

Family Climate and Its Relationship to Withdrawal Behavior Among Elementary School Students

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Abstract: This study examined the relationship between family climate and withdrawal behavior among elementary school students, aiming to identify the extent to which the family environment influences children's social adjustment. A descriptive correlation design was employed, using the Family Climate Scale and Withdrawal Behavior Scale developed by Dr. Mohammed Adel (2002), whose validity and reliability were confirmed. The sample consisted of 160 randomly selected students from various schools to ensure representativeness. Data were analyzed using SPSS to obtain descriptive and inferential statistics. Results indicated a significant negative correlation between family climate and withdrawal behavior, suggesting that a positive family atmosphere reduces social withdrawal. No significant gender differences were found in withdrawal behavior, implying that such behavior is shaped by contextual rather than biological factors. The study highlights the crucial role of a supportive family environment in promoting healthy social behavior and preventing emotional isolation in children.

Keywords: *Family climate, withdrawal behavior, elementary students, social adjustment.*

1. INTRODUCTION

Early childhood, particularly during the elementary school stage, represents a Critical period for the formation of a child's personality and their psychological, social, and cognitive development. Consequently, attention to early childhood is considered one of the most important criteria by which the civilization and

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progress of nations are measured. The significance of this stage in shaping a child's personality physically, mentally, and socially lies in its being the period during which their human personality is formed (Mona Hammouda, 2022, p. 198). The family holds paramount importance in individuals' lives through the needs, environmental conditions, and social circumstances it provides to support growth and development, taking into account the nature, characteristics, and requirements of each developmental stage. This is because the family atmosphere or climate, which consists of interactive family relationships, serves as the environment in which children are raised and nurtured—whether this environment is healthy and sound or negative—and this is reflected in their behavior, orientations, and the experiences they acquire and live through in their lives.

The family climate plays an important role in shaping children's personalities. When this family climate provides love, affection, tenderness, and personal autonomy, in addition to meeting basic needs (food, drink, clothing, shelter, education, etc.), it creates positive and well-adjusted children who enjoy physical and psychological health. Conversely, an unhealthy and negative climate creates maladjusted children. This is what proponents of the psychoanalytic school, led by Freud, emphasized regarding the importance of the first five years of human life in shaping an individual's personality. The family plays an important role in helping children acquire their first experiences and basic life skills. The family climate consists of family relationships and interactions that occur between parents and children, as well as the child-rearing and educational approaches that parents adopt in raising and nurturing their children.

The family climate plays an important role in developing an individual's abilities, as an appropriate climate achieves the most important demands of psychological and social development. Under such a climate, the individual learns social interaction and participation in daily life, thereby learning personal independence. In all of this, the individual is influenced by the family.

Psychologists and educators have shown interest in studying the family climate and its relationship to emotional and behavioral problems experienced by some children and adolescents, attempting to uncover the causes and factors contributing to family climate disturbance that undoubtedly affect children. These include Al-Saghir's study (2011), which found that personality disorders in children result from suffering paternal violence, with children experiencing fear, helplessness, and failure. In contrast, fathers who combine affection with firmness in their treatment serve as good role models for their children, represented by both father and mother and their relationship with each other. Meanwhile, Adel Al-

Sharab (2020) concluded that both family climate and psychological security can predict violence (Ghazala, Rashid, 2024, p. 281).

Al-Frijat (2015) indicated that a positive family climate enhances children's mental health, while a disturbed climate may lead to behavioral disorders such as withdrawal behavior. Loades et al. (2020) demonstrated that social isolation increased the risks of anxiety and depression in children, potentially reinforcing withdrawal behaviors. Withdrawal behavior is characterized by a tendency toward social isolation, avoidance of interactions with peers or adults, and introversion. It is a behavioral disorder that may be less apparent than aggressive behaviors, making early detection difficult.

In reality, withdrawal behavior is behavior in which a child tends to refrain from interacting with others and avoid such interaction in all situations, leading to their isolation. Withdrawal behavior, in general, is the tendency to avoid social interaction, in addition to lacking social communication. This behavior ranges from not establishing social relationships or building friendships with peers to hating contact with others, isolating oneself from people and the surrounding environment, and showing indifference to what happens in the surrounding environment. This type of behavior is usually characterized by the individual distancing themselves from themselves and from carrying out ordinary life tasks, accompanied by frustration, tension, and disappointment. Withdrawal behavior also includes distancing oneself from the normal course of social life, accompanied by non-cooperation and lack of sense of responsibility (Adnan, Hussein, 2018, p. 41).

This is confirmed by Samaan (2010), who considers withdrawal behavior as an emotional-behavioral disorder characterized by deliberate avoidance of social relationships, distinguishing it from transient shyness. This behavior may sometimes be viewed as obedience or quietness, which delays therapeutic intervention and increases the likelihood of its development into more severe psychological disorders such as anxiety or depression (Samaan, 2010, p. 17).

Racine et al. (2021) confirmed in their analysis of the prevalence of anxiety and depression symptoms in children that reducing direct social interaction and increasing psychological and economic pressures on families has made children more susceptible to developing withdrawal behaviors, especially in contexts lacking a supportive family climate.

Because this problem reflects its negative long-term effects on the child's future personality, limits their social communication with the surrounding environment, and deprives them of obtaining numerous opportunities, many studies have

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indicated that withdrawal behavior develops due to poor parental treatment, feelings of insecurity, lack of attention, or overprotection. All these factors lead to withdrawal behavior. This is confirmed by literature indicating that family climate plays a pivotal role in determining the level of withdrawal behavior. Abaza (2007) found that a family climate providing emotional support and stability enhances children's academic and psychological achievement, while a disturbed climate characterized by conflicts or authoritarianism may push the child toward isolation. Prime et al. (2020) showed that families that managed to enhance bonding and positive communication helped reduce negative psychological effects on children, while other families suffered from increased tension due to economic and social pressures, negatively affecting children's behaviors.

On the other hand, gender differences in withdrawal behavior constitute an important focus of study. Some research, such as Al-Aisawi's study (2000), suggests that females may be more susceptible to psychological disorders such as psychosomatic disorders compared to males. However, other studies, such as Bouhani and Amrouche (2019), indicated no significant differences between genders in withdrawal behavior in certain contexts. These divergent results call for careful analysis to understand whether differences between males and females appear clearly, especially with changes in parental upbringing patterns that have become more flexible and less discriminatory between genders in many Arab societies, as indicated by Al Lily et al. (2020) in their study on distance education and Arab culture.

Withdrawal behavior is considered a more dangerous problem than aggressive behavior. A child may resort to withdrawal and passivity instead of aggression, effectiveness, and activity. Withdrawal behavior is an extreme form of disorder in relationships with those surrounding the child. When a child does not spend time interacting with others, the result is insufficient social interaction. Withdrawal is a more severe response in a child's attempt to avoid others and is deliberate avoidance, unlike shyness.

Based on the above, this study aims to reveal the relationship between family climate and withdrawal behavior among elementary school students by answering the following questions:

What is the level of withdrawal behavior among elementary school children?

Is there a statistically significant correlation relationship between family climate and withdrawal behavior among elementary school students?

Are there statistically significant differences in the level of withdrawal behavior among elementary school children according to gender (males, females)?

1. Hypotheses of the Study :

The level of withdrawal behavior among elementary school children is low.

- _ There is a statistically significant correlation between family climate and withdrawal behavior among elementary school students.
- _ There are statistically significant differences in the level of withdrawal behavior among elementary school children according to the gender variable (males and females).

Study Objectives:

- _ Identifying the level of withdrawal behavior among elementary school children.
- _ Identifying the relationship of the family climate with the withdrawal behavior of the students of the stage.
- _ Identifying the differences in the level of withdrawal behavior among elementary school children according to the gender variable.

Importance of the study

- _ The importance of the current research lies in the importance of the age of the study sample, which is the early childhood stage, which has a great role in shaping the personality of the individual in the future.
- _ Highlighting the problem of withdrawal behavior among schoolchildren, considering that many psychological and behavioral problems appear at a very early age, so that they develop into more severe disorders if they are not detected, limited, and worked to address them, and mitigate their effects.
- _ The importance of the family climate and its relationship to these disorders, especially in childhood.
- _ Providing information and data that can be a reference for those interested in the educational field.
- _ working to build effective educational and guidance programs, in addition to allowing school workers to improve the services provided to children, and early detection of some behavioral problems.

2. Procedural definitions of study variables:

- Family climate:

Ali Hanafi and Rajab Matar (2004) define it as: "The general character of the family represented among its members by its interdependence, the prevailing harmony or dissonance and antagonism in their relations and interactions, the degree to which they follow a specific system in the rules of the family and each of them carries out their role and commitment to religious values and cultural trends, and their external relations with neighbors and those around them. (Bin Saad, Al-Yazidi, 2023, p. 551)

Procedural definition: It is the educational method adopted by parents in raising their children, which may encourage children to be independent in thinking and following the method of understanding and dialogue between one family, and to give children security, reassurance, freedom of choice, cultivating confidence, developing curiosity and the ability to innovate, and it is measured by the degree obtained by elementary school students on the family climate scale used in this study.

Withdrawal behavior: He (Ali Shuaib, Abdullah Mohammed 2014) define it as an extreme form of disruption in relationships with others, and it begins to separate from others most of the time for reasons that are not within the person's control, and then the individual begins to withdraw more and more deliberately. (Mona Hamouda, 2022, p. 201)

Procedural definition: It is a type of behavioral problem in which the child's behavior is characterized by a tendency to isolation and withdrawal from the activities of the group, and he feels helpless and not reaching his goals. It is measured by the degree to which the child obtains by answering the nannies on the withdrawal behavior scale of Prof. Dr. **Adel Abdullah Mohammed (2002)** applied in the current study, which consists of two dimensions: withdrawal from social situations, and withdrawal from social interactions.

3. Method and instruments

- Study Approach: In this study, the descriptive approach through which the researcher tries to describe the phenomenon subject of the study and analyze its data was used.

- **Limitations of the study:** The study was determined by human, spatial and temporal determinants as follows:

- **Spatial limitations:** This study was applied to a sample of elementary school children in educational institutions in the city of Khemis Meliana, Ain al-Dafla Governorate.

- **Temporal limitations:** This study was applied during the month of January and February 2025.

- **Human limitations:** The study sample included (160) children between the ages of (6 and 8 years) distributed to 4 elementary schools from educational institutions in Ain al-Dafla state, where the measure of family climate and withdrawal behavior was applied and was answered by the teachers.

- **Research Population:** The original community of the study consists of all elementary school students distributed between males and females at the level of the Wilayat of Khemis Miliana.

- **Research sample:** The study sample consisted of (160) children between the ages of (6 and 8 years) distributed to 4 elementary schools from educational institutions in Ain al-Dafla state, where the sample was selected by the simple random method.

Table1: Specifications of the baseline study sample according to the gender variable

Gender	Frequencies	Percentages
Males	88	55%
Females	72	45%
Total	160	100%

Table (01) shows that the percentage of males is 55% higher than the percentage of females is 45%.

As for the sample of the survey study, it consisted of **(30)** students distributed between males and females in Khemis Miliana Elementary school to calculate the psychometric characteristics of the scales.

The forms were submitted to the teachers to answer them and after a period of (about seven days) with the researcher observing, sitting and identifying all the individuals concerned, they were finally collected.

- **Study instruments:** In the current study, the researcher used the following tools:

- **Family Climate Scale** by Khalil (2000):

The scale consists of (61) items distributed over the following six dimensions:

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- Family safety, family sacrifice and cooperation, clarity of roles and defining family responsibilities, satisfying the needs of family members, control and family life system, and the spiritual life of the family.

The scale consists of (61) questions, and each question is answered through a triple rating scale as follows: (Exactly) gives three grades, to some extent (gives two grades,) rarely (gives only one grade) and the grades range from (61) to (183) grades. The minimum score represents the floor of the scale, and the maximum score indicates the ceiling of the scale. Its sincerity and reliability have been calculated on the Algerian environment.

The stability of the scale: The stability of the scale was calculated using three methods: the half partition, where it was estimated at (0.56), and the Guttman method, where the stability was estimated at (0.71). The stability of the scale was also calculated using the Cronbach's alpha correlation coefficient, where it was (0.82) for the scale as a whole, and the level of significance was 0.01.

Withdrawal Behavior Scale: The scale was developed by Professor Dr. Adel Abdullah (2002). This scale was designed for use with children starting from kindergarten and during childhood until the end of it. This scale aims to accurately identify the non-consensual withdrawing behavior on the part of the child and help him integrate with others. The scale consists of (20) phrases, each of which has three choices (yes – sometimes – never), obtaining (3_2_1) respectively. Thus, the total score of the scale ranges between (1_40). The high score reflects the increase in the rate and level of withdrawing behavior on the part of the child, and vice versa. The rate of his withdrawing behavior decreases as his score decreases on the scale.

It was clear from the factual analysis that the statements of this scale are divided into two factors: withdrawal from social situations, and withdrawal from social interactions.

Statement distribution across withdrawal behavior scale dimensions:

- **Withdrawal from situations:** 1, 3, 4, 5, 7, 16, 17, 18, 19, 20
- **Withdrawal from social interactions:** 2, 6, 8, 9, 10, 11, 12, 13, 14, 15

Table 2: Withdrawal behavior scale scoring method

Dimensions	Area	Theoretical average	Mean	Level	Range
Withdrawal from social situations	10:30	10	20	Low	10:16
				Medium	17-22
				High	23;30
Withdrawal from social interactions	10:30	10	20	Low	10:16
				Medium	17-22
				High	23;30
Total score	20/60	20	40	Low	20:33
				Medium	10:34:47
				High	48 – 60

Psychometric properties of the scale:

Discriminant Validity (Extreme Groups Comparison): Results show statistically significant differences between the lower and upper extreme groups in withdrawal behavior level, where the t-value (5.028) was statistically significant at the 0.05 significance level with 7 degrees of freedom. Therefore, the scale is valid using the discriminate validity method, as the scale can distinguish between upper and lower groups and is thus valid.

Reliability: The stability of the withdrawal behavior scale was calculated based on three methods: the **Cronbach alpha** reliability coefficient, the **Guttman** stability coefficient and the half partition, by applying the scale to a sample of (30) children and the results were as follows:

We note that the stability values of the Withdrawal Behavior Scale ranged between 0.85 for the Cronbach's alpha coefficient and 0.84, for the Guttman's coefficient and 0.86 for the half-partition, and it is inferred that the scale is characterized by a high degree of stability.

This indicates that the scale has good psychometric properties that qualify it for use in all the basic study data.

Statistical methods:

Frequencies, percentages, arithmetic means, and standard deviations

Pearson correlation coefficient to study correlation relationships

T-test to study differences in study variables

4- Results and discussion:

Presentation and analysis of the results of the first hypothesis:

Which leads to a low level of withdrawal behavior among elementary school students in light of the Corona pandemic. To verify this, the significance of the average scores of the sample in the withdrawing behavior was calculated.

Table 3: Shows the levels of withdrawal behavior among elementary school students

Levels	Low	Medium	High
Frequencies	64	48	8
Percent of recommendations	53.3	40	6.7

Through Table 3 we find that the value of the level of withdrawal behavior of children falls at the low level and the medium level.

The results of this study can be explained by the fact that family upbringing methods have a significant impact on the emergence or non-appearance of withdrawal behavior in children. A family that uses the dialogue method with the child helps the child to be more adaptive compared to families that use the authoritarian style with their children, which leads to the development of negative behaviors during their social interaction with others, prompting them to isolate and withdraw from the situations to which they are exposed, as well as discouraging families from encouraging the child to make friends and being overly critical of their friends. The manifestations of withdrawal behavior are: isolation and avoiding social interaction with others. The unwillingness to make friends, the tendency to play alone, fear, shyness ..., not to mention the excessive protection imposed by parents on children, which prevents them from indulging in daily life and dealing with various social situations, in addition to family problems and divorce. Environmental factors may also be the cause of the emergence of withdrawal behavior in the child. Cognitive theory indicates that the human being is not negative, as he not only responds to environmental stimuli, but also interacts with them. We have already pointed out that withdrawal behavior may affect the environment in which the child lives. Acceptance and encouragement that the withdrawing behavior is obedience and compliance. Behavioral theory sees that the child performs a certain behavior because he learned to promote that behavior. In their view, the withdrawing behavior is a learner. Behaviorism sees that the individual is a certain organization of habits that he has acquired and learned.

This confirms what came from the study of Bouhani **Habiba and Amrouche Sabrina (2019)**, which resulted in that the lack of scientific and communication competencies between the child and the educator reflect negatively on the behavior of the child in his isolation and acquisition of defensive mechanisms such as shyness , introversion and even isolation from his peers.

Skinner believes that the main reason for the emergence of isolation behaviorism the environment. If we want to get rid of this behavior, we must make sure that the isolation behaviorism not strengthened, as the withdrawal behavioris attitude responsethatindicatespoor social skills, as the withdrawing child findsit difficult to integrate with the group because of his lack of confidence in his social abilities, soheavoids all forms of social interaction, which gives him a sense of security. This is confirmed by the social learning theorists that the individual resorts to withdrawal because he failed to learn appropriate methods to deal with people in the social environment, and therefore, through what previous theories indicated, we find that the withdrawal behaviorism according to different levels and varying degrees according to social situations and interactions. **(El-khatatna, 2013, p. 205)**

4.1 Presentation and analysis of the results of the first hypothesis:

The second hypothesis states that there is a correlation between the family climate and withdrawal behavior in elementary school students. To examine this, Pearson's correlation coefficient was calculated among the study variables.

Table (04): Shows the results of Pearson's correlation coefficient between family climate and withdrawal behavior

Variables	Pearson correlation coefficient	Level of significance
Family climate	67	Function
Withdrawal behavior		

We note that the value of the correlation coefficient between the family climate and withdrawal behavior was estimated at (-0.67), which is a significant value in the sense that there is an inverse correlation between the family climate and withdrawal behavior among elementary school students, and this means that the more positive the climate in the family, the lower the withdrawal behavior in the child and vice versa.

We know that the first years of a child's life affect psychological compatibility or poor compatibility where children are highly affected by traumatic experiences and traumatic experiences, and the family has important characteristics of them; it

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is the first social unit in which the child grows up, and it is responsible for the child's social upbringing, and it is the ideal model for the primary collective in which the child interacts with its members face to face and unites with its members, and their behavior is considered exemplary behavior to follow.

Thus, the family has an important and leading role in the development and integration of the personality of its children, especially in childhood. The family enjoys a stable family atmosphere full of calm, comfort, satisfaction and tenderness. Thus, its members enjoy a low level of withdrawal behavior, due to the availability of the basic needs of the child in terms of the moral needs represented in (love, tenderness, safety, cooperation, respect), which leads to the creation of a climate conducive to the sound psychological development of children. As for the disorders that affect parents, the marital unhappiness that is full of disagreements leads to the collapse of the family, and affects the emotional and social balance of children, and their upbringing, which leads to their disorder, and their loss of the appropriate psychological atmosphere. The study **(Taghrid Hanafi, 2007)** concluded that the family climate is a strong support that motivates children to go to life and interact with solidity, strength, and more efficiency, unlike individuals who grew up in a turbulent family climate, and there are significant differences between the degrees of the sample members who grew up in a normal family climate, and their counterparts who grew up in a normal family climate. In addition, the importance of the family climate does not lie in being free of disturbances only, which was evident in the study sample, as the level of withdrawal behavior was low due to cohesion, family meeting, or family communication. The proper climate contributes to achievement and creativity, and this is what some studies have confirmed, including the study of **(Afra Khalil, 2006)** that the better the family climate leads to the safety of the psychological construction of students, and achieves them both the elements of mental health, and the more all the factors of love and understanding are available, the prevailing cooperation as well as the satisfaction of the needs of children in a moderate manner leads to the psychological safety of children, and the results of the study of **(Amal Abdel Sami Ibada, 2007)** concluded that the strong family support system for its members and the development of self-confidence, family bonding and feeling Security and psychological stability are among the family factors that underlie children's high achievement.

As stated in the study of **Saleh Al-Dahri (2001)** that children (pupils) need a cohesive family that allows them to face their psychological and social demands, as the level of withdrawal behavior is one of the most important features of a

normal personality, the lower the level of withdrawal behavior as much as the personality is together .Najla Farouk Al-Halabi,2017 , p. 147)

The theory of formats confirms Satir's view on the importance of family bonding through communication, communication skills and helping family members to become more aware of this, and that understanding how family members interact is done by analyzing the process of communication between individuals, and the family always seeks balance within its system, and biological balance is considered the basis of a normal family climate. (Soleimani Malika, 2023, p. 353)

4.2 Presentation and analysis of the results of the third hypothesis:

which is based on the existence of statistically significant differences between the average scores of males and females in behavior. To verify this, the significance of the differences between the average scores of males and females in the withdrawal behavior was calculated and then the "T" test was used to indicate the differences:

Table (05): Shows the significance of the differences between males and females in the average withdrawal behavior

Sample	Number of Participants	Mean	Standard deviation (Maths.)	T value	Degree of Freedom	Significance
Males	72	4.08	6.5	1.38	158	Not significant at 0.05
Females	88	2.79	5.6			

Through Table 5 it was found that the value (C) calculated between the average scores of males and females in withdrawal behavior is not indicative of the level of significance (0.05) and the degree of freedom of 158, which leads to the rejection of the imposition of research and the acceptance of the zero hypothesis, that is, there are no differences in withdrawal behavior between males and females.

The hypothesis states that there are statistically significant differences in the level of withdrawal behavior in pre-school children according to the gender variable (males – females), but the statistical processing of the data resulted in the absence of statistically significant differences in withdrawal behavior between the sexes .

This can be explained by the fact that the perception of the girl has changed recently, in order to increase wareness and interest in women in various fields and activities. Current societies also call for the need for equality between males and females in all areas of life, event hose that were limited to men only, especially if we talk about the educational aspect and academic achievement. Females have proven their merit and competence in this field, and the evidences that they have

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reached and achieved centers and certificates of study next to men, which reflects and makes their self-esteem high and makes them face various challenges and difficulties that they face, which has made the differences between them and males statistically in significant.

This finding contradicts what many studies have indicated in that females have more disorders than males. This is what several studies in the theoretical heritage have indicated that the prevalence of disorders such as psychosomatic disorders is more in females than males .A study **(Al-Issawi, 2000)** indicated that psychosomatic disorders were more prevalent in females than males .Kinshkowski's **(1995)** study also indicated that psychosomatic disorders were more prevalent in females than males. **(Abdul Rahman El-Issaoui, 2000, 75)**

However, theseresultswere consistent with the results of both the **Abu al-Nadharstudy (2013), the Jaafarstudy (2014)** , and the study of Bouhani **Habiba and Amrouche Sabrina (2019)**, which all came out that there is no effect of gender on children and adolescents' perception of social plans for withdrawal behavior in light of both dimensions, the first dimension representing the dimension of withdrawal from social situations and the second dimension representing the dimension of withdrawal from social interactions.

This can also be explained to the modern methods of parental treatment, where families today are more keen on children and more concerned with the need not to discriminate between the sexes, in addition to trying to understand them and not to differentiate between them. In its interaction with its members, the family requires flexibility, sacrifice and coming down at the wishes of its children and working to satisfy their psychological needs, not exclusivity, selfishness or inclination to one of the sexes, such as caring about males and neglecting females. This may be due to the nature of the social reality experienced by both males and females and the type of support that males receive more than females. There is no doubt that families in which children find satisfaction and care make them feel secure and reassured, and here comes the role of parents in the care of their children, as the child needs to feel his value and not neglect and compare him to other siblings, and some clinical studies indicate that the troubled family produces troubled children and that many of the symptoms of children's disorders are only a symptom of the family disorder represented by inappropriate conditions and mistakes of upbringing and socialization, and this is confirmed by " **AlaaKafafi**" for parenting and its relationship with psychological and mental diseases, and that there is a relationship between the wrong parenting methods of the child in childhood, and his exposure to injury with some behavioral disorders and mental illnesses in old age. **(El-Issaoui, 2003, 35)**

5. Conclusion:

The childhood stage serves as a basis for building a balanced and integrated personality in the mental, psychological, cognitive and behavioral dimensions. In light of these data, the main goal was, through our study, to show us the level of withdrawal behavior among elementary school children ranging from low to medium, and also that there is a relationship between the family climate and the withdrawal behavior of students, so that whenever children have a good and healthy family climate in which all comfortable conditions are available to live in peace and safety and meet their desires, whether material or moral, and encourage them to move forward and achieve success, the level of withdrawal behavior decreases, and on the contrary, the unhealthy and corrupt family climate in which the basic needs of their children are not satisfied, roles and responsibilities are mixed, and lack of security and stability may lead to their withdrawal from social relations.

In light of the results of the current study, we have tried to develop the following proposals:

- _Parents must provide a safe, stable and cooperative atmosphere within the family for a sound psychological structure.
- _The need to organize weekly awareness days for discussion and dialogue between teachers and parents, because the behavioral problems issued by the child at school, especially the withdrawal behavior, are the result of an abnormal discharge in front of the stimuli he is exposed to. Therefore, to create psychological stability in the child, plans and programs must be developed to take care of the family and the school and communicate between the parties (parents and teachers) to modify the withdrawal behavior.
- _ Include scientific and recreational trips in school programs because they enhance the social skills of the child and their development.
- _ Opening educational courses on the child's cognitive, physical and emotional development...
- _ Attempting to follow the parents' methods of normal treatment to improve the level of psychological adjustment of the child behaviorally, especially withdrawal behavior.
- _The family should help its children to study and not stress them at work, which leads to increased psychological stress and may negatively affect their academic achievement .
- _ Studying withdrawal behavior and stubbornness among students in the primary stage.

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- _ Studying parental treatment methods as a predictor of social withdrawal and aggression in children.
- _ Studying the withdrawing behavior in light of the variables of the mother's work and her failure to arrange the child in the family.
- _ Building guidance programs to take care of children with social withdrawal.
- _ The role of the school in taking care of people with behavioral disorders.

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