

**EXPLORING DISINCLINATION  
AMONG CHILDREN IN GRADES 1 AND 2  
TO ATTEND SCHOOL AND RELATED FACTORS**

A thesis presented to the  
Institute Educational Development, BRAC University



**Presented by**  
MUHAMMAD MIZANUR RASHID SHUVRA

Student ID: 12155006

shuvra.gwu@gmail.com

A handwritten signature in black ink, appearing to read "M. Shuvra".

**National Supervisor**

Sakila Yesmin, Research Associate-III  
IED, BRAC University

A handwritten signature in black ink, appearing to read "Sakila Yesmin".

**International Supervisor**

Dr. Indrani Talagala  
Former Head, Department of Early Childhood and  
Primary Education  
Open University, Sri Lanka

In partial fulfillment of the requirements for the degree of  
**Master of Science (MSc) in Early Childhood Development**

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## Ethical Approval Form

Date: 7. 9. 2013

Student name: Muhammad Mizanur Rashid Shuvra

Title of Thesis Topic: Exploring Disinclination among Children In Grades 1 And 2 To Attend School And Related Factors

- Source of population: Government and NGO Preschools and its Teachers
- Does the study involve (yes, or no) ✓
  1. physical risk to the subjects – no
  2. social risk –no
  3. psychological risk to subjects- no
  4. discomfort to subjects – no
  5. invasion of privacy - no
- Will subjects be clearly informed about (yes or no) ✓
  1. Nature and purpose of the study - yes
  2. Procedures to be followed - yes
  3. Physical risk - yes
  4. Sensitive questions - yes
  5. Benefits to be derived- yes
  6. Right to refuse to participate or to withdraw from the study - yes
  7. Confidential handling of data- yes
  8. Compensation and/or treatment where there are risks or privacy is involved -  
Not applicable
- Will Signed verbal consent for be required (yes or no) ✓
  1. From study participants- yes
  2. Will precautions be taken to protect anonymity of subjects- yes
- Check documents being submitted herewith to Committee:
  1. Proposal ✓
  2. Consent Form ✓
  3. Questionnaire or interview schedule ✓

**ETHICAL REVIEW COMMITTEE**  
**Research Authorization**

Title: Exploring Disinclination among Children In Grades 1 And 2 To Attend School  
And Related Factors

The Research Checklist indicates:

- Approved without amendments
- Approved with advice to research
- Not Approved. Resubmission is required

Authorized by:

Name: ERUM MARIAM, PH.D

Position in Ethical Review Committee:

✓  
chair/co-chair/other

Signature:

*Erum Marian*

Date: 7.9.2013

**THESIS APPROVAL FORM**  
**(Approval from the Thesis Committee)**

Name of the Student: Muhammad Mizanur Rashid Shuvra

Expected Date of Graduation: 30.4.2014

Thesis Topic: Exploring Disinclination among Children in Grades 1 And 2 To Attend  
School And Related Factors

Examiner's comments:

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Date of Thesis Submission to the Committee:

Excellent

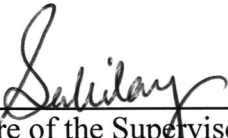
Good

Satisfactory

Fail

Thesis Committee Signature: 

**THESIS APPROVAL FORM**  
(Approval from the Supervisor)

  
\_\_\_\_\_  
Signature of the Supervisor  
29.4.2014  
Date:

Details of the Supervisor

*Name:* Sakila Yesmin

*Designation:* Research Associate - III

*Workplace:* ECD Resource Centre, Institute of Educational Development, BRAC University

*Address:* 113/A Road 2, Niketon, Gulshan -1, Dhaka-1212, Bangladesh

*Email:* [syesmin@bracu.ac.bd](mailto:syesmin@bracu.ac.bd)

*Telephone:* [88-02-9881265](tel:88-02-9881265), ext -2126

# Dedication

I dedicate this thesis to the following most influential persons in my life:

**My mother, Ms. Sharifa Parvin**  
from whom I have had the first exposure to education

**My father, (Late) Dr. Abdur Rashid Gomosta**  
who taught me how to critically contemplate about everything I see  
around me

**My son, Tazwar Rashid Ridwan**  
who has helped me become confident that there is nothing more  
important than early  
childhood development for a human being's later life

&

**My wife, Ms. Amena Begum Lily**  
with whom I have been able to learn and practice about early childhood  
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## Executive Summary

Academic achievement in a child's life begins formally within school settings. We expect that children would enjoy school and enthusiastically attend school regularly. Several studies have emphasized the importance of class environment and teachers' significant role in motivating students through nurturing their interest. Important aspects of such motivation include, teacher's pedagogic skills, capacity to manage children and amicable social environment in the class. Lack of these features are likely to create disinclination among children to attend school regularly.

The general objective of this study was to explore the reasons that instigate and promote disinclination in children of grade 1 and grade 2 towards attending school.

The study was a sequential mixed method study (QUAN-qual). Sixty parents of children attending two schools in Mohammadpur, Dhaka were given self administered questionnaires randomly found waiting on the streets for their children after obtaining their written consent. Data from this questionnaire helped identify disinclined children for informal interviews through purposive sampling. Four parents consented for indepth interview and seven parents gave assent for informally interviewing their children. Data were analyzed in STATA.

Findings revealed that 45% (n =27) of all the parents interviewed (N = 60) have divulged that children expressed disinclination to go to school regularly, of which at least a quarter of them refuses to go to school every day . Reasons children mentioned included uninteresting class work, less playing space, less playing time, unfriendly teachers and unfriendly peers. Majority of parents, mentioned lack of play space as a more important factor for creating disinclination to attend school in children compared to lack of play time. While bivariate Fischer's exact test showed the latter four factors associated with children's more frequent expression of disinclination,



multivariate logistic regression showed lack of playtime as the only statistically significant predictor for a child's everyday disinclination to attend school. Lack of space for playing was a marginally significant factor. Informal discussion (qualitative method) with children was consistent with quantitative conclusions about lack of playing opportunity contributing to disinclination. Parents added excessive workload (as a barrier to play time) as another factor with this. It was interesting to find that some parents strongly believe lack of sleep in the morning makes a child disinclined to go to school.

The study found children and parents of two non government schools in Dhaka report lack of play time and space as the most important factors that contribute to their disinclination to attend school. School's curricula allow minimum time for children to stay in school and, therefore, less playing time and quality teacher-student interaction time.

This study has been able to explore factors that make children disinclined to attend school consistent with the reality of the school's context in urban Dhaka. Further study with larger sample size is required to ensure a wider generalizability of these findings and improving the situation through targeted programmatic approach.

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# Chapter 1: Introduction and Background

## 1.1. Introduction

The millennium development goal wanted to ensure primary education for all by 2015. The millennium development goal report that despite several programs that had primarily tried to ensure school enrollment, achievement in South Asian region have improved only by a mere 15 % since its declaration in 2000 (UN, 2014). The scenario is much worse in the sub-Saharan Africa where the achievement has only reached about 78% by 2012. While Western Asia has seen a development of school enrollment by only 10% Central Asia and Latin America have seen no change in their school enrollment in the last twelve years. Providing opportunities to enroll in school is one side of the coin, however, another side of this crucial issue of human development is related to children's interest to retain in school or even go to school. Unfortunately data on children's interest, their tendency in expressing disinclination has rarely been documented thus far.

School is an important part of a child's ongoing developing life. Besides education a school provides children different opportunities for their appropriate development. However, the precondition for a child to benefit from school would also depend on the extent of a child's attachment and interest in school. If children find schools attractive and interesting it is likely that they will be willing to attend school more frequently. However, any given school has different coexisting dimensions that might also create disinclination to attend school many children. Despite factors that relate to a child's own personality traits as well as factors related to family characteristics are essential elements of a child's motivation school itself should likely be a substantial factor likely to attract or create repulsion towards school.

Disinclination in attending school would imply that a child is being forced to adjust to school. A child who is forced to attend school would only take place at the expense of a child's stressful life as well as a constant abhorrence towards school environment and gradually education itself.

## **1.2. Statement of the problem**

Students are expected to attend school and enjoy their learning as well as the entire time they spend in the school premise. However, evidences from developed countries suggest that there are at least three distinguishable factors contributing to disinclination of children to attend school. The elements that constitute these factors; i.e. the classroom environment, the interpersonal relationship between teacher and student and the intrapersonal characteristics of children (Dembo, 1994), are likely to be different between and within countries.

The broad categories that contribute to student's disinclination to attend school are more or less universal. However, the elements that constitute these categories are contextual and require exploration. Therefore, the problem this study attempts to explore is disinclination among children in Grades 1 and 2 in Dhaka to attend school and related factors.

Literature reviews reveal few to no evidences regarding factors contributing to children's disinclination to attend school in Bangladesh. Therefore, this study was with the attempt to open avenues to explore the issue for creating a more child friendly schools.

### **1.3. Significance of the study**

Students' disinclination to attend classes or school could develop aversion for learning. If children passes through a difficult time adjusting to an issue of dislike symptoms of maladjustment could arise. However, inadequate knowledge regarding potential triggers of maladjustment; e.g. disinclination towards teachers and classroom are usually ignored by parents or primary caregivers due to inadequate knowledge about consequences of maladjustment. Moreover, in the context of Bangladesh when children do not want to go to school parents usually consider this natural for kids to avoid structured or institutional environment, or even worse categorize it as a personal factor of the child often labeling her/him as rebellious or mischievous. Few parents would consider the possibility that there could be underlying factors related to teachers or classroom environment and activities that could create aversion towards schools. These factors are likely to create stressful adjustment of children to educational attainment and expose them to negative experiences. This study proposes to investigate factors related to school and teachers that contribute to children's disinclination towards attending school. Studies suggest that young children placed in classrooms that are developmentally inappropriate (e.g. whole group, workbook/work sheet activities) show more stress behaviors compared to those who were in developmentally appropriate classrooms confirming to the fact that school environment needs to be considered for a child's psychological health (Kirk, 1990).

## **1.4. Objectives**

### **General**

To explore the reasons that instigate and promote disinclination in children of grade 1 and grade 2 towards attending school.

### **Specific**

1. To estimate the prevalence of disinclination to attend school among children of grades 1 and 2
2. To explore factors associated with disinclination to attend school among children of grade 1 and 2
3. To find out disinclined children's perceptions towards school
4. To find out perceptions of parents in relation to children's disinclination to attend school.

## **1.5. Research questions**

### **General**

Why do children of grade 1 and 2 demonstrate disinclination to attend school?

### **Specific**

1. What proportion of children of grade 1 and 2 show disinclination to attend school?
2. Why do parents think children in Grades 1 and 2 demonstrate disinclination to attend school?
3. How and what do children who are disinclined to attend school perceive about their school?
4. How and what do parents perceive about their children's disinclination to attend school?

## Chapter 2: Literature review

Academic achievement in a child's life begins formally in school settings. We expect that children would enjoy school and would be enthusiastic and motivated to attend school regularly. However, such an assumption is based on other required conditions that need to be met e.g. positive school environment, teacher's attitude towards the child, activities that motivate the child's participation and the child itself etc. Dembo (Dembo, 1994) in his text on Applied Education Psychology discusses three distinct factors influencing motivation and learning; i.e. personal factors influencing motivation, classroom organizational factors and teacher behavior. There had been several studies that emphasized the importance of class environment and teachers' significant role in motivating students through nurturing their interest (Hidi & Harackiewicz, 2000). Teacher, especially teacher's experience, instructional process, has always been an important component for a child's adjustment to school. Studies such as those done by Mantzicopoulos college (Mantzicopoulos, 1998) show that children who were taught by teachers with more didactic pedagogic strategies such as using more worksheets, silent individualized work and learning through drill and practice activities were less likely to adjust to regular school and required to go through more frequent school readiness programs. However, teachers who had long experiences were more likely to adjust with children and they had fewer requirements for an intermediate school readiness program. The scope of the study, however, had not included exploring the personal factors of children influencing motivation.

Teachers are an important component of a student's classroom experiences and motivation. Teacher's contribution in averting disinclination through motivation falls



between the ranges of highly controlling behavior crossing through a moderate controlling that allows some autonomy with support up to the high provision of autonomy by teachers but with support. Studies suggest that students are more motivated when teachers foster situational engagement of students in the classroom. Students' engagement in the classroom is a function of student's participation in spontaneous activities; i.e. autonomy, free play etc. However, having control over student's activities by teachers' actions against students' autonomy inside classroom creates apathy towards participation and eventually disinclination towards school. This is why studies suggest that when provided with the support for autonomy in the classes as opposed to controlling by teachers, students are more interested to attend and persist in class instead of declining classes (Hardre & Reeve, 2003). Classroom social environment has also been found to be a determinant of children's interest in attending classes, For example, Moos and Moos (Moos & Moos, 1978) concludes that classes in which students were more absent were under more teacher control and therefore less flexible behavior by teachers. These teachers were also perceived as less supportive in the classroom. Experimental research also show that teacher's motivation styles for children in the classroom later correlates with student's motivation and engagement in the classroom indicating their interest to attend classes (Reeve & Cai, 1999). On the other hand the fact that teachers play an important role in motivating students to develop and sustain interest to attend school has been established by several researches. Disinclination to attend school by young children has been shown as a reverse phenomenon of intrapersonal motivation that is in turn determined by student-teacher interpersonal motivation (Turner & Patrick, 2004). Teachers who motivate students through interaction and flexible behaviors also give them autonomy to perform in class. This is demonstrated mostly through asking

children to participate in group activities as opposed to sitting idle and listening to lectures. Children by nature love to play and interact and get engaged. Such intrinsic motivation in children has been found to be related to teachers who are less controlling (Deci, Nezlek, & Sheiman, 1981). Continuing this motivation through love and care is important and is also a role that the teachers can play to prevent disinclination. Researchers have found that allowing students to choose their own assignment and task that they will complete is related to continuing motivation (Maehr, 1984). These are, among several factors that prevent disinclination by growing interest in children through enjoyment and engagement (Reeve & Jang, 2006). They found a significantly positive correlation between perceived autonomy by students and interest-enjoyment, engagement, and performance. The study found no gender differences in the instructional behavior of teachers that was associated with perceived autonomy by students.

Classroom environment can either contribute to a student's motivation or, can in the opposite direction create disinclination depending on the overall context of the classroom. Students' encouragement is influenced by how classroom activities are organized; i.e. unidimensional or multidimensional. Unidimensional classroom is where all students perform the same task and are graded according to one single standard. Therefore, such a classroom organization reinforces the evidence of a gradient of smart and less smart children (Rosenholtz & Simpson, 1984). Douglas has confirmed this theory of classroom factors contributing to students' potential for disinclination as a follow up study of Rosenholtz and Simpson. He has concluded that task differentials among students in the same classroom create perception of differences in self ability culminating in discouragement for the less performing

students. Such factors associated with classroom can potentially create disinclination among students to participate and therefore, class attendance (Iver, 1988).

## **Chapter 3: Methodology**

### **3.1. Study Design**

This study was designed as a sequential mixed methods study design (Creswell & Clark, 2011; Teddlie & Tashakkori, 2009).

The quantitative component of the study collected information using cross sectional survey design. The quantitative survey information (Ary, Jacobs, Razavieh, & Sorensen, 2009) has collected information to meet objectives 1 through 3.

Qualitative method was used after the quantitative data collection had been completed. Information from qualitative component has been used to meet objectives 2 through 4.

### **3.2. Study Population & Site**

The study population included parents and children of grade 1 and 2 of English medium Schools. Mohammadpur region in urban Dhaka was selected as the study site.

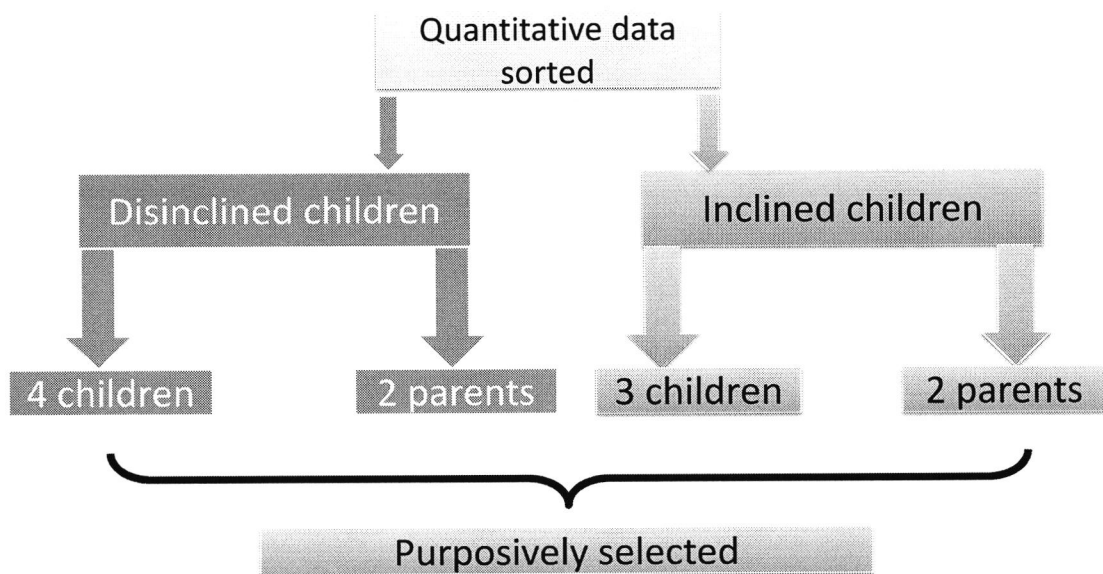
Mohammadpur Thana is located 23.7550° N, 90.3633° E in Dhaka division with an area of 11.65 square kilometer having a population density of 37,555/km<sup>2</sup>. Majority of the male (about 77%) and female (about 74%) children of the study population age group attend school (BBS, 2014).

### **3.3. Study Samples and size**

Data were collected on children of age group 6-8 years. However, quantitative data were collected only from the parents of these children. Qualitative data were collected from both children and parents.

**Parents:** Study site and the schools has been selected conveniently considering the feasibility of data collection time and resources. However, these schools broadly represent the private schools which uses English as medium of teaching. Sample of parents waiting for their children outside the school premises were selected using systematic random sampling method for quantitative data collection to ensure maximum generalizability (Lohr, 2009). On a later date parents whose children had shown disinclination as well as inclination were approached for in-depth interviews.

Data collected from sixty parents on their children as well as parent's opinion were used for this study. The size sixty was targeted to ensure normal distribution of quantitative variables.



**Figure 1: Schematic diagram showing qualitative sampling procedure**

**Children:** Children of grades 1 and 2 were selected for informal discussions.

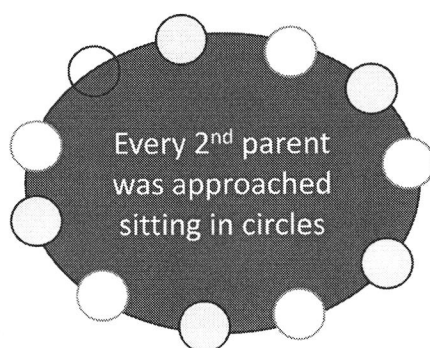
Children who were disinclined and inclined were purposefully selected after identifying them through the quantitative questionnaire responses. More than ten children were approached for informal discussion through their parents. However, only seven parents permitted their children to talk with the researcher.

### **3.4. Study Instrument and data collection**

#### **3.4.1. Quantitative component**

Self administered pre-coded structured questionnaire (Gillham, 2000) was used to collect quantitative information. However, this was not completely anonymous but requested for contact phone number. It did not ask for names of the parent or the child or the school. The reason for collecting phone numbers was to identify parents whose children regularly express their disinclination to go to school. They would be later contacted for qualitative interviews. The questionnaire and consent form explained the purpose of collecting contact information. It was important to know in details from those children and their parents who explicitly report disinclination towards attending school about their stances regarding disinclination. Questions that parents have responded to in the self administered structured questionnaire touched upon: 1) socio demographic characteristics of the family, 2) if children complained about going to schools or not and how frequently in a week they had complained, 3) reasons children report about why they do not want to attend school, 4) what in parent's opinion are reasons for which their children are disinclined to attend school and 5) how can the situation be improved.

Data collection procedure followed conventional systematic random sample procedure (Kalton, 1983). In Mohammadpur region (as well as in other parts of the country) parents drop their children in school and they wait in specific places until the end of class hours. Parents of the same class children usually sit in small groups or according to their convenience, nevertheless in groups usually forming circles. The researcher went to each group and identified if they were eligible for participating in the research; i.e. parents of children attending class 1 or 2. He then explained the purpose of the study and asked every second mother in the group if they would agree to participate in the research.



**Figure 2: Schematic diagram of systematic random sampling of participants for survey**

A consent form was given to obtain written consent. The researcher then explained how to fill out the questionnaire and gave pens and questionnaire to fill them out. After doing this in one group the researcher went to another group. The questionnaire takes about fifteen to twenty minutes to fill out. By the time the researcher went to the last group the first group had completed the questionnaire and the researcher began collecting it from the first group and so on.

### **3.4.2. Qualitative component**

#### ***Indepth interviews (IDI) of parents and informal discussion with children***

During collecting quantitative data parents were informed that they might be contacted for further interviews if they had provided a phone number (which was also asked in the questionnaire and served as an additional consent). Later filled out quantitative questionnaires were sorted to identify potential parents and their children for interviews. Twenty three parents provided telephone numbers implying that on principle they agree to participate . Out of these 23 parents, 11 were parents of children who were disinclined and the rest of them were parents of children who were interested to go to school. With the aim of interviewing 4 parents and 10 children, they were later called for appointments and seeking final consent to participate. Finally, four parents had consented for indepth interview and 7 parents provided permission to have informal discussion with their children.

Indepth interview guideline (Weinberg, 2002) was used for interviewing parents. The area of enquiry from parents included; 1) reasons for their children's interest and disinclination to attend school with a focus on classroom social environment, class work, peers and teachers 2) ways to improve the situation by which a child may be attracted to school.

Informal discussion with children touched on issues such as 1) their own perceptions as well as reasons about why they are not as enthusiastic to go to school, 2) about their perspectives on what changes need to be made so that children become more inclined towards school, 3) if not the school what attracts them more in their life?

Data were collected for a period of 2 (two) months.



### **3.5. Data analysis**

#### **3.5.1. Quantitative data**

Quantitative Data were entered in SPSS statistics 17.0 for preliminary analysis (Field, 2009). Later it was taken to STATA for statistical analysis (Everitt & Rabe-Hesketh, 2006).

Data analysis included conventional procedure. Multiple responses were treated as individual binary variables. Descriptive statistics (relevant measures of central tendencies) were generated for all the variables; proportion of all nominal variables and mean and standard deviation for the quantitative variables. Child's age during first school was the only quantitative variable.

Among those children who expressed disinclination to go to school regularly Bivariate chi square analysis was attempted among them to identify potential candidate for multivariate association. Since in most cases expected cell were less than five Fischer's exact chi square estimate was used for significant level at 0.05% (Warner, 2008).

Two distinct sets of independent variables were found potential for multivariate association with the outcome. Therefore, two multiple logistic regression models was run to remove confounding effects of each other on the outcome.

Factors that were significantly associated were entered in the multivariate logistic model to explore different factors' individual contribution controlling for the effect of other factors (Menard, 2010).

The theoretical model that was used was as follows:

$$P(\text{Disinclination}) = \frac{1}{1 + e^{-(b_0 + b_1 X_{1i} + b_2 X_{2i} + \dots + b_n X_{ni})}}, \text{ where}$$

$P(\text{Disinclination})$  = the probability of disinclination

$e$  = base of natural logarithms

$b_0$  = constant

$X_{ji}$  = a predictor variable

$b_{ji}$  = coefficient for the predictor variable  $X_{ji}$

### 3.5.2. Qualitative data

Qualitative interviews from both parents and children were recorded and they were directly transcribed to English for analysis. Transcribed data were coded according to a-priori coding schemes (Bernard & Ryan, 2010). These coded data were later used for generating results under broader themes that directly answered the research questions. Quotations that typically reflect a finding was used but kept anonymous.

### 3.6. Ethical consideration

The study was conducted with utmost ethical consideration particularly ensuring that no harm to the study participants is done.

The study used a consent form in which the study method, its objectives, purpose of the study was briefly described. Upon clear understanding the participants have signed on the consent form. The consent form ensured that the results will not be shared by anyone outside the research team and that no identification of the child, the school or the parents will be used.

Although the quantitative questionnaire asked for phone numbers for the purposive sampling of qualitative data collection, these were never used for the data reporting or keeping any identity attached to the school name since name of the school was never

asked. For qualitative research only gender identity and class were used for reporting any quotes from the research participants.

### **3.7. Reliability and Validity**

The quantitative questionnaire was piloted and ensured that similar reliable answers were obtained from participants on different items, therefore, ensuring inter item reliability (Furr & Bacharach, 2008). Since this was self administered questionnaire, inter rater reliability was not tested. Chronabach alpha for inter item reliability was 95% indicating a high level of agreement.

This explorative study lacks external validity since the sample size does not adequately represent the population of the study site. However, representation was partially achieved by ensuring the random sampling procedure for the quantitative variables.

## Chapter 4: Result

All sixty (N = 60) students' parents interviewed were from two non-government schools situated in Mohammadpur region of Dhaka. Table 1 shows the demographic and family characteristics of these children reported by the parents.

### 4.1. Quantitative research findings

Majority (52%) of children were females. Sixty percent of these children had siblings. Majority of these children (72%) were from nuclear family; i.e. lives only with their father and mother.

**Table 1: Demographic and family characteristics of the children, N = 60**

<i>Trait</i>	<i>Number</i>	<i>Percentage</i>
<b>Sex</b>		
Male	29	48.3
Female	31	51.7
<b>Sibling</b>		
Yes	36	60
No	24	40
<b>Family structure</b>		
Nuclear	43	71.7
Joint	17	28.3
<b>First School</b>		
Yes	39	65
No	21	35
<b>Reason for giving up previous school</b>		
Quality of education	9	42.9
Class environment	8	38.1
Inadequate class pressure	4	19
Quality of students	0	0
Teacher's attitude	0	0
Excessive class pressure	0	0

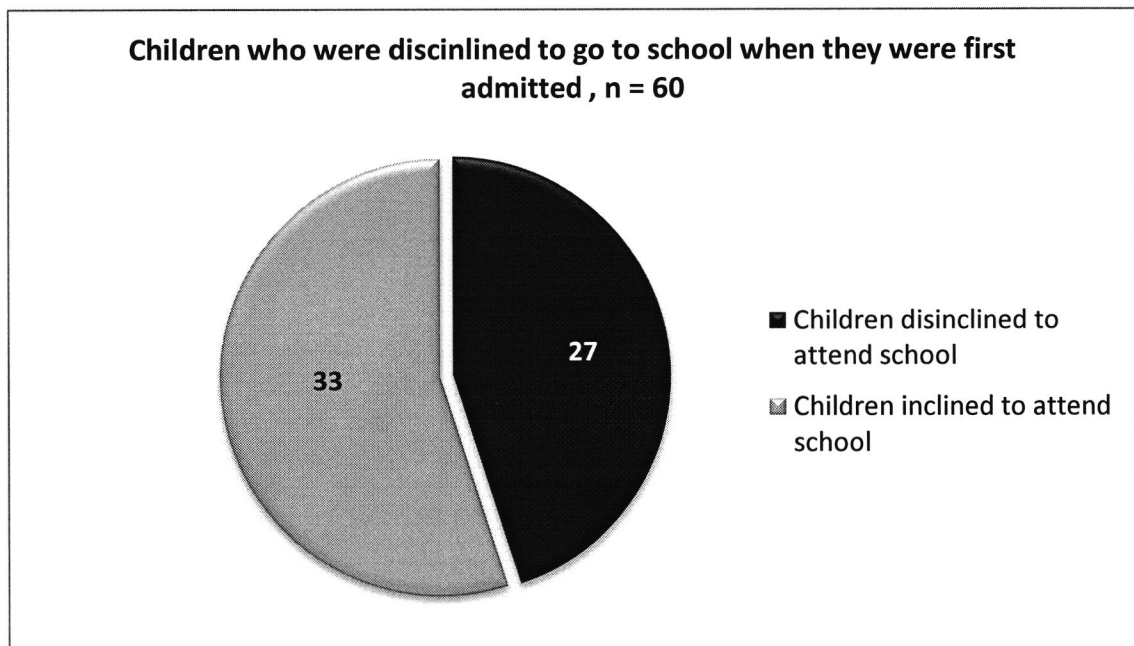
About one third (35%) of the parents reported that this was not their first school.

Reasons that led them to opt for another school included unsatisfactory quality of

education (43%), non-child friendly class environment (38%). A few parents considered that the class workload given by the school was inadequate and more pressure should be applied (19%).

#### 4.1.1. Disinclination and inclination to go to school

Among sixty parents interviewed twenty seven parents (45%) reported that their children showed disinclination to go to school on a regular basis.

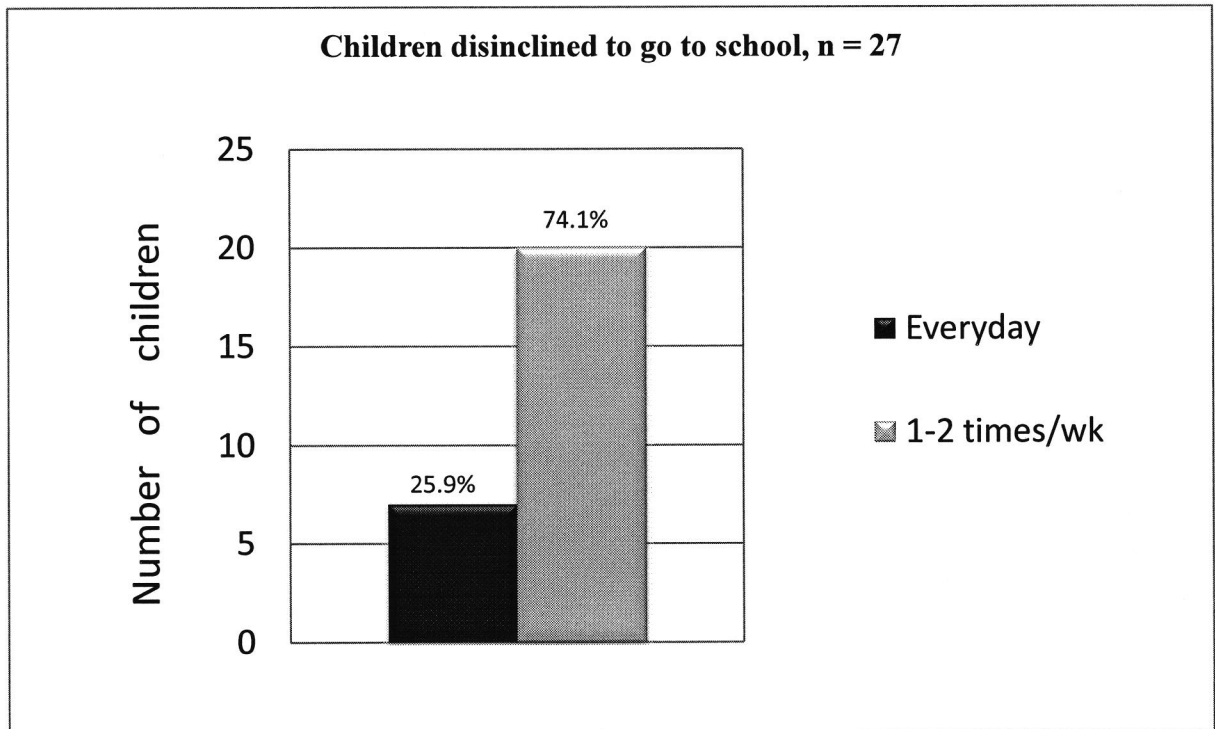


**Figure 3: Proportion of children who says that they do not want to go to school regularly**

Parents who reported that their children express disinclination to go to school on a regular basis were then asked about how frequently their children say this in a week. They were then requested to report the frequency of their children's disinclination to attend school.

Among these twenty seven children about one fourth of these children never showed any inclination to attend school (Figure 4).

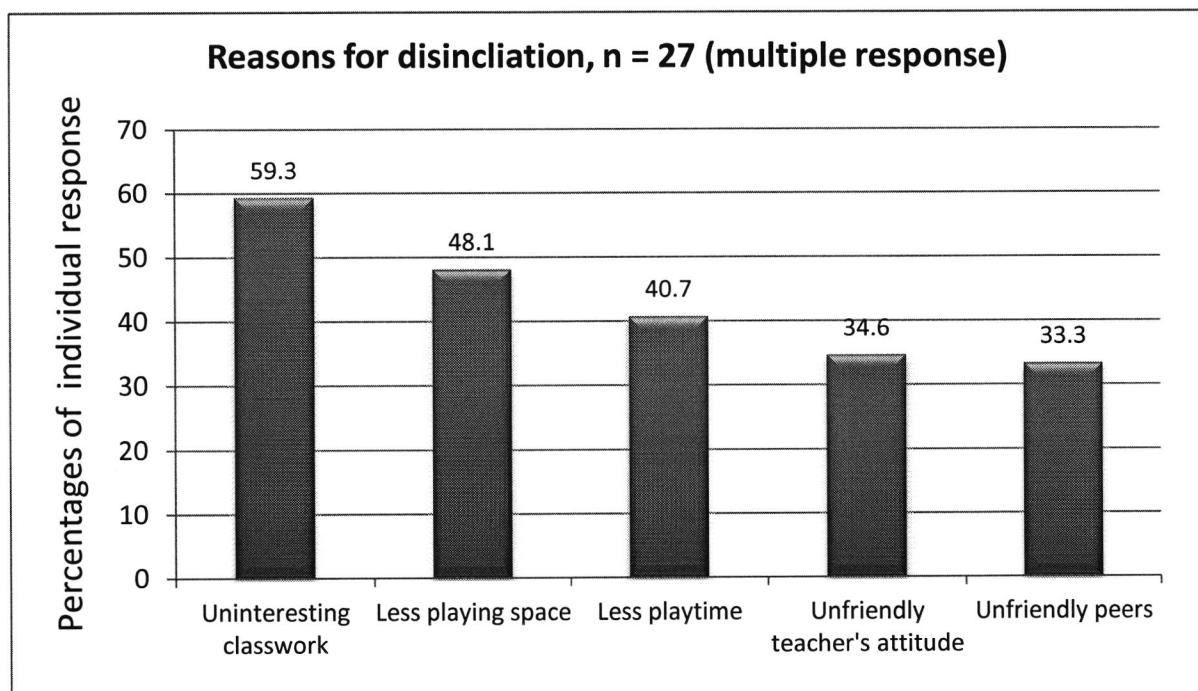
Parents of the remaining twenty children said that their children expressed their disinclination relatively a fewer times; i.e. one to two times a week but on a regular basis.



**Figure 4: Frequency of children's disinclination to go school expressed every week**

Parents of children who had reported that their children regularly expressed disinclination to attend school were also asked about the reasons children usually mention for their disinclination. It was found that children most frequently (59%) mentioned about uninteresting monotonous class work as a reason for not wanting to go to school (Figure 5). This was followed by reasons such as less opportunity for playing space (48%), less play time (41%) unfriendly teacher's attitude (35%) and unfriendly behaviors from peers (33%).

Children who wanted to go to school were also asked similar questions to figure out what attracts them to school. Results show that more than three fourth of the students (76%) mentioned like going to school because of their teachers.

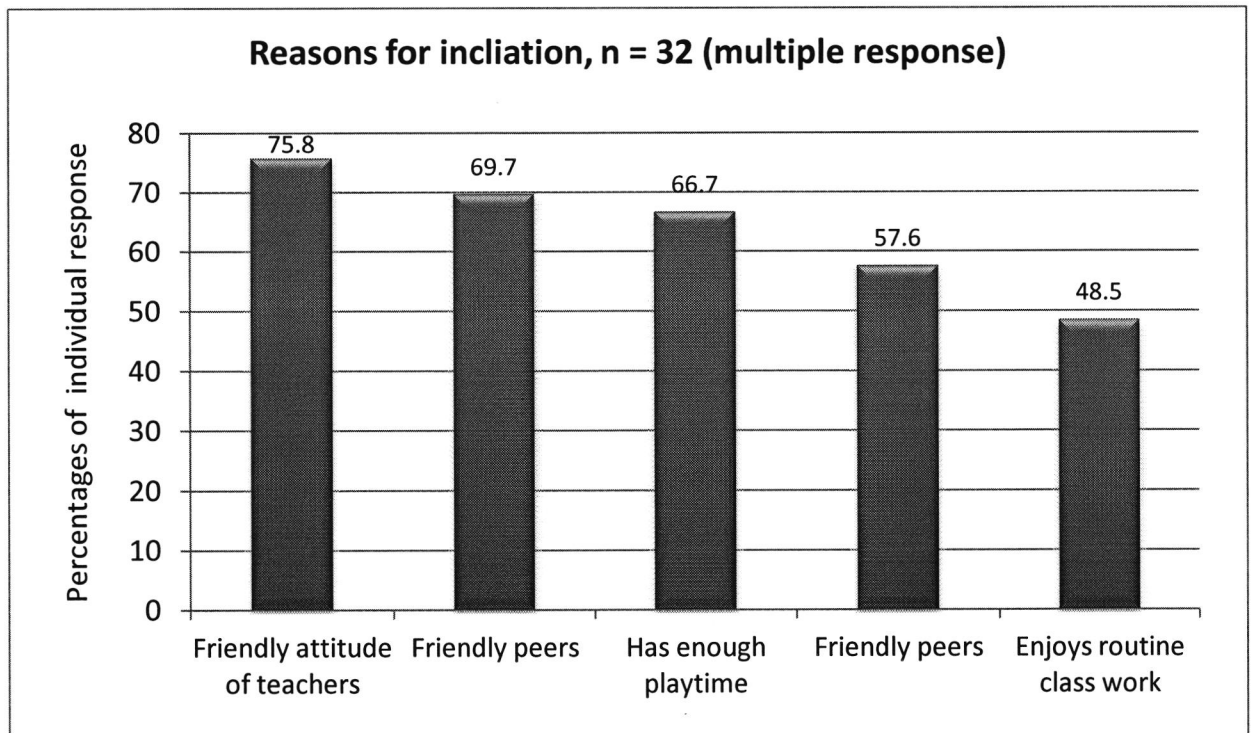


**Figure 5: Reasons disinclined children mention for not going to school**

#### **4.1.2. Disinclination/inclination to attend school during first admission to school**

The mean age of children when they were first admitted to school was 44.62 months (Standard deviation = 6.64 months). When admitted in their schools about one third of these children (28.3%) expressed their disinclination to attend school regularly.

It was also found that friendly behaviors of peers attracted a large proportion of children (about 70%) to school among those who regularly expressed their inclination to go to school (see Figure 6) .

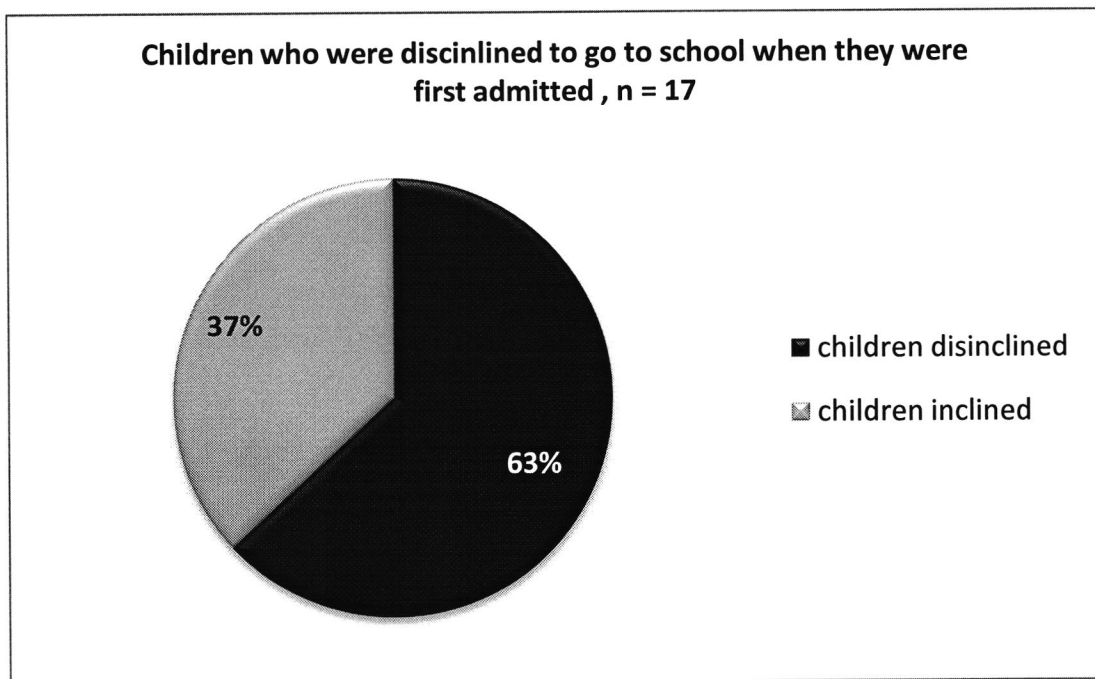


**Figure 6: Reasons inclined children mention for being enthusiastic about to school**

Analysis among those who did not want to go to school when they were first admitted to school, shows that about 63% of them still expressed their disinclination to attend school as they had done during their first admission to school about three years back.

Students who were disinclined to attend school during their first admission had similar, although different intensity of reasons. For example, a large proportion (71%) of children had complained about lack of communication opportunity with peers during their first days of school.





**Figure 7: Current interest status of children who were disinclined to go to school when they were first admitted**

Others (about 65% each) have mentioned excessive class pressure and less play time followed by teachers and peer's unfriendly behaviors (both about 53%) as major reasons for avoiding school.

Few children then had concerns about inconvenient class structure for playing or if they had been bullied by their classmates (see Table 2).

**Table 2: Characteristics of students when they were first admitted to school**

<i>Trait</i>	<i>Number</i>	<i>Percentage</i>
Child's interest in going to school when first admitted		
Yes	43	71.7
No	17	28.3
<i>Reason identified by parents when they did not want to go to school during first admission (Multiple response)</i>		
Teacher's unfriendly attitude towards the child	9	52.9
Unfriendly peers	9	52.9
Less play time	11	64.7
Excessive class pressure	11	64.7
Too much directive monologue teaching	7	41.2
Less communication opportunity with peers	12	70.6
Inconvenient physical structure of class	6	35.3
Bullying by peers	5	29.4

#### **4.1.3. Parent's opinion about reason's for children's disinclination to attend school**

Table 3 shows factors parents deem could contribute to children's disinclination to attend school in general. It shows opinion from both categories of parents; i.e. whose children are currently inclined (indicated as 'no' in the table) and whose children are not currently disinclined (indicated as 'yes' in the table). Majority of the parents whose children currently decline to attend school considered inadequate play space and too much directive monologue teaching (both 63%) as a contributing factor for creating disinclination in children.

Parents of children who were always interested to attend school mentioned bullying by peers as the major contributing factors for making children disinclined.

Both categories of parents mentioned teacher's unfriendly behavior and less play time as the least of all contributing factors for creating disinclination among children for attending school (see Table 3).

**Table 3: Parent's opinion about factors contributing to children's disinclination to attend school**

Factors	Children currently disinclined to go to school (multiple response)	
	Yes (%), n = 27	No (%), n = 33
Inadequate play space	63.0	57.0
Too much directive monologue teaching	63.0	48.5
Less communication opportunity with peers	48.1	48.5
Bullying by peers	48.1	66.7
Unfriendly peers	33.3	33.3
Excessive class pressure	33.3	24.2
Teacher's unfriendly attitude towards the child	25.9	18.2
Less play time	25.9	18.2

#### 4.1.4. Parents' recommendations for resolving issues and encourage children to attend school

In order to attract students to school and resolve issues of disinclination a large proportion (93%) of the parents emphasized their suggestion on the necessity for friendly teachers followed by friendly peers (87%) and less memorization activities (83%).

**Table 4: Parents' recommendations for preventing disinclination of children**

<i>Parent's recommendation on how to resolve these problems</i>	<i>Number</i>	<i>Percentage</i>
Friendly teachers	56	93.3
Friendly peers	52	86.7
Less memorizing	50	83.3
Give rewards and praise for extracurricular work	47	78.3
Learning more through fun activities	44	73.3
Good result	37	61.7
Allow for more communication time with peers	36	60
Use more of daily experiences rather than theoretical teaching	35	58.3

Flexible class working hours	34	56.7
More opportunities for reading compared to writing	32	53.3
Parent's strictness about ensuring attendance to school	13	21.7

There are parents who recommend other issues such as giving rewards and praises for extracurricular work (78%), making lessons more fun (73%), achieving good academic result (62%), allowing for more communication with peers (60%). Over half of the parents recommended that class lessons should contain more of daily experiences rather than theoretical (58%), flexible class hours (57%) and more opportunities for reading instead of writing (53%). Only one fifth of the parents recommend parents to be stricter about ensuring students to go to school (see Table 4).

#### 4.1.5. Factors associated with children's disinclination to attend school

##### 4.1.1.1. Bivariate unadjusted associated factors

Fisher's exact test was done to identify factors associated with children's disinclination tendency; i.e. few times disinclined versus completely disinclined.

Table 5 shows that sex of the child, teachers' unfriendly behaviors, unfriendly peer behavior, less playing space and less playing time are potential factors that contribute to a child's disinclination to attend school regularly.

It was found that a higher frequency of female children expressed their disinclination to go to school every day compared to male children who expresses this less frequently (Fischer's exact  $\chi^2 = 5.56 df = 1, p = 0.026$ ).

Analysis also showed that children expressed disinclination to go to school every day if teacher's and also peer's behavior was unfriendly (Fischer's exact  $\chi^2 = 5.73$   $df = 1$ ,  $p = 0.028$ ).

Bivariate analysis further show that expressing disinclination to go to school every day was also associated more with inadequate space to play (Fischer's exact  $\chi^2 = 4.88$   $df = 1$ ,  $p = 0.037$ ) and insufficient playing time (Fischer's exact  $\chi^2 = 7.34$   $df = 1$ ,  $p = 0.021$ ).

However, there were factors that had not shown statistical association with the tendency to disinclination. For example having a sibling (or not) was not associated with the child's disinclination. Likewise, coming from a nuclear or extended family did not have any association with the child's disinclination to attend school.

The result also shows no association with regard to the current school being the first school or not.

**Table 5: Bivariate association with children's tendency for disinclination to attend school**

<i>Declines to go to school (n =27)</i>		<i>Everyday</i>	<i>1-3 times a week</i>	<i>Fischer's exact chi-square</i>
		N	N	P value
<b>Gender</b>				
	Male	0	10	*0.026
	Female	7	10	
<b>Sibling</b>				
	Yes	12	8	0.67
	No	4	3	
<b>Family structure</b>				
	Nuclear	12	8	0.475
	Joint	5	2	
<b>First school</b>				
	Yes	13	7	0.30
	No	6	1	
<i>Reasons children mention when they do not</i>		<i>Yes</i>	<i>No</i>	P value

<i>Declines to go to school (n =27)</i>	<i>Everyday</i>	<i>1-3 times a week</i>	<i>Fischer's exact chi-square</i>
<i>want to go to school</i>			
Teacher's unfriendly attitude towards the child			
Yes	4	15	*0.028
No	5	2	
Less opportunity for playing space			
Yes	7	12	*0.037
No	6	1	
Unfriendly peers			
Yes	4	15	*0.028
No	5	2	
Uninteresting class work			
Yes	12	7	0.56
No	4	3	
Less play time			
Yes	5	14	*0.01
No	6	1	

*Continuation of table 5 from previous page*

\* Significant at  $p < 0.05$

#### 4.1.1.2. *Multivariate adjusted associated factors*

To rule out confounding effect and observe independent factors two multivariate logistic regression models were tested using independent variables significantly associated in bivariate analysis with the outcome.

The outcome variable in this study was binary; i.e. among all the children who express disinclination to attend school regularly outcome variable is the intensity of children's disinclination. Compared to those students who show disinclination to attend school "fewer times" multivariate logistic model was done to identify the odds of the independent variable's impact on those children who express disinclination to attend school "every day".

**Model 1:** The first model looked at unfriendly behaviors of the teachers and peers. While in bivariate analysis both had shown significant statistical association with the tendency of children to be declined multivariate association did not reveal any statistically significant association of either of these unfriendly behaviors (see Table 6).

It was notable that both the variables had equal values for all parameters. However, they had not demonstrated perfect multicollinearity and therefore were retained in the analysis in STATA.

**Model 2:** The second model attempted to show play related independent variables (play time and space) as it relates to the dependent variable. It was found that children who complain lack of play time were about 17 times more likely to say that they do not want to go to school every day compared to those who had not complained about play time and this was statistically significant (OR = 16.67, 95% CI = 1.31 to 211.9,  $p = 0.030$ )

**Table 6: Multivariate logistic regression model 1**

Independent variable (n =27)	OR	95% CI	$P> z $
Teacher's unfriendly behaviors	3.46	.1374154 87.09092	0.45
Unfriendly behaviors of peers	3.46	.1374154 87.09092	0.45

**Table 7: Multivariate logistic regression model 2**

Independent variable (n = 27)	OR	95% CI	$P >  z $
Children complain about lack of space	10.19	0.76 - 136.82	0.08
Children complain about lack of play time	16.67	1.31 - 211.9	0.03

The odds that a child who declines to go to school every day complains about less play space is 10 times more compared to a child who declines to go to school one to three days a week. However, this was not statistically significant at 5% significant level but significant at 10% significant level (OR = 10.19, 95% CI = 0.75 - 136.82,  $p = 0.08$ ).

#### **4.2. Qualitative research findings**

Indepth interviews of parents and informal discussion with children revealed their opinion regarding disinclination to attend school. Findings that answer research question 3 and 4 have been shown below under the following two broad themes:

- a) Factors that can contribute to disinclination to attend school
- b) Factors that could attract students to school



#### **4.2.1. Factors that contribute to disinclination to attend school**

Children and parents mentioned similar factors about what makes them declined about school. They are as follows:

##### **4.2.1.1. Less time to play**

Children had consistently mentioned about less opportunity for play time as a factor that significantly creates in them a disinclination attitude to attend school regularly.

*"I often don't like to go to school because I can watch TV more at home and there is not enough play time in school, only study and study"*

**- Female child of class 1**

Parent of this child also considered school curriculum unduly reducing play time and enjoyment. In her words,

*"Children currently endure extreme amount of pressure that does not allow them for much play time. This makes them remember the hardship of school hours and nothing attracts them for school. "*

**- Parent of a male child of class 1**

##### **4.2.1.2. Less play space**

Children who do not want to go to school regret that they do not have enough space to play. A child lamented that they do not have any designated field or playground and that forces them to share the small space in the lawn of the school where other kids also play.

*"No, we don't have a field and we can't play every day, only during sports day we come of the class and play in the space in front of the vice principal's office. They used to take us to the field, but they don't any more."*

**-Male child of class 2**

##### **4.2.1.3. Monotonous class work**

Both the parents and children stated that monotonous class work is an important issue that eventually creates boredom in children with their class work and imprints a

repulsive memory of school in their experiences. Children consider writing a monotonous work and prefer drawing over writing. One parent explicitly said that,

*"Children are now exposed to diverse type of entertainments and therefore, they easily get bored with the same kind of work. Schools do not take this into consideration and children do not feel it interested to keep doing the same work in school. "*

**- Parent of a male child of class 2**

All children; i.e. who express disinclination and those who are inclined to go to school have mentioned that their favorite classes are drawings classes and they would like to see more of similar activities. Children also suggest that their class activities could use play and games for learning. A child from class 2 says,

*"I love the drawing classes, but all classes could be done using fun games or playing. You can even teach math problems by playing games and we will like it so much!"*

**-Female child of class 1**

#### **4.2.1.4. Teacher's and peers' unfriendly behavior**

Some parents express their concern about teacher's behavior towards children as a contributing factor for disinclination.

*"Our children stay a considerably long part of the day with teachers; if their behavior is not good enough children become intimidated and do not want to go school."*

**- Parent of female child of class 1**

Students, however, were not concerned about teacher's behavior as much. Moreover, parents whose children do not express disinclination more strongly suggested that bullying by peers could serve as a factor for children's disinclination. Such a parent states her concern in the following way,

*"Children are fine with everything in school, but things like teasing and bullying might cause children to be very irritated if not completely fearful about school"*

**- Parent of female child of class 2**

#### **4.2.1.5. Inability to wake up in early morning**

Some parents have clearly stated that the only reason their children often do not want to go to school on a given day is because they cannot wake up in the early morning.

*"I do not think my child has a problem with the school or anything, often she sleeps late with us and wants to sleep till 10 am. When I try to wake her up for school at 6:30 am she keeps saying that she will not go to school today. But she is will not say this when she sleeps early"*

**- Parent of female child of class 1**

#### **4.2.2. Factors that attract students to school**

Parents and children had persistent perceptions about factors in school that would attract a child to come to school regularly. A child who went to school regularly had slight difficulty in imagining a situation where a child does not want to go to school or how they could be attracted. However, the researcher facilitated this discussion through a hypothetical story or asked them to recall any class mate who shows disinclination and what could be done for those children. Findings are as follows:

##### **4.1.1.1. Caring teachers required**

This has been more emphasized by children. A child of class 2, for example, has repeatedly stressed on this in the following way:

*" I like Anila mam (the class teacher) very much because she tries hard to make us understand the subjects..... the boy who hates class so much is silently reclining in the corner always, but when Anila mam talks with her in kind voice he becomes happy and smiles, other teachers should also behave like her"*

**- Female child of class 2**

Parents are very concerned when teachers misbehave and often decide to change school because of the child's severe disinclination. A parent of class 1 student said,

*"Once I found out that my child was dead against going to school. Later, after talking with her, I found out that a teacher had punished her, I am thinking about changing her school just because of this teacher. I have complained to the principal, if I see no action then I will surely change school."*

**- Parent of a class 1 children**

#### **4.1.1.2. More fun activities and playing opportunity**

Children unanimously suggested that in order to attract any child to school there should be more fun activities and playing opportunities. Two children from two different schools and from two different classes consistently disinclined to go to school had similar opinion on this issue;

*"I would always like to go to school if we had more fun time, I like drawing classes, there should be more drawing and games classes"*

**- Female child of class 1**

*"The only subject I like is drawing. I like drawing because I can use my own imagination to do my work. There is scanty time for playing, but I would love school more if they gave more play time. "*

**- Male child of class 2**

#### **4.1.1.3. Facilitate making friends**

Parents report that according to their observation a child's interest to go to school begins declining when he or she does not have friends in the class. A parent of a class 2 child mentions about her child who had grown interest in school only recently because of his new friends:

*"My son had not been interested to go to school for 2 years after we returned from abroad. We enquired and found he had no friends and therefore had no one to talk to in school. But now he is doing much better, at least he does not decline to go to school as often as before. The school authorities need to ensure that there is a good social environment where the child enjoys friendship if they want to prevent disinclination."*

**- Parent of a male child of class 2**

## **Chapter 5: Discussion, Conclusion and Recommendation**

The millennium development goal that aims to enroll all children of the appropriate age for primary education reports that, "Despite impressive strides forward at the start of the decade, progress in reducing the number of children out of school has slackened considerably (UN, 2014)." This explorative study attempted to explore grade 1 and grade 2 children's disinclination to go to school mixing quantitative and qualitative study design. This section discusses the findings and the conclusions arrived at based on the findings. It then formulates relevant and feasible recommends.

### **5.1. Discussion**

In this section findings of the present study will be discussed under each specific objective of the study as well as responding to the corresponding research questions:

#### **5.1.1. Prevalence of disinclination to attend school among children in grades 1 and 2**

Quantitative component of the study obtaining data from sixty parents using systematic random sampling showed that the prevalence of children disinclined to go to school regularly was about 45% in the study sample. This is a considerable percentage that should be taken seriously by the educational authorities. This study

provides evidence that despite enrollment there is a large proportion of children who on a regular basis expresses disinclination to go to school. Moreover, among those who express disinclination to attend school about one fourth of them are completely against going to school, although they are forced to go to school regularly.

#### **5.1.2. Factors associated with disinclination to attend school among children of grade 1 and 2**

Disinclination to attend school may be a function of several different dimensions. Text on educational psychology and other related studies (Dembo, 1994; Turner & Patrick, 2004) suggest factors that relate to teacher's pedagogic skills, school's social environment; i.e. relationship with teachers and peers, children's interpersonal and intrapersonal characteristics etc. At least 59% of children in this study who expressed disinclination mentioned uninteresting class work as a cause that deters them from attending school. Discussing with the children confirms that children feel interested in activities such as drawing pictures and playing games.

Games and playing opportunities were found to be a crucial determinant of disinclination and inclination tendency among of children. Disinclined children (48%) considered lack of play space as the second major cause that makes them uninterested to go to school. Moreover, parents of these children considered lack of space as the leading factor that makes children disinclined to go to school.

Interestingly however, while disinclined children identified less play time as the

third leading factor (about 41 % mention this) that create disinclination among them and about 68% children who are interested in school mentioned enough play time as the third factor that attracts them to school. Parents of the latter consider less play time as the least contributing factor for either creating disinclination (about 26%) or inclination (about 18%). Qualitative inquiry confirms that disinclined children strongly feels the need for play space or time and inclined children enjoy play time and recommended that to attract children to school play time and space should be considered with priority. Parents have also confirmed play time as an important factor but this is a result of comparing with their own childhood experiences and given the workload of children going to school in recent days. Bivariate analysis had shown children's disinclination to attend school every day was statistically associated with both lack of play space and time.

Renowned developmental psychologist Erikson (Erikson, 1948) appreciate that play can bear a diverse meaning in children and adults as well as is variable to the extent that conscientious observation can conclude individualistic meaning of play. The national council for curriculum and assessment of Ireland report different interpretation of play by children (NCCA, 2009). For example, when children were asked what they mean by play, it was found that they talk about having fun and being with friends, choosing their own activities, and being outdoors. Both qualitative and quantitative data from this study also support this diverse interpretation of play by children who prefer autonomy (for example, drawing as a means to exercise their liberty of imagination) in the classroom and feels the lack of

space is an issue. Children's autonomy as a motivational factor for attending school has been found by other researchers (Reeve & Cai, 1999; Reeve & Jang, 2006).

### **5.1.3. Children's perceptions towards school**

Children's concern about class room social environment is also noteworthy. There were interesting contrasting findings among disinclined and inclined children.

While friendly teacher's attitude was the most attractive factor to children who were regularly interested to go to school (about 76%), only about 35% of the disinclined children mentioned that unfriendly teacher's is a factor that makes them disinclined to attend school. Bivariate statistical analysis, however, had demonstrated significant association of disinclination in children with teacher's unfriendly attitude.

Children who were disinclined to attend school considered unfriendly peers as the least contributing factor to their disinclination (33.3%) their parents also had considered the same (33.3%) about unfriendly peers. Interestingly, an equal proportion of parents of inclined children also considered unfriendly peers as a factor that might contribute to disinclination. However, friendly peer is an important factor to more than half of the students for them that made them attracted to go to school.

Qualitative inquiry confirms that friendly peer is an important factor to children who attend school on a regular basis. Although children had not mentioned



explicitly their concern about unfriendly peers or the need for a friendly peer to make school attractive, parents of disinclined children experienced that friendly peers make a significant positive difference and gave an example of how it had completely changed her son's experience positively.

Bivariate statistical association also shows significant association with children's tendency of disinclination and the influence of unfriendly peers.

Plan international reports (Plan, 2010) after analyzing data from the Global School based Student Health Survey data conducted by WHO and CDC (WHO, 2013) that hostile experiences, particularly from act of bullying is understudied in Bangladesh. Nevertheless, situations or locations where this has been studied less and only recently reveals unwanted psychological impact of bullying and a potential deterrence towards school's hostile environment that other studies have also reconfirmed (Gini, 2008; Guo, 2013). Unfriendly behaviors or bullying has been documented to create disinclination among at least 7% children to attend school in the USA (Banks, 1997).

It is also noteworthy that the candidate predictor variables for multivariate statistical analysis were confined to two sets of specific variables. One pair of variables was related to play (play space and time) the other pair of variables was related to classroom social environment that more specifically relate to teacher and

peers' attitude and behaviors. Therefore, two sets of multivariate statistical model were run.

The first model of multiple logistic regressions with teacher and peer behavior (as independent variables) showed that among those children who were disinclined to go to school, despite bivariate association between teacher's behavior and peer behavior with children's disinclination, there was no association with children's tendency to disinclination to attend school.

However, in the second model (with lack of play space and play time as independent variables) it was found that children's concern about lack of play time was a factor that significantly affects children tendency to disincine school attendance. More specifically, a child who disinclines to go to school every day is about 16 times more likely to complain lack of play time as his discouraging factor compared to the child who expresses disinclination only a couple of times in a given week.

Lack of playing space as a factor was significant at 90% level providing indication that an adequate sample size might have achieved significance at 95% level. It is noteworthy that all odds ratio generated despite their statistical significance had a wide 95% confidence interval range. This is absolutely an effect of small sample size according to statistical theories (Rosner, 2006).

The need for play for child development cannot be overstated. Several texts and research have established the need for children's play to facilitate learning through enjoyment (Becker, 2012; Bruehl, 2011; Nell & Drew, 2013). However, despite this increasingly perceived necessity of play by educationalist and developmental psychologists, teachers and schools of developing country such as the USA has been cautioned by its Alliance for Childhood about the plummeting emphasis on play by school authorities. The report was warranted by nine different studies documenting concerns about children's less playtime across different schools in the USA (Miller & Almon, 2009). We can only speculate what much unwanted issues remain unveiled in a developing country such as Bangladesh.

#### **5.1.4. Perceptions of parents in relation to children's disinclination to attend school**

Qualitative interviews with parents support quantitative findings and share the same precedence of perception about factors that children had mentioned about disinclination towards school. For example, parents have explicitly expressed their concern about playtime claiming that school curriculum has limited playtime for children which had incessantly led to children's disinclination to attend school. Studies conducted in the USA shows how mothers believe in play activities as a requirement for learning. However, it is noteworthy that despite their firm belief about play time in school parents differ with school authorities in their perception in where school authorities see play only as a learning opportunity but parents see it also as an opportunity to spend some amusement time by children (Fisher, Pasek,

Golinkoff, & Gryfe, 2008). This differing perception of play bear important programmatic implications and satisfaction of parents and children.

Parents also identified uninteresting class work as a factor that may contribute to disinclination. This factor certainly would work synergistically with the preceding factor mentioned above to accentuate disinclination. School's social environment is a crucial factor leading to disinclination and creating more attraction; e.g. teachers role for satisfaction has been established by Sivandani and colleagues (Sivandani, Koohbanani, & Vahidi, 2013).

Parents have reported that making friends in school alleviates symptoms of disinclination. The reason could be due to facilitation of anxiety reduction by quality friends as found by Baker and Hudson while treating anxiety disorder in children (Baker & Hudson, 2012).

Educational institutions are the most influencing part of a child's life as they grow and enter into a more competitive world. Positive experiences of school gives a lifelong memory in a person that she or he can capitalize for future performances as a productive citizen as well as positive development of the next generation. The reverse is equally likely when children are forced to go to school and it leaves them with unpleasant inclination to attend school experiences as a growing person.

Several theories have developed around play that highlights play as a part and parcel of a child's development. This explorative research has also generated evidence to suggest that without play as a component within the educational intuitional premise school can become an unwanted entity in life for a large proportion of children. Unfortunately, however, we know from our non documented but actual observations that a large proportion of private schools in the urban areas are devoid of playing space.

Moreover, the situation is much compounded by the fact that all these schools have their own business model and is in constant competition because of the demand by an urbanization increase rate of 6% every year (Zaman, Alam, & Islam, 2010). Therefore, several of these schools also run rapid class hours in two shifts of the day (morning and afternoon) to accommodate more students which minimize their play time significantly. This study has shown the detrimental effect of how lack of play time and playing opportunity can significantly affect a child's permanent interest in going to school yielding potential unwanted adversities.

## 5.2. Conclusion

- The present study concludes that a considerable number of children in Mohammadpur region in urban Dhaka have expressed disinclination to attend school. Mohammadpur is a well known place in Dhaka and represents different classes of the urban society. Therefore, the evidence from this study about the significantly large proportion of disinclined children should be a concern that the school authorities need to address.
- The study also found that school's social environment; i.e. a child's relationship with teachers and peers, suggesting associative role in children's disinclination or motivation to attend school. Therefore, it can be concluded that schools and teacher training programs could consider such factors into consideration to enrich their efforts. This study, (as well as any such studies in the future) therefore, could potentially inform such programs for better impact.
- From statistical as well as qualitative point of view, this study has confidently revealed that children perceive a lack of play time and play space are factors that can seriously damage a child's inclination to school. On the other hand fun activities were found to be a highly motivating factor. Therefore, this study also concludes that despite growing numbers of schools in the urban area there is a need for adequate opportunities to create an environment conducive of play based learning in order to prevent disinclination among children of grade 1 and 2.

### **5.3. Recommendation**

Based on the findings and considering the reality of the context of Bangladesh the followings may be recommended to address the existing situation:

1. It may be recommended that a large scale study is launched under the auspices of the Educational Ministry of the Government of Bangladesh to review the curriculum of private schools and identify how much time has been allocated for children's free movement and play. Simultaneously such studies need to identify the playing spaces that schools have for children and estimate if this is adequate given the school' size.
2. A guideline needs to be prepared based on research evidence on how to provide playing opportunities to children within a school's existing resources and by modification of the existing curriculum if required.
3. A country wide sensitization campaign program may be recommended for all schools and communities showing the importance of play in a child's life and the adverse effect of its absence using mass media and through local NGOs that focus on child development.
4. National wide series of workshops to identify scopes of improving the situation followed by training programs for teachers and school authorities may be recommended for developing teacher's attitudes and skills on creating opportunities for more play time within the existing context and for suggesting modification of curriculum.
5. School authorities need to consider including child friendly incentives such as monthly rewards and/or acknowledgement letters certifying a child's attendance on top of what is included in their grade sheet. In addition highlighting children who regularly attend school in school assembly could also be considered as feasible and cost free incentive for school authorities.

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# Annex

## 1. Self administered structured questionnaire for parents

**Study Title: Exploring disinclination among children in Grades 1 and 2 to attend school and related factors**

<b>Respondent ID:.....</b>			
<b>Section A: Particulars of the parents and family</b>			
Sl no	Question	Response	Code
1a)	What is the gender of the child	Female .....	0
		Male.....	1
2a)	Does your child have siblings?	No.....	0
		Yes.....	1
3a)	Birth order of your child		
4a)	How would you describe your family?	Joint .....	0
		Nuclear.....	1
5a)	Is this the first school of your child?	No.....	0
		Yes.....	1
6a)	Reasons for leaving the previous school		
<b>Section B: Child's disinclination or interest to attend school</b>			
1b)	When your child wakes up in the morning of a school day does she/he say that she/he do not want to go to school?	No.....	0
		Yes.....	1
2b)	How frequently in a week does she/he show disinclination to attend school?		
	At least once a week.....		1
	2-3 times a week.....		2
	Everyday.....		3
3b)	If your child shows disinclination what does she/he complain about most of the time?		
		No	Yes
	The teacher's behavior towards your child	0	1
	The class environment that does not allow space for free movement or play	0	1
	The unfriendly behaviors of peers	0	1
	The routine class activities	0	1
	No free time to play	0	1
4b)	If your child shows interest in school more frequently than disinclination in your opinion what is she/he likes most in the school		
	The way teacher's behave towards your child	0	1
	The class environment that does not allow space for free movement or play	0	1
	The friendly behaviors of peers	0	1
	The routine class activities	0	1
	Play time	0	1

Everything about school is interesting	0	1
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**Section C: Parent’s opinion on reasons for child’s disinclination and interest in school**

1c) In your opinion what do you think are specific reasons for your child’s disinclination to attend school?

	No	Yes
Less friendly teacher’s attitude towards students	0	1
Hostile and unfriendly Peer interaction	0	1
Unskilled behavior of teachers in dealing with sensitive children	0	1
Less play time	0	1
Over loaded classroom activity	0	1
Less space for playing	0	1
Too much didactic teaching	0	1
Less permissible time for peer interaction	0	1
Uncomfortable physical structure of the classroom	0	1
Being teased/bullied by peers		

**Section D: Suggestions for what can be done to improve the situation**

1d) What in your opinion can inspire a student to come to class enthusiastically?

	Yes	No
Friendly teachers	1	0
Friendly peers	1	0
Flexible class hours	1	0
More free time for interacting with peers in the classroom	1	0
Less memorizing and more fun	1	0
Less writing and more reading	1	0
More comprehensible materials such as stories and dramas	1	0
Teaching using day to day experiences rather than theories	1	0
More strict parenting who pressurizes for school attendance	1	0
Good grades	1	0
Extracurricular rewards and gifts	1	0

2d) What other ways can the school authorities make an environment supportive for a student’s spontaneous attendance to school and preventing disinclination?

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## 2. Children in-depth Interview guideline

Study Title: Exploring disinclination among children in Grades 1 and 2 to attend school and related factors

### Section A: Particulars of the children

**Interview ID:**

**Date:** .....

**1. Grade : Grade 1**

**Grade 2**

**2. Gender of child:**

Male

Female

**3. Siblings:**

No (*skip question 4*)

Yes

**4. Birth order of the child:** .....

**5. Family structure:**

Joint

Nuclear

**6. First school of child:**

Yes (*go to section B*)

No(*ask question 7*)

**7. Reasons for leaving the previous school**

.....

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.....

## Section B: In-depth Interview guideline for Children

1. **Theme 1:** Factors that creates disinclination among children
2. *How do you like going to your school?*
3. *How do you find your teachers?*
4. *Does your teacher punish you*
5. *Does your teacher give home work to you*
6. *Do you attend to home work*
7. *Do you have friends, how do they behave with you?*
8. *How are the other children?*
9. *Are their bullies in the classroom*
10. *Do you have books and other materials needed for school*
11. *Do you like the subjects taught in the school and why>*
12. *Please describe your school to me*
13. *Please describe how you spend the day in the classroom. (What do you do in the classroom)*

### **Theme 2:** Factors that could attract the child to school

14. *What would you like to see in your classroom that will make you like school more?*
15. *What do you think can teachers do to make different subjects in school more interesting so that you feel like going to school ?*
16. *Do you think the teacher should change? Why*
17. *Do you think the way teachers talk should change? Why*
18. *Do you wish that you had friends in the classroom? Why*
19. *Do you wish that teacher would not give homework? Why*

20. *Do you wish that teachers would punish bullies in the classroom*

21. *Do you wish your teacher paid more attention to you*

22. *Do you wish your teacher appreciated you more*

### **3. Consent form for parents**

#### **Consent Form for Parents**

##### **Institute of Educational Development Brac University**

Title of the Research: Exploring disinclination among children in Grades 1 and 2 to attend school and related factors

Principle Investigator: MuhammadMizanur Rashid Shuvra

#### *Purpose of the research*

Assalmualaiuk/adab, I am approaching to you for a brief research that I am doing as a component of my Masters in Early Childhood Development from Institute of Educational Development Brac University, I am attempting to explore the reasons for grade 1 and grade 2 children's aversion or disinclination to attend schools.

#### *Purpose of Selection*

I am considering you as one of my potential respondent since you have identified your children going to grade 1/ grade 2.

#### *Expectation from the respondent*

If you agree to participate I will give you a questionnaire which you will fill it out yourself. If you agree the questionnaire also asks for your phone number because I might select you for a follow up interview based on your willingness to participate.

The interview will take approximately 30-45 min.

#### *Risks and benefits*

There will no risk to you for participating in this study and but directly or indirectly The contact number I will collect will be only used for contacting you for a follow up interview. However, in neither situation the data will have any way of connecting the information you provide with your identity.

#### *Privacy, anonymity and confidentiality*

The data will not be shared with anyone else out of the research team (myself and the research assistant). It will be kept confidential in a way that does not related to your identity.

All the formation collected from you will remain strictly confidential. We would be happy to answer your questions about the study and you are welcome to contact me.

*Future use of information*

Some of the information collected from this study may be kept for future use however in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

*Right not to participate and withdraw*

Your participation in study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty. If you agree to my proposal of enrolling yourself in my study, please indicate that by putting your signature the specified space below.

Thank you very much for your cooperation.

\_\_\_\_\_

\_\_\_\_\_

**Signature of Investigator  
Participant**

**Signature of Subject/**

**Date:**