

**Paper Presented at
The Asian Conference on Psychology & Behavioral Sciences 2012
(ACP 2012)**

“Trust”

**Cosponsored by
The International Academic Forum (IAFOR)
30 March -1 April 2012 Osaka - Japan**

Javanese Child’s Reports of Hope: Boys versus Girls

By:
Yuli Kurniawati Sugiyo Pranoto, S.Psi, M.A
Early Childhood Department
Faculty of Education
Semarang State University
Central Java-Indonesia
E-mail: queena_04@yahoo.co.id

Javanese Child's Reports of Hope: Boys versus Girls

Yuli Kurniawati Sugiyo Pranoto, S.Psi, M.A

Early Childhood Department

Faculty of Education

Semarang State University

Central Java-Indonesia

E-mail: queena_04@yahoo.co.id

Abstract

The research conducted in Java - Indonesia at Semarang and Kudus. The research aim to knowing the difference level of Javanese children's hope between boys and girls, 1259 children 6-12 years old were studied. The conception of hope I defined as a "positives motivational state that is based on interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals). In this research, the level of hope measured by Children Hope Scale from Snyder et al (1997). The hypothesis that used is F-test. The result of Levene's test showed that $F= 8.981$ and $p= 0.003$ ($p<0.05$) which means that the hypothesis stated before that there are differences level of Javanese Children's Hope between boys and girls are accepted. Girls' level of hope is higher compared to boys. The data result is in line with the theoretical studies in Javanese family, father educates their daughters and sons in different way. Those make a difference in the level of hope of girls and boys. Children in sixth grade (age 12 years) has decreased the level of hope when compared to children in first grade (age 6 years). Parents and teachers should consider the age and gender when planning interventions to foster hope in children.

Keywords: hope, gender, age.

Introduction

The research aim is a preliminary assumption test to show the differences in the level of hope between boys and girls who come from Java. Theoretically, the hope, the emergent ego strength from the trust, is fundamental to life and living, and provides the individual with an instinctive feeling of certainty in his or her social context (Erikson, 1968). The child's relative understanding of world and society come from the parents and their interaction with the child. If parents expose the child to warmth, regularity, and dependable affection, an infant learns trust that others are dependable and reliable. If they are neglectful, abusive or perhaps even, the infant learns mistrust instead-that the world is in an undependable, unpredictable, and possibly dangerous place.

The role of fathers and mothers are different, but the important thing is how father can perform the role as a father very well. The willingness of fathers involved in parenting is influenced by cultural background. Hariyono (1993) states that there is value in the Javanese people about child care that distinguishes the role of fathers and mothers in child care. Javanese culture in Indonesia tends to form a paternalistic family in which makes fathers less involved in childcare. Fathers involve in rearing boys and girls in different ways.

In this study designed to determine differences in the level of hope between boys and girls who come from Java. Research by Fry and Scher (1984) showed that boys and girls changed differently in psychosocial dimensions over time and father absence had more adverse effects on boys than girls. Subjects are planned 100 children from Java, boys and girls at school age (6-12 years old). T-test analysis will used to measure differences in the level of hope between boys and girls. The level of hope will be measured using the Children's Hope Scale (Snyder et al. Journal of Pediatric Psychology 22 (3):399-421, 1997).

Theory of Hope

Snyder (1995) developed a cognitive motivational model of Hope that is based in goal-directed thinking. Snyder (2000) argued that theory of hope involves a person's ability conceptualized goals and develop strategies to achieve those goals (pathways), in addition initiate and sustain motivation in using this strategy (agency).

Snyder (2002) stated that we are constantly linking past experiences to imagined future goals. Individuals who can develop well articulated pathways towards reaching their goals are more likely to be successful and, therefore, are likely to display higher levels of hope than others (Snyder, 2002). Individuals with low hope are likely to be less confident in their pathways than those high in hope. Furthermore, individuals high in hope have been found to be more likely to be flexible with pathways when faced with hurdles than those low in hope (Snyder, 2002).

Individuals who have the motivation to set their pathways thinking in motion are high in agency thinking. Also, agency thinking has been linked to using alternative paths and to using self-talk to provide self-encouragement when faced with barriers (Snyder, 2002).

Individuals with high levels of hope have more positive thoughts than negative thoughts in the face of his days (Snyder et al., 1996). Hope was found to be positively correlated with positive affect, life satisfaction, support from family and friends, and optimism, and across gender (Valle et al, 2004).

Javanese Child's Hope from the Child Gender Point of View

Child development theorists have purported that parents are vital to children's hope development (Erikson, 1985) and serve as "role models for hope in their children" (McDermott & Hasting, 2000). Parents play an important role for the development of the child's hope. Parental role in child care is applied differently in each culture.

Java is one of the areas in Indonesia which has a certain culture, especially in terms of parenting. One of the values of child rearing, paternalistic culture, that's influences willingness of fathers to engage in parenting. In addition, the child gender preference as a determinant of father involvement in parenting.

Father involvements in parenting depend on how father interpret the children presence. The child point of view who is believed by someone would affect everything related to the child, for instance the willingness or unwillingness to have children, the number of children expected, children treatment, and the parent expectations on the child (Arnold & Fawcett, 1957). Furthermore, Fawcett, Arnold, Bulatao, Buripakdi, Chung, Iritani, Lee, and Wu (1974) emphasizing on giving meaning universally to children, meanwhile the other way that need to emphasize is more specific according to culture, social group or individual.

Anthony and Benedeck (1970) stated that mother and father have satisfaction of having baby that based on child' gender, it will clearly be seen in father reaction. Most fathers showed satisfaction in the first child especially for baby boy compared to baby girl. Moreover, father needed more emotional adjustment if the first baby that born is a girl. The example above showed that gender preference means more to father. In Javanese family there are paradigm exist that father will proud for having a baby boy due to safety in economy point of view in the future. On contrary, parents that want to have a baby girl, expected psychologically and practically to help the housework. The baby that born with unwanted gender, could influence father in parenting and even trigger fathers' way of treating their child. Javanese fathers usually educate their son harder than their daughter. It possible happen due to father has more expectation to boys to be a man.

Hypothesis

Based on statement above, researcher formulate hypothesis as follows: there are differentiation of hope's level between boys and girls.

Research Method

Variable Identification

Independent variable is child's hope. Child's hope is the child's ability conceptualized goals and develops strategies to achieve those goals (pathways), in addition initiate and sustain motivation in using this strategy (agency).

The level of hope is measured by The Children's Hope Scale (The CHS). The CHS is a six-item self report scale that ask questions about how children think and about their goals and the steps they take to reach them. Answer on this scale range from none of the time to all of the time on 6-point Likert scale. Three of the six items (items 2, 4, and 6) can be summed to form a pathways subscale (e.g., I can think many of ways to get the things in life that are most important to me) and the other three (items 1, 3, and 5) sum to form an agency subscale (e.g. I think I am doing pretty well).

Research Subject

The research did in Semarang and Kudus (Java). It based on several considerations that there are Javanese people on that area. The participants included 614 boys and 681 girls (1259 children), 6 through 12 year old whose parents are Javanese, active using Javanese language and eat Javanese food.

Test Scale Result

Cronbach alphas for the CHS scores in each of the samples ranged from a low of .70 to a high of .86, with a median alpha of .77. Item-remainder coefficients ranged from .27 to .68, with a median of .54 (all $ps < .01$) (Snyder et al, 1997).

Here, scale test re done with the consideration that this study used the CHS are adapted and represented to the conditions of research subjects, especially in terms of language use. The result shows that Cronbach Alphas is .773 and item validity by corrected item-total correlation ranged from .594 to .640.

The research using three categories for each research variable, there are low, middle, and high. The categorization based on assumption that score distributed normally (Azwar, 2002).

Result

The hypothesis test shows that there are differentiation level of hope between boys and girls. The hypothesis test proves by F-test. The Levene's Test showed that $F= 8.981$ and $p=0.003$ ($p<0.05$) that means that level of hope between boys and girls are different. Furthermore, the result of t-test showed that $F= 8.981$ and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant, means there are differentiation level of hope between boys and girls. Could be concluding that there is differentiation level of hope between boys and girls are accepted.

The results of further analysis, there are different levels of agency in boys and girls. The Levene's Test showed that $F= 7.257$ and $p=0,007$ ($p<0.05$) that means that level of hope between boys and girls are different. Furthermore, the result of t-test showed that $F= 7.257$, and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant.

Similarly, there are different level of pathways between boys and girls. The Levene's Test showed that $F= 7.141$ and $p= 0.008$ ($p< 0.05$) that means that level of hope between boys and girls are different. Furthermore, the result of t-test showed that $F= 7.141$ and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant.

Table.1
Descriptive Statistic

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Boys	614	21.07	5.931	.239	4	30
Girls	681	22.03	5.513	.211	2	30
Summary	1295	21.57	5.732	.159	2	30

Table 2
The categorization of hope

Low 244 child	Middle 688 child	High 363 child
16.72	25.28	

Based on the table above could be said that Javanese children's level of hope is in the middle category, on range from 16.72 to 25.28 are 688 people, 53.13% from the whole subject 1295.

Discussion

The hypothesis test showed that there are differentiation level of hope between boys and girls. The level of hope average in girls is higher 22.03 compared with the average of boys' level of hope 21.07, the level of hope between boys and girls are different. This is consistent with results of previous studies by Hendricks-Ferguson (2006) that girls were more hopeful than boys.

This difference happened because of the child rearing in Java differentiates boys and girls. This is mainly done by the father. Fathers treat boys and girls in different ways. The willingness of fathers involved in parenting is influenced by cultural background. Hariyono (1993) states that there is value in the Javanese people about child care that distinguishes the role of fathers and mothers in child care.

The things are suitable with the theoretical investigation that in Javanese family, father rear their son and daughter in different way. Snow, Jacklyn, and Maccoby (1983) research showed that father interaction with their pre-school children influenced by gender and how father interact with are started while their children 1 years old.

On several cases in Javanese family, father is closer to their daughter due to emotionally involve compared with their son. The individual behavior be based on their values they convinced, Javanese father tend to behave based on Javanese values so. The stern values that convinced could evaluate father behave due to value is the firm believes that hold socially and personally (Rokeach, 1968). The Javanese culture values that put forward the gender as basic in parenting, makes boy and girl differently demand by father.

A boy, for whole time in their early age has been prepared psychologically, to be able to understand the values even he could not know the meaning and concept yet. In the early age, parents spoiled them until the early childhood. On the first year after he born, the relation between father and his boy are close. Slowly but sure, in line with his grown up, father stated to strive his boy become well mannered, quietly, and become an obedient person.

The crucial part of this period is the fathers' role shifting, from warmth friend become an honorable person. As a boy, father strive them to enter the awkward restrain and respect system

in the relationship between them that has been lasted since 5 years old. In Javanese family, the father rearing more showed to their son. A conclusion could be drawing that how father involve in rearing his child are different between boys and girls especially while their children are on the offspring stage.

The role of father in parenting boys in the first years of his birth was great, but along with increasing age boys, great expectations and demands imposed on him. Therefore fathers treat boys tend to be hard. Differences in treatment will caused the different levels of hope.

The demands of fathers in boys which are too hard along with the increasing age of the child make the relationship between father and son was not emotionally warm. Warmth and affection from parents is important in the formation of basic trust which will increase the level of hope. Children who grow up in home which tend to judge the behavior and accomplishments of their children by an 'absolute standard' and respond in punitive and forceful manner in an attempt to shape children's behavior, have been found to be less optimistic and to manifest high levels of internalized distress, relative to other children (Baumrind, 1991).

The boy who was burdened with the demands of parents, especially fathers would feel uncomfortable and depressed. This is actually lowering the boys' level of hope. More, when the demand could not be met by boys, boys will be dissatisfied with life because they do not have the full support of his parents. Results of previous studies showed that children with high hope were more satisfied with their life and had higher self-esteem when compared to children with low hope. Additionally, children with high hope, when compared to children with low hope, reported greater support from others and higher level of family cohesion (Merkas et al, 2011).

In addition, the family circumstances of Java, where not only the father is less involved in child rearing but also differentiate boys and girls in child rearing, will affects the development of child' ego strength, then will caused a different level of hope. The results study by Fry and Scher (1984) showed that father-absent subjects, compared to father-present subjects, declined in achievement motivation dimensions of competitiveness, desire for mastery, perseverance and willingness to endure negative consequences. They showed a corresponding increase in negative ego-strength. The results indicated that father-absent, boys and girls changed differently in psychosocial dimensions over time and father absence had more adverse effects on boys than girls.

Children need support from parents and the environment to develop the ego strength. In the Javanese family, father often gives over control for his son. Low support from father will cause low level of hope. The previous study by Hodgkins (2001) showed that children's higher Children's Hope Scale scores also have correlated significantly with greater parental support.

The further results indicate that there are differences in the agency, one of the hope components, between boys and girls. The Levene's Test showed that $F= 7.257$ and $p= 0.007$ ($p<0.05$) that means that level of agency between boys and girls are different. Furthermore, the result of F-test showed that $F= 7.257$ and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant. The level of agency average in girls is higher 11.27 compared with the average of boys' level of agency which is 10.82.

Similarly, there are different level of pathways between boys and girls. The Levene's Test showed that $F= 7.141$ and $p= 0.008$ ($p<0.05$) that means that level of pathways between boys and girls are different. Furthermore, the result of F-test showed that $F= 7.141$ and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant. The level of pathways average in girls is higher 10.75 compared with the average of boys' level of agency which is 10.26.

As it is known that the theory of hope state that hope is the ability of children conceptualized goals and develop strategies to achieve those goals (pathways), in addition initiate and sustain motivation in using this strategy (agency). These two components of hope are different between boys and girls. In girls showed a higher level when compared to the boys on both the component level (agency and pathways). These data result in line with the research

before by Wells (2005) showed that women scored higher on the agency component of hope than did men. Women also made more attempts at anagram solutions than did men.

In girls showed a higher level in both pathways and agency components when compared to boys. Individuals who have the motivation to set their pathways thinking in motion are high in agency thinking. Also, agency thinking has been linked to using alternative paths and to using self-talk to provide self-encouragement when faced with barriers (Snyder, 2002).

This research results also showed that Javanese children's level of hope is in the middle category on range from 16.72 to 25.28 is 688 people, 53.13% from the whole subject 1295. This means that it still needs some intervention and prevention program to promote child's level of hope. The previously discussed studies show that hope is related to many positive constructs and outcomes; thus it follows that cultivating and enhancing hope in early age may improve current and future functioning (Pedrotti et al, 2008).

An additional research results show that there are differences in level of hope when viewed from the child's age group. The Levene's Test showed that $F= 10.190$ and $p= 0.000$ ($p<0.05$) that means that level of hope between age are different. Furthermore, the result of F-test showed that $F= 10.190$ and if compare with F table = $F > F$ table, could be conclude that the result of the data is significant, means there are differentiation level of hope between age.

The level of hope average on first grade (6 years old) is higher 23.58 compared with the average of level of hope on sixth grade (12 years old) which is 20.00. Levels of hope decreased. Some researchers have alluded to the fact that the early adolescent years bring about new and sometimes stressful challenges for the individual (Steinberg & Morris, 2001; Smetana et al, 2006). The study is demonstrating a significant decline in trait hope during early years of adolescence with the effect being greater for those low on hope. The decline in hope is may be reflective of the various challenges associated with this period of lifespan.

Under conditions in Java-Indonesia, is made possible because of the higher age means burdens of school are also getting heavier. Children need to be able to follow the applicable curriculum. In addition, in recent years, precisely year 2006 enacted new curriculum. Some sources say that the current elementary school curriculum provides a burden for the children at the primary level.

Some facts become the reason for decreasing the level of hope from first grade to sixth grade. Children to be pessimistic when faced with the burden of the curriculum and the demands to get good grades by parents. There are many parents who believe that children's achievement is shown by getting first rank in class rather than other aspects. Children with pessimism will turn in to low level of hope. This is showed in a study by Ey et al. (2005) reported that high levels of optimism were related with high levels of hope and high levels of pessimism were related with low levels of hope in children.

In addition, there is heavy curriculum that makes the child stress. This is evidenced by the fact that some sixth grade who face national exam (Ujian Nasional) are stress as reported by the independent voices online, 189 students of South Lamper 02 Semarang doing hypnotherapy to reduce the stress level. Stress conditions experienced by children will result in decreased levels of hope. This is in line with the previous study by Kazdin et al. (1986) found that children who scored high in hopelessness were significantly higher in depression.

Later study by Snyder et al.'s (1997) showed that high hope was related to low levels of depression in children. Another study by Valle et al.'s (2006), the result show a significant positive correlation between hope and life satisfaction, means hope is negatively correlated with the total depression.

Further analysis is trying to measure the difference in the level of agency and pathways components as part of hope. The results indicate that there are differences in these two components when viewed from the age group.

At the component pathways, the Levene's Test showed that $F= 5.194$ and $p= 0,000$ ($p<0.05$) that means that level of pathways between age are different. Furthermore, the result of

F-test showed that $F = 5.194$ and if compare with $F_{table} = F > F_{table}$, could be conclude that the result of the data is significant, means there are differentiation level of pathways between age. The level of pathways average in first grade (6 years old) is higher 11.47 compared with the average of level of hope at sixth grade which is 9.96.

Similarly, the Levene's Test showed that $F = 12.32$ and $p = 0,000$ ($p < 0.05$) that means that level of pathways between age are different. Furthermore, the result of F-test showed that $F = 12.32$ and if compare with $F_{table} = F > F_{table}$, could be conclude that the result of the data is significant, means there are differentiation level of pathways between age. The level of pathways average in first grade I (6 years old) is higher 12.11 compared with the average of level of hope at sixth grade which is 10.04.

Research Limitation

The research has limitations. First, this research only relies on the children self report and not fully use teacher's perspective or any family member. It needed because one of ways to get data accuracy about the child's level of hope. Besides, there are further intense observation on child in their daily life and child on school.

Second, the scale of this research is adopted the Children's Hope Scale from Snyder (Snyder et al, 1997). This brings some consequences among the children in Java especially children at age 6-7 years who are still sitting on first grade had difficulty understanding the statement in the scale. It is also recognized by Berkich (1996) that the children asked during testing of children under age 8 did not understand the concepts on the scale.

Conclusion

Based on the statements before, researcher concludes there are difference level of hope between boys and girls. Girls show the level of hope is higher than boys' level of hope. Strengthened by the further results, there are difference levels of agency and pathways as hope's components. Girls show higher level of hope, both agency and pathways.

A decline in the level of hope is happen while the child gets older, both at the agency and pathways components.

Suggestion

Researcher hopefully considers other factor that influences level of child's hope. The factors are positive affect, life satisfaction, support from family and friends, and optimism (Valle et al, 2004). Future studies are expected to develop an indigenous concept of hope.

Next, parents and teachers should consider the age and gender when planning prevention and interventions to foster hope in children.

References:

- Anthony, E.J., & Benedek, T. (1970). *Parenthood: Its Psychology and Psychopathology*. Boston : Little, Brown and Company (Inc.).
- Arnold, F. & Fawcett, J.T. (1975). *The values of children: A Cross-national Study*. Volume 1. Honolulu : East-West Population Institute.
- Azwar, S. (2002). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar Offset.
- Baumrind, D. (1991). The influence of parenting styles on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56-95.
- Berkich, C.D. (1996). Development and validation of a scale to measure hope in preschool and primary age children. *Dissertation Abstract International*, 57(3), 2213B.
- Erikson, E.H. (1968). *Identity: Youth and Crisis*. New York: W.W Norton.
- Erikson, E.H. (1985). *The Life Cycle Completed*. New York: W.W Norton.

- Ey, S., Hadley, W., Allen, D. N., Palmer, S., Klosky, J., Deptula, D., et al. (2005). A new measure of children's optimism and pessimism: The youth life orientation test. *Journal of Child Psychology and Psychiatry*, 46, 548-558.
- Fawcett, J.T., Arnold, F., Bulatao, R.A., Buripakdi, C., Chung, B.J., Iritani, T., Lee, S.J., Wu, T. (1974). The value of children in Asia and the United States: comparative perspectives. *Papers of the East West Population Institute*, 3, 1-69.
- Fry, P.S., & Scher, A. (1984). The effects of father absence on children's achievement motivation, ego-strength, and locus-of-control orientation: A five-year longitudinal assessment. *British Journal of Developmental Psychology*, 2(2), pp. 167-178.
- Hariyono, P. (1993). *Kultur Cina dan Jawa: Pemahaman Menuju Asimilasi Kultural*. Jakarta: Suara Harapan.
- Hendricks-Ferguson, Verna. (2006). Relationships of age and gender to hope and spritual well-being among adolescence with cancer. *Journal of Pediatric Oncology Nursing*, 23 (4), 189-199.
- Hodgkins, N. M. (2001). The relationship of parental acceptance/rejection to hope and shame in adolescents. *Dissertation-Abstracts-International: Section B: The Sciences-and-Engineering*. July; Vol 62 (1-B): 550.
- Kazdin, A.E., Rodgers, A., & Colbus, D. (1986). The hopelessness scale for children: Psychometric characteristics and concurrent validity. *Journal of Consulting and Clinical Psychology*, 54, 241-245.
- McDermott, D., & Hastings, S. (2000). Children: Raising Future Hope. In C.R. Snyder, & S.J. Lopez (eds.), *Handbook of Positive Psychology* (pp. 185-199). New York: Oxford University Press.
- Merkaš, Marina; Brajša-Žganec, & Andreja. (2011). Children with different levels of hope: are there differences in their self-esteem, life satisfaction, social support, and family cohesion?. *Child Indicators Research*, 4(3), pp. 499-514(16).
- Pedrotti, J.T., Edwards, L., & Lopez, S.J. (2008). Promoting hope: suggestion for school counselors. *Professional School Counseling*, 12(2), pp. 100-107.
- Rokeach, M. (1968). *Belief, Attitude, and Values*. San Fransisco : Jossey-Bass, Inc.
- Smetana, J.G., Campione-Barr, N., & Metzger, A. (2006). Adolescent development in international and societal context. *Annual Review of Psychology*, 57, 255-284.
- Snow, M.E., Jacklyn, C.N., & Maccoby, E.E. (1983). Sex-of-child differences in father-child interaction at one year of age. *Child Development*, 54 (1), 227-232.
- Snyder, C.R. (2000). Hypothesis: There is hope. In C.R. Snyder (Ed), *Handbook of hope: Theory, measures, and applications* (pp.25-38). San Diego: Academic Press.
- Snyder, C.R. (1995).conceptualising, measuring, and nurturing hope. *Journal of Counseling and Development*, 73, 355-360.
- Snyder, C.R., Symspson, S.C., Ybasco, F.C., Borders, T.F., babyak, M.A., & Higgins, R.L. (1996). Development and validation of the state hope scale. *Journal of Personality and Social Psychology*, 2, 321-335.
- Snyder, C.R., Hoza, B., Pelham, W.E., Rapoff, M., Ware, L., Danovsky, M., et al. (1997). The Development and validation of the children's hope scale. *Journal of Pediatric Psychology*, 22 (3), 399-421.
- Steinberg, L., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110.
- Snyder, C. R. (2002). Hope theory: Rainbows of the mind. *Psychological Inquiry*, 13, 249-275.
- Valle, M.F., Huebner, E.S., & Suldo, S.M. (2004). Further evaluation of the children's hope scale. *Journal of Psychoeducational Assessment*, 22, 320-337.
- Valle, M. F., Huebner, E. S., & Suldo, S. M. (2006). An analysis of hope as a psychological strength. *Journal of School Psychology*, 44, 393-406.
- Wells, M. (2005). The effects of gender, age, and anxiety on hope: differences in the expression

of pathways and agency thought. *Dissertation*. Texas A&M University.

Hadapi UN, siswa SD Lamper Kidul 02 ikuti hipnoterapi.
<http://suamerdeka.com/v1/index.php/read/news/2011/05/10/85241> download on 1th
March 2012.