



Identification of the Reasons of Children's Anxiety and Submissive Attitude: A Comparative Study of Public and Private Schools

Vol. IV, No. III (Summer 2019) | Page: 300 – 308 | DOI: 10.31703/grr.2019(IV-III).34

p- ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

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Abstract

The main purpose of this research was to analyse the children anxiety in both public and private schools. The main objectives of the study were (a) to identify the factor that involve to increase fear among children; (b) to investigate the positive and negative impact of anxiety on students' academic performance; (c) to analyse the children learning state of mind during fear and submissive attitude. This descriptive research involved the data collection from ninety (90) teachers, three hundred and seventy five (375) students and forty (40) parents. They were selected by convenience sampling technique. It is found that when children are in fearful environment they feel panic attack and they participate less in class when they are in state of fear while most of the children think that stress, verbal threading and punishment is the basic cause of anxiety among early grades children.

Key Words: Anxiety, Hesitation, Passive Attitude

Introduction & Literature Review

Early Childhood Education (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 not experienced, very active learners and interpret things in their own way. ECE should be considered as a first step of basic education and should be the integral part of the national education system. If ECE be provided with a high quality, it could lay a strong foundation for the life-long learning and it can also motivate children for all sorts of development including physical, social, cognitive and linguistic. (Rogerson & Scott, 2010). 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 (Chohan & Qadir, 2013).

Fear is unpleasant emotion or thinking which is the feelings we get when we are afraid and worried that something bad is going to happen (Chohan & Qadir, 2013) All children mostly have fear in period of their childhood i.e. fear of the dark, fear of unknown, monster and animals (Hamre & Pianta, 2001). This fear is normally and time limited but treating and fear in school age is risky for long term which students don't cover easily. This fear effects on their lives, family, school and also community. Primary school children have mostly the fear of parents, fear of teacher, fear of game, fear of rejection, fear of disappointing, fear of judgment, fear of homework, fear of peer, fear of playground and fear of exams (Skaalvik & Skaalvik, 2016). As the children are regarded as the powerful nation so it is most important for the state to take some measures to decrease the fear among early grade students and give better attention to them it impossible to gain the better valuable dreams (Naz, Daraz, Khan, Hussain, & Khan, 2012). School teachers can play an effective role in decreasing the state of

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fear among children. Hartz, Williford, and Koomen (2017) seems agreed with the point of view that teacher and students positive relationship can develop the better personality of the children. School teachers can deal all the violence which occurs in every individual. If the teacher encourage the children and prepare for dealing with stress improving confidence and also deal with the fear of failure and fear of rejection. In family, children have fear of parents if child does not complete school work, parents and teachers both scrod and punish them. This thing effects on the emotion, feelings and thinking styles of children. Parents' separation is another cause which badly affects the child's learning skills (Specht, 2010).

The lot of research studies have been conducted to remove the fear among children. The most important thing to tackle the fear is that teacher should ensure such an environment where teacher is 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 most of the students learn willingly and their loss of interest in studies and the same we can witness in the shape of low performance, absenteeism, slow in assignment submission, non-co-operative behaviour and a negative approach (Hughes & Coplan, 2010).

Ladd (2006) argues that "the use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures. This connection between culture and classroom instruction has been derived from the experience that cultural practices shape thinking processes, which serve as tools for learning within and outside school Thus, culturally responsive education recognizes, respects and uses students' identities and backgrounds as meaningful sources" (Ladd, 2006).

Objectives of the Study

The main objectives of the study were:

- (a) To identify the factor involved in increasing fear among children
- (b) To investigate the positive and negative impact of anxiety on students' academic performance
- (c) To analyse the children learning state of mind during fear and submissive attitude.

Research Methodology

It is an in-depth case study based on interview, questionnaire, discussion and personal observation in a natural setting. 110 teachers, 405 students and 50 parents of new comer students of play group to fifth grade from different boys and girls schools of Multan, Bahawalpur and Muzaffargarh districts were continently selected as sample of the study. Research instruments i.e. questionnaire teachers, observation for students and interview protocol for parents were designed to gather information for the identification of the causes of fear and school adjustment. The questionnaire was provided to the teachers and before that a brief explanation about the topic and the purpose behind that questionnaire were given by the researcher. It was necessary to make the purpose behind this research clear to them. Then another performa like interviews were provided to the parents. Some of them excused to attend the discussion session so the interview was provided to them at their places. Completion, providing and collection of the interview was a difficult process because explanation of the objective with same mind was a time taking process. The discussion session with the young students was interesting but finding out the reasons of their sadness, crying, disturbance and unwillingness to sit in the class, spending lot of time on each student as some of them even started crying during the discussion session was time taking.

Data Analysis

Table 1: Opinion of Teachers and Students about fear among students

Factors	Respondents	Mean	MD	S.D	Sig	F	t.
Factors involved in Fear among students	Teachers	3.800		1.10419			
	Students	52.285	-48.48571	8.31177	.000	226.807	-59.466
Effect of Fear	Teachers	31.323		4.13125			
	Students	29.557	1.76667	5.49633	.000	23.204	2.908
	Teachers	27.761	6.32381	5.17115	.006	7.654	8.705

Positive Impact of fear on students' Academic performance	Students	21.438		6.48210			
Negative Impact of fear on students' academic performance	Teachers	27.923	.96667	4.25779	.010	6.658	1.722
	Students	26.957		4.90221			
Learning state of mind during fear	Teachers	27.000	.56190	3.97831	.004	8.540	1.054
	Students	26.438		4.67903			
Impact of fear on students personality development	Teachers	24.342	1.13333	3.37932	.020	5.511	2.477
	Students	23.209		4.03382			

Table 1 identifies opinion of teachers and students about fear among students. The results of factor 1 “Factors involved in fear among students” reveal that there is a significant relationship between students’ fear and learning. The mean score of the teachers is 3.800 and students 52.285. Its F-Value is 226.807. The results of factor 2 “Effect of Fear” demonstrates the significant effect of fear on students’ learning and personality. The mean score of the teachers is 31.323 and students 29.557. Its F-Value is 23.204. Factor 3 “Positive impact of fear on students’ academic performance” identified that there is a significant relationship between fear of students and their academic performance. Most of the students and teachers opined that the fear of exams, teachers’ anger, parents’ anger and fear of asking questions in class make students’ academic performance better. Similarly, the few kinds of fear also have negative impact on the personality of children i.e. fear of rejection, bullying, fear of failure in examination and fear of insecurity affect the performance of the students. When students of early grades and their teachers were asked about the learning state of mind during fear, very significant results were found in this factor. Factor 6 “impact of fear on students personality” identified that fear increases the anxiety among the children. Fear not only results in loss of confidence but with fear children become less social.

Table 2: Gender wise opinion about fear among teachers and students

Factors	Respondents	Mean	MD	S.D	Sig	F	t.
Factors involved in Fear among students	Male	35.9207	-.42364	25.46331	.000	17.5337	-.157
	Female	36.3444		22.12481			
Effect of Fear	Male	31.4817	2.78634	4.76886	.537	.381	4.982
	Female	28.6954		5.15751			
Positive Impact of fear on students' Academic performance	Male	22.0854	-3.04708	6.94360	.014	6.089	-4.094
	Female	25.1325		6.20395			
Negative Impact of fear on students' academic performance	Male	27.2805	.00234	4.89340	.187	1.748	.004
	Female	27.2781		4.52424			
Learning state of mind during fear	Male	27.2195	1.23938	4.38912	.484	.490	2.485
	Female	25.9801		4.45940			
Impact of fear on students personality development	Male	24.0915	1.05173	3.65005	.151	2.077	2.425
	Female	23.0397		4.01643			

Table 2 identifies gender wise opinion about fear among students. The results of factor 1 “Factors involved in fear among students” reveals that there is a significant relationship between male and female state of fear. The results of factor 2 “Effect of Fear” demonstrates that there is no significant difference in the effect of fear on male and female. Fear has equal effect on personality and learning achievement of early grade children. Factor 3 “Positive impact of fear on students’ academic performance” identified that there is a significant effect of fear on male and female academic performance. The results of factor 4, factor 5 and factor 6 also signifies same effect of fear on both male and female students.

Table 3: Correlation among different factors

Factors	1	2	3	4	5	6
1. Factors involved in Fear among students						
2. Effect of Fear	.018					
3. Positive Impact of fear on students' Academic performance	-.492**	-.089				
4. Negative Impact of fear on students' academic performance	.015	.238**	-.065			
5. Learning state of mind during fear	.097	.430**	-.062	.478**		
6. Impact of fear on students personality development	-.001	.268**	-.087	.543**	.562**	1
	.989	.000	.122	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 describes the correlation among different factors of fear among students. Data explores that factor 1“Factors involved in fear among students” has significant effect on factor 3 ‘positive impact on students’ academic performance’. Similarly factor 2 has significant effect on factor 4, factor 5 and factor 6. Factor 3 has significant effect on factor 1. There is also a significant relationship among factor 1 and factor, 2, factor 4 and factor 6. Likewise factor 5 has significant effect on factor 2, factor 4 and factor 6. Data further explores that factor 6 has significant effect on factor 2, factor 4 and factor 5.

Results of Qualitative Data

The purpose of this research was to find out the expectations of the participants and to explore their motivation and interests to develop the professional skills for the adjustment of the young child in the school. Data analysis showed that teacher is the resource person but the parent’s role is as much important in this regards. From the twenty five teachers all accepted their duties but in the settlement of the child the role of parents is comparatively more important. Teacher feel so happy when the new students get admission in the class but the students are very disturbed, crying, even unwilling to leave the hands of their attendant e.g. mother, father or any other person with them. The teacher try to hold them but they cling with legs of their parents, hold them tightly and even try not to turn their face to the front. In the same situation, while this activity goes on in the class, other students obviously feel disturbed or if someone has got admission within a day or twice again start crying due to the crying of new students. In this situation parents should sport the management of the school and teacher but what they do? Sometimes mothers become emotional and try to get back the child.Its ok but when the same situation happens the next day, then definitely parents are responsible for the situation because at home do not try to explain it to the child that the school is a place where parents cannot stay with them. Parents should guide them before time even and spend some moments of the day on daily bases to brainwashing and preparing them for the new situation. It seems that if it was not in their mind that what kinds of steps they have to take before time but its insufferable then next day again with blank mind the parents and students present and same situation is created again and parents blame the teacher and school management for it.. If they play a positive role then their child can adjust soon. When at the time of admission in the principal office, only a 4 years old pampered boy showed bad manners and beat the mother badly, she had no words to cover her hesitation and embarrassment but his father sitting on the next chair just smiles as if his son is doing something good .It was surprising to know that the father is educated, an assistant professor and PhD degree holder from abroad. What happened student got admission in the school? Teachers and management try a lot for his settlement but it seems that father was not veiling to be his adjustment continuously interfere all the time and at last resultant he said that school not giving attention to my child so struck off his name. When the student is admitted in school, the teachers and the

management tries for his settlement but the father's interference keeps him from adjustment in school. They make fake promises with the child, for example:

- I will come soon to take you back soon.
- Don't worry I am sitting in the principal office.
- Ok you can see me after some time that I am present in the school
- Ok let's go to class with me.
- Miss I will go with my child just to the class door.
- I will come to your class after some time.
- Ok I will come to take you to canteen.
- Ok let I sit with you in the class.
- Ok let's go back home, we will come tomorrow.

These are all negative points and create problems in the settlement of the child in the school. The other student's time wastes and the time management for the course work in the class affects badly. They scattered their attention for study. The teacher also raised a point that some parents play a negative role and then ask the teacher for their child's unwillingness by asking questions like:

"Miss why my child is unwilling to come to school happily? You do whatever to make sure that my child comes to school willingly".

A good teacher is so polite with her students at every step. She does not create fear in their personality for their adjustment. Even in the all above situations, she should give polite gestures to the parents and students. She should not such attitude which makes the students fearful creating problems for the parents on the next day of school.

- Keep silent
- I will close the door if you will not sit in your place.
- Be silent, otherwise I will beat you.
- I will not take you to canteen with the other students.
- Do not call Mama Mama.
- Let me do my work.
- Do not disturb me.
- Don't cry, lion will come.
- Head down.

These are all negative points and create problems in the settlement of the child in the school.

The procedure included the interview, questionnaire and discussion with the teacher, parents and student.

Teacher feelings when a new student got admission in the class.

- New comer student's feelings
- The teacher's first talk or gesture
- Other classmate's behavior.
- The new comer's behavior with classmates
- Teacher's role among them
- Teacher's measures to adjust the new student in the class
- If the new student cries badly, then what is his/her classmates behavior
- If the doe not sit in the class at any cost, then?
- How will you act that you feel will definitely make the child feel relaxed.
- Reasons behind the child's disturbance
- Why do the students mostly cry at time of admission
- How can you create a good relation between students and books

- What is your experience regarding the time span required for the settlement of a new child in the school?
- Could you think that creating fear gestures are useful for the child's adjustment?
- Are the parents cooperative with you?
- What parents should do in this regard?
- Your suggestions for new comer students and for their parents
- Does your school principal play a major role in the adjustment of new comers
- If the student has his /her brother/sisters already in the school then how they behave?
- Your sweet memory about how was your first day in the school?
- Any remarkable incident or accident in your experience?

When a new student gets admission in the class, the teacher welcomes the new comer. The new comer mostly feels disturbed and the teacher's first talk or gesture with them mostly starts with Asalam o Alaikom. When a new comer student cries, some of his/her classmates also start crying. The new comer hesitates to talk or sit in the class and try to be close to the teacher. When the class fellows clap or sing a song for the new comer, it gives him/her an initiative to get involved with them and it is due to the teacher's role among them. If the student does not try to sit in the class at any cost, then teacher's positive role in getting the new comer involved makes the child feel quite relaxed. Mostly students cry at time of admission but the teacher and management can create a good relation between a students and books. According to the teacher's experience, the maximum time required for the settlement of a new child in the school is the first one week but if parents are not cooperative then it will take longer.. Is creating fear gesture useful for the child adjustment? It is strictly negated by all the teachers. If parents are cooperative with them, it would be easier for a teacher to understand the psyche of their students. Suggestion for new comer students and for their parents especially is that it is time for their children to learn and to be strong as it is the need of time. So if they hold their hands then for how long could they do this job for them?

School principal play a major role in the adjustment of new comer if the students have his /her brother/sisters already in the school then their behaviour is different. As regards the time of their sweet memory, those were simple times but now things have totally changed. Life accessories and books have increased but the quality of education is low.

Parents: The population of the study consisted of fifty parents of the new comer students in this new academic year. Researcher developed some survey type questionnaire for the parents and a discussion session as a research instrument. Researcher tries to find out some basic and main question regarding this research. These are the some main points of the discussion with the parents.

- What are your feelings and expectations when you feel that now your child has to get admission in the school?
- How was your first day in your child's school?
- After getting admission, your and your child's feelings?
- Is your child ready to go to school or you motivate him/her?
- The role of school management and teachers?
- What kind of difficulties did you face when your child create problems at the time of going to school?
- Did your child feel fearful of school?
- If you are a part of joint family system, what factors affect your child's personality?
- If you are not a part of joint family system, what factors affect your child's personality?
- Why do you feel it necessary to lie to your child some times for their adjustment in school?
- What are your exceptions regarding the teachers' behaviour in the school?
- Does your child demand/condition for anything special to go to school and does he/she goes happily if you fulfill that demand?
- What kind of steps do you take to build confidence of your child?

- Going to school is very much charming for the young students. The school bag, books, lunch box and other colourful accessories are very charming and due to all these a child is excited to go to school.
- If the students have his /her brother/sisters already in the school then how do they behave?
- Your sweet memory about your first day at the school?
- What kind of differences you feel in the schooling of now and then?
- Your suggestions for new comer students and for the whole process involved?

When their child is to get admitted in the school for the first time, their parents dream of him/her as the successful member of the society. Their first day in the child's school was energetic and they shared with us that both were happy. After getting admission parent's feelings are with high aims but if at the school door, their child starts crying and is unwilling to leave the parent's hand and insist them to come with them even in the class, then it creates problem for them. The parent's role in this regard is very important. Parents should guide them before time and try to prepare their mind for school. The difficulties they are facing are time management. If child feel fear to attend the school find out the reason talk your child about this fear. It was also discussed that If these children are a part of joint family system then the competition in study may rise but others the habits among the other children of the family may adopted by each others can be good or maybe not good for system you want to see around your child. The factors involved in the child's personality may give them strong impact or may cause of some damaging. Why you feel that it's necessary some times to talk to your child a lie? for their adjustment its due to that you are thinking you can change the mind of your child but in this way you can lose your respect even face the sentence after some days Mama Baba you are liar..! You do not fulfil your promises with me.

Its parents exceptions that a teacher should behave in the school like a mother gesture, but it's interesting that they are demanding the mother love but not allowed to her even snub them like a Mom. The child demands/condition for anything special to go to school happily is mostly demand of pocket money. Going to school is very much charming for the young students. The school bag, books, lunch box and other colour full accessories are very much charming and due to all these a child interested to go to school but the reasons behind that when it happened even the child not reply against all the talk a single word it's may be as like without planning you start your journey. But if the students have his /her brother/sisters already in the school then their behaviour are bit normal or relaxed. Your sweet memory about how was your first day in the school was short and brief, that time was so simple and now the generation is in bourdon of books and press with work load.

Students: One hundred young students of grade Play Group, Nursery and Prep was the main part of this discussion. We developed as a research instrument some survey type questioner for the parents and teachers and a discussion session planed too, but with all that we interviewed to find out some basic and main question regarding this research theme to those one hundred students those got the admission last year and in the new session, settled or unsettled students.

These are the some main points of the discussion with the young students in the interview:

- Their first day memories.
- Their own interest to join the school
- Parents talk at first day
- When enter in the class first day then?
- Parents mind making, especially mother role.
- Were they veiling to come to school happily?
- Were they feeling shy?
- Reasons behind their crying.
- Reasons of fear
- Reasons of uncomfortable gesture
- Reasons to annoyed the teacher
- Were they missed their family member in the school?

- What they want to see more in the school?
- What about their feeling after adjustment
- Are they happy now and come to school with happy mode.
- Are they missing the school at weekend?

About to ask their first day memories some of them informed yes, they were crying. Even they want to come to school by their own wish to see their brother sister are going to school or some other children but they feel shy and hesitation in that sense that it's a new place and when came to know at the moment Mama Baba will not stay here with them they start crying. Mostly students told that their parents did not told them anything where they are going. Parents mind making is a strong point to set a child in the school, especially mother role is very much important. Only those students were veiling come to school happily those already have some friends in the school may be relative, neighbour or brother, sister or may be both. Reasons behind their crying were not with the parents in the school. Reasons of fear and Reasons of uncomfortable gesture or Reasons to annoy the teacher all have the one answer that they are not mentally prepared for a new place. Mostly informed that yes they missed their family member in the school and especially Mama. They feel more disturb when their parents promised with them that they will come to pick them before time but not fulfil their promises. At that time some told that they decided daily now they will never ever see them again because mama baba not good. Teacher is good because she fulfil her promises with them. But when saw the parents at the moment forget their feelings of angriness with them run towards them hold them tightly and said "I will not come to school again." And parents without admitting their own mistake directly blamed on the teacher. Colourful swings they want to see more and more in the school? Their feelings after adjustment in the school are comfortable and relaxed. They are happy now and come to school with happy mode. Now they are missing the school at weekend.

Findings

These are the findings of the research:

- Parents are not preparing the mind of their child for any kind of new situation.
- Student's hesitation and fear due to the parents far-off.
- Student's hesitation and fear due to the lack of knowledge of the situation.
- Parents over and extra involvement in the school management during the adjustment time of their children in the school.
- Teacher ignorance about the student's feelings and attention for her.

Recommendations

In this regards that how can we remove the hesitation and fear of Early Grade Students Level Play Group, Nursery or Prep, during the talk questioner and exchanged views with teacher, parents and with students we recommend that parents role in this regards are more important as compare to the school management, teacher and student. We recommended some points those can help to remove the hesitation and fear of child.

- Parents should prepare the mind of child for schooling before time.
- Guide them that school is a place where they should survive without parents.
- Parents should control their self and follow the school rule.
- Don't violate the interactions after your child.
- Give time to your child that they adjust by self, don't tell lie and don't do the irrelevant promises with them.
- Make your trust strong in your children.
- You should for-off your personal crises or issues from your children.

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