

The Influence of Parenting and Birth Order

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The Influence of Parenting and Birth Order in Correlation with School Phobia

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Abstract— School phobia is a constant and unrealistic fright that usually happened on a child which can disturb his or her pre school period. This study aims to know the relationship between parenting and birth order and school phobia. An analytic approach with a correlation design was applied. The population of this study was parents of pre-school aged children in kindergarten of Dharma Wanita I in Gunungsari sub-district, Baureno district, Bojonegoro, comprising of 36 participants collected by a simple random sampling. The results of data analysis using Multiple Linear Regression indicates a significant correlation between parenting and school phobia ($p = 0.004$; $p < 0.05$) and a significant correlation between birth order and school phobia ($p = 0.001$; $p < 0.05$). the simultaneous analysis also indicates a significant correlation of parenting and birth order with school phobia (p value = 0.000; $p < 0.05$) with R square = 0,460, which means the power of parenting and birth order associated with school phobia occurrence was 46%, while 54% was explained by other variables that was not examined. Parenting may influence behavior and comprehension for children related with their desire for school, while birth order related with experiences of parents and children's in dependency.

Keywords— parenting, birth order, school phobia

I. INTRODUCTION

Sometimes a child is experiencing an excessive anxiety against schooling, that may limit their presence in the school. It is commonly called school phobia, which is generally caused by problem of excessive dependency towards parents accompanied with anxiety towards the separation [1]. School phobia is simply defined as the anxiety and fear associated with going to school. School phobia can be experienced by every child up to the age of 14 – 15 years or when the children face an unpleasant experience at their school [2]. School phobia is an evasion of schooling due to the pressure of the emotions, the feelings of fear and anxiety facing the school [3]. School phobia is known in various terms, such as school refusal or school avoidance. However, it is different from truancy where the avoidance of child to school is caused by the delinquency and disinterest in the activities of the school. Absence from school can be diagnosed as depression, social phobia, and separation anxiety [4]. Approximately, there are 6.3% of 3-5 years old Indonesian children experiencing school phobia, 2.8% at the age of 6-11 years and 0.9% at the higher education level [5]. School phobia sometimes brings children into conflict with close family, school, and community, thereby affecting their psychological and social well-being. School refusal is a child emotional problem which is closely related to unresolved dependency relationships, especially with the mother [1].

There are two factors that affect the occurrence of school phobia namely internal and external factors. Internal factors are factors that are present in children affecting the occurrence of school phobia. These factors are intelligence, sex, physical condition, birth order, personality while the external factors of school phobia are social, economic status, social relationships, and parents [6] [7]. Separation is the main cause of rejection to school, therefore, it is indispensable to focus on the mother-child relationship in the therapeutic approach. A study shows that mothers of children who have experienced school phobia is more delighted if children dependent on them. In this case, the mother can reinforce children's dependence to meet his needs on its own. In addition, parents can reinforce children to build the hostile feeling towards schools [1]. The role of the parenting can be seen daily. Some types of parenting that can be applied by parents including authoritarian parenting, permissive parenting, and authoritative parenting. Authoritarian parenting has set standards of behaviour for children, but has less responsive at the rights and wishes of the child. Permissive parenting just make little command and rarely use violence and power to achieve the goal of parenting [7] [8] while authoritative parenting is one of nurturing methods that show extra supervisory tight against the behaviour of children, but they are also responsive [7].

If not addressed properly, school phobia can potentially be a serious problem associated with emotional health within the short term and long term. Short-term effects include academic achievement, parents' conflict, and reduced peer relationships while the long-term effects may cause academic failure, dropping out of school, even the difficulty of the job [9]. Socialization and anxiety management techniques have proven to be able to cope with anxiety, including school phobia. Reference [9] explains that a thorough assessment needs to be done from the situation underlying the onset of school phobia. The importance of collaboration between the school and parents to achieve the goals of the intervention [4]. Parents are considered to play an active role because they are the ones closest to the children can support their children in reducing anxiety toward school. Addressing the problem of school phobia is not easy. Identification of the causes of school phobia needs to be conducted in order to develop methods of intervention to reduce fear and increase student attendance in school. The purpose of this research is to identify the relationship of parenting and birth order with school phobia in pre-school aged children.

II. METHODS

The design of this research was a quantitative research design with an observational analytic approach with cross sectional approach which aims to identify the relationship of parenting and birth order with school phobia in pre-school aged children. Ethical clearance was approved for this study by the university research ethics committee number 047/EC/KEPK-S2/07/2019. The sampling method used in this study was random sampling, resulting as many as 36 respondents. Respondents are selected based on the criteria of inclusion i.e. pre-school children in kindergarten of Dharma Wanita I in Gunungsari sub-district of Baureno district of Bojonegoro. As for pre school aged children who do not attend school at the time of data retrieval and pre-school children who were suspected with irregularities of emotional behavior will be excluded. Data was collected using a questionnaire. Previously, the respondent conducted screening using the Questionnaire of emotional Behavior Problems consisting of 14 questions to identify children's emotional behavior irregularities for age 36 months to 72 months. While data on parenting and school phobia is obtained from parents of the respondents using the questionnaire amounted to 15 items. In addition, items that have done the test validity and reliability of the previous value of the corrected item are with the total correlation > r table (0.444) and alpha cronbach of 0.887 and 0.840. Birth order data can be obtained from a simple interview with parents of the respondents. The data were analyzed using multiple linear regression statistical tests with a confidence level of 95% ($\alpha = 0.05$).

III. RESULT

As many as 36 respondents were included into this study. The collected data indicates that most of the respondents as much as 44.4% applying authoritarian parenting. Meanwhile, 62.5% of them showed that children experienced a moderate level of school phobia while as many as 41.6% of the respondents apply the authoritative parenting and 46.6% of their children experienced moderate level of school phobia. On the other hand, parents who apply the permissive parenting had the lowest incidence rate of all parenting types to experiencing school phobia; that is as much as 5 of 36 (13.8%), with entirely (100%) of them show mild school phobia. The results of multiple Linear Regression correlation test that was measured partially indicates p value = 0.004 ($p < 0.05$), meaning that there is a significant relationship between parenting with school phobia.

The birth order of the data collected as the majority of respondents as much as 63.8% was the firstborn. The firstborn children respondents experienced school phobia at moderate level is as much as 56.5% and those with severe level were as much as 17.5%, while the respondents as the youngest child were as much as 25% and with overall experience of school phobia in mild level. The result of this study indicates the smallest prevalence of school phobia occurs on the middle child that is 11% with the overall experienced the moderate level of school phobia. Based on the results of multiple Linear Regression correlation test that was measured partially retrieved the results of the p value = 0.001 ($p < 0.05$) meaning that there is a significant relationship between birth order and school phobia.

The relationship between the two variables i.e. parenting and birth order and school phobia can be identified through a multiple Linear Regression correlation test where the obtained F value = 14.041 with $\alpha = 0.05$ obtained the result p value = 0.001 ($p < 0.05$), meaning that parenting and birth order correlated simultaneously and significantly with the school phobia. The value of the coefficient of determination was R square = 0.460, which means that the ability of the independent variable (parenting and birth order) to the dependent variable (school phobia) was by 46% and the remaining 54% was influenced by other variables. Based on the results of the calculations, the study found that partially, contribution of each variable, parenting toward school phobia, is 19.6%. Meanwhile, the contribution of variable order of birth toward school phobia is 26.4%, thus it can be seen that the birth order has more dominant correlation towards school phobia than that of parenting variables. The analysis research formed regression equations formulas as in:

$$Y = 2.939 - 0.380X_1 - 0.366X_2 + e \quad (1)$$

The equation (1) can be interpreted as the value of the constant is with positive meaning, the independent variables (parenting and birth order) show the positive influence i.e. if the independent variable is changed in one unit, the dependent variables (phobia school) will be affected. Partially, if the variable of incidence of phobia of school increases by a unit, then the variable of parenting will decrease by 38% or 0.380, accompanied by the negative coefficient. This means a decrease on the score of parenting is correlated with the increase on the levels of school phobia. As for the birth order, if the variable incidence of phobia school increases by a unit, the variable of birth order will decrease 0.366 or 36%, accompanied by the negative coefficient. This means a decrease on the level of birth order is correlated with the increase on the levels of school phobia.

IV. DISCUSSION

The analysis result indicates that there is a correlation between the parenting with school phobia in children of preschool age. There are three types of parenting that are analyzed in this study, namely the authoritative, authoritarian and permissive parenting. It is believed that proper parenting can build a formidable and independent character [10]. The results of this research also suggests that authoritarian parenting contributes to the occurrence of school phobia, and conversely, the smaller incidence of school phobia occurred on parents applying the permissive parenting.

The authoritarian parenting has been characterized by the strict controlling and evaluating behavior and attitudes of children in accordance with the parent's standards, accompanied by an inconsistent behavior. The authoritative parenting has controlling efforts, but still flexible. Permissive parenting characteristics are very flexible, less control and inconsistent [7]. Children refuse to go to school caused by the fear and anxiety that is believed to be the result of acombination of both stressors that occur at home and at school, separation, negative experiences in school, or internal problems on family [9] [11]. The pressure given by parenting with strict control will add to the stressor in the life activity of the school that potentially aggravates school phobia. This is in accordance with the research that parents using the authoritarian parenting is associated with the behavior of

aggression and lack of ability in other people's acceptance, self-esteem, ability to socialize, education and academic achievement at school [7] [12] [13].

Reference [14] explains that the characteristics of parents in providing parenting can contribute to the child's social skills. Overprotectiveness can restrict the child in developing

autonomy and social competence. In addition, it can reduce the child's involvement in social situations, thus limiting the opportunity to learn social skills. In contrast to parenting with unstrict controls, it allows to provide the opportunity for children to perform explorations in social life and to reduce dependency on their parents. This is in accordance with the

TABLE I. CORRELATION OF PARENTING AND BIRTH ORDER WITH SCHOOL PHOBIA IN CHILDREN PRE-SCHOOL AGE

Variabel	Regression coefficient	Coefficient (β)	Corelation coefficient	Partial Contribution	t	p value
Constant ^a	2.939					
Parenting (X1)	-0.380	0.399	0.491**	0.196	3.062	0.004 ^a
Birth order (X2)	-0.366	0.477	0.553**	0.264	3.656	0.001 ^b
F	14.041					0.000 ^c
R square	0.460					
SEE**	0.472					

*) Predictor (constanta); **) Pearson corelation; ***) Std. Error of the Estimate
a, b = Partial corelation from t test; c = Simultant corelation from anova; α = 0.05

findings in this study that permissive parenting has the lowest rating for school phobia occurrences.

The results of this study show that school phobia has more numbers of occurrences on the firstborn than the middle child and the youngest. The firstborn also has tendency of the occurrence of school phobia due to their arising sense of worrying about his siblings will take the parent's attention, while he was attending school. It is aligned with the research conducted by reference [15] that marks social phobia appearing larger on the first-born compared to the middle child and the eldest. The symptoms of social phobia occur more often on the first-born, especially the male ones. Meanwhile, the only child has fewest symptoms, and the middle child and the youngest (last born) are the intermediate [15] [16]. The firstborn felt for some times like children taking precedence in the family, but then he was lost this status, when his sibling was born.

The firstborn is competitive, but more prone to neurosis than the middle child or the youngest, while the youngest will be most prosocial [15] [17]. The birth order affects personality and behavior including anxiety in facing a stressor. However, in contrast to the results of research conducted by reference [18] mentioned that the order of birth does not have an effect on the personality of a child. Birth order may correlate with anxiety or school phobias relate to the existence of siblings. The first-borns are given greater responsibility as pioneer in any activity, including a school activity, while the school activity has carried out by firstborn can be role models for the other sibling, especially for the middle child and the youngest.

V. CONCLUSION

The applied parenting method may contribute to forming the school phobia in pre-school age children. Parents who apply the authoritative parenting tend to experience incidents of school phobia in children compared with the authoritarian and permissive parenting. The birth order also contributes to forming the school phobia in children of pre-school age, related to the independence of the child. The firstborn has a tendency of occurrence of school phobia than the middle or the youngest child. Parenting and birth order have a simultaneous relationship with the occurrence of school phobia in preschool child. Parenting plays a role in building children's characters including their personality and

emotional development, therefore it is important for parents to modify their parenting style adjusted to children character.

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Abstract— School phobia is a constant and unrelenting fight that usually happened on a child which can disturb his or her pre school period. This study aims to know the relationship between parenting and birth order and school phobia. An analytic approach with a correlation design was applied. The population of this study was parents of pre-school aged children in kindergarten of Dharmas Wastita 1 in Camungant sub-district, Baureno district, Bojonegara, comprising of 36 participants collected by a simple random sampling. The results of data analysis using Multiple Linear Regression indicates a significant correlation between parenting and school phobia ($p = 0.004$; $p < 0.05$) and a significant correlation between birth order and school phobia ($p = 0.001$; $p < 0.05$), the simultaneous analysis also indicates a significant correlation of parenting and birth order with school phobia (p value = 0.006; $p < 0.05$) with R square = 0.466, which means the power of parenting and birth order associated with school phobia occurrence was 46%, while 54% was explained by other variables that was not examined. Parenting may influence behavior and comprehension for children related with their desire for school, while birth order related with experiences of parents and children's in dependency.

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1. INTRODUCTION

Sometimes a child is experiencing an excessive anxiety against schooling, that may limit their presence in the school. It is commonly called school phobia, which is generally caused by problem of excessive dependency towards parents accompanied with anxiety towards the separation [1]. School phobia is simply defined as the anxiety and fear associated with going to school. School phobia can be experienced by every child up to the age of 14 – 15 years or when the children face an unpleasant experience at their school [2]. School phobia is an evasion of schooling due to the pressure of the emotions, the feelings of fear and anxiety facing the school [3]. School phobia is known in various terms, such as school refusal or school avoidance. However, it is different from truancy where the avoidance of child to school is caused by the delinquency and disinterest in the activities of the school. Absence from school can be diagnosed as depression, social phobia, and separation anxiety [4]. Approximately, there are 6.3% of 3-5 years old Indonesian children experiencing school phobia, 2.8% at the age of 6-11 years, and 0.9% at the higher education level [5]. School phobia sometimes brings children into conflict with close family, school, and community, thereby affecting their psychological and social well-being. School refusal is a child emotional problem which is closely related to unresolved dependency relationship, especially with the mother [1].

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