikaans-speaking . The educare teachers were allowed to use English and Afrikaans interchangeably and according to their language preferences, as the researcher is fluent in both languages.

The interviews were conducted over a period of two weeks in January 2002. Each individual interview, regarding the appropriate time for having the interview session, was negotiated with the educare teachers. Each interview lasted approximately 60 minutes during official working hours with the bulk of the time during the long interval. In this manner, negotiation and rotation of tasks between educare teachers ensured that no signifcant disruption occurred in the

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educare centres' daily routines and scheduled educare activities. This was also experienced as a feasible arrangement by the staff of the educare centres.

It was easy to establish rapport with the participants once they had been assured that their responses would be treated as confidential. The interviews were audiotaped with the permission of the educare teachers and, thereafter, transcribed by the researcher. The freehand written transcriptions were made within two months of each completed interview. The transcriptions were then typed by a professional typist and, thereafter, proofread by the researcher to ensure accuracy of the typed text. Drafts were then typed and retyped until the final draft.

'Best practice', in terms of the ethical considerations regarding the research study, was upheld by informing the participants of their right to volunteer to participate in or freely withdraw from the study, without prejudice (Leedy, 1997).

Firstly, informed consent by the individual participants to voluntarily engage in the study was formally requested from the organisations by means of a consent letter explaining the nature of the research. Secondly, each participant, in order to participate was required to voluntarily sign a consent form. Thirdly, omitting their names in the final written report ensured the anonymity of the participants' identities. Fourthly, omitting any reference to them where direct quotations of interviews were used, ensured the confidentiality of the participants' responses. Fifthly, the participants could voluntarily withdraw at any stage from the study, as no coercion was used to get them to participate. Finally, the organisations will be provided with a copy of the completed research report as a form of reciprocity (Fetterman, 1989) for participating in the research.

3.3.3.3 Analysis of information

The analysis of the information gathered was based on interpretive analytic methods (Terre Blanche & Durrheim, 1999) to develop identifiable themes (Fetterman, 1989). Analysis comprised thematic analysis (Banister *et al.*, 1994). This involved reading and rereading the transcribed interviews in order to develop a 'sense' of the identifiable recurring themes. The responses were organised into dominant themes and placed under headings (Banister *et al.*, 1994; Fetterman, 1989; May, 1993). The literature review and Erikson's psychosocial theory were also used to develop specific thematic headings.

The dominant themes that were identified were funneled around the psychosocial developmental stages of Erikson. These procedures comprised the basic aspects of analysis during the synthesis of the information-gathered. This method of analysis facilitated establishing a grounded sense of emerging theory (Charmaz, 1985), and the ethnographic reliability (Fetterman, 1989) regarding the educare teachers' own perceptions of the effects of disadvantagement on the disadvantaged preschool children's psychosocial development. Furthermore, self-reflexivity was engaged in by the researcher during the study as an adjunct control process regarding the analysis of information gathered. The researcher was aware of his investment in the research project, as well as the influence of his own expectations he had of the educare teachers. The educare teachers were informed that only their personal accounts of their perceptions and experiences were useful to the study. In this manner, the researcher rigorously attempted to limit the influence of his own historically disadvantaged background from skewing the analysis and results of the study.

3.4 CONCLUSION

In Chapter 3 the main methodological considerations are discussed in order to provide

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background information regarding the information gathering process. This information should

be used to contextualise interpretations regarding the study findings and discussion in

Chapter 4.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The themes that became evident during the thematic analysis of the information will be presented in this chapter. Erikson's psychosocial theory will be used to match the discussion of the findings to the effects of disadvantagement regarding the psychosocial development of the preschool children. The demographic information regarding the educare teachers, as well as that of their chosen preschool children will be discussed. Thereafter, the themes that are identified will be discussed in terms of the polar crises linked to the first three developmental stages of Erikson.

4.2 DEMOGRAPHICS

4.2.1 Demographics of educare teachers

All six educare teachers that volunteerd to participate in the study are females. They are aged between 20 years and 60 years. The working experience of the educare teachers ranged from 4 years to 25 years. Two of the educare teachers have worked as educarers for longer than twenty years, one has worked for longer than ten years and two have worked for five years and one for four years. The length of the educare teachers' stay at the various preschools appear to be indicative of their level of commitment to provide a stable educare experience to preschool

children in Ocean View. This, possibly, exerts a stabilising effect on educare efforts in the community. These factors indicate that the educare teachers, who volunteerd for this study, are knowledgeable regarding the information this study seeks to gather. Furthermore, all six educare teachers indicated that they were fully informed of the purpose of the research being conducted at their respective schools, as well as ready to report on their educare observations and experiences.

4.2.2 Demographics of the preschool children

Two of the educare teachers chose six year old preschool children, while the other four chose five year old preschool children to report on. All the children that were chosen are boys. Furthermore, all the educare teachers chose to report on boys without knowing which gender the others selected. One six year old preschool child had attended preschool for six years, another for four years; two five year olds for three years, one for two years and another for one year. Only one preschool child was reported as having an extended family member as a staff member.

With regard to the educare teachers' selection of historically disadvantaged preschool children to report on, they presented different reasons for their choices. One educare teacher reported that she had developed a *"soft spot"* for the preschool child. She felt that he needed more love and attention because his mother worked long hours and could, therefore, not possibly always spend sufficient quality time with him.

One educare teacher reported that the child was attracted to her for reasons unbeknown to her. She reported that even though she was not his allocated educare teacher, he would *"always come to sit by me and chat ... about cakes ... and food ... his favourite topic."*

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One educare teacher reported that the reason why she thought of the particular preschool child, was his disposition. She described the preschool child as *"very open, ...always the same ... laughing"*.

One educare teacher reported that she chose the particular preschool child to report on, because she perceived him to act differently at home than at the preschool. She reported that he acted like a *"baby"* when he was with his parents, but at the preschool he acted with bravado, very *"macho"*. One educare teacher reported that the preschool child she chose to report on as being noticeably more intelligent (*"advanced"*) than most of the preschool children in her educare group.

One educare teacher chose the child because of *"his personality"*. She described his personality functioning as *"very outstanding ... he's a very unsettled young man"*. She also motivated that the preschool child was negatively impacted upon by his unstable family and community environment. Both parents possibly abused alcohol and, subsequently, had *"drinking problems"*. Many of the youth and adult members within their community used alcohol and drugs in public.

4.3 THE EDUCARE TEACHERS' PERCEPTIONS OF DISADVANTAGEMENT

The perceptions of what constitute historical disadvantagement were reported in similar terms by all six educare teachers. Generally disadvantagement was conceptualised as constituting the following observations:

"Parents that are unemployed" with the resultant lack of money to buy food for the family, as well as the inability to pay preschool fees. The financial difficulty the families experienced generally disadvantaged the preschool children in that the children often did not get sufficient

nutrition at home, as well as a lack of personal hygienic care, such as bathing. One teacher reported that a particular preschool child's parents asked whether their child could come back to the crèche, *"because they don't get food"* at home. This was confirmed by other preschool teachers who also reported that *"... daar is kinders wat gaan slaap sonder kos, want die ma en pa werk nie"* (*"There are children that go to bed without food, because the parents are unemployed"*). This inability, by the parents to adequately provide for their children, could be misinterpreted as manifest parental apathy. This inability, an educare teacher referred to as,

"... too many people ... don't seem to care anymore about children, they don't seem to give children that what they need ... sometimes it looks as if they don't care really ..."

Preschool teachers contended that *"... everything isn't OK in the area,"* because the preschool children were further disadvantaged by adults who *"openly"* drank alcohol in public. Furthermore, older children in the community vandalised the preschool equipment in the crèche playground, as there were too few public parks available for them.

The psychosocial and socio-economic conditions that the educare teachers reported regarding what constitute disadvantagement are summarized, as follow:

"Crime," "alcohol abuse," "drinking problems, drug problems, mostly the high unemployment rate," "unstable ... home environment", "lack of quality time ... by the parents, money, ... physical touch....", "insufficient love and attention", (and insufficient family resources to meet) *"their basic needs" ... "has a tremendous impact on the children of Ocean View ...definitely a negative effect."*

The educare teachers posited that that these factors retarded the optimum growth of preschool children and impacted negatively on the children's psychosocial development. This contention is supported by different authors (*e. g.* Ahmed, 1996; Baruth & Duff, 1980; Bulhan, 1985; De

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La Rey *et al.*, 1997; Duncan, undated; Frost & Hawkes, 1970; Gardner, 1982; Robinson, 1994; Stein, 1996; Woolfolk & Nicolich, 1980).

4.4 THEMATIC ANALYSIS

A thematic analysis of the perceived impact of disadvantagement on the psychosocial development of disadvantaged preschool children was guided by the psychosocial developmental theory of Erikson:

4.4.1 Trust vs Mistrust theme

According to the teachers, most of the children did not suffer undue separation anxiety when their parents or family members dropped them off at school in the mornings. The preschool children engaged with the surrogate carer, namely the educare teacher, and also spontaneously engaged in the daily educare activities with the other preschool children.

Educare teacher number 1 qualified her report by observing that the particular child was mostly a happy child and had no difficulty in separating from his mother in the morning. He appeared to have 'basic trust' in his mother, as well as in his educare teacher's care.

> *"The parent brings the child and he's quite happy to come in ... he's quite happy. He's quite satisfied to come in. ... without a problem."*

She noted, however, that on the morning of the interview the child had appeared emotionally frustrated. She clarified this observation by explaining that there are times when children experience unknown frustrations, and that she would then have to intervene, according to the children's presenting behaviour.

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"There are times when the children, don't feel uh uh um to be bothered with anyone else, you know. Like for example today, this particular child that I'm talking about now, he's got that fighting spirit in him. He, he goes out and feels he wants to fight with the children. I had to reprimand him twice this morning. It does occur with children. I cannot give you any information on that."

Educare teacher number 2 reported that a possibly healthy affective bond existed between her preschool child and his mother.

"Well, he will kiss his mommy and then come in."

She also reported that he appeared to be a confident and relaxed child, even after his mother had left the preschool premises. He would exhibit 'basic trust' at the preschool, by relating positively to both staff members and other preschool children, as well as engaging in the daily preschool activities. He would, without the need for undue consoling and reassurance, go to the educare teacher when the primary caregiver (mother) leaves him. Furthermore, the child appeared to be emotionally close to the adult staff in the preschool, and had developed a high degree of 'basic trust' in his surrogate carers.

"There's no problem with him. He's very happy here. Mm, he was also close to them (other staff) *because everybody spends time with the children. You have that teacher/child relationship I would say. He was very relaxed. Very happy. This was like his second home."*

Educare teacher number 3 reported that the child she chose was dropped off at school by a neighbour's son, possibly as a convenient arrangement between neighbours.

"His ... parents ... got a boy that goes to school that drops him. It's just a next-door

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neighbour, because his mother's working. I think he (father) *is also working."*

Parental interest was gauged to be active and positive in that the working mother regularly

attended the educare centre's parental meetings. This child also exhibited an observable

measure of 'basic trust' that was manifested in his friendly and relaxed personality functioning.

This teacher remarked that she had never seen him unhappy. His socio-emotional functioning

appeared stable as indicated by his good relationship with the educare teachers and other

children.

"Ja, he's very friendly. He loves playing with his friends. And he likes to make jokes

and stuff like that. I have never seen him really sad or withdrawn.... To me he's

always the same everyday."

Educare teacher number 4 stated that her child was dropped off by his older sister. Initially,

the sister had to push him into the preschool building. He was, especially reluctant to be at the

preschool on Mondays, because he reportedly wants to sleep late and not conform to the set

rules of preschool routines. The educare teacher reported that the child was unhappy,

especially after the weekend break and took time to adjust to the daily preschool routines. His

initial reluctance to be at school, as well as his difficulty to adjust to his environment could be

construed as examples of 'basic mistrust'.

"Sometimes we'll see here the sister brings him in. 'Cause she push him in by the door.

Sometimes, especially on a Monday then she push him in because he actually doesn't

want to come to crèche. You see, he still wants to be at home because he still wants to

sleep ... or whatever he wants to do.

On occasion when his mother came to pay crèche fees during the course of the day, he had

difficulty to let go of her.

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> *"... when it's lunch-time ... she used to sometimes come and pay the crèche ... then he used to cry after her to go home."*

The educare teacher reported that over time he slowly adjusted to the preschool routines, as well as the temporary separation from his mother. Recently, his sister did not have to push him into the preschool building. He appeared to be developing emotionally in coping with mother/child separation anxiety. He was less fearful to sleep during the course of the day. The 'basic mistrust' lessened slowly, as he developed socially in the crèche, and concretely experienced that he would go home every day.

> *"... for the last week he came in .... So it's no more where she's pushing him in. He's suddenly now like 'I'm bigger now and I'm going to school next year.... He's busy developing now .... And then, when she (mother) goes he doesn't worry to cry, anymore. He was scared to sleep ... but afterwards he started falling fast asleep because he know – 4 o' clock they will wake me up. I will go home. When he started here ... he wasn't a happy child, because he wasn't sure ... of the routine ... at the centre. So he adapted to it now – so that's why I'll say now he is a happy child. "*

Educare teacher number 5 reported that a neighbour's son (different to educare teacher number 3) brought this particular preschool child to the crèche.

> *"Hy bly seker naby hulle, maar die seun is nie familie van hulle nie .... Die kind bring hom tot by ons."*

The preschool child would confidently engage the educare teacher with a greeting, take out his snack. The educare teacher would write his name on it and put his case in a locker. He would then go and sit on his chair.

"Hy's baie gehoorsaam as hy inkom. Hy sal kyk na ons toe 'Goeie more, Juffrou' sal hy sê . Hy haal sy snack uit en dan skryf ons sy naam op. Dan sit ons sy tas in sy locker. Dan gaan sit hy mooi op sy stoel."

Thereafter, he would start running around in the preschool activity areas with other children. This particular child was reported by the educare teacher to be conversant with the preschool routines, as he has been attending the preschool for the past three years. He related easily with all the educare teachers and other preschool children. He also enjoyed playing in the art area and particularly enjoyed writing and drawing. He was considered to be a confident, relaxed and happy child based on his spontaneous participation in preschool activities.

She confirmed that he was not a shy child, but that he is very happy and confident. This may be perceived to be measures of 'basic trust' inherent in the child's personality functioning.

"... hy's 'n baie ope kind. Hy's nie 'n teruggetrokke mens nie. so ek kan sien hy's 'n gelukkige seuntjie."

Educare teacher number 6 reported that her subject was regularly dropped off by his brother. What comforted the child was the knowledge that an extended family member was present at the school as a staff member. However, she reported that he did not unduly interact with the family member at preschool. The educare teacher considered him to be highly intelligent, but emotionally unfulfilled.

"He was a very clever boy ... pretty intelligent, he's very perceptive... . He'd carry out commands correctly. ... he's finished ahead of everyone else. He wanted to be free, to run, to run around. Probably, hyper. Probably some emotion state. I think he was unhappy."

She could not specify what affected her child, but generalised that there are many factors that could negatively affect children's socio-emotional state.

> *"In many cases, I mean like sometimes parents are working. They can't spend their quality time with their children, although they want to. So there's a lot of things that have an impact on the children, lots of factors, time, money, drugs, time, a lot."*

She tried to exercise a moderating impact on the child's socio-emotional development at preschool and formed what she termed a "hugging bond" with him. According to Erikson (Gardner, 1982; WFCW,2001), bonding experiences with a primary caregiver may be regarded as a requirement for children's psychosocial development to foster 'basic trust'.

4.4.2 Autonomy vs Shame theme

The responses to the questions on how well children did in terms of certain activities (*e.g.* eating, dressing, toileting, group play) would indicate whether they have resolved these in order to develop feelings of 'autonomy'.

Educare teacher number 1 reported that her child ate satisfactorily, was confident in dressing himself and appropriately made use of toileting.

> *"...he eats very well. ... he's confident* (in dressing himself)."

She observed that regarding group play that *"there are times when he would give the children a fair chance"* in turntaking games. At other times, he would be reluctant to wait for his turn and act out aggressively.

> *"But, then there comes a time when he is in that mood, you know. Then he is in that fighting mood, he'll call them back and then he'll go back on the slide first."*

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Educare teacher number 2 stated that her child was a good eater, could use the toilet independently, dress himself, as well as wait for his turn during group play.

> *"... he ate well. ...very independent* (dresser). *...he could use it* (toilet) *on his own. He would definitely wait for his turn. He was a very obedient and well- mannered boy."*

Educare teacher number 3 also reported that her child ate well, could dress himself, as well as use the toilet confidently.

> *"Eats well. Very independent."*

She stated that regarding group play he was assertive, but also willing to learn about turntaking.

> *"I think he's a bit bossy there. I think it's overconfidence. I think, also if the thing is, one can explain to him what's the game all about and taking turns and wait your turn and stuff like that. He'll understand."*

Educare teacher number 4 noted that initially her child did not want to dress independently or use the toilet confidently, however he developed the abilities to do so.

> *"Like boy ...his mother, say before, had to dress him. He never wanted to dress. But now he cries he doesn't want his mummy to put on something for him. He wants to put it on himself because he's a big boy. He can dress himself, yes. First he couldn't, but now as the years progress he's using the toilet "*

The particular educare teacher, furthermore, reported that he ate independently, as well as *"understands turntaking"* regarding turntaking on the swings and ball games.

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Educare teacher number 5 stated that her child ate well, dresses himself, and used the toilet appropriately.

"Hy eet alleen. Hy trek hom reg uit en hy trek hom reg aan. Hy pee mooi in die toilette. As hy klaar is, was hy sy hande af en dan kom hy mooi uit. "

The educare teacher, however, observed that during group play that he was reluctant to take turns and would push the other children aside. She, further, reported that he was willing to wait his turn if she explained turntaking rules to him.

"Nee, hy wag nie op sy beurt nie. Want hy wil sommer op die swaaie kom, hy wil sommer op die sailing board wees. So hy stoot die kinders eenkant. Dan sê ek '... jy moet jou beurt wag. Gee eers vir haar 'n kans, dan kan jy opklim.' Dan sal hy nou wag tot sy klaar is, dan gaan hy op die swaai. Hy aanvaar 'n verduideliking."

Educare teacher number 6 stated that initially the child could not eat on his own, use the toilet properly and dress satisfactorily, in spite of him being *"...as I said he was a bright child. ... very clever, ... pretty intelligent."* He had only been enrolled at the crèche for his final preschool year, which she felt had been insufficient time to adequately socialise him for the primary school environment. He, as most of the other children, also initially experienced difficulty with regard to turntaking, but overall his behaviour improved over time at the crèche.

"Mm at first, no table manners ...very disruptive. He wasn't responsible in (dressing) *It got much better as a whole ... it got much better, but he spent too little time here. I tried to bridge him, but sometimes you bridge him too late. Then there's not too much you can do."*

The children developed the abilities to feed, dress and use the toilet with the minimal

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assistance from their educare teachers, as well as successfully participate in group play that involved turntaking. Only educare teacher number 6 indicated that her child had been exposed too late to an educare environment conducive to the satisfactory resolution of psychosocial developmental tasks. Overall, the children's psychosocial development matches Erikson's (WFCW, 2001) premises about their functioning becoming more 'autonomous'.

4.4.3 Initiative vs Guilt theme

The question regarding the children's behaviour during the introduction of new preschool activities / educare materials were posed to obtain more information regarding their psychosocial development of 'initiative' and moral / prosocial behaviour.

Educare teacher number 1 stated that her child would take the initiative and rush to participate first in new activities *"because he knows everybody in the group, he will try to move first."* He also displayed a willingness to help other children with activities if requested to do so by the staff. In this way he showed elements of 'initiative' and moral development.

Educare teacher number 2 said her child *"would participate in anything"* and displayed a sense of helpfulness.

> *"You know the thing with children is, you must make something that catches their eye. And they want to do it, you know. He listens to you and then he hears you say, 'This is wrong.' And when he sees a child/somebody does it, then he will say, 'No, but teacher say that is not right.' He's very helpful."*

Educare teacher number 3 reported that her child was very creative and would use his own initiative, similar to most of the children, *" ... because most of them, in the art area, they use their initiative. Their drawings and paintings and stuff like that."* He would possibly help

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other children and staff members with their activities, if asked to do so by his teacher.

Educare teacher number 4 observed that her child required daily stimulation regarding educare activities and also displayed initiative in helping other children.

"He's a child that likes to try out new things. ... you can't have everyday the same thing and let him do it, because then he feels bored. He loves the art area and he loves the educational area, the puzzle area. ...he's very inquisitive. He, especially, when they get something to colour in, then it's like he is the brighter, the main one, whatever. Then he will say 'Nee, vat die colour', then he will colour in that piece for that child."

Educare teacher number 5 stated that her child would run to be first to get the play-dough, as well as initiate creative activities such as puzzles and paper and pencil drawings.

"Dan hardloop hy eerste na die playdough toe. Hy sal puzzles uithaal en dan sit hy dit mooi weer terug. Dan sal hy sê, 'Juffrou, ek makeer 'n blaai en pencils.' ...en dan vat hy die pencil en beginne teken. Hy depend nie nog op ander kinders nie. Hy sal 'n ding vir homself doen."

She also commented that he was prosocial in that *"somtyds dan help hy vir ons om kos uit te deel, om vrugte uit te deel. ...Hy sê nooit nie hy doen dit nie. Hy's vol selfvertroue"*

Educare teacher number 6 reported regarding her child's display of initiative and creativity:

"He always wanted to make new things. New toys? He'd always be the first one there."

The teacher also observed that the child would initially help other preschool children cut paper shapes for a while and then "cut the page for no reason." She believed that he helped staff with the goal of getting some of their attention as a reward for his efforts.

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"He would help, yes and follow instructions, yes. I think he just wanted that attention. He would do anything for that. ... emotionally he can still grow up a bit."

It appears to the researcher that the children displayed the positive psychosocial developmental traits, namely, 'basic trust', 'autonomy' and 'initiative' as espoused by Erikson (1980). He posits that if children form trusting relationships with primary carers, it would positively facilitate the resolution of the developmental crises that such children may experience. It seems that the educare teachers, as surrogate primary carers, exerted a moderating role regarding the possible effects of disadvantagement on the children's development (Hetherington & Parke, 1982; Smit & Liebenberg, 2003). In this regard, the reports of the educare teachers in this study, appear to provide support for Erikson's postulations regarding children's normal development during the first three psychosocial developmental stages (De La Rey *et al.*, 1997; Erikson, 1980; Hetherington & Parke, 1982; Lopez-Turley, 2003; WFCW, 2001).

An integrated discussion of the study findings are reported in the following subsections.

4.5 DISCUSSION OF RESULTS

The educare teachers gave a comprehensive account of the intimate details of their chosen disadvantaged preschool children. This, further, substantiated the researcher's belief that the educare teachers have substantial knowledge regarding the preschool children's functioning within each of the preschools. The educare teachers also reflected on the possible familial, community and educare influences on the psychosocial functioning of the preschool children.

Educare teachers selected their preschool children based on perceived socio-emotional needs that the preschool child appeared to be experiencing, shared interests in issues around food and

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their individualistic personality traits and functioning. These characteristics were quoted as being:

> *"... because of him being disadvantaged ... I feel he needs more love and attention; He always talk about cake... food; He's very open ... laugh; ...if he is with his parents he is like a baby, but when he is here he is like a macho crutcho chappie; Hy's baie slim; His personality. He's very outstanding. He's a very unsettled young man. His home environment is very unstable."*

The educare teachers all chose to think of boys which may be indicative of the perception that preschool boys may tend to be more physically active and, therefore, highly visible during preschool activities. Furthermore, it is unclear whether the sex of the educare teacher had an influence on their choice of subjects to report on. Without conducting a follow-up study, it would be pure speculation whether male educare teachers may have chosen only preschool girls to report on. On the basis of this, there may be a need to explore the effects of disadvantagement in terms of gender.

The main study results, regarding the specific effects of historical disadvantagement (hunger, crime and drugs, parental influences, preschool socialisation) on the psychosocial development of the disadvantaged preschool children, are discussed under the following sub-headings.

4.5.1 Effects of hunger occasioned by unemployment

One educare teacher reported that the preschool provided some of the children with *"breakfast, lunch which is a cooked meal, ... and ... snack (which) is their meal for the day."* The surplus daily allocation of bread is given to some children to take home. Even commodities, such as sugar, are sometimes given to children to take home and supplement foodstocks at home.

One educare teacher reported that another method was to share the bread parcels brought by the majority of the children with those *"baie kinders ... wat sonder brood kom."* This teacher also said that many times educare teachers would be concerned as to whether the preschool children would receive food at home: *"Gaan hulle nou iets eet vanaand of wat nou?"* Furthermore, the children perceived the educare teachers to be surrogate mothers and the preschool as a surrogate family. She expressed the sentiment that, *"Ons is huisgesin. Ons is ma en pa vir hierdie kinders."* *("We are a household. We are mother and father to these children").*

4.5.2 Effects of crime and drugs

One educare teacher suggested that more parks should be built in the community so that adequate play facilities are provided for all the bigger school children in Ocean View, so that *"they won't be interfering in the crèches grounds."* She reported that having adequate play apparatus for her preschool children was very important for their psychomotor development and social interaction.

Furthermore, educare teachers implied that adults should not use drugs and, in particular, alcohol in public places (*"in the open"*) as this present negative rolemodels to the children. A difficulty with limiting this negative environmental influence on the children and adults within this historically disadvantaged community, is that according to a councillor, the *"situation is completely out of control"* (Echo, 2003, p. 1). Furthermore, according to West and Erfort (Echo, 2003, p. 1), *"Ocean View residents ... are... terrified of the owners of illegal shebeens ... and those selling illicit alcohol and drugs."* Various educare teachers expressed serious concerns regarding the possible negative impact of this form of disadvantagement on the development of the preschool children.

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An educare teacher supported the above premise and stated that regarding alcohol and drug abuse:

"Everybody does it openly. The men sit around drinking. Then the children are exposed to those things. ...the drinking and all that problems of the environment. So I think all those have an impact on the children in our society. Especially wine ... at the moment. It has a tremendous impact on the children of Ocean View. Definitely a negative effect. So those are all things that that have an impact on our subeconomic community. And on the child as a whole. "

This educare teacher related the case regarding a particularly intelligent and perceptive child's parents who both abused alcohol. She contended that it impacted negatively on the child as he would be unruly at school and tends to fight with other preschool children.

"He's a very unsettled young man. His home environment is very unstable because of his parents. ... drinking problems, drug problems. Both, and yes the environment they find themselves in – especially if you come from the flats down there. And that all have an impact on the child – ...It must have on personality development. ... because people drink there openly. "

4.5.3 Parental influences

All the educare teachers viewed the roles of the parents in the children's lives as being important. An educare teacher emphasised that:

"Parents ... are vital role models for their children – not the people out there, the teacher and ... umm ... the priests, the people from the community. They are supposed to find security with their parents. "

Two educare teachers said parental interest in their children could also be gauged from the attendance rate of parents at the preschool parent / teacher meetings that are held. Parental cooperation with the preschool and parental trust are regarded as being very important for the successful functioning of preschools (Bosman, 1987; Grobler, Penning, Orr, Calitz & van Staden, 1987). This facilitated the children developing a positive worldview of preschooling as the parents *"support baie functions."* The opposite effect is obtained if the children have not experienced parental interest and they, then tend to be socially *"withdrawn kinders ... en hulle maak nie gou vriende nie."* They, also, tend to be emotionally sensitive children in that, *"Hulle word gou seergemaak."*

One educare teacher summarised that if preschool children are treated supportively at home by the parents, they tend to develop self-confidence. This observation is consistent with Erikson's (Erikson, 1980; Gardner, 1982; Meyer, Moore & Viljoen, 1993) postulations that parent/ children relationships, that are characterised by 'basic trust', will tend to foster children's development of 'autonomy' and 'initiative' manifesting as self-confidence.

4.5.4   Effects of preschool socialisation

The moderating role of educare teachers as surrogate carers, in the lives of their children, was highlighted by two teachers. One educare teacher reported that a spontaneous bond would develop with preschool children if the children sought out her specific attention. She appeared to function as a surrogate mother to her child, after he had had time to *"kiss his mommy"* goodbye in the mornings. This child appeared to be happy at the preschool: *"As I said, this is like a second home to him."* She expressed the opinion that parents who spend "a lot of quality …. time" with their preschool children, counteracted much of the negative effects of disadvantagement on their preschool children. This was indicated in the case of her particular

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preschool child whose parents spent quality time with him and in this way constituted a *"good home."* This educare teacher concluded that in such a home environment both social and emotional aspects of preschool children would be developed. She reiterated that parental time spent with their children is *"very important. Essential actually."*

The other educare teacher reported that she gave her particular child more attention because she was aware that the mother worked long hours. The educare teacher reported that she gave her preschool child, who wanted to hug her, *"extra attention ... special hug and kiss ...the things that (he) didn't get at home."* The affective intervention she initiated was *"the bond we formed, the hugging bond."* She believed that hugging was an important basic tactile need of preschool children that fostered the socio-emotional development of 'basic trust'. She emphasised her belief that *"love is that security. And if they haven't got that, then things go wrong"* with their psychosocial development. This particular educare teacher contended that, in spite of preschool children's unstable parental environments, children need to develop affective bonds with their primary carers. She suggested that this socio-emotional bonding could be enhanced through children being hugged regularly by their parents. Alford (1996) suggests that such displays of parental affection may lead to an increase in the development of self-esteem and self-confidence in young children. These contentions are supported by Erikson's psychosocial developmental theory (De La Rey *et al.*, 1997; Erikson, 1980; Hendrick, 1980; Hergenhahn & Olson, 1999; Hook, Watts & Cockcroft, 2002; Woolfolk & Nicolich, 1980).

Most of the educare teachers stated that they assisted in teaching, as well as maintaining the basic hygiene of the preschool children. Further socialisation is also done regarding proper toilet training by the educare teachers instructing the children to *"pull the chain, wash my hands and come out."* This is to counteract *"cliques"* that use the toilet as a venue to

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congregate and mess with water or as an excuse to not participate in learning activities. They also learn the necessary basic toileting hygiene to *"pee mooi in die toilette,"* and *"As hy klaar is, dan gaan was hy sy hande af en dan kom hy mooi uit."* Complementary to these learning activities, some educare teachers reported that many preschool children are taught table etiquette at the crèche to facilitate their psychosocial development regarding eating autonomously.

Regarding moral development, the preschool children also use the educare teachers as frames of references regarding their own behaviours by enquiring whether their behaviour is correct. For example, one preschool child asked his educare teacher, *"Juffrou maar is dit reg?"* The teacher, after observing, said: *"Ja ... dit is reg."* Teachers' affirmations result mostly in positive reinforcement of children's socially acceptable behaviours which is crucial according to Porteus, Vally and Ruth (2001). Another educare teacher also gave support to these views and believed that, in order to exert a positive impact on influencing preschool children's behaviour, adults should attempt to relate to children in a manner that is mutually *"respectful."* She emphsised this contention by inferring that during social interaction with *"children, you can't just shout at them."* She posited that to facilitate positive developmental outcomes for disadvantaged preschool children, *"there must be that respect, that mutual respect even to a child of that (historically disadvantaged) environment."*

Additional support, regarding the influence of the educare teachers on the development of preschool children, was given by another educare teacher. She contended that when preschool children were aggressive amongst their peers, they could develop socially acceptable behaviour such as turntaking and group rules that are considered to be fair, if the rules are explained to them. The child was willing to listen to her, understand and then *"wait for his turn."*
The educare teacher experienced that talking to the child and agreeing on what's

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right and wrong behaviour, the child would mostly show the necessary understanding and inclination to engage in socially acceptable behaviour. It appears that the study findings support Erikson's view that, in order to facilitate children's psychosocial development in any environment, a requirement seems to be a strong affective bond between the children and the primary carer. The information gathered from the educare teachers seems consistently to indicate that the possible negative effects of disadvantagement, on the psychosocial development of children, were moderated by the 'basic trust' inherent in the teacher/child relationships.

4.6 CONCLUSION

Generally, the study found that the children developed 'basic trust' in their educare teachers, and achieved the Eriksonian psychosocial developmental milestones of being able to function confidently, with the required 'autonomy' that was considered stage-appropriate.

With regard to eating abilities, all the educare teachers reported that the preschool children could eat on their own. The children would also each ask for more food when they were hungry. The teaching of table etiquette had largely been reported by the educare teachers as being a function of preschool mealtimes routines.

The educare teachers reported that all the preschool children could recognise all the pieces of clothing and dress independently. Furthermore, all the children in this study could use the toilet independently. The children all had age-appropriate control of their individual bowel and bladder functions. They all would confidently ask the educare teachers for permission to leave the room and go to the toilet. However, toileting also has a social function in that *"cliques"* of preschool children would meet there or it presented the children with an opportunity to play with water. This was perceived to be normal developmental social behaviour by the educare

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teachers. The educare teachers, however, did report that they frequently monitored the toileting of the children to ensure appropriate educational and social constraints.

Regarding moral development, the educare teachers reported that all the preschool children in this study showed a developing understanding of prosocial behaviour, as well as some children would ask the educare teachers whether their behaviours are *"right."* Alternatively, some preschool children developed a sense of what are right and wrong behaviours by reporting to the educare teachers other children's behaviours they thought were wrong. Some teachers reported that some preschool children had no problem with turntaking group activities. However, some children were developing an understanding and acceptance of fairplay regarding waiting for one's turn during educare activities, under the guidance of the educare teachers.

General conclusions regarding the study findings and the implications, thereof, will be discussed in the following section, hereafter.

CHAPTER 5:

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study described educare teachers' perceptions regarding the effects of disadvantagement and the psychosocial development of the historically disadvantaged preschool children in Ocean View township. That South Africa, since the general election in April 1994, is nearly in its tenth year of democracy motivated the researcher to explore whether disadvantagement still impacted on preschool children.

The study relied on the perceptions and personal accounts of educare teachers who daily were providing for the educare needs of preschool children. It is hoped that information sourced from these particular participants, using a semi-structured questionnaire schedule, ensured the validity of the educare teachers' responses.

The implications of the study findings for the educare teachers and the researcher, including his reflections on the study, are stated. Conclusions and a range of informed recommendations regarding issues around educare within the Ocean View community are presented in closing.

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5.2 UNIVERSALITY OF THE STUDY

The goal of this qualitative study was not to generalise the findings of the research. The overall research aim was to record and analyse the in-depth and broad-based perceptions of educare teachers regarding the effects of disadvantagement on the psychosocial development of preschool children. The findings may only reflect the perceptions of the participating educare teachers regarding preschool children in Ocean View township. The researcher's tentative thesis is that educare teachers in other historically disadvantaged communities would, possibly, identify with the perceptions the participants verbalised regarding the impact of disadvantagement on the psychosocial development of historically disadvantaged preschool children. The face validity and reliability of the study findings were tentatively established through linking it to relatively similar literature reviews and findings on the research topic.

5.3 LIMITATIONS AND STRENGTHS OF THE STUDY

The researcher acknowledges that in qualitative research it is difficult to replicate a study because of the variable nature of the research environment. It is generally acknowledged that to replicate the present type of qualitative study and obtain the same data and analyses will be difficult. In that event, the research findings of the present study could be regarded as reasonably validated. At best, the same instrument and list of semi-structured questions may be variables that could be held constant in a repeat qualitative study. The small sample of participants that volunteerd rich information does not detract from the value of the findings in qualitative research.

Qualitative research, furthermore, has the strength in this study in allowing the researcher to enter the experiential world of the educare teachers and access sensitive 'insider' information regarding the developmental processes of the preschool children. Sensible conclusions based

on the literature review can be drawn regarding the reliability of this study's findings. Further sources of validation can be found by comparing this study with previous studies regarding the impact of disadvantagement on preschool children.

The conclusions based on the results of this study may not be universal of the perceptions of educare teachers in other metropole regions in South Africa, because Ocean View is a geographically isolated historically disadvantaged "coloured" community. Demographically it differs from other historically disadvantaged areas such as Athlone, Khayelitsha, Gugulethu, Mitchells Plain or Elsies River. The latter areas form a more inclusive part of the city Metropole region. At best, the findings and conclusions of the present qualitative study should be descriptive of the Ocean View school-based educare situation. The findings pertain to the broad educare experiences of most preschool children in Ocean View. This is based on the perceptions of the educare teachers. Their ethnographic accounts present as a reasonable strength of this study.

That only boys were chosen, as participants to be reported on, is a limitation regarding the probable impact of disadvantagement on all disadvantaged preschool children. This study is thus limited in that it does not reflect on the impact of disadvantagement regarding girls.

That the educare teachers were all females also translates into a strength in terms of Erikson's postulations. They may represent as primary maternal persons/'mothers' in the lives of the young preschool children. The nurturant mother figures that exert crucial influences on young children's psychosocial development, as hypothesised by Erikson, may be manifest in the educare teachers' daycare roles. Another strength is that the six educare teachers that were interviewed in the study are highly experienced and committed educare teachers. They could comprehensively report on the impact of disadvantagement on the psychosocial development of preschool children.

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The educare teachers' level of readiness to engage the researcher, contributed to the satisfactory accounts they gave of their individual perceptions regarding the impact of disadvantagement on the psychosocial development of preschool children in Ocean View. The length of time, the children spent in the care of the educare teachers' general and specific educare, also allowed the participants to be sufficiently knowledgeable regarding their children. This conclusion is supported by the in-depth reports the educare teachers could give about their chosen children, with the least number of prods by the researcher. A more comprehensive exposition of conclusions regarding this study follows.

5.4 STUDY CONCLUSIONS

The disadvantaged preschool children's socio-emotional development is described by the educare teachers. All the children achieved the positive developmental milestones as postulated by Erikson. These results appear to be supported by research findings of David (1990), Hetherington and Parke (1982), as well as Smit and Liebenberg (2003). Their research reported no observable negative effects on preschool children's psychosocial development, as long as, they were exposed to quality surrogate educare centers. All the teachers reported that the preschool children willingly made friends relatively easily with adult educare staff and other preschool children. This highlights a critical point that educare teachers, in disadvantaged communities, may exert a positive moderating influence on the development of disadvantaged children (Hetherington & Parke, 1982; Smit & Liebenberg, 2003). This validates the relative importance of researching the socio-emotional development of disadvantaged preschool children and linking it to the psychosocial developmental stages of Erikson. The educare teachers' moderating influence on the development of preschool children in disadvantaged communities could be a topic for future research.

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The explorative behaviour of the preschool children, allowed them to observe aspects of initiative and creativity. All the educare teachers reported that they observed an increase in the children's abilities to do things for themselves, as well as prosocial tendencies to assist staff and other children. These positive elements of psychosocial development, even under adverse and deprived socio-emotional conditions, have been found to occur by various researchers (Bailey & Wolery, 1992; Barnett & Hustedt, 2003; Buss, 2001). Most of the children were reported to involve themselves in creative educare activities, such as puzzles, drawings and exhibit the necessary satisfactory level of sustained concentration to complete the educare tasks. Some of the preschool children used their own initiative to ask the educare teachers whether they could access certain creative developmental activities, such as pencil and paper artwork. In spite of being disadvantaged, most of the children chose to mainly engage in creative activities, for example, paint, draw, jigsaw and relatively independently complete such educare projects. It appears, that the educare activities complemented the deprived home and adverse social environments, in enriching the psychosocial development of the preschool children. These findings are similar to the research observations as reported by Hook, Watts and Cockcroft (2002), as well as Pervin (1996).

There appeared to be some aggressive behaviours manifested by some of the children that stemmed from homes where emotional disadvantagement could exist in the form of parental apathy. These households were mostly characterised by parental abuse of alcohol, insufficient food provision and lack of adequate physical contact between parents and children (Lopez-Turley, 2003). Ahmed (1996) supports this contention by stating that historically disadvantaged preschool children may experience dysfunctional emotional feelings as a result of inadequate socio-emotional stimulation.

The two factors that presented in this community, namely, pervasive alcohol abuse and suspected malnutrition could potentially predispose children to neurological damage with unspecified and generalised developmental manifestations, according to Kaplan and Sadock (1998). Future researchers should also note the observation of Duncan (undated) who postulated that preschool children born to historically disadvantaged mothers could be "doomed before birth"(p. 4). However, it is not within the scope of this study to report on physiological or neurological damage that could be masked as pathogenic effects of historical disadvantagement on the psychosocial development of preschool children. Rather, the study focuses on matching the perceived effects of disadvantagement on preschool children to the developmental polar crises as espoused in Erikson's psychosocial developmental theory.

5.5 REFLEXIVITY

The researcher was consistently aware that the educare teachers were also trying to determine what he thought of their efforts to address the problems of the children in their care. This made the researcher aware that an interviewer should be aware of his/her own investment, in a particular research project, as well as the influence of his own demographic background on the participants. It appeared that the participants related well to the researcher regarding the research topic, as they shared a mutual interest regarding the development of preschool children.

The researcher, during the analysis stage, reflected that the Ocean View community had in the past been fully socially and economically integrated citizens of the more affluent Simon's Town area. The effects of *"separate but equal development (sic)"* that formed a cornerstone of the contentious Population Registration Act of 1950, in conjunction with the Group Areas Act of the Republic of South Africa, had uprooted and dispossessed an entire stable and

integrated community because they had been racially classified "coloured". That they still form an essentially "coloured" community is probably evidence of the pervasive and longer-term effect of a community that is still disadvantaged by pre-1994 undemocratic and racially discriminatory legislation. It is against this background that this particular historically disadvantaged community and its continuing community, familial, educational and psychosocial dysfunctions should possibly be viewed. West and Erfort (Echo, 2003) reported that the Ocean View community police forum held the confirmatory view that there was no integrated developmental vision for the area and its residents, "and there was no help coming from the local authority to upgrade the (traumatised) community" (p. 1.)

Furthermore, the researcher reflected that for some of the educare teachers, having to speak about the continued effects of our country's socio-political history, manifested as disadvantagement, was an emotional experience. For others, apparent relief was experienced in sharing their educare experiences in the hope that their contributions may raise awareness regarding the psychosocial needs of their preschool children. The information gathered, furthermore, appears to have implications beyond the simple collection of data. These implications are discussed under the next sub-heading.

5.6 IMPLICATIONS OF THE STUDY FINDINGS

The information the preschool teachers had volunteerd will be provided to educare NGOs, Departments of Social Services and Education and other interested persons who might recommend relevant educare interventions or initiate community capacity building and sponsorship programmes. The community upliftment initiatives aimed at benefiting the preschool children should occur at various levels within the community, as well as involving

the NGO sector, local business sectors and state bodies (Dawes & Donald in Donald *et al.*, 2000).

Future studies can be informed about educare issues in Ocean View by tapping into the experiences and recorded perceptions of the educare teachers and the analysis, thereof, provided in this thesis. The recommendations that follow may be used to inform future educare enrichment programmes.

5.7 RECOMMENDATIONS

1) The information gathered can be used to establish baseline conceptual analyses (Charmaz, 1995) for future psychological research regarding educare programme interventions that will have educational and psychosocial relevance in the lives of historically oppressed and historically disadvantaged adult educare workers and preschool children (PRC Annual Report, 1997).

2) On a practical level, every effort should be made to ensure that the Early Childhood Development (ECD) childcare subsidies, that are targeted at providing state-sponsored financial assistance to historically disadvantaged children aged under 5 years and sometimes 7 years, are provided to the poverty stricken identified groups of disadvantaged preschool children (NPA, 2001) within the Ocean View township. Furthermore, the hope is expressed that the relevant state departments, non-governmental organisations, educare training centres and concerned individuals will be able to make use of the analysed information to complement and inform educare teacher training programme initiatives (Dawes in Donald *et al.*, 2000).

3) Education, as a facilitative agent that promotes the democratisation of children, adults and whole historically disadvantaged communities, should be reconstructed and developed (Nasson

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& Samuel, 1990; Sonn, 1994; Sono,1999; Van Der Horst & McDonald, 1997). The reconstruction efforts should also involve community empowerment and involvement (Dawes in Donald *et al.*, 2000; Le Roux, 1997; Mkabela & Luthuli, 1997).

Conclusions regarding the study as a whole is presented in the final section of this thesis.

5.8 CONCLUSION

That Ocean View Township has remained largely disadvantaged as a community, almost ten years after the first South African democratic elections, should not detract from their constitutional rights regarding social reconstruction and observable community development. The social problems of children and adults are intertwined, according to Bosman (1987) and Montessori (1996). Edmunds (1986) supported this contention and stated that Rudolf Steiner type of education may serve as a model in disadvantaged circumstances to free the human spirit and facilitate the shaping and growth of innate human qualities present in children.

It remains the researcher's qualified observation that '*democratic and an equal education*' for all historically disadvantaged preschool children still remains an unfulfilled objective. In this regard, the possibility should be explored whether tertiary educational institutions could provide mentoring programmes to educare teachers. This type of staff support could facilitate the preschool functions of moderating and facilitating the optimum psychosocial development of preschool children (NICHD, 2003). In this manner, adults of all persuasions can assist the historically disadvantaged preschool children to progress from '*poverty to liberty through education*' under the new South African constitution (Maree, 1995; Nasson, 1990; Van Der Horst & McDonald, 1997). The researcher expresses the sincere hope that the study findings will generally be accepted in a positive manner, as well as provide thought-provoking insights regarding the educare circumstances that may impact on the holistic development of children.

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APPENDICES

A

A. ORIGINAL LIST OF QUESTIONS

QUESTIONS PRESCHOOL

BIOGRAPHICAL DETAILS

1. HOW LONG HAVE YOU BEEN AN EDUCARE TEACHER AT THIS SCHOOL?
2. DO YOU KNOW WHAT THE PURPOSE IS OF THIS INTERVIEW?
3. DO YOU FEEL READY TO BEGIN THE INTERVIEW?

INSTRUCTIONS TO PRESCHOOL TEACHER

1. I WANT YOU TO THINK OF A 5 OR 6 YEAR OLD CHILD YOU KNOW WELL IN YOUR SCHOOL AND WITH WHOM YOU HAD CONTACT DURING THE PAST WEEK.
2. O.K...? NOW THAT YOU HAVE CHOSEN A CHILD, I WOULD LIKE YOU TO GIVE ME MORE INFORMATION ABOUT THE CHILD YOU ARE THINKING OF.
3. HOW OLD IS THE CHILD YOU ARE THINKING OF?
4. IS IT A GIRL OR A BOY?
5. HOW LONG HAS THE CHILD BEEN ATTENDING THE PRESCHOOL?
6. HAS THE CHILD GOT ANY FAMILY MEMBERS AT THE CRECHE?
7. WHY DID YOU CHOOSE TO THINK OF THIS CHILD?

STAGE 1: BIRTH to TWO YEARS

8. CAN YOU DESCRIBE HOW THE CHILD BEHAVES WHEN HIS CAREGIVER DROPS HIM OFF AT THE PRESCHOOL IN THE MORNING ? (AND SAYS GOODBYE).

[CUES:

** ISSUES TO BE REPORTED ON:

TRUST e = 4 s = 2
CHILD SAYS GOODBYE (WAVES) TO THE DEPARTING CAREGIVER. e
CONFIDENTLY GOES TO JOIN THE TEACHER. e
CONFIDENTLY GOES TO JOIN OTHER CHILD(REN). s
RELATES SPONTANEOUSLY TO OTHER ADULT EDUCARE STAFF. e
JOINS SPONTANEOUSLY IN PRESCHOOL ACTIVITIES. s
APPEARS TO BE RELAXED. e
[HAPPY CHILD]

71

BASIC MISTRUST e = 5 s = 2
CRIES. e
CLINGS TO CAREGIVER. e
TURNS AND CLINGS TO TEACHER WHEN CAREGIVER LEAVES. s
NEEDS CONSOLING / REASSURANCE FROM TEACHER. e
NEEDS TO BE PICKED UP OR HUGGED BY STAFF-MEMBER. e
TAKES A TIME TO ADJUST TO DAILY PRESCHOOL ROUTINE. s
LOOKS LOST. e
[SAD CHILD]

STAGE 2: TWO to FOUR

9. CAN YOU DESCRIBE HOW THE CHILD BEHAVES DURING THE FOLLOWING ACTIVITIES:

10. EATING TIMES?
11. WHEN DRESSING?
12. IN THE TOILET?
13. GROUP PLAY, FOR EXAMPLE, [E.**G. OF TURNTAKING GAMES**]

[**CUES**: Can the child **wait for food to be served** without crying – nagging, **control** wee & poo, **dress him/herself**, minimal understanding of having to **wait for his/her turn** does not **fight** to play on the slide – with a toy]

** ISSUES TO BE REPORTED ON:

AUTONOMY e = 7 s = 4
ASKS FOR FOOD WHEN HUNGRY e
EATS ON HIS/HER OWN s
CHILD'S HAS CONTROL OF THE BOWEL FUNCTIONS e
CHILD'S HAS CONTROL OF THE BLADDER FUNCTIONS e
GOES TO THE TOILET ON HIS/HER OWN e
TAKES OUT ALL CLOTHING ITEMS NECESSARY e
DRESSESS HIM/HERSELF s
EXPRESSES FEELINGS APPROPRIATELY / CONFIDENTLY e
SHOWS A DEVELOPING UNDERSTANDING OF RIGHT AND WRONG s
SHOWS DEVELOPING UNDERSTANDING OF TURNTAKING e
MAKES FRIENDS EASILY WITH CHILDREN AND STAFF s
[FRIENDLY CHILD]

SHAME AND DOUBT e = 7 s = 4
CRIES OR NAGS WHEN HUNGRY e
CANNOT / REFUSES REGULARLY TO EAT ON HIS/HER OWN s
WETS HIM/HERSELF e
SOILS HIM/HERSELF e
BECOMES WITHDRAWN WHEN WETTING OR SOILING e
CANNOT IDENTIFY THE NECESSARY CLOTHING ITEMS e
CANNOT DRESS HIM/HERSELF WITHOUT HELP s
"CAN'T DO IT" OR EXPLORE WHEN NEW ACTIVITY IS INTRODUCED e

INAPPROPRIATE EXPRESSION OF ANGER: FIGHTS, BITES OR BULLY e
REFUSES TO ACCEPT TURNTAKING s
DIFFICULTY IN MAKING LOTS OF FRIENDS OR RELATING TO STAFF s
[WITHDRAWN CHILD]
STAGE 3: FOUR to SIX YEARS

14. CAN YOU DESCRIBE HOW THE CHILD BEHAVES WHEN NEW ACTIVITIES
AND EDUCARE MATERIALS ARE INTRODUCED?
[CUES:

** ISSUES TO BE REPORTED ON:

INITIATIVE e = 7 s = 6
IS THE CHILD CURIOUS? e
INTERESTED IN THE NEW THINGS? e
EXPLORES – TRIES TO MAKE SENSE OUT OF THE NEW THINGS e
EXPERIMENTS – TRIES TO ASSEMBLE / DISASSEMBLE NEW TOYS e
OWN CHOICE – CHOOSES TO PARTICIPATE IN AN ACTIVITY e
INVENTIVE – CREATES OWN GAMES e
MATCHING – TRIES TO MATCH COLOURS / SHAPES e
WELCOMES NEW CHILDREN s
WELCOMES NEW STAFF MEMBERS s
ACCEPTS TURNTAKING s
ACCEPTS GROUP RULES s
PROSOCIAL – HELPS OTHER CHILDREN WITH ACTIVITIES s
PROSOCIAL – HELPS TEACHER AND STAFF WITH CHORES s
[SELF-CONFIDENT CHILD]

GUILT e = 8 s = 5
PLAYS WITH THE 'MY (FAVOURITE) TOY' DAY AFTER DAY e
SULKS OR BECOMES TEARFUL WHEN 'MY TOY' IS SHARED e
ANXIOUSLY RESISTS TO ENGAGE IN NEW PLAY ACTIVITIES e
ONLY JOINS IN SIMPLE FAMILIAR PLAY ACTIVITIES e
WILL NOT TRY-OUT PLAY DOUGH, CLAY, PAINTS e
HAS A SHORT SPAN OF ATTENTION OR INTEREST IN ACTIVITIES e
REFUSES TO TAKE TURNS s
DISRUPTS GAMES AND SPOILS FUN OF OTHER CHILDREN s
MAY TAKE OWNERSHIP OF TOY, MATERIALS OR ACTIVITY s
WILL 'TAKE-OFF' TOYS FROM OTHER CHILDREN s
BULLY AND FIGHT AND BITE WITHOUT CLEAR PROVOCATION s
NEGATIVE-ATTENTION SEEKING BEHAVIOURS ('A HANDFUL!') e
ANTI-SOCIAL AND ETHNOCENTRIC 'I WANT' ATTITUDE e
[INSECURE 'NAUGHTY' CHILD]

e items = 38 factors [probably includes intelligence factors]
s items = 23 factors

B. PILOTED LIST OF QUESTIONS

QUESTIONS PRESCHOOL

BIOGRAPHICAL DETAILS

1. HOW LONG HAVE YOU BEEN AN EDUCARE TEACHER AT THIS SCHOOL?

2. DO YOU KNOW WHAT THE PURPOSE IS OF THIS INTERVIEW?
3. DO YOU FEEL READY TO BEGIN THE INTERVIEW?
4. WHAT TO YOU YOUR MIND IS EXAMPLES OF DISADVANTAGEMENT IN THE COMMUNITY?
5. IN WHICH WAY DO YOU THINK THESE CONDITIONS WILL HAVE AN EFFECT ON PRESCHOOL CHILDREN?

INSTRUCTIONS TO PRESCHOOL TEACHER

1. I WANT YOU TO THINK OF A 5 OR 6 YEAR OLD CHILD YOU KNOW WELL IN YOUR SCHOOL AND WITH WHOM YOU HAD CONTACT DURING THE PAST WEEK.
2. O.K...? NOW THAT YOU HAVE CHOSEN A CHILD, I WOULD LIKE YOU TO GIVE ME MORE INFORMATION ABOUT THE CHILD YOU ARE THINKING OF.
3. HOW OLD IS THE CHILD YOU ARE THINKING OF?
4. IS IT A GIRL OR A BOY?
5. HOW LONG HAS THE CHILD BEEN ATTENDING THE PRESCHOOL?
6. HAS THE CHILD GOT ANY FAMILY MEMBERS AT THE CRECHE?
7. WHY DID YOU CHOOSE TO THINK OF THIS CHILD?

STAGE 1: BIRTH to TWO YEARS

8. CAN YOU DESCRIBE HOW THE CHILD BEHAVES **TOWARDS THE PARENT** WHEN HE/SHE IS DROPPED OFF AT THE PRESCHOOL IN THE MORNING? (AND SAYS GOODBYE).

** ISSUES TO BE REPORTED ON:

TRUST e = 4 s = 2
CHILD SAYS GOODBYE (WAVES) TO THE DEPARTING PARENT.
CONFIDENTLY GOES TO JOIN THE TEACHER. e
CONFIDENTLY GOES TO JOIN OTHER CHILD(REN). s
RELATES SPONTANEOUSLY TO OTHER ADULT EDUCARE STAFF. e
JOINS SPONTANEOUSLY IN PRESCHOOL ACTIVITIES. s
APPEARS TO BE RELAXED. e$
[HAPPY CHILD] TO YOUR MIND IS THE CHILD A HAPPY OR UNHAPPY/SAD CHILD? WHAT MAKES YOU THINK OR SAY THAT?

74

BASIC MISTRUST e = 5 s = 2
CRIES. e
CLINGS TO CAREGIVER. e
TURNS AND CLINGS TO TEACHER WHEN CAREGIVER LEAVES. s
NEEDS CONSOLING / REASSURANCE FROM TEACHER. e
NEEDS TO BE PICKED UP OR HUGGED BY STAFF-MEMBER. e
TAKES A TIME TO ADJUST TO DAILY PRESCHOOL ROUTINE. s
LOOKS LOST. e
[SAD CHILD]

STAGE 2: TWO to FOUR

> 9. CAN YOU DESCRIBE HOW THE CHILD BEHAVES DURING THE FOLLOWING
>   ACTIVITIES:
>
> 10. EATING TIMES?
> 11. WHEN DRESSING?
> 12. IN THE TOILET, THAT IS, CAN THE CHILD USE THE TOILET CONFIDENTLY?
> 13. GROUP PLAY, FOR EXAMPLE, [E.**G. OF TURNTAKING** GAMES]

[**CUES**: Can the child **wait for food to be served** without crying – nagging, **control** wee &
poo, **dress him/herself**, minimal understanding of having to **wait for his/her turn** does not
fight to play on the slide – with a toy]

** ISSUES TO BE REPORTED ON:

AUTONOMY e = 7 s = 4
ASKS FOR FOOD WHEN HUNGRY e
EATS ON HIS/HER OWN s
CHILD'S HAS CONTROL OF THE BOWEL FUNCTIONS e
CHILD'S HAS CONTROL OF THE BLADDER FUNCTIONS e
GOES TO THE TOILET ON HIS/HER OWN e
TAKES OUT ALL CLOTHING ITEMS NECESSARY e
DRESSESS HIM/HERSELF s
EXPRESSES FEELINGS APPROPRIATELY / CONFIDENTLY e
SHOWS A DEVELOPING UNDERSTANDING OF RIGHT AND WRONG s
SHOWS DEVELOPING UNDERSTANDING OF TURNTAKING e
MAKES FRIENDS EASILY WITH CHILDREN AND STAFF s
$ [FRIENDLY CHILD] WOULD YOU DESCRIBE THE CHILD AS A FRIENDLY OR
WITHDRAWN CHILD?

SHAME AND DOUBT e = 7 s = 4
CRIES OR NAGS WHEN HUNGRY e
CANNOT / REFUSES REGULARLY TO EAT ON HIS/HER OWN s
WETS HIM/HERSELF e
SOILS HIM/HERSELF e
BECOMES WITHDRAWN WHEN WETTING OR SOILING e
CANNOT IDENTIFY THE NECESSARY CLOTHING ITEMS e
CANNOT DRESS HIM/HERSELF WITHOUT HELP s
"CAN'T DO IT" OR EXPLORE WHEN NEW ACTIVITY IS INTRODUCED e

75

INAPPROPRIATE EXPRESSION OF ANGER: FIGHTS, BITES OR BULLY e
REFUSES TO ACCEPT TURNTAKING s
DIFFICULTY IN MAKING LOTS OF FRIENDS OR RELATING TO STAFF s
[WITHDRAWN CHILD]

STAGE 3: FOUR to SIX YEARS

14. CAN YOU DESCRIBE HOW THE CHILD BEHAVES WHEN NEW ACTIVITIES
AND EDUCARE MATERIALS ARE INTRODUCED TO THE GROUP?

** ISSUES TO BE REPORTED ON:

INITIATIVE e = 7 s = 6
IS THE CHILD CURIOUS? e
INTERESTED IN THE NEW THINGS? e
EXPLORES – TRIES TO MAKE SENSE OUT OF THE NEW THINGS e
EXPERIMENTS – TRIES TO ASSEMBLE / DISASSEMBLE NEW TOYS e
OWN CHOICE – CHOOSES TO PARTICIPATE IN AN ACTIVITY e
INVENTIVE – CREATES OWN GAMES e
MATCHING – TRIES TO MATCH COLOURS / SHAPES e
*WELCOMES NEW CHILDREN s
*WELCOMES NEW STAFF MEMBERS s
PROBE: HOW DOES THE CHILD REACT TO NEW CHILDREN OR THE STAFF?
ACCEPTS TURNTAKING s
ACCEPTS GROUP RULES s
PROSOCIAL – HELPS OTHER CHILDREN WITH ACTIVITIES s
PROSOCIAL – HELPS TEACHER AND STAFF WITH CHORES s
$ [SELF-CONFIDENT CHILD] WOULD YOU DESCRIBE THE CHILD AS A
CONFIDENT CHILD? CAN YOU EXPLAIN WHY YOU SAY SO?

GUILT e = 8 s = 5
PLAYS WITH THE 'MY (FAVOURITE) TOY' DAY AFTER DAY e
SULKS OR BECOMES TEARFUL WHEN 'MY TOY' IS SHARED e
ANXIOUSLY RESISTS TO ENGAGE IN NEW PLAY ACTIVITIES e
ONLY JOINS IN SIMPLE FAMILIAR PLAY ACTIVITIES e
WILL NOT TRY-OUT PLAY DOUGH, CLAY, PAINTS e
HAS A SHORT SPAN OF ATTENTION OR INTEREST IN ACTIVITIES e
REFUSES TO TAKE TURNS s
DISRUPTS GAMES AND SPOILS FUN OF OTHER CHILDREN s
MAY TAKE OWNERSHIP OF TOY, MATERIALS OR ACTIVITY s
WILL 'TAKE-OFF' TOYS FROM OTHER CHILDREN s
BULLY AND FIGHT AND BITE WITHOUT CLEAR PROVOCATION s
NEGATIVE-ATTENTION SEEKING BEHAVIOURS ('A HANDFUL!') e
ANTI-SOCIAL AND ETHNOCENTRIC 'I WANT' ATTITUDE e
$ [INSECURE 'NAUGHTY' CHILD] CAN YOU EXPLAIN WHY YOU SAY SO?
e items = 38 factors [probably includes intelligence factors]
s items = 23 factors

C. FINAL DRAFT OF INTERVIEW SCHEDULE

QUESTIONS PRESCHOOL

BIOGRAPHICAL DETAILS

1. HOW LONG HAVE YOU BEEN AN EDUCARE TEACHER AT THIS SCHOOL?
2. DO YOU KNOW WHAT THE PURPOSE IS OF THIS INTERVIEW?
3. DO YOU FEEL READY TO BEGIN THE INTERVIEW?
4. WHAT TO YOU YOUR MIND ARE EXAMPLES OF DISADVANTAGEMENT IN THE COMMUNITY?

INSTRUCTIONS TO PRESCHOOL TEACHER

5. I WANT YOU TO THINK OF A 5 OR 6 YEAR OLD CHILD YOU KNOW WELL IN YOUR SCHOOL AND WITH WHOM YOU HAD CONTACT DURING THE PAST.
6. HAVE YOU CHOSEN A CHILD (IN YOUR MIND), I WOULD LIKE YOU TO GIVE ME MORE INFORMATION ABOUT THE CHILD YOU ARE THINKING OF.
7. HOW OLD IS THE CHILD YOU ARE THINKING OF?
8. IS IT A GIRL OR A BOY?
9. HOW LONG HAS THE CHILD BEEN ATTENDING THE PRESCHOOL?
10. DOES THE CHILD HAVE ANY FAMILY MEMBERS AT THE CRECHE?
11. WHY DID YOU CHOOSE TO THINK OF THIS CHILD?

STAGE 1: BIRTH to TWO YEARS

12. CAN YOU DESCRIBE HOW THE CHILD BEHAVES **TOWARDS THE PARENT** WHEN HE/SHE IS DROPPED OFF AT THE PRESCHOOL IN THE MORNING? (AND SAYS GOODBYE).

**** ISSUES TO BE REPORTED ON:**

TRUST e = 4 s = 2
CHILD SAYS GOODBYE (WAVES) TO THE DEPARTING PARENT.
CONFIDENTLY GOES TO JOIN THE TEACHER. e
CONFIDENTLY GOES TO JOIN OTHER CHILD(REN). s
RELATES SPONTANEOUSLY TO OTHER ADULT EDUCARE STAFF. e
JOINS SPONTANEOUSLY IN PRESCHOOL ACTIVITIES. s
APPEARS TO BE RELAXED. e
$ [HAPPY CHILD] TO YOUR MIND IS THE CHILD A HAPPY OR UNHAPPY/SAD CHILD? WHAT MAKES YOU THINK OR SAY THAT?
BASIC MISTRUST e = 5 s = 2
CRIES. e

77

CLINGS TO CAREGIVER. e
TURNS AND CLINGS TO TEACHER WHEN CAREGIVER LEAVES. s
NEEDS CONSOLING / REASSURANCE FROM TEACHER. e
NEEDS TO BE PICKED UP OR HUGGED BY STAFF-MEMBER. e
TAKES A TIME TO ADJUST TO DAILY PRESCHOOL ROUTINE. s
LOOKS LOST. e
[SAD CHILD]

STAGE 2: TWO to FOUR

13. CAN YOU DESCRIBE HOW THE CHILD BEHAVES DURING THE FOLLOWING
    ACTIVITIES:

    EATING TIMES?
    WHEN DRESSING?
    IN THE TOILET, THAT IS, CAN THE CHILD USE THE TOILET
    CONFIDENTLY?
    GROUP PLAY, FOR EXAMPLE, [E.**G. OF TURNTAKING GAMES**]

[**CUES**: Can the child **wait for food to be served** without crying – nagging, **control** wee &
poo, **dress him/herself**, minimal understanding of having to **wait for his/her turn** does not
fight to play on the slide – with a toy]

** ISSUES TO BE REPORTED ON:

AUTONOMY e = 7 s = 4
ASKS FOR FOOD WHEN HUNGRY e
EATS ON HIS/HER OWN s
CHILD'S HAS CONTROL OF THE BOWEL FUNCTIONS e
CHILD'S HAS CONTROL OF THE BLADDER FUNCTIONS e
GOES TO THE TOILET ON HIS/HER OWN e
TAKES OUT ALL CLOTHING ITEMS NECESSARY e
DRESSESS HIM/HERSELF s
EXPRESSES FEELINGS APPROPRIATELY / CONFIDENTLY e
SHOWS A DEVELOPING UNDERSTANDING OF RIGHT AND WRONG s
SHOWS DEVELOPING UNDERSTANDING OF TURNTAKING e
MAKES FRIENDS EASILY WITH CHILDREN AND STAFF s
$ [FRIENDLY CHILD] WOULD YOU DESCRIBE THE CHILD AS A FRIENDLY OR
WITHDRAWN CHILD?

SHAME AND DOUBT e = 7 s = 4
CRIES OR NAGS WHEN HUNGRY e
CANNOT / REFUSES REGULARLY TO EAT ON HIS/HER OWN s
WETS HIM/HERSELF e
SOILS HIM/HERSELF e
BECOMES WITHDRAWN WHEN WETTING OR SOILING e
CANNOT IDENTIFY THE NECESSARY CLOTHING ITEMS e
CANNOT DRESS HIM/HERSELF WITHOUT HELP s
"CAN'T DO IT" OR EXPLORE WHEN NEW ACTIVITY IS INTRODUCED e
INAPPROPRIATE EXPRESSION OF ANGER: FIGHTS, BITES OR BULLY e

78

REFUSES TO ACCEPT TURNTAKING s
DIFFICULTY IN MAKING LOTS OF FRIENDS OR RELATING TO STAFF s
[WITHDRAWN CHILD]

STAGE 3: FOUR to SIX YEARS

14. CAN YOU DESCRIBE HOW THE CHILD BEHAVES WHEN NEW ACTIVITIES AND EDUCARE MATERIALS ARE INTRODUCED TO THE GROUP?

** ISSUES TO BE REPORTED ON:

INITIATIVE e = 7 s = 6
IS THE CHILD CURIOUS? e
INTERESTED IN THE NEW THINGS? e
EXPLORES – TRIES TO MAKE SENSE OUT OF THE NEW THINGS e
EXPERIMENTS – TRIES TO ASSEMBLE / DISASSEMBLE NEW TOYS e
OWN CHOICE – CHOOSES TO PARTICIPATE IN AN ACTIVITY e
INVENTIVE – CREATES OWN GAMES e
MATCHING – TRIES TO MATCH COLOURS / SHAPES e
*WELCOMES NEW CHILDREN s
*WELCOMES NEW STAFF MEMBERS s
PROBE: HOW DOES THE CHILD REACT TO NEW CHILDREN OR THE STAFF?
ACCEPTS TURNTAKING s
ACCEPTS GROUP RULES s
PROSOCIAL – HELPS OTHER CHILDREN WITH ACTIVITIES s
PROSOCIAL – HELPS TEACHER AND STAFF WITH CHORES s
$ [SELF-CONFIDENT CHILD] WOULD YOU DESCRIBE THE CHILD AS A
CONFIDENT CHILD? CAN YOU EXPLAIN WHY YOU SAY SO?

GUILT e = 8 s = 5
PLAYS WITH THE 'MY (FAVOURITE) TOY' DAY AFTER DAY e
SULKS OR BECOMES TEARFUL WHEN 'MY TOY' IS SHARED e
ANXIOUSLY RESISTS TO ENGAGE IN NEW PLAY ACTIVITIES e
ONLY JOINS IN SIMPLE FAMILIAR PLAY ACTIVITIES e
WILL NOT TRY-OUT PLAY DOUGH, CLAY, PAINTS e
HAS A SHORT SPAN OF ATTENTION OR INTEREST IN ACTIVITIES e
REFUSES TO TAKE TURNS s
DISRUPTS GAMES AND SPOILS FUN OF OTHER CHILDREN s
MAY TAKE OWNERSHIP OF TOY, MATERIALS OR ACTIVITY s
WILL 'TAKE-OFF' TOYS FROM OTHER CHILDREN s
BULLY AND FIGHT AND BITE WITHOUT CLEAR PROVOCATION s
NEGATIVE-ATTENTION SEEKING BEHAVIOURS ('A HANDFUL!') e
ANTI-SOCIAL AND ETHNOCENTRIC 'I WANT' ATTITUDE e
$ [INSECURE 'NAUGHTY' CHILD] CAN YOU EXPLAIN WHY YOU SAY SO?
e items = 38 factors [probably includes intelligence factors]
s items = 23 factors

D. Copy of consent form

PERCEPTIONS OF EDUCARE TEACHERS REGARDING THE EFFECTS OF DISADVANTAGEMENT ON THE PSYCHOSOCIAL DEVELOPMENT OF HISTORICALLY DISADVANTAGED PRESCHOOL CHILDREN

STUDENT: WILLIAM CHAPLIN JULIUS GIOSE

submitted in partial fulfillment of the requirements for the degree Masters in Psychology (Research Psychology) in the Department of Psychology University of the Western Cape, Bellville.
2001
Supervisor: Mr Mohamed Adam

THE PRESENT STUDY

Chapter introduction ·

The children that will be reported on in this chapter will be aged 5 to 6 years old and identified by the participants as preschool children.

Aims

The present study has three aims:
Firstly, to record the descriptions that educare teachers give of what constitutes the term, disadvantagement.
Secondly, the study describes the educare teachers' perceptions of the effects of disadvantagement on the psychosocial development of the preschool children in their care.
Finally, a supplementary aim is to attempt to frame the educare teachers' postulations about the apriori assumed pathogenic effects of disadvantagement on preschool children in terms of Erikson's developmental theory.

The value of the present study further correlates with the stated psychological objectives of the Psychology Resource Centre (PRC) of the University of the Western Cape to "engage in relevant research activities, and make available the information and support services necessary for building healthy societies and individuals" (PRC Annual Report, 1997, p. 1).

I consent to the student using a taperecorder and audiotaping the interview which will last approximately half and hour.

I, ... , **understand the purpose of the research study and voluntarily agree to participate.**

SIGNED: _____DATE: _____ PLACE: _____