

The Relationship Between Parental Education Level and Role with Bossy Behavior in Preschool Children

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Abstract

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Background: Pre-school children feel superior, become pretentious, and like to rule (bossy). Bossy is a domineering, controlling and spoiled behavior that occurs in children. Education is the guidance or help provided by adults to the development of children so that they are capable enough to carry out their own life tasks. The role of parents is a set of behaviors of two parents in nurturing, guiding and educating children, as well as being consistent with certain stimuli in teaching children not to foster bossy behavior.

Objective: The purpose of this study was to analyze the relationship of parental education level and role with bossy behavior in preschool children (3–5 Years).

Methods: The design study used a quantitative analytical observational with cross sectional approach. A sample of 40 parents (mothers) was obtained using the total sampling technique. Data collection used a parental role questionnaire and bossy behavior questionnaire. Data analysis using the Spearman Rank statistical test.

Results: There was no relationship between parents' education level and the bossy behavior of preschool children with p-value ($0.146 > 0.05$); meanwhile, there was a relationship between the role of parents and the bossy behavior p-value ($0.000 < 0.05$).

Conclusion: This study found no significant relationship between parents' education levels and bossy behavior in preschool-aged children. However, there was a significant and strong correlation between parental roles and bossy behavior. Children raised by parents with good parenting roles were less likely to display bossy behavior. These findings emphasize the importance of active parental involvement and consistent parenting in reducing domineering behavior in early childhood.

Keywords: Bossy behavior; education; parental roles; pre-school children

Introduction

Pre-school children are unique, different individuals and have their own characteristics according to their age stages. Basically, based on certain characteristics that children have that distinguish between children and adults, the provision of stimuli (children) must be adjusted to the characteristics of early childhood for the development of their abilities in the future (Khadijah and Nurul, 2021). According to Sudirman (2021), preschool-age children feel superior, children expect others to praise their actions and be given the role of leader. Children become pretentious, bossy, do not care about others, do not want to cooperate and are busy talking about themselves.

According to Hilman (2011), bossy is a controlling or spoiled behavior that occurs in children. Nonetheless, the intensity of bossy is different for each person. Bossy behavior or domineering behavior can be influenced by genes and temperament, besides the influence of the family environment, namely the role of parents, and even all take part. For example, children who basically have a hard nature and like to control others.

The role of parents is a set of behaviors of two fathers and mothers in cooperating and being responsible based on heredity as a role model for children since the formation of

conception or zygote consistently to certain stimuli, both in the form of body shape and attitude and independent spiritual and emotional (Veraulli, 2011).

Parents play a role in helping children not to grow bossy behavior. However, parents can also foster children's bossy behavior, such as parents who also behave bossy, parents who are very busy so that the role of caring for their children is lacking, parents who usually privilege certain children so that other siblings have to serve them (Prianto, 2013).

It is important for parents to understand that bossy is not a normal part of childhood that should be passed, although it looks natural and honest, bossy behavior cannot be tolerated. The role of parents in nurturing, guiding, protecting, educating children, describes a set of interpersonal behaviors, traits, activities related to individuals in certain positions and situations. Parents in the family have a big role in instilling the basis of personality development that helps determine the character of a child. The role of parents is an illustration of the behavior of parents and children in teaching children to behave, communicate, develop emotional control, and show the need for social interaction during parenting activities (Khairuddin, 2010).

Research conducted by Anggresqi (2021) at Dharma Wanita Kindergarten Lahat Anyar showed that out of 37 children, 23 (62.16%) of the bossy incidents in preschool children were found and most of the parental roles were quite good as many as 23 people (62.16%), these results illustrate that the role of parents affects bossy behavior in pre-school age. This is in line with research conducted in America by Buthman (2022) which shows that parenting behavior has a strong relationship with disruptive children's behavior, aggressive behavior of children and domineering behaviors carried out by children.

Based on this description, it is very clear that parents have a very important role in children's lives (Sopaliu et al., 2024). In addition to these roles, parents also have limitations, such as education level. The uneven level of parental education has a relationship with the form of behavior and the role of parents towards children. According to Mohammad (2013), there are conditions of parents who cannot carry out their role in children. This lack of ability can have an impact on children who are still in parental responsibility, one of which is due to an uneven level of education. According to BPS (2021), the gross participation rate for elementary schools is 106.20%, junior high schools are 92.80%, high schools are 85.23% and universities are 26.09%. This data explains that overall, the level of education is only affordable until basic education.

Education has a very important role to produce quality human character. According to Feni (2014), education is guidance or help in child development provided by adults to reach adulthood with the aim that children's development is capable enough to carry out their life tasks independently.

Based on the results of a preliminary study conducted by researchers on August 23, 2022 at PAUD Ashhabul Yamin, Sukamulia Village, through observation methods, data was obtained that 8 out of 10 children carried out bossy actions such as children often telling them to take books and pencils, children telling toys to be taken, children telling them to take bags, children telling them to buy food or drinks from their friends or parents. This action is done by children when they are together with their parents, friends or caregivers. While the role of the child's 8 parents, 5 parents have a good role, for example, parents teach children to say "please" and "thank you" when asking others to take their objects, parents tell children not to behave in order, parents reprimand their children when the child tells their friends and 3 parents have a bad role such as parents buying toys that children want, Obeying the child's request when the child asks in a commanding way and parents consider this kind of behavior is a child's usual action by children at preschool age.

Based on the phenomenon and description above, the researcher is interested in researching "The Relationship between Education Level and the Role of Parents with the Bossy Behavior in Pre-School Children (3-5 years) at PAUD Ashhabul Yamin, Sukamulia Village, Sukamulia District, East Lombok Regency".

Methods

Study Design

The design study using a quantitative analytical observational with cross sectional approach.

Samples/Participants

The sampling technique uses Total Sampling because the population is less than 100 according to (Sugiyono, 2019). The number of samples used in this study amounted to 40 mothers who had pre-school children (3-5 years).

Instruments

The instruments used in this study were the parental role questionnaire and the bossy behavior questionnaire. The questionnaire on the role of parents was adopted from the research of Anggresqi (2021). This questionnaire has been tested for the validity and reliability of 12 questions, all of which are valid. The questionnaire used to find out the role of parents used 12 question items. The type of question used uses positive (favorable) questions consisting of 11 questions and negative (unfavorable) consisting of 1 question. For favorable questions, if the respondent answered "often" was given a score of 3, "sometimes" was given a score of 2, if the respondent answered "never" was given a score of 1. As for unfavorable questions, the answer "often" is given a score of 1, "sometimes" is given a score of 2, if the respondent answers "never" are given a score of 3. The measurement results were obtained in the form of the role of parents with a minimum score of 12 and a maximum score of 36. The theoretical means (max score + min score) / 2 = 24. For standard deviation (max score – min score) / 6 = 4. So that with the rating scale formula, measurement results were obtained in the form of ordinal scales which were categorized as Good: 28 – 36, Quite Good: 21 – 27, Poor: 12 – 20

The bossy behavior questionnaire was adopted from the research of Anggresqi (2021). This questionnaire has been tested for the validity and reliability of 12 questions, all of which are valid. The questionnaire used to determine the bossy behavior in preschool-age children (3-5 years old) used 12 question items consisting of 3 answer choices. If the respondent answers "often" are given a score of 1, "sometimes" is given a score of 2, if the respondent answers "never" are given a score of 3. The measurement results are in the form of ordinal scales which are categorized into: Mild: 28 – 36, Moderate: 21 – 27 and Severe: 12 – 20.

Data Collection

Data collection was conducted in November 2022. Before administering the questionnaire to respondents, the researcher provided an explanation regarding the purpose of the study, confidentiality of respondents' identities, and instructions on how to fill out the questionnaire. A consent sheet was also distributed. The questionnaire was filled out directly by the respondents, and in some cases, the researchers assisted respondents who had difficulty writing or seeing clearly. A total of 40 completed responses were obtained from eligible participants.

Data Analysis

All data were analyzed using the SPSS statistical program. Data analysis in this study is univariate analysis and bivariate analysis. Univariate analysis was used to determine individual characteristics based on several variables descriptively using frequency distribution and proportions, including child age, child gender, maternal age, maternal education, maternal occupation, parental role and bossy behavior. This bivariate analysis can function in finding the relationship between the variables of parental education level and bossy behavior in preschool children and the role of parents with bossy behavior in preschool-age children. This bivariate analysis uses the Spearman Rank test technique to determine the strength of the relationship between independent variables and dependent variables (Sugiyono, 2019).

Ethical Considerations

This research obtained research permission from Sekolah Tinggi Ilmu Kesehatan Hamzar Lombok Timur with number: 1037/SPm/STIKZAR/XI/2022. There are three ethical principles that are firmly adhered to in conducting this research, namely Informed Consent, Confidentiality and Anonymity.

Results

Characteristics of respondents

Table 1 shows that most children were aged 5 years, accounting for 29 (72.5%) respondents. In terms of gender, the majority were female, totaling 24 (60%) children. Most mothers were aged 26–35 years, with 18 (45%) respondents, followed closely by those aged 36–45 years, totaling 17 (42.5%). Regarding occupation, the majority of mothers were housewives, amounting to 33 (82.5%) respondents. In terms of education, most mothers had completed elementary school, with 13 respondents (32.5%), followed by junior high school (25%) and senior high school (25%). Overall, the respondents were predominantly mothers with low to moderate educational backgrounds, most of whom were housewives caring for female children aged 5 years.

Table 1. Distribution of respondents

Variable	f	%
Child's Age		
3 years	3	7.5
4 years	8	20
5 years	29	72.5
Child's Gender		
Male	16	40
Female	24	60
Mother's Age		
17–25 years	4	10
26–35 years	18	45
36–45 years	17	42.5
46–55 years	1	2.5
Mother's Occupation		
Housewife	33	82.5
Teacher	5	12.5
Civil Servant	2	5
Mother's Education Level		
Elementary School	13	32.5
Junior High	10	25
Senior High	10	25
Bachelor's Degree	5	12.5
Master's Degree	2	5
Total	40	100%

Table 2 shows that most respondents perceived the parental role in early childhood as “Quite Good,” reported by 24 respondents (60%). Additionally, 9 respondents (22.5%) rated the role of parents as “Good,” and 7 respondents (17.5%) assessed it as “Poor.” This indicates that most parents demonstrated adequate parenting skills, although a notable portion still exhibited insufficient engagement in their parenting role.

Table 2. Distribution of respondents based on the role of parents in pre-school children (3-5 years)

The Role of Parents	n	%
Good	9	22.5
Quite Good	24	60
Poor	7	17.5
Total	40	100

Table 3 illustrates that moderate bossy behavior was the most common category among preschool-aged children, reported in 25 children (62.5%). Meanwhile, 8 children (20%) exhibited mild bossy behavior, and 7 children (17.5%) were reported to exhibit severe behavior. These findings suggest that dominant tendencies are relatively prevalent among preschoolers, with most cases falling within the moderate category.

Table 3. Distribution of respondents based on bossy behavior in pre-school age children (3-5 years)

Bossy Behavior	n	%
Mild	8	20
Moderate	25	62.5
Severe	7	17.5
Total	40	100

Table 4 shows the relationship between parental education level and the bossy behavior in preschool-aged children (3–5 years). The data indicates that the highest number of moderate bossy behavior was found among children whose parents had an elementary school education, totaling 9 respondents (22.5%). Mild and moderate bossy were also present across other education levels, but no clear pattern of association is observed between education level and the bossy category.

Although variations exist across groups, the statistical test result ($p = 0.146$) indicates that there is no significant relationship between parents' education level and the incidence of bossy behavior in preschool-aged children. This is reinforced by the correlation coefficient value of 0.234 which found that parental education and bossy behavior in preschool-age children had a low relationship.

Table 4. The relationship between parents' education level and the *bossy behavior* in pre-school children (3-5 years)

Parent Education	Bossy Behavior			Total	P-Value	r
	Mild	Moderate	Severe			
Elementary School	0 0%	9 22.5%	4 10%	13 32.5%	0.146	0.234
Junior High School	4 10%	5 12.5%	1 2.5%	10 25%		
Senior High School	3 7.5%	5 12.5%	2 5%	10 25%		
Bachelor's Degree	0 0%	5 12.5%	0 0%	5 12.5%		
Master's Degree	1 2.5%	1 2.5%	0 0%	2 5%		
Total	8 20%	25 62.5%	7 17.5%	40 100%		

Table 5 shows the relationship between parental roles and the bossy behavior in preschool-aged children (3–5 years). Among children whose parents had a good role, 4 children (10%) experienced mild bossy, 5 children (12.5%) experienced moderate, and none experienced severe. Totaling 9 children (22.5%). For those with a good parental role, 4 children (10%) exhibited mild, 16 children (40%) moderate, and 4 children (10%) severe. Totaling 24 children (60%). In the group with a poor parental role, 4 children (10%) showed moderate and 3 children (7.5%) severe, with no mild cases. Totaling 7 children (17.5%). Based on the statistical test results, there is a significant relationship between parental roles and the bossy behavior, with a p-value of 0.000. Furthermore, the correlation coefficient ($r = 0.634$) indicates a strong positive relationship, suggesting that the better the parental role, the lower the bossy behavior and severity of bossy in children.

Table 5. The relationship between parental roles and *bossy behavior* in pre-school children (3-5 years)

The Role of Parents	Bossy Behavior			Total	P-Value	r
	Mild	Moderate	Severe			
Good	4 10%	5 12.5%	0 0%	9 22.5%	0.000	0.634
Quite Good	4 10%	16 40%	4 10%	24 60%		
Not Good	0 0%	4 10%	3 7.5%	7 17.5%		
Total	8 20%	25 62.5%	7 17.5%	40 100%		

Discussion

Parent education

Parental education is the last education taken by parents (mothers), where education has an important role in producing a person's character. Based on research results, the highest level of parental education (mother) is at the primary school level. This happens because some respondents when they are still in junior high school, many do early marriage so that they cannot complete the junior high school education and the last level of education taken is primary school and economic factors that make some respondents do not continue their education to junior high school level after graduating from primary school.

The role of parents

The role of parents is a set of behaviors of two parents, especially mothers, in nurturing, guiding and educating children, and consistent with certain stimuli in teaching children not to behave like to regulate or rule. The finding obtained the highest parental role data was the quite good category. This indicated that the role of parents is important in the formation of a child's attitude, such as bossy in preschool-age children. Therefore, parents should be more assertive in teaching children to behave, teaching children to communicate, developing children's emotional control and showing the need for social interaction.

The factors that can affect the role of parents according to Soetjningsih (2012) are: a) the age of the elderly, where the age of the parents will affect their role because if they are too young or too old, they may not be able to carry out the role of parents optimally because physical and psychosocial strength is required; b) the involvement of a father; c) parental education; d) previous experience in parenting, parents who have previous experience in caring for children will be more prepared to carry out their role as parents and more relaxed and better able to observe signs of child growth and development; e) parental stress, stress experienced by father or mother or both will affect the ability of parents to carry out their roles, especially in relation to the coping strategy that is possessed in dealing with children's problems.

Bossy Behavior in Preschool-Age Children

Bossy is a commanding behavior. Environmental factors can influence the formation of children's behavior. In addition to environmental factors, the role of parents and families also has an important role in influencing children's behavior. The behavior of parents who like to tell or command others in front of the child will be easy for the child to follow. If bossy behavior (likes to command and rule) is left alone, it will have a bad impact on children, basically children who have bossy traits tend to be disliked by their peers (Verauli, 2014).

Based on research results, the highest bossy behavior in preschool-age children was in the medium category. The most common bossy behaviour in preschool-age children according to the questionnaire filled out by the respondents were: a) the child followed the habits of parents

who behaved in order; b) the child snatched toys or items that did not belong to him; c) the child ordered his toys to be taken.

According to Gunarto (2018), many children act like bosses and like to rule their parents, older siblings or peers. Although it looks natural and honest, bossy behavior cannot be tolerated. Because if a child's bossy attitude is getting harder to change, the child will have difficulty getting friends and this will trigger the child to commit violence to get attention from others or so that the child can be accepted in his environment.

Bossy traits are usually caused by ego feelings, where the egocentric phase generally appears from the age of 15 months to pre-school age caused by the child's inability to see things from the perspective of others. So, all problems will be covered from the child's point of view, for example when the child snatches his friend's toy, even though his friend cries, he does not care because the child has the principle of "I like it, I want it then I have to get it". This egocentric attitude is a continuation of the infant age where the previous child was always served by other parents or families. And if the environment around the child is also always bossy or if the child is not accustomed to being independent, then the child's ego attitude will be even stronger. In this case, the most important thing is that parents, especially mothers, must be the best role models for children in their daily behavior, because children are imitators of their closest adults. This bossy attitude will turn into polite and respectful if parents are consistent in providing behavioral habituation (Gunarto, 2018).

According to Prianto (2013), in addition to gene and temperament factors, family environmental factors such as the role of parents and parental attitudes have a strong influence on the formation of bossy behavior of children. The role of parents is an environmental factor that plays a big role in forming the foundation of children's behavior, where parents can help children not to grow bossy behavior.

The relationship between parents' education level with the bossy behavior in preschool-age children

Based on the results of the study, there is no significant relationship between parental education and bossy behavior in preschool-age children. This is reinforced by the correlation coefficient value of 0.234 which found that parental education and bossy behavior in preschool-age children had a low relationship. The results of this study are not in line with the results of the study of Oktaviani (2022) which stated that there is a significant relationship between the level of parental education on the development of children under five at Posyandu Walibarokah Bekasi and the results of the research of Alini and Indrawati (2020) which stated that there is a significant relationship between the level of parental education and psychosocial development in pre-school children at Bangkinang Kota Kindergarten.

According to Suwarno (1992) quoted by Nursalam and Pariani (2001) Education can affect a person, including a person's behavior of a certain lifestyle in motivating them to participate in health development, the easier it is for a person to receive information so that the more knowledge they have. On the other hand, lack of education will hinder the development of a person's attitude and role towards newly introduced values. However, in the conduct of the study, most of the respondents who are highly educated do not fully carry out a good role because of the busyness of working outside the home, so that time with the child to carry out the role of parent in teaching behavior is less so that a bossy attitude appears in a child because the child interacts more with other families or caregivers who usually serve him. As for respondents with primary and secondary education, the number of bossy behavior in children is mostly in the medium category, this is because most of the respondents carry out the role of parents quite well, always interact with children because they are more at home and have previous experience in parenting and sometimes learn the role of parents through digital parenting that appears on social media.

The relationship between parental roles with bossy behavior in preschool-age children

Based on the results of the study, it was found that there is a significant relationship between the role of parents and the bossy behavior in preschool-age children. This is strengthened by a correlation coefficient value of 0.634 which indicates that the role of parents and bossy behavior in preschool-age children has a strong relationship. The results of this study are in line with the

results of research conducted by Anggresqi (2021) which states that there is a relationship between the role of parents in overcoming bossy behavior in pre-school children at Kindergarten Dharma Wanita Segala Anyar and research conducted by Lestari (2020) which states that there is a significant relationship between the role of parents and the implementation of child independence in the family in early childhood in Renah Menaluh District.

According to Veraulli (2014), parents should focus more on children's bossy behavior and help children to manage their tendency to be good behavior. The management of a bossy child's self-concept if managed properly can make the child become independent, in this case parents can give good direction if the child shows his bossy behavior, parents also need to communicate well so that the child's nature can be controlled.

Conclusion

Parental education levels had no significant association with bossy behavior in preschool-age children. Children of parents with various levels of education, both low and high, still showed variations in the bossy behavior. This indicates that formal education alone does not directly determine children's behavioral tendencies. In contrast, this study found that the role of parents has a significant and strong relationship with bossy behavior. Children raised by parents with good parenting roles were less likely to display bossy behavior, while those raised by parents with less favorable roles exhibited more frequent and severe bossy tendencies. These findings highlight the importance of strengthening parenting practices through family education and targeted interventions. Programs focusing on parenting skills such as effective communication, consistent discipline, and modeling respectful behavior should be made accessible, especially for families with limited educational backgrounds. Community health services and early childhood education centers can play a critical role in supporting parents to create nurturing and non-authoritarian environments that discourage the development of bossy behavior in young children.

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