

To cite this article: Kadhim Jawad Awad Almadwah, Firas Abdulkader Jassim, Hajer Salim Issa and Luay Abdulwahid Shihab (2023). SCHOOL PHOBIA AMONG PRIMARY SCHOOL PUPILS AT ABU-ALKASSEB SCHOOLS IN BASRAH, International Journal of Education and Social Science Research (IJESSR) 6 (5): 01-12 Article No. 832, Sub Id 1305

SCHOOL PHOBIA AMONG PRIMARY SCHOOL PUPILS AT ABU-ALKASSEB SCHOOLS IN BASRAH

Kadhim Jawad Awad Almadwah¹, Firas Abdulkader Jassim², Hajer Salim Issa³ and Luay Abdulwahid Shihab⁴

¹Ass. prof department of Fundamentals of nursing – college of nursing - university of Basrah

²Phd Teacher In department of Fundamentals of nursing – college of nursing - university of Basrah

³Ass. prof. department of Fundamentals of nursing – college of nursing - university of Basrah,

⁴Ass.prof. department of basic science – college of nursing - university of Basrah

DOI: <https://doi.org/10.37500/IJESSR.2023.6501>

ABSTRACT

The project Implemented In the College of Nursing - University of Basra at A bu Al Khassib area schools study starts from November2021 to date1 April 2022. The investigated the factors the induce phobia in primary school pupils. 25 male and 25 female pupils participated the questionnaire.

The results of the present study showed that 80% of female pupils and 4% of male feel distressed because of the approaching school year due to different reasons and 68% of female and 52 of male pupils feel fear towards his or her family. And 36% of male and 64of female motivates you to get a better grade in the exam.as well as the results showed that that 92 % of male and 56 & of female fear from fall in test The data showed that 84% of female and 52% of male afraid of the principal entering the classroom, 40 % of male fear from punish if he were while 72 % of female will not and 96 % of male were urinated afraid of the principal entering the classroom while female will not. The study recommended a set of recommendations to students' families to reduce school phobia.

KEYWORDS: School phobia, among primary, school pupils.

INTRODUCTION

School phobic children are often insecure, sensitive, and do not know how to cope with their emotions. They appear anxious and may become physically ill at the thought of attending school. Normal separation anxiety typically occurs between 18 to 24 months.

School refusal is a child-motivated refusal to attend school or difficulty remaining in class for the full day (Kearney, Christopher A. (1996).)

Child-motivated absenteeism occurs autonomously, by the volition of the child. This behavior is differentiated from non-child-motivated absences in which parents who withdraw children from school or keep them home, or circumstances such as homelessness. (Dube, and Orpinas, (2009-)

School refusal is characterized by an emotional distress at the time of attending school and school attendance difficulties (Thambirajah 2008).

School refusal behavior has no single cause. Rather it has a broad range of contributing factors that include the individual, family, school, and community (Maynard, et al.,2015). These factors can be organized into four main categories: (Kearney, Christopher A. (1996) avoidance of school-based stimuli that cause negative affect, (Kearney et al.,2010,) avoidance of stressful social and/or evaluative situations, (3) pursuit of attention from significant others, and/or pursuit of tangible reinforcers outside of school. Rates of absenteeism due to school refusal behavior are difficult to quantify because the behavior manifests in a variety of ways and are defined, tracked, and reported differently among schools and school districts.(Kearney, 2008.) The literature estimates that rates of school refusal occur in 1–2% of the general population, and in 5–15% of clinic-referred youth samples. (8,9). In the last decade there has been widespread fast and

sophisticated technical networks the wireless different was the use of various techniques and are local networks of the various threats to the growing increasingly been used encryption and that the protection is being from entering the local network and the protection of user and tampering with the computer and find out local area networks has become a major tool to many companies and factories, universities, hospitals [luaay , October 2012].

AIMS OF THE STUDY

The study aims to

- 1- Assess the different factors that can play an important role among elementary pupils
- 2- Factors induce suffer from school phobia.
- 3- To conclude the necessary recommendations to reduce children's fear of schools phobia

A phobia is an excessive and irrational fear reaction. If you have a phobia, you may experience a deep sense of dread or panic when you encounter the source of your fear. The fear can be of a certain place, situation, or object. Unlike general anxiety disorders, a phobia is usually connected to something specific.

School refusal is a term used to describe the signs of anxiety a school-aged child has and his or her refusal to go to school. It is also called school avoidance or school phobia. It can be seen in different types of situations, including: Young children going to school for the first time (Dube, and Orpinas, 2009).

Causes of School refusal

School refusal behavior includes absenteeism due to a broad range of potential causes. School refusal can be classified by the primary factor that motivates the child's absence. The School Refusal Assessment Scale identifies four functional causes: (1) avoiding school-based stimuli that provoke negative affectivity, (2) escaping aversive social and/or evaluative situations, (3) pursuing attention from significant others, and/or (4) pursuing tangible rewards outside of school. Categories one and two refer to school refusal motivated by negative reinforcement. Categories three and four represent refusal for positive reinforcement (Kearney and Albano 2004).

Table (1) The cause of children school refusal (Maynard et al.,2015) .

There are a broad range of risk factors, which may interact and change over time. Within the literature the risk factors are typically condensed into four categories: individual, family, school, and community.

Risk Factors for School Refusal Behavior ^{[12][5]}			
Individual Factors	Family Factors	School Factors	Community Factors
<ul style="list-style-type: none"> • behavioral inhibition • fear of failure • low self-efficacy • physical illness • learning difficulties 	<ul style="list-style-type: none"> • separation and divorce • parent mental health issues • overprotective parenting style • dysfunctional interactions • loss or bereavement • high levels of family stress 	<ul style="list-style-type: none"> • bullying • physical education • transitioning into secondary school • school day structure • testing • peer or staff relationship difficulties • emergency drills 	<ul style="list-style-type: none"> • pressure to achieve academically • inconsistent professional advice • poor support services

Classification of phobia

School refusal behavior is characterized by an emotional and behavioral component. The emotional component consists of severe emotional distress at the time attending school. The behavioral component manifests as school attendance difficulties, School refusal is not classified as a disorder by the Diagnostic and Statistical Manual of Mental Disorders [DSM].

Emotional

Emotional distress typically does not occur until the morning before the child is to attend school. Emotional distress is often accompanied by physical symptoms. The degree of distress children exhibit varies widely. There is also an instant return to a stable mood after the child decides not to attend school or is removed from school. (Thambirajah, 2008)

Behavioral

School attendance difficulties include a broad range of behaviors. The spectrum of refusal spans from occasional reluctance to complete refusal. Students may miss the entire day, a partial day, skip class, or arrive late. (Kearney and Albano 2004).

Signs and symptoms

School refusal behavior is a heterogeneous behavior characterized by a variety of internalizing and externalizing symptoms. Internalizing symptoms include anxiety (general, social, and separation anxiety), social withdrawal, fatigue, fear, and/or depression. Children may also have complaints of somatic symptoms such as headaches, stomachaches, or a sore throat. Children may also exhibit externalizing symptoms such as nausea, vomiting, sweating, diarrhea, or difficulties breathing as a result of their anxiety. Other externalizing symptoms include defiance, aggression, tantrums, clinging to a parent, refusing to move, and/or running away. If the child stays home from school, these symptoms might go away but come back the next morning before school. (Kearney, and Turner, 2010)

Researchers are motivated to assess and treat this behavior because of its prevalence and potential negative consequences. Short-term negative consequences of school refusal for the child include distress, social alienation, and declining grades. Familial conflict and legal trouble may also result. Excessive absenteeism is commonly associated with various negative health and social problems. Problematic school absenteeism is also associated with illicit drug use (including tobacco), suicide attempt, poor nutrition, risky sexual behavior, teenage pregnancy, violence, injury, driving under the influence of alcohol, and binge drinking (Fremont, 2003).

Epidemiology

There are no accurate figures regarding the prevalence of school refusal behavior because of the wide variation in how the behavior is defined, tracked, and reported across schools, school districts, and countries.

The most widely accepted prevalence rate is 1–2% of school-aged children. In clinic-referred youth samples the prevalence rate is 5–15%. There are no known relationships between school refusal behavior and gender, income level, or race. While refusal behavior can occur at any time, it occurs more frequently during major changes in a child's life, such as entering kindergarten (ages 5–6), changing from elementary to middle school (ages 10–11), or changing from middle to high school (age 14). (Setzer, and Salzhauer, 2001).

Assessment

Because school refusal behavior is a multifaceted issue, there is not a single valid measure or assessment method for diagnosis. Assessment first involves measuring and evaluating the number of days the child is absent, late, or leaving school early. Parent reports and self-reports from the child

regarding emotional distress and resistance to attendance are taken into account Assessment aims to (1) confirm that the behavior represents school refusal as opposed to truancy or legitimate absence, (2) evaluate the extent and severity of absenteeism, (3) the type(s) and severity of emotional distress, (4) obtain information regarding the child, family, school, and community factors that may be contributing to the behavior, and (5) use the information obtained to develop a working hypothesis that is used for planning appropriate interventions.

Tools used to obtain information about school refusal behavior include clinical behavioral interviews, diagnostic interviews, self-report measures of internalizing symptoms, self-monitoring, parent- and teacher-completed measures of internalizing and externalizing problems, review of attendance record, and systematic functional analysis. (Egger, et al., 2003).

Treatment

The primary goal of treatment for school refusal behavior is for the child to regularly and voluntarily attend school with less emotional distress. Some scholars also emphasize the importance of helping the child manage social, emotional, and behavioral problems that are the result of prolonged school nonattendance.

Treatment of school refusal depends on the primary cause of the behavior and the particular individual, family, and school factors affecting the child. Analysis of the child's behavior often involves the perspective of the parent/family, school, and child. When school refusal is motivated by anxiety, treatment relies mostly on child therapy during which children learn to control their anxiety with relaxation training, enhancement of social competence, cognitive therapy, and exposure. (Heyne, and King2004).

Health care

From a treatment perspective, care can often be complex and long, especially in situations in which adolescents have disconnected completely from school. Several trials have validated the use of some types of individual therapy, in particular, variants of cognitive-behavioral therapy (CBT) (Maric, et al., 2013) and dialectical behavior therapy.

In practice, there are no established guidelines, and coordination between medical professionals, school staff, and family can be difficult.

At the same time, the role of patients in their medical care has evolved in recent years. Healthcare professionals must take patients' subjective health status into consideration. A new era of clinical research has emerged: patient-reported outcomes (PROs). PROs are assessments coming directly from the patients themselves reporting their thoughts, complaints, views or perspectives about their medical care, the benefits of treatment, and the healthcare outcomes important to them (Truog, 2012).

Methodology

This study was across-sectional Involving (50) school children (male and female. In Basrah government at A bu Al Khassib area schools To achieve the aim of the questionnaire was designed and translated to Arabic language to Assessment of the factors induce school refusal due to phobia.

Project sitting

The project Implemented in the College of Nursing - University of Basra at A bu Al Khassib area schools study starts from November2021 to date1 April 2022.

Samples from the study

Fifty male and female pupils from primary schools participated assessment questionnaire study in Abu al khassib schools

Project In Instruments:

Questionnaire was comprised of questions taken by written. Before Introduction this items distributed for teachers of college.

It divided in to two main parts, the first parts were to identify the socio- demographic characteristic and the second part is multiple choice question to assessment the factors that induce children to school refusal.

knowledge of primary pupils

Table (1) frequencies, percentage questionnaire regarding school phobia for pupils of Abu-Alkasseb schools in Basrah

N O.	Questions	1		2		3		4		
		F	%	F	%	F	%	F	%	
1	If you feel distressed because of the approaching school year,	Male	1	4	4	16	20	80	0	0
		Female	4	16	2	8	17	68	2	8
2	If you feel unsafe at - : school, do you Are you afraid of students?	Male	4	16	3	12	17	68	1	4
		Female	3	12	4	16	17	68	1	4

3	If you miss a lot, is thereason:	Male	0	0	0	0	23	92	2	8
		Female	3	12	0	0	15	60	4	16
4	When you leave the house,do you feel fear towards your family?	Male	5	20	1	4	17	68	2	8
		Female	4	16	2	8	13	52	6	24
5	How do you feel when youare with your classmates	Male	6	24	18	72	1	4	-	-
		Female	5	20	18	72	2	8		0
6	Do one or both of your parents tell you the following:	Male	8	32	3	12	5	20	9	36
		Female	2	8	0	0	1	4	22	88
7	Are there things in schoolthat make you cry?	Male	8	32	1	4	1	4	15	60
		Female	3	12	8	32	3	12	11	44
8	Is there anything that makes you need a member of your family to attendschool with you?	Male	2	8	0	0	0	0	23	92
		Female	0	0	4	16	1	4	20	80
9	Does anyone make fun of you and make you hate school?	Male	5	20	7	28	2	8	11	44
		Female	8	32	3	12	4	16	10	40
10	If you misbehave in school, the teacher:	Male	14	56	11	44	0	0	0	0
		Female	5	20	14	56	0	0	6	24
11	f the teacher asks you to read a text or answer a question in front of the students:	Male	7	4	2	8	15	60	1	4
		Female	4	16	4	16	12	48	5	20
12		Male	5	16	20	80	0	0		

	If you have a homework and you did it wrong or did not do it, the teacher	Female	4	12	20	80	1	4		
13	_If you are in the arena and see the manager:	Male	8	0	14	56	3	12		
		Female	10	12	6	24	9	36		
14	If your school supplies are stolen:	Male	20	20	8	32	2	8		
		Female	5	16	4	16	11	44		
15	What do your friends think of your appearance?	Male	9	24	8	32	8	32		
		Female	6	20	7	28	12	48		
16	What do you do when you fail the test?	Male	2	32	23	92	0	0		
		Female	5	8	14	56	1	4		
17	if you are one of the people who are afraid of :exams Loss of focus due to fear	Male	3	32	1	4	0	0	21	84
		Female	2	12	6	24	1	4	16	64
18	How do your parents deal with your weak marks?	Male	4	8	16	64	3	12	2	8
		Female	5	0	11	44	1	4	9	36
19	What motivates you to get a better grade in the exam?	Male	16	20	9	36	0	0		
		Female	8	32	16	64	1	4		
20	When the health staff comes to give you the vaccine	Male	14	56	10	40	1	4		
		Female	12	48	13	52	0	0		

The results showed That 80% of female pupils and 4% of male feel distressed because of the approaching school year due to different reasons and 68% of female and 52 of male pupils feel fear towards his or her family. And 36% of male and 64of female motivates you to get a better grade in the exam.as well as the results showed that that 92 % of male and 56 & of female fear from fall in test.

knowledge of primary pupils

Table (2) frequencies, percentage questionnaire regarding school phobia for pupils of Abu-Alkaseb schools in Basrah

NO.	Questions		yes		no	
			F	%	F	%
1	I am afraid to go to school	Male	3	12	22	88
		Female	6	24	19	76
2	Are you late for school?	Male	4	16	21	84
		Female	1	4	24	96
3	The principal will punish you if you are late for school.	Male	10	40	15	60
		Female	6	24	19	76
4	Are you afraid of the principal entering the classroom?	Male	13	52	12	48
		Female	21	84	4	16
5	Do you get harassed when you go to the school yard or health facilities?	Male	10	40	15	60
		Female	15	60	10	40
6	urinated in class because of afraid of the principal entering the classroom :	Male	24	96	1	4
		Female	0	0	25	100
7	Are you compared to your peers by your parents?	Male	8	32	17	68
		Female	8	32	17	68
8	Are you afraid of jostling with your classmates while you leave school?	Male	8	32	17	68
		Female	11	44	14	56
		Female	14	56	11	88

The data showed that 84% of female and 52% of male afraid of the principal entering the classroom , 40 % of male fear from punish if while 72 % of female will not and 96 % of male were urinated afraid of the principal entering the classroom while female will not. Table (2)

Attending school is important for youths' development, and school is considered to be the primary social arena that creates "citizens". The many negative consequences of school absenteeism are widely described in Finning et al. (2019). However, school absenteeism is a problem in many countries. A myriad of concepts exists to describe school attendance problems but there is a lack of consensus regarding these concepts. describe and discuss categorical and dimensional approaches for school attendance and school absenteeism (Pellegrini, 2007). Their aim was "to set the stage for a discussion of a multidimensional, multi-tiered system of supports pyramid model as a heuristic framework for conceptualizing the manifold aspects of school attendance and school absenteeism.

eighty% of female pupils and 4% of male feel distressed because of the approaching school year due to different reasons and 68% of female and 52 of male pupils feel fear towards his or her family. And 36% of male and 64of female motivates you to get a better grade in the exam.as well as the results showed that that 92 % of male and 56 & of female fear from fall in test (table (1)).

Previous research indicates that parents, students, and school personnel understand the characteristics, reasons, and development of SR differently. This might have consequences for cooperation and agreement in interventions for SR youth. In a study among parents of SR youth, parents felt that they were blamed by the school for the problems (Havik et al., 2014). Eighty-four % of female and 52% of male afraid of the principal entering the classroom, 40 % of male fear from punish if he were while 72 % of female will not and 96 % of male were uninated afraid of the principal entering the classroom while female will not.

CONCLUSIONS

The present study concluded the followings:

- 1- 80% of female pupils and 4% of male feel distressed because of the approaching school year due to different reasons
- 2- 68% of female and 52 of male pupils feel fear towards his or her family. And 36% of male and 64of female motivates you to get a better grade in the exam.
- 3- 92 % of male and 56 & of female fear from fall in test the data showed that 84% of female and 52% of male afraid of the principal entering the classroom
- 4- 40 % of male fear from punish if he were while 72 % of female will not and 96 % of male were uninated afraid of the principal entering the classroom while female will not

Recommendations for families to minimized children school phobia

- 1-Validate their experience
- 2-Try to keep calm
- 3- Give strategies time to work
- 4-Recognise small achievements 5-Mirror the school routine
- 6-Support your child's learning.

7-Encourage social contact and activities. 8-Help manage screen time.

REFERENCES:

Maynard, Brandy R.; Heyne, David; Brendel, Kristen Esposito; Bulanda, Jeffery J.; Thompson, Aaron M.; Pigott, Terri D. (2015-08-10). "Treatment for School Refusal Among Children and Adolescents". *Research on Social Work Practice*. 28 (1): 56–

Thambirajah S., M. (2008). *Understanding school refusal: a handbook for professionals in education, health and social care*. Grandison, Karen J., De-Hayes, Louise. London: Jessica Kingsley.

Dube, S. R.; Orpinas, P. (2009). "Understanding Excessive School Absenteeism as School Refusal Behavior". *Children & Schools*. 31 (2): 87–95. doi:10.1093/cs/31.2.87

Egger, Helen Link; Costello, Jane E.; Angold, Adrian (2003). "School Refusal and Psychiatric Disorders: A Community Study". *Journal of the American Academy of Child & Adolescent Psychiatry*. 42 (7):807. doi:10.1097/01.chi.0000046865.56865.79. ISSN 0890-8567. PMID 12819439.

Finning, K., Ukoumunne, O. C., Ford, T., Danielsson-Waters, E., Shaw, L., Romero De Jager, I., et al. (2019b). The association between child and adolescent depression and poor attendance at school: A systematic review and meta-analysis. *J. Affect Disord*. 245, 928– 938. doi:10.1016/j.jad.2018.11.055.

Fremont, Wanda P. (2003). "Information from your family doctor: What to do when your child refuses to go to school". *American Family Physician*. 68 (8): 1563–4. PMID 14596444. Retrieved 2012-10-26-

Kearney, Christopher A.; Turner, Dio; Gauger, Marisa (2010),

"School Refusal Behavior", *The Corsini Encyclopedia of Psychology*, American Cancer Society,

Havik, T. (2015). *School non-attendance. A study of the role of school factors in school refusal*. Norway: Doctoral thesis, University of Stavanger.

Heyne, David; King, Neville J. (2004), "Treatment of School Refusal", *Handbook of Interventions that Work with Children and Adolescents*, John Wiley & Sons Ltd, pp. 243– 272, doi:10.1002/9780470753385.ch11, ISBN 9780470753385

Kearney, C (March 2008). "School absenteeism and school refusal behavior in youth: A contemporary review". *Clinical Psychology Review*. 28 (3): 451– 471. doi:10.1016/j.cpr.2007.07.012. ISSN 0272-7358. PMID 17720288.

Kearney, C. A. (2016). *Managing school absenteeism at multiple tiers: An evidence based and practical guide for professionals*. UK: Oxford University Press.

Kearney, Christopher A. (1996). "The Evolution and Reconciliation of Taxonomic Strategies for School Refusal Behavior". *Clinical Psychology: Science and Practice*. 3 (4): 339–354. doi:10.1111/j.1468-2850.1996.tb00087.x. ISSN 0969-5893

Kearney, Christopher A.; Albano, Anne Marie (2004). "The Functional Profiles of School Refusal Behavior". *Behavior Modification*. 28 (1): 147–161.

Kearney, Christopher A.; Turner, Dio; Gauger, Marisa (2010), "School Refusal Behavior", *The Corsini Encyclopedia of Psychology*, American Cancer Society, pp. 1–.

Luaay Abdul Wahed Shihab, *Wireless LAN Security and Management*, *International Journal of Engineering and Advanced Technology (IJEAT)* ISSN: 2249 – 8958, Volume-2, Issue-1, October 2012.

Maric M, Heyne DA, MacKinnon DP, van Widenfelt BM, Westenberg PM. Cognitive Mediation of Cognitive-Behavioural Therapy Outcomes for Anxiety-Based School Refusal. *Behavioural and Cognitive Psychotherapy*. 2013;41(5):549–564. [PMC frearticle] [PubMed] [Google Scholar]

Maynard, Brandy R.; Heyne, David; Brendel, Kristen Esposito; Bulanda, Jeffery J.; Thompson, Aaron M.; Pigott, Terri D. (2015). "Treatment for School Refusal Among Children and Adolescents". *Research on Social Work Practice*. 28 (1): 56–67.

Pellegrini, D. W. (2007). School Non-attendance: Definitions, meanings, responses, interventions. *Educ. Psychol. Pract.* 23 (1), 63–77. doi:10.1080/02667360601154691

Setzer, N., & Salzhauer, A (2001). "Understanding school refusal". New York University Child Study Center. Retrieved 2012-10-26.

Thambirajah S, M. (2008). *Understanding school refusal: a handbook for professionals in education, health and social care*. Grandison, Karen J., De-Hayes, Louise. London: Jessica Kingsley Publishers. ISBN 9781846427473. OCLC 646763769.

Truog RD. Patients and Doctors — The Evolution of a Relationship. *New England Journal of Medicine*. 2012;366(7):581–585. [PubMed] [Google Scholar].