
THE INFLUENCE OF PERMISSIVE PARENTING TOWARDS NOMOPHOBIA IN ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aimed to find out the effect of permissive parenting towards nomophobia in elementary school students. This was a correlational study. This study was conducted in an elementary school in Tempel District of Sleman Regency of Special Region of Yogyakarta. The subjects of this study were thirty students who was taken by using simple random sampling technique. The data were collected through permissive parenting scale and nomophobia scale. The data were analyzed statistically by using simple linear regression. The result of the study proved that permissive parenting significantly affects nomophobia in elementary school students. It can be interpreted, the higher permissive parenting patterns applied by parents to children will further increase children' nomophobia. The result of this study can be useful for the parents and the teacher to create a proper parenting model for children development to prevent nomophobia.

Keywords: permissive parenting, nomophobia, elementary school students

INTRODUCTION

The family is the first and the main educational institution for children since it is the first environment where children begin to develop and grow. Education for children is provided by the parents for the first time. The relationship between the parents and the children will develop well if the two parties establish openness speaking and listening is two pivotal matters. This activity will help parents maintain communication with their children.

The parents nurture and educate their children by using certain parenting style. This study focuses on the effect of permissive parenting on the children' nomophobia. Permissive parenting is characterized by some freedom given to the children such as determining attitude, behavior, values, and norms (Purwati & Japar, 2016). Permissive parenting is dominant to the children, it gives the children freedom, there is no firm guidance and orientation from the parents, and loose control and attention of the parents. This style is usually implemented by parents who excessively kind to their children, they excessively believe, or even do not care with the children so their children behavior is not tightly monitored. This condition gives looseness to the children to receive all information and knowledge from the environment without able to filter the good and the bad.

The advanced technology development affects the children' life (Herimanto & Winarno, 2012). Therefore, the use of digital device especially mobile phone, which is given by the parents to their children without good control may lead to the children'

freedom in using mobile phone by accessing various features in it. Consequently, the understanding and values internalization and all consequences caused by the excessive use of mobile phone is essential to be embedded in the children through a proper parenting style.

Elizabeth Santosa conducts a study about the negative effect of excessive use of mobile phone on children (Velika, 2017). That study analyzes the social characteristic difference on the children who excessively use mobile phone and those who do not. The result of that study finds that children who use mobile phone excessively possess worse attitude than children who do not use mobile phone excessively. It is caused by the children' obstructed interpersonal skill, they interact with their mobile phone more frequent than with their peers.

Excessive mobile phone use leads to nomophobia. Nomophobia is considered as a modern psychological disruption which leads to anxiety or inconvenience when there is no interaction with mobile phone (King, Valenca, & Nardi, 2010). To date, the number of people suffer from nomophobia increases. It is proven by the study conducted in 2008 that showed 53% of mobile phone users in England suffered from nomophobia. In 2012, The people who suffered from nomophobia increase to 66% (Bivin, et. al., 2013). The result of that study confirms that a proper parenting style is essential to prevent children from nomophobia.

This study aimed to find out the effect of permissive parenting towards nomophobia in

elementary school students. Developing a proper parenting style is essential to prevent children suffer from nomophobia. The result of this study can be useful for the parents and the teacher to create a proper parenting model for children development to prevent nomophobia.

RESEARCH METHOD

This study aimed to find out the effect of permissive parenting towards nomophobia in elementary school students. This was a correlational study. This study was conducted in an elementary school in Tempel District of Sleman Regency of Special Region of Yogyakarta. The subjects of this study were thirty students who were taken by using simple random sampling technique. The data were collected through permissive parenting scale and nomophobia scale. The data were analyzed statistically by using simple linear regression.

RESULT AND DISCUSSION

The result of the study proved that nomophobia has surged elementary school students. 26.67% of the students suffer from nomophobia in the high category. It can be said that nomophobia phenomenon does not only occur in the adulthood or adolescence but also occur in children in elementary school level. In detail, the profile of nomophobia on elementary school students is displayed in Figure 1.

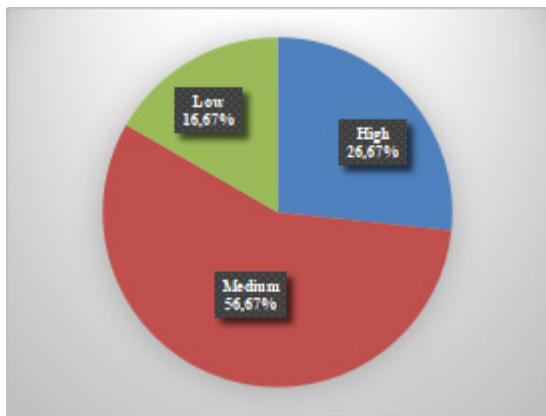


Figure 1 Profile of Elementary Students' nomophobia

The term "nomophobia" comes from English Language, it stands for "No Mobile Phone Phobia" (King, 2014). Nomophobia is a psychological symptom which leads to fear and anxiety when far from mobile phone. Nomophobia has been set as a new psychological disruption by a group of psychiatry scholars in Brazil (Cheever, et. al., 2014). It is proven by the result of the study conducted by some researchers. A study conducted by a research organization in England discovers that 53% of

mobile phone users in England tend to be anxious when they lose their mobile phone when their mobile phone battery runs out, or they do not reach the network signal (Bivin, et. al., 2013). Another study conducted by Oulasvirta finds that smartphone users check their smartphone thirty-four times a day, not to check email or run other applications, it is a habit to avoid inconvenience (Lee, 2013). Jeffrey, et. al. (2012) states that the most of students who become the subject of his study access social media for five hours per day through smartphone. Several results of the study that have been described above prove and confirm that nomophobia has plagued the community, whether children, adolescents, or adults.

One of the factors that lead to children' nomophobia is the parenting style. Parenting patterns implemented in a family is done by educating, guiding, protecting, and monitoring children (Pramawaty & Hartaty, 2012). Guidance, attention, and affection emerge between parents and children is the robust foundation for children' psychological development and growth, social and religious values (Ahid, 2010). Parenting is defined as any attitude showed by the parents during the interaction with their children. The interaction is made to grow and nurture children, including the way how parents enforcing the rule, punishment, and internalize the life values (Purwati & Japar, 2016).

Parenting style comprises authoritarian, authoritative, and permissive parenting (Baumrind, 1971; Conger, 1975; Hurlock, 1978). This study focuses on the permissive parenting. Permissive parenting is characterized by some freedom given to the children such as determining attitude, behavior, values, and norms (Purwati & Japar, 2016). Permissive parenting is dominant to the children, it gives the children freedom, there is no firm guidance and orientation from the parents, and loose control and attention of the parents. Parents with permissive parenting usually ignore the children' mistakes and give freedom for children to do anything (Rossman & Rea, 2005).

Furthermore, permissive parenting exposes excessive tolerant approach in parenting children. The parents nurture their children, but at the same time, they avoid control over the children' behavior and they position themselves as a friend (Zupancic, et. al., 2004). This style is usually implemented by parents who excessively kind to their children, they excessively believe, or even do not care with the children. Therefore, all children' behaviors are not in the parents' tight monitoring. This condition gives looseness to the children to receive all information and knowledge from the environment without able to filter the good and the bad. Based on the result of

the study, permissive parenting dominate the subject of the study, although 23.33% of the subjects of the study possess low category of permissive parenting. In detail, the result of the study regarding the profile of permissive parenting on elementary school students is displayed in Figure 2.

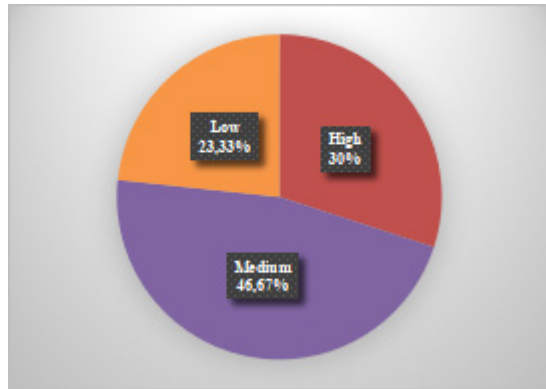


Figure 2 Profile of Permissive Parenting

The result of the study proved that permissive parenting is directly proportional to the children’ nomophobia. In other words, permissive parenting significantly affects the nomophobia experienced by children. That result is proven by the result of statistical analysis by using simple linear regression as it is shown in Table 1 and Table 2

Table 1 The Contribution of Permissive Parenting towards Nomophobia

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .780 ^a | .608 | .594 | 6.149 |

Table 2 The Result of ANOVA Test

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 1641.877 | 1 | 1641.877 | 43.420 | .000 ^a |
| Residual | 1058.789 | 28 | 37.814 | | |
| Total | 2700.667 | 29 | | | |

Table 1 shows that permissive parenting contributes simultaneously 0.594 or 59.4% to the children’ nomophobia, while the rest 40.6% of nomophobia is affected by other variables. Based on the ANOVA test on table 2, The F obtain is 43.420 by 0.000 significance which is less than 0.05 (0.000 <0.05), so regression model is significant and feasible to predict nomophobia. Based on the statistical analysis result with simple linear regression, it can be concluded that children’ nomophobia is affected by permissive parenting.

Parents bring significant effect on an individual development since they and the families are the first social environment, which put the basic character in children. Moreover, parents bring significant effects towards all aspects of children’ life. It means that from infancy until adulthood, parenting style is one of the factors that affect children’ development Children spend most of their time at home so the parents’ attitude, behavior, life standard, and communication towards the children will affect significantly on the children future.

The result of the study conducted by Bibi et al (2013) finds that if the parents are too tight or too loose towards their children, it will bring negative effect on their future life. On the contrary, supportive, democratic, caring, and flexible parents’ attitude can create a mentally healthy condition for children. Another study conducted by Niaraki & Rahimi (2013) shows that the parenting style affects significantly towards the children psychological health. Raising children by using authoritative and democratic parenting style will affect positively on the children’ psychological health rather than using authoritarian and permissive.

Isnasari (Udampo, et. al., 2017) stated that higher pattern of permissive parenting leads to higher level of adolescent’ mislead, and vice versa. A study conducted by Prihatin (Udampo, et. al., 2017) shows that there is a relationship between permissive parenting and the habit of consuming alcohol by the adolescents. It occurs since permissive parents do not monitor their children, so their children feel free to do a negative behavior. In a nutshell, it can be concluded that there is significant effect between parenting style and children life quality.

The rapid development of technology is one of the matters that need serious concern from the parents to their children who become the object of the technology development. It is essential for parents to control and give attention to their children regarding to the mobile phone use because the technology advancement does not only create easiness in communication, it also creates new problems. Excessive mobile phone use on children brings negative effect such as decreasing physical health, decreasing academic achievement, contra-productive time use and decreasing social relationship intensity with the family, especially the parents. It is in line with some results of studies which state that problems caused by excessive mobile phone use are physical/ health, psychological, and social problems (Hussain, Çakir, Ozdemir, & Tahirkheli, 2016; Sari & Mitsalia, 2016). Psychological and physical hardiness and communication skill on each individual is different, and this difference is often unpredictable by some

people. Therefore, when problems occur because of uncontrolled mobile phone use, it will also affect various aspects of that child.

Another result of the study found by Spitzer (Ozdemir, Cakir, & Hussain, 2018) regarding some risks in using mobile phone. The result of that study showed that excessive mobile phone use leads to social effect (dependency and disruption), academic effect (low academic achievement, disruption during the process of education), psychological effect (personality interference, loneliness and dissatisfied, anxiety, depression, aggression, deficit attention interference, and empathy interference), and physical side effect (hypertension, obesity, etc.). A study conducted by Satrianawati (2017) showed that children who use mobile phone tend to be lazy to study and love instant ways in solving problems. Children who interact with their mobile phone more than three hours a day tends to be lazy and do not pay attention to the lesson. The excessive intensity in interacting with mobile phone can lead to nomophobia to that individual (Widyastuti & Muyana, 2018).

The advanced technology development affects the children' life (Herimanto & Winarno, 2012). The children whose age is 7-12 years old by all physical and psychological development actually should be under the parents' supervision. According to Piaget, Children ability to relate, assess, consider circumstances to be able to explore with their surroundings in this ages has entered the concrete operational stage, where children, in solving their problems use rational reasoning (Papalia, 2014). Children also understand their surroundings by not too rely on the information from their senses because the start to possess the ability to differentiate between what is seen by eyes and the reality. Therefore, the use of digital device especially mobile phone, which is given by the parents to their children without good control may lead to the children' freedom in using mobile phone by accessing various features in it. Consequently, the understanding and values internalization and all consequences caused by the excessive use of mobile phone is essential to be embedded in the children through a proper parenting style.

Preventing nomophobia is one of the smart solutions that is pivotal to be done by the parents. Children' development is a process of transformation, which place children in learning aspects such as lip movement, thinking, feeling, and interacting with other people or things in their surroundings. Interaction with other people is the main and the last goal of preventing someone suffers from nomophobia. Hence, preventing nomophobia

since childhood is one of the essential actions need to be taken.

Factors affecting children development according to Piaget (Papalia, 2014) are heredity, experience, social transmission, and equilibration. Heredity means, since in the womb, a child has already possessed attitudes that determine his/her cognitive performance, this is called as internal maturity factor. Experience means, Children development is also affected by experience, whether it is physics or mathematic logic. Physics experience involves objects which then create abstraction, while mathematics logics is an experience that abstracting the results of an action towards an object (reflective abstraction). Social transmission is the third factor affecting children development. This factor is used to present the cultural effect on the children' mindset. Teachers' teaching, parents' explanation, books' information, imitating, is the form of social transmission. The top of those three factors is equilibration. Every individual will experience equilibration process integrating the first three factors. If it is related to Piaget' theory, the construction of parenting style can be a foundation for children developmental process.

In the millennial era, the parents tend to introduce outside worlds through smartphones. It is caused by the easiness provided by that device in fulfilling daily needs. Children suppose to have a cognitive structure that allows them to assimilate and accommodate every information they receive from the smartphone. Thus, the parents' role is pivotal to be selective about anything that affects children' development. Rule enforcement, consequences, and time management are crucial so that children possess boundary in using mobile phone. If they use to have a transmission in the form of interaction with others, not only with smartphone, in the future, they will be attached to their surroundings so nomophobia can be solved.

CONCLUSION AND SUGGESTION

The result of the study proved that permissive parenting significantly affects nomophobia in elementary school students. It can be interpreted, the higher permissive parenting patterns applied by parents to children will further increase children' nomophobia. The result of this study can be useful for the parents and the teacher to create a proper parenting model for children development to prevent nomophobia.

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