CAUSES OF THE PASSIVE ATTITUDE IN CHILDREN AT EARLY GRADE LEVEL

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Purpose: The passive attitude of a child is a common problem as far as communication is concerned which have long been considered a central concept of social psychology. The current study investigates the causes and fear of children at early grade student. The objectives of the study were (a) to identify the reasons of the passive attitude of children at primary level; (b) to determine the elements involved in creating a passive attitude in the students at primary level; (c) to assess the causes of the passive attitude of students at primary level.

Methodology: The nature of this research was descriptive while the survey method was used to gather information. All the learners, parents, teachers of government primary schools of district Bahawalpur were the population of the study. Sample of 592 participants (teachers 125, students 366 and parents 101) was selected through using convenient sampling techniques. The questionnaire was used as a research tool for teachers, parents, and students.

Main Findings: Findings of the study demonstrate that punishment, scolding, steering, speaking loudly, beating, Burden of homework and strictness were considered the major causes of passive attitude among students. Most of the teachers were of the view that students feel fear when the teacher scolds them and student’s hesitation level increased.

Applications: This research study fulfilled both objectives of the study. The results of the study disclosed that majority of the students; teachers and parents opined that strictness of the teachers, punishment, de-motivating attitude of teachers, Burden of homework, curriculum, the teaching method of teacher, lack of attractive environment, home environment, crowded classrooms and lack of teachers friendly relationship with students. All these become the reasons for shy and poor confidence in the children.

Originality: In the future, this study will be helpful for the teachers and parents, how to deal with children and seeks their behaviors. As well as, this study will helpful for researchers to investigate each reason and developed the curriculum. Similarly, a policymaker can use this study to develop the rule and regulation for their institutions.

Keywords: Passive attitude, Hesitation, Early Grade Students, Aggressive Behavior

1. INTRODUCTION

In Pakistan, it is observed that the classroom environment has been neglected and individual interests of the students have not been taken into the notice neither the problems in the classroom faced by the students being faced are addressed by the teachers. The term attitude refers to “a favorable or unfavorable evaluative reaction towards something or someone exhibited in one's beliefs, feelings, or intended behavior.” It is a social orientation an underlying inclination to respond to something either favorably or unfavorably (Cashin, 1996).

Passive people normally kept their problems to themselves but with a little kind and soft attitude, we can get them to open up and tell us what the problem actually is. If we want to solve a problem, we must first know what the problem is. Passive behavior is an entirely different phenomenon. Aggression is something we deal most frequently in routine life. We are not always on the receiving end. We all have got the capability of losing control of our emotions from time to time. To cope with passive-aggressive behavior, we need to create an environment where it cannot get burst. One of the best ways to do this is to be proactive and create an environment where people feel that they can open up and tell you anything. Due to this response, we can build a trustworthy and respectful relationship where passive-aggressive behavior can be avoided or ceased (Wachtel, 1998).

Unacceptable or passive and aggressive behavior must be addressed. If we are experiencing hostility, we have to sit with them in an isolated environment and address the issue. Using the following feedback model, we should focus on three main things:

• “What is the other person's issue i.e. the cause of their hostility?”
• “Why is this issue important to them?”
• “How would they like to move forward?”

The most important thing to tackle passive aggressive behavior is that we should ensure such an environment that we are always open for communication and honest discussion. We must have to demonstrate that we are trustworthy and respectful of others. It has been revealed in the observation of the students that some students are unwilling learners and become apparent in their loss of interest and same we can witness in the

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shape of low performance, absenteeism, slow in assignment submission, non-co-operative behavior, a negative approach (Sajjad, 2010).

Another important factor that causes negative attitudes towards schooling is stress cite. Stress, according to Feldman (2004) is any situation that evokes negative thoughts and feelings in a person. However, the same situation is not evocative or stressful for all people and all people do not experience the same negative thoughts and feelings when stressed.” Fatemipour (2013) points out that “the person-environmental model of the concept “stress” helps to understand stress among students. Children are often ill-equipped to cope with stress during these transitions from childhood to pre-adolescence, and from pre-adolescence to adolescence.” According to the Pukelis and Savickiené (2003) “during this period the adolescent needs to be handled sympathetically and with understanding. For pre-adolescents and teens, an identity crisis, the perils of peer interaction, acceptance, and rejection of situations, persons and ideas are a constant source of stress and depression.” “Where do I stand?” and “How do I compare to others?” are key concerns for this age group (Lawrence A Braskamp, 2000). “Parents’ attitude toward education influences their involvement in education matters. Parental involvement in education is the participation of parents in regular meaningful communication that involves student academic learning and other school activities including ensuring that parents play an integral role in assisting their children’s learning at home and at school” (Larry A Braskamp & Ory, 1994).

According to Chang (2001), “literature has identified quite a number of causes of students’ seemingly untoward attitude to school work. These include among others the school and its curriculum, stress and developmental issues, economic factors and the impact of HIV and Aids. Several curriculum issues have also been blamed” simply because students find the assigned work too difficult or too easy.

Another important factor that causes negative attitudes towards schooling is stress cite here. Stress, according to Cohen (1981),” is any situation that evokes negative thoughts and feelings in a person. However, the same situation is not evocative or stressful for all people and all people do not experience the same negative thoughts and feelings when stressed.” Connolly (2007), points out that “the person-environmental model of the concept “stress” helps to understand stress among students. ECE is the most important period for the development of mental and social development. This is the period when a child acquires languages and early literacy in this early period children are experienced very active learners and interpret the things in their own way. ECE should be considered as the first step of basic education and should be an integral part of the national education system. If ECE provided with high quality it could lay a strong foundation for the life-long learning and also can motivate children for all sorts of development including Physical, social, cognitive and linguistics (Cuseo, 2007). To avoid the passive attitude in the primary school students it has always been recommended that teachers adopt such a way of teaching that could also address their sensitivity of thoughts and provide them free and independent atmosphere to express what they feel. In the countries like Pakistan, such situations are very common now and there is an utmost need to transform the situation by adopting the modern methods and understanding of children psychology at this level to control the issue at its beginning (Shakir & Lodhi, 2016).

2. OBJECTIVES OF THE RESEARCH STUDY

Objectives of the study were: (a) to identify the reasons of passive attitude of children at early grade level; (b) to determine the elements involved in creating passive attitude in the students at early grade level; and (c) to assess the causes of passive attitude of students at early grade level.

3. RESEARCH METHODOLOGY

The focus of the study was to identify the causes of the passive attitude of students at early grade level. Therefore, all the primary school of four tehsils; Bahawalpur, Yazman, APE, and Karipur were the population of the study. All the teachers of Government primary school of Bahawalpur. The population of the study consisted of all the students of early grade students of both public and private sector including boys and girls situated at urban and rural areas of the province of district Bahawalpur. The study was survey type on the basis of probability sampling methods (multistage cluster sampling) which according to Connolly (2007) serves as the foundation of all statistical tests. The sample was taken from all five tehsils of district Bahawalpur which was divided into 5 clusters (Bahawalpur, Ahmedpur, Yazman, Khairpur Tamiwali, and Hasilpur). From each cluster 366 students, 125 teachers and 101 parents were selected to observe them in the field directly. After determining the target population size in selected five tehsils, the sample was calculated with the help of statistical formula at confidence level 95% (margin error 5%). The population of primary school students in the whole district is 20200 (http://www.schools.punjab.gov.pk/ retrieved in 2017). To conduct the sample of 366 students of 4th and 5th grade, 125 teachers and 101 parents were selected to observe them in the field directly. The size of the sample was rationalized as Cohen, Mamon & Morrison (2008) and Jyothi, (2007) suggest selecting from the size of the population.

4. DATA COLLECTION AND INSTRUMENTATION
The survey method was used for this study. The basic information was collected through a questionnaire from the selected respondents. The respondent of the was teachers, parents, and students. All teachers were interviewed to find out the reasons of passive attitude in the students. All the respondents were asked the questions within the boundary of research ethics. After the development of the tool, the researcher validated the tool.

5. RESULTS OF THE STUDY

After the entire process of validity and reliability, the researcher was administered research tool on the selected sample. Researchers have personally visited departments and distribute the questionnaire according to the selected sample through the sampling technique. After collection of relevant information from the respondents, data sheets on a data sheet on SPSS was be developed and was analyzed in terms of percentage on indicators academic freedom. Demographic information will be presented in the form of a pie chart with its percentage. The feed data were analyzed by using different statistical formula’s e.g. simple means, percentage, T.Test, and Standard Deviation.

Table 1: Teachers opinion about the passive attitude

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
<th>S.A</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
<th>M</th>
<th>S.D</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment, scold, fear, Burdon of homework, lack of attractive environment</td>
<td>F</td>
<td>50</td>
<td>51</td>
<td>17</td>
<td>7</td>
<td>3.15</td>
<td>0.79</td>
<td>0.02</td>
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<tr>
<td>%</td>
<td></td>
<td>39.8</td>
<td>41.12</td>
<td>13.72</td>
<td>5.36</td>
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</table>

Table 1 describes the teachers’ opinion about the passive attitude of children. Teachers were asked about the reasons of passive attitude i.e. punishment, scold. Most of the teachers 39.8%+41.1%=80.9% opined that due to punishment strictness of the teachers, punishment, de-motivating attitude of teachers, Burdon of homework, curriculum, the teaching method of teacher, lack of attractive environment, home environment, crowded classrooms and lack of teachers friendly relationship with students. Children feel fear and hesitation while 13.7%+5.2%=19.1% were of the view that students feel hesitation with other reasons. In conclusion, it can be said that the majority of the study feel hesitation due to teachers’ attitude. Teacher positive and appreciative attitude can develop positive thinking among students. Further, it develops critical thinking and confidence. Most of the teachers appreciate their students during classroom; it makes them a confident student. If teachers gave care and love during classroom teaching to the early grade students, children feel comfortable and their confidence level will be enhanced.

Table 2: Students opinion about the passive attitude

<table>
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<tr>
<th>Item</th>
<th>Scale</th>
<th>S.A</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
<th>M</th>
<th>S.D</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment, scold, steer, speak loudly, beating, strictness</td>
<td>F</td>
<td>179</td>
<td>86</td>
<td>50</td>
<td>51</td>
<td>3.07</td>
<td>1.00</td>
<td>0.01</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>48.85</td>
<td>23.38</td>
<td>13.77</td>
<td>14.03</td>
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</tbody>
</table>

Table 2 describes students’ opinion about passive attitude of children. Parents were asked about the reasons of passive attitude i.e. punishment, scold, steer, speak loudly, beating, strictness. Most of the teachers 48.8%+23.3%=72.2% opined that due to punishment. On the base of results of the study, it is concluded that teacher was of the view that students feel fear when the teacher scolds them and student’s hesitation level increase when the teacher gives them punishment. The study clarified that most of the teachers, students, and parents were of the view that children become frightened when teacher speak loudly. It is concluded that most teachers were of the view that students feel fear when the teacher punishes the children through the stick in class. It is concluded that most teachers were of the view that students feel fear when the teacher punishes the children through the stick in class. Further data concluded that most of the teachers were of the view that students feel fear when teacher steer at the children. It is concluded that most teachers were of the view that students feel fear when teacher asks questions from the students. Children feel fear and hesitation while 13.7%+14.1%=27.8% were of the view that students feel hesitation with other reasons. In conclusion, it can be said that the majority of the study feel hesitation due to teachers’ attitude. Teacher positive and appreciative attitude can develop positive thinking among students. Further, it develops critical thinking and confidence.

Table 3: Parents opinion about the passive attitude
Parents were asked about the reasons of passive attitude i.e. separation of parents, quarrel each other, poverty, ignorance, the strictness of parents, fear of school, abuses of parents. Most of the teachers 28.71%+32.67%=61.38% opined that due to punishment, poverty, fear of school, quarrel. Children feel fear and hesitation while 26.72%+11.88%=38.6% were of the view that students feel hesitation with other reasons. In conclusion, it can be said that the majority of the student feels hesitation due to teachers’ attitude. Parent positive and appreciative attitude can develop positive thinking among children. Further, it develops critical thinking and confidence. Parents were of the view that students did feel fear while parents have conflictions. On the base of results, students did feel fear while their parents quarrel. Parents were of the view that students did feel fear while parents give them punishment. Parents were of the view that students did not tell they're all school activities with parents due to feeling hesitation. It is concluded that students did feel fear while parents are scolding them all the time. It increases confidence in students if parents never scold them and treat well with their children.

6. DISCUSSION

Parents were asked about the reasons of passive attitude i.e. punishment, scold, steer, speak loudly, beating, strictness. On the base of results of the study, it is concluded that teacher was of the view that students feel fear when the teacher scolds them and student’s hesitation level increase when the teacher gives them punishment. The study clarified that most of the teachers, students, and parents were of the view that children become frightened when teacher speak loudly. It is concluded that most teachers were of the view that students feel fear when the teacher punishes the children through the stick in class. It is concluded that most teachers were of the view that students feel fear when the teacher punishes them. It is concluded that most teachers were of the view that students feel fear when teacher steer at the children. Further data concluded that most of the teachers were of the view that students feel fear when the teacher asks questions from the students. Children feel fear and hesitation that students feel hesitation with other reasons. In conclusion, it can be said that the majority of the study feel hesitation due to teachers’ attitude. Teacher positive and appreciative attitude can develop positive thinking among students. Further, it develops critical thinking and confidence. Most of the teachers appreciate their students during classroom; it makes them a confident student. If teachers gave care and love during classroom teaching to the early grade students, children feel comfortable and their confidence level will be enhanced.

Parents were asked about the reasons of passive attitude i.e. separation of parents, quarrel each other, poverty, ignorance, the strictness of parents, fear of school, abuses of parents. Most of the teachers opined that due to punishment, poverty, fear of school, quarrel. Children feel fear and hesitation that students feel hesitation with other reasons. In conclusion, it can be said that the majority of the student feels hesitation due to teachers’ attitude. Parent positive and appreciative attitude can develop positive thinking among children. Further, it develops critical thinking and confidence. Parents were of the view that students did feel fear while parents have conflictions. On the base of results, students did feel fear while their parents quarrel. Parents were of the view that students did feel fear while parents give them punishment. Parents were of the view that students did not tell they're all school activities with parents due to feeling hesitation. It is concluded that students did feel fear while parents are scolding them all the time. It increases confidence in students if parents never scold them and treat well with their children.

7. CONCLUSION

On the base of results and analysis of the study following are the conclusions aligned with the objectives of the study:

The first objective of the study was to identify the reasons for a passive attitude of children at early grade level. The results of the study disclosed that majority of the students; teachers and parents opined that strictness of the

<table>
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<tr>
<th>Item</th>
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<th>M</th>
<th>S.D</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>separation of parents,</td>
<td>F</td>
<td>29</td>
<td>33</td>
<td>27</td>
<td>12</td>
<td>3.14</td>
<td>0.72</td>
<td>0.062</td>
</tr>
<tr>
<td>strictness of parents,</td>
<td>%</td>
<td>28.71</td>
<td>32.67</td>
<td>26.72</td>
<td>11.88</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>fear of school.</td>
<td></td>
<td></td>
<td></td>
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teachers, punishment, de-motivating attitude of teachers, Burdon of homework, curriculum, the teaching method of teacher, lack of attractive environment, home environment, crowded classrooms and lack of teachers friendly relationship with students. The second objective of the study was to assess the causes of the passive attitude of students at primary level. On the base of results of the study, it is concluded that teacher was of the view that students feel fear when the teacher scolds them and student’s hesitation level increase when the teacher gives them punishment. The study clarified that most of the teachers, students, and parents were of the view that children become frightened when teacher speak loudly. Empirically, it is concluded that most teachers were of the view that students feel fear when the teacher punishes the children through the stick in class. It is concluded that most teachers were of the view that students feel fear when the teacher punishes them. Similarly, It is also concluded that most teachers were of the view that students feel fear when teacher steer at the children. Further data concluded that most of the teachers were of the view that students feel fear when the teacher asks questions from the students. Data further concluded that most of the teachers, parents, and students opined that students feel fear of loss of their loved one. This study indicated that most of the students feel hesitation and never put attention in their class when their parents quarrel with each other. Students’ social status matters a lot. This study concluded that children having poor background remained shy and feels hesitation than the children having high social and economic status.

8. RECOMMENDATIONS

The last objective of the study was to suggest strategies on how to overcome the passive attitude of the students. On the base of the review of related literature and results of the study, the following were the measures to remove the hesitation and passive attitude of the students.

- The results of the study indicated that most of the teachers remained strict while teaching in class, due to their strictness students feel hesitation and remain fear in them. It is suggested that if teachers gave care and love during classroom teaching to the early grade students, children feel comfortable and their confidence level will be enhanced.

- Another important issue and factor which increase the passive attitude and cause fear among children in early grade children. Most of the teachers, parents, and students were agreed that the school environment is another reason for the passive attitude among students. So it is suggested that the school environment should be made attractive for students. The heavy bags, punishment, de-motivating attitude of teachers and crowded classrooms such issues need to address so that children may be found themselves more comfortable in school.

- Confidence is what children needed at early grade level. If in classroom teacher include the variety of Role-plays and activities where they will create opportunities to speak more and more in real-life situations.

- Ask the children how they feel about speaking. Is it important to them? What are their difficulties? This will let them know that you are aware that you are asking them to do something that is not necessarily easy. Maybe the class can share some ideas on how to deal with this. Mention to them that actors study their lines before they perform in a film or a play. Emphasize that they have to do a scene many times until they get it right. This should re-enforce the need to practice before speaking in class. This conversation will usually relax them and give them the confidence to try.

- Ask students to look at the picture for about a minute without telling them why. Look at your watch to re-enforce the time limit. Then, hide the picture so they can’t see it. Also, ask them to tell you about the picture. What can they see? What is happening? Who are the people in the picture? Ask them to write the information on the board. Now ask them to open their books and look at the picture again for another minute. They should confirm the information on the board, make any changes, and add anything new. With the corrected sentences on the board, you can follow the procedure described above. This activity is a bit more challenging as the sentences may not follow the pattern that grammar and vocabulary exercises usually do.

9. REFERENCES


