

Parents' Knowledge Concerning School Phobia of their Children in Baghdad City, Iraq

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Abstract

Background: Fear from school can also be described as any rejection by a child to join a school or to have difficult time attending the school for a complete day by a child. **Aims of the study:** To describe parents knowledge of their children with fear from school. **Methodology:** This study examined the analysis on the data collected by the Ibn Alhythym primary School all through from the middle of October till the end of January 2011 school year. The sample data took the form of surveys, questionnaires, and interviews by a researcher with parents who have been analyzed to investigate the associations among variables related to fear from school behaviour. "Ibn Alhythym primary School District 's Special Education Department collected data during the 2010-2011 school year. In hopes of identifying a representative sample of the school-refusing students in the district, the Special Education Department sent participation requests to a random sample of 40 of the 40 families described as having students who missed 18 or more days of the Ibn Alhythym primary School during the 2010-2011 school year. The information obtained did not include information from any students who were in Ibn Alhythym primary School through 1st grade or who missed fewer than 18 days of school, the information has been analyzed through data analysis. **The results:** The results of the study revealed that the educational program had a positive impact on the knowledge of family members. The results of the study have demonstrated that there is a correlation between the mothers' knowledge and their demographic characteristics (age of parents, educational level, occupation, residential area). In general, knowledge of parents related to fear was low. However, the parents applied preventive measure towards their children with fear. A quasi-experimental study was conducted in the Ibn Alhythym primary school from the middle of October till the end of January 2011. **Recommendation:** Keep the sample group large. The author should get a fair representation of the population in doing so. Parents having a minimum level of experiences at school phobia, need a specific education program and training sessions. A specific education program can be designed and described to parent's who have a minimum level of knowledge to enhance their level of knowledge."

Keywords: Parents, Knowledge, child, Fear

Introduction

School fear can also be described as any child's reluctance to go to school or having a child's trouble attending classes for a whole day^(1,2). According to^(3,4) children missing long periods of school time, skipping classes, arriving late at school, missing sporadic school time periods, displaying severe morning misbehaviors in attempts to refuse school, attending school with great dread and somatic complaints. According to⁽⁵⁾, school anxiety is present in around 5 per cent of children of school age. Left untreated, school phobia can lead to many dysfunctions in the long term. According

to^(4,5), school behavior fear is highly comorbid with various mental disorders such as segregation anxiety disorder (SAD), generalized anxiety disorder (GAD), oppositional defiant disorder (ODD), and depression. Most children who fear school actions have a variety of issues that internalize and outsource them. Problems of internalization include general and social anxiety, terror, weariness, sociality, and somatic complaints. Outsourcing issues include non-compliance with parent and teacher orders, disobedience and violence, running away from school or home, clinging and temper tantrums⁽⁶⁾.

Popular elements among anxiety-based features like high school fear include a high degree of anxiety, a power struggle between students and either or both parents over the perceptions of helplessness of the students, inability to resist a powerful parent or parents, fear of failure to measure, thoughts that love is conditional on parental expectations, a propensity to ignore or avoid difficulty

In order to treat school fear, it is important to have an understanding of the function of school refusal of a child⁽⁸⁾ According to^(8,9), children typically keep refusing school for one or more of the following functional conditions, including: to avoid school-based stimuli that give rise to a general sense of negative affectivity; to run away aversive school-based social and assessment situations.

Methodology

“The descriptive study included the review of data obtained during the (2010-2011) school year by Ibn Al-hythm Primary School. A representative sample of school-refusing students in their situation, the Department of Special Education sent requests for inclusion to a random sample of 40 out of 40 families identified as having children missing 18 or more days of Ibn Al-hythm primary school (10%) of the total number of days representing a full school year) in the (2010-

2011) academic year. The data collection did not include information from any students who had been through 1st grade at Ibn Al-hythm primary school or who had missed less than 18 school days.

The instrument is composed of seventeen questions, four per state of maintenance. problem is rated on a scale of between 0 and 6, from never to ever. Once the scale is applied individually to children and parents, means are measured and ranked for each case. The highest-scoring condition is considered the primary variable preserving school refusal activity for a particular child⁽⁷⁾.

The Questionnaire for the Parental Authority-Adapted Student Version (PAQ – ASV).⁽²⁾ developed a PAQ to calculate three prototypes of parental authority for Baum rind (1971). Such three variants include authoritarianism, permissiveness and authoritarianism. The questionnaire consists of 30 items which yield permissive, authoritarian, and authoritative scores for both the mother and the father. Every object is rated on a scale of 1 to5, ranging from sharp disagreement to strong agreement. This scale has been field-tested and found to be a valuable tool for the investigation of parental permissiveness, authoritarianism and authoritarianism correlates⁽²⁾.”

Results

Table- 1 - Characteristics of the Demographical data

Demographical data	Group	Frequency	Percentage
Gender	Female	16	40
	Male	24	60
Parent status	Single-parent	24	60
	Two-parent	16	40
Socio-economic Status	Middle class	20	50
	Lower class	20	50
Grade	2nd	1	2.5
	3rd	9	22.5
	4th	5	12.5
	5th	3	7.5
	6th	4	10

Cont... Table- 1 - Characteristics of the Demographical data

Disability	Speech and Language	4	10
	Specific Learning Disability	3	7.5
	Emotional Disturbance	1	2.5
	Gifted	1	2.5
Medical illness	Allergies	6	15
	Head Lice	1	2.5
	Female Reproductive Issues	2	5"

Table(1) indicates that a major percentage of male gender was (60%) while a high percentage of Single-parent status was (60%) .However, the lowest percentage (40%) was two parents. Also, a majority percentage of 3rd Grade was (22.5%) regarding disability about 10 have speech and language problem and a high percentage of Medical illness was allergies (15%) while the lowest percentage (2.5%) was Head Lice.

Table -2 -Function of Fear From School Behavior

“Function	Frequency	Percentage
All Functions Rated Infrequent or Never	15	37.5
Frequent Tangible Reinforcement	14	35
Frequent Attention and Tangible Reinforcement	3	7.5
Frequent Avoidance	2	2.5
Some Avoidance and Some Attention	1	2.5
Frequent Avoidance and Attention	1	2.5
Some Avoidance	1	2.5
Some Attention and Some Tangible Reinforcement	1	2.5"

Table(2) indicated the high Percentage of All Functions Rated Infrequent or Never function of school phobia behaviour was (37.5%), but low percentage (2.5%) was Frequent Avoidance and Attention.

Table -3-“Function of School Refusal Behavior as Rated by the Parent (SRAS-Parent)”

“Function	F.	%
Frequent Tangible reinforcement	15	37.5
All Functions Rated Infrequent or Never	12	30
Frequent Avoidance And Tangible Reinforcement	4	10
Frequent High Avoidance	2	5.0
Avoidance, Escape, Attention, And Tangible reinforcement	2	5.0
Some Attention	1	2.5
Some Avoidance And Some Attention	1	2.5
Avoidance And Escape	1	2.5
Frequent Avoidance And Attention	1	2.5
Frequent Avoidance, Attention, And Tangible reinforcement	1	2.5”

Table(3) displays the major Percentage of a function of school phobia behaviour was (15) (37.5%). However, low percentage (2.5%) Frequent Avoidance,Attention, And Tangible reinforcement.

Table - 4- “Perception of Parent’s Parenting Style as Rated by the Student” (PAQ-Adapted-Student)

“Parenting Style	F.	%
Authoritatives Style	14	35
Authoritarian and Authoritative Style	6	15
Authoritarian Style	4	10
Not permissive or Authoritarian Style	4	10
Not permissive or Authoritative Style	2	5
Not permissive, Authoritarian, or Authoritative Style	2	5
Not Authoritarian Style	2	5
Not permissive Style	2	5
, High Authoritarian,and permissive Style	2	5
All styles Rated equally Style	1	2.5
Permissive Style	1	2.5”

Table(4) demonstrations the high Percentage of Adapted-Student was Authoritative (35%) ,but the low Perceptions (2.5%) was Permissive.

Table- 5- Perception of Parenting Style as Rated by the Parent (PAQ-Adapted-Parent)

“Parenting Style	F.	%
Authoritative Style	24	60.0
Authoritarian and Authoritative Style	11	27.5
Permissive Style	1	2.5
Authoritarian Style	3	7.5
Permissive and Authoritative Style	1	2.5”

Table(5) indicated the high Percentage of perceptions of adapted-parent was authoritative (60%), also the low percentage (2.5%) was permissive.

Discussion

“This current study is analyses simple data obtain from New Baghdad Area of Ibn Al-hythem primary School District in an attempt to propound and to answer four questions concerning the nature of school refusal in the Ibn Al-hythem primary School District. The study answered the following questions. Results of this study shown that the incident rate of school-refusing students in the Ibn Al-hythem primary School District was (14.75)% during the 2010-2011 school year. This rate, according to ⁽⁸⁾ is alarming because it is almost three times the rate reported thru ⁽⁹⁾; they described at that time that the prevalence rate of school refusal in school-aged children was(5%). These results suggest that school refusal behaviour is a very serious problem that needs to be addressed by the Ibn Al-hythem primary School District. High proportions of school refusal behaviour may contributed to improved drop-out rates and the reduced probability of students in the Ibn Al-hythem primary School District attending college ⁽¹⁰⁾. As a outcome, this number may be underrepresented in the sample. Beside , some students were might have falsely informed having a medical illness to make an excuse for their extreme absenteeism.

Regards to race, 92.5% of the sample was composed of, and the remaining (7.5)% of students were equal among races⁽¹⁰⁾. While these results are not consistent with outcomes that recommend school refusal behaviour is equal among races, these results are fairly representative of the general student population in the Ibn Al-hythem primary School District more of the students in the simple data sample, who were distributed evenly across grades ⁽³⁾, missed (18-23) days of school. No significant differences at school refusal behavior were found between the ten different grades in the study. Research suggests that school refusal behaviour is most prevalent during transition years in school ⁽³⁾. Findings of current study shown most students in the sample were from single-parent homes (60%). According to the study of⁽⁶⁾, family and marital conflict can trigger school refusal behaviour. The students were had two-parent households may have skilled just as much, if not more, family and marital conflict as those students, who survived in single-parent households. Also, it is not pure if the parents of students living in single-parent households lived with a paramour or significant other.

Around 40 students recorded a missed school in the study to seek measurable strengths (35 per cent). The pursuit of tangible reinforcements occurred most

often of the four possible functions of school refusal behaviour. Convincingly, most parents in the sample indicated that their children missed school primarily for tangible reinforcements. Such findings indicate that both students and parents have the same perceptions of school rejection behavior's primary function. This is an issue as evidence suggests that this school refusal feature appears to be more persistent than the others, and is generally correlated with severe family conflict or issue family dynamics⁽⁷⁾.

Worthy of note is the fact that 37.5 per cent of the student sample and 30% of the parent sample approved both things on the SRAS as uncommon or never occurring. These results indicate that viewpoint in reaction may have influenced the majority of students (35 percent) and parents (60 percent) viewed the household's parenting style as the Authoritative Type. This model of parenting style is closely associated with middle-class ideals and involves children as authoritative parents guide their children by two-way choices in the decision-making process. These results are not consistent with the research which indicates that authoritative parenting generally predicts positive adjustment among children and adolescents⁽⁹⁾.

One possible explanation for these results may be attributed to response on the PAQ. Students as well as parents may have supported the responses they felt would be more beneficial. As a result, these study results might not be an accurate representation of the true perceptions of parenting style of the students and parents. First, 15 percent of the student sample and 27.5 percent of the parent sample considered an Authoritarian and Authoritative parenting style in their children. Authoritarian style of parenting has been observed more often in lower class families than in middle class families. Children from oppressive backgrounds tend to be overly self-conscious and rebellious. This rebellious streak also contributes to drug abuse. Children from authoritarian upbringings, too, tend to be distrustful, more hostile and more resentful towards their parents, and are rarely high achieving children^(9,10).

Surprisingly, only four students 10% perceived their parents as being solely in an Authoritarian parenting style, and no students perceived their parenting style as permissive. Similarly, 7.5 per cent of the parent sample

perceived their style of parenting as Authoritarian. Lastly, only 2.5% of the parent sample endorsed a permissive style of parenting. Findings indicate that the same types of parenting styles were commonly regarded by both students and parents in their homes. Limitations of the study are the small sample size acquired from the shelf data from a single school district that limits the extent to which generalizations can be made to the population."

Conclusions

A thorough investigation of the child be done to rule out any medical concerns and if necessary professional counseling should be required to help the child.

Recommendations:

1. Keep large size of sample. In so doing the researcher will have a good representation of the population.
2. Parents having the minimum level of practices at fear from school need a specific education and training programs.
3. A specific education programs can be designed and presented to parent's who have a minimum level of knowledge to enhance their levels of knowledge.

Ethical Clearance: The Research Ethical Committee at scientific research by ethical approval of both environmental and health and higher education and scientific research ministries in Iraq

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