

ORIGINAL ARTICLE

The impact of mothers working shift patterns on emotional behavior of preschool-age children at RSUD Dr Saiful Anwar Malang

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ABSTRACT

Introduction: Children's social-emotional development includes the development of emotions, personality, and interpersonal relationships. Preschoolers are in an active period in personality formation and social development. Children's social-emotional development is influenced by several factors: interaction in the family, especially with the mother. Mother is a central figure who plays a vital role in meeting the welfare and needs of family members. The child's interaction with the mother will be disturbed when the mother is working.

Objectives: This study aims to determine the relationship between working mothers and shift patterns in the emotional behavior of preschoolers.

Methods: The research design used is correlation analytic with a cross-sectional approach. Irna IV Hospital Dr. Saiful Anwar Malang, who has preschool-age children, is the population in this study. The sampling method is purposive sampling. The instrument used is the impact of the mother's work shift pattern and emotional behavior problems, and Spearman's Rank test determines the relationship between the two variables.

Results: Of the 54 employees recruited in this study. The analysis results showed a significant relationship $p = 0.000 < 0.05$ between the two variables, with a strong correlation value ($r = 0.67$).

Conclusions: there is a significant relationship between working mothers and shift patterns in the quality of interaction with children. Disturbance of mother-child interaction affects children's emotional behavior, especially in preschoolers.

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1. Introduction

Mother is a central figure who plays an essential role in meeting the welfare and needs of all family members (Sit, 2015; Riyadi, 2015). Hanum (2015), working mothers have a schedule that can work and also have to take care of the household and do activities outside the home, which is a mother's responsibility. Working mothers affect the interaction between mother and child, affecting social and emotional growth.

The status of working mothers gives rise to dual roles as housewives and career women (Herlina, 2018). If this role cannot be adequately handled, it is feared that it will impact children's development. The mother's attachment to her work causes less time together, and less attention is devoted to her child, decreasing the interaction between mother and child (Widiasari & Pujiati, 2017). The demands of work at home and in the office make working mothers have higher levels of fatigue and stress, so they are prone to conflict in the family, both with their husbands and children, especially in school-age children. (Buehler & O'Brien, 2011).

Ministry of Health (2017) preschool period is where development commonly occurs; growth is intertwined with increased physical activity and skills and thought processes. The preschool stage requires experience regulating emotions, including the capacity to control and concentrate emotional expression and protect an organized attitude when emotions arise. At this time, a mentor is needed, especially parents with emotional experiences (Nurmitasari, 2015). Parents' position, especially mothers, is crucial in controlling the growth of children's emotional attitudes in the preschool period so that there are no deviations.

An emotional attitude is a child's reaction or response to feelings of worry, joy, fear, love, anger, and sadness. Children's emotions describe their souls, generally seen in changes in their behavior (Neil J, 2002; Graziano & Hart, 2016). Children who can control and manage emotions can be empathetic, have skills when interacting, have self-motivation, are independent, responsible, able to deal with stress, are optimistic in behavior, and have compensation in dealing with problems (Sa'diyah, 2018). This component of children's emotional control can support their future success as adults.

Working mothers will leave their children for 8 to 10 hours, and the absence of this interaction tends to impact meeting the child's most essential needs, namely love and attention (Herlina, 2018). Children who lack attention and affection will perform negative behavior to attract the attention of those around them. Having a working mother also impacts the mother being quickly tired, so the interaction between mother and child does not go well (Deng, 2019; Uysal Irak et al., 2020).

Data from the center National Kids (2018) 13,244,266 cases of children with emotional disorders. Meanwhile, in Indonesia, according to data from Riskesdas Indonesia 2018, there were 9.6% of cases of children with emotional disorders (Subekti, N., & Nurrahima, 2019). In July 2021, researchers conducted a preliminary study on 10 employees of RSUD, Dr. Saiful Anwar Malang. The preliminary study analysis using the same instrument shows that 80% of mothers with shift work affect the development of children's emotional behavior. Only 20% answered that there was no effect on child development.

2. Methods

Respondents are nurses, doctors, and employees of IRNA IV RSUD, Dr. Saiful Anwar Malang, who have children aged 4-6 years. The research design was a cross-sectional correlation, taking participants with non-probability purposive sampling; the number of participants was 54. The independent variable in this study was the impact of mothers working shift patterns, while the dependent variable was the emotional behavior of preschoolers. The research instrument used the Shift Pattern Working Mother Questionnaire (Hidayat, 2011) and the Children's Emotional Behavior Problem Questionnaire (Ministry of Health RI, 2016).

The questionnaire for mothers who work shift patterns was tested for validity before being used in this study. The r-table value for 20 respondents was $0.444 = 0.05$. Cronbach's alpha value is 0.957. As for the standard children's Emotional Behavior instrument from the Indonesian Ministry of Health. Interpretation of Scoring Impact of Working Mothers Shift Pattern 22 – 66 negative impacts, 67 – 110 positive impacts. While the instrument of Emotional Behavior of Preschool-Age Children scoring 0 is normal, 1 has an emotional disturbance. Analysis of correlation data using Spearman rank test. This research is ethically protected by Dr. Saiful Anwar Hospital, 400/174/K.3/302/2021 on September 21, 2021.

3. Results and Discussion

Participants in this study consisted of 54 mothers who had pre-school-age children. Participants were nurses, doctors, and employees of IRNA IV RSUD Dr. Saiful Anwar Malang. Table. 1. Shows demographic data of mothers and children. The average age of the mother is 35 years old, and most of them work as civil servants at Saiful Anwar Hospital (57.4%), with their

length of service 6-10 years 42.6%. The majority of mothers' education is Diploma 3. Most respondents are nurses at IRNA 4. Apart from the demographics of mothers in table 1. They also describe the characteristics of children. The sexes of men and women are not much different, only four more men, where the average age is five years. Most of them are first-order children.

The data analysis results show how many respondents are in the productive age range. At this age, a person is considered to have sufficient maturity of skills and experience to be mentally more prepared to accept work demands. Nevertheless, on the other hand, working mothers are also faced with physical abilities and conditions in the family environment that must be responsible as wives and mothers of their children. It is expected that mothers will have more emotional, psychosocial, and financial responsibilities as parents and maturity in attitude.

Table 1. Characteristics of respondents (N=54)

Items	Frequency	Percentage (%)
Mother's Age (Mean, SD)	35	5,18
Mother's work		
civil servant	31	57.4
Noncivil servant	23	42.6
Mother's education		
Senior High School	5	9.2
Diploma-3	37	68.5
Bachelor	12	22.3
Mother's work time		
5 years	13	24.1
6-10 years	23	42.6
>10 years	18	33.3
Child Gender		
Man	29	53.7
Woman	25	46.3
Child's Age (years)		
5	37	68.5
5.5	2	3.7
6	15	27.8
Childbirth order		
First	21	38.9
Second	19	35.2
Third	12	22.2
Four	2	3.7
Impact of shift work on mothers		
Positive	19	35.2
Negative	35	64.8
Children's Emotional Behavior		
Normal	15	27.8
Troubled	39	72.2

The minority of mothers who work in shift patterns have a positive impact of 35.2%, while most of the respondents have a negative impact. The negative impact felt by the mother is a physical and psychological manifestation of the mother in adapting at work and at home. The demands of work and shift patterns can increase stress, where mothers who have multiple roles are divided between their time, energy, and thoughts for work and family. [Muntiani & Supartini \(2013\)](#) busy work hours give working mothers limited time to monitor the growth and development of their children.

The results of observations and interviews from this study showed that most nurses were working under the auspices of civil servants. The demands of working as a nurse in the children's room of RSSA as a final referral hospital can meet the expectations of the community in the health sector so that mothers are always required to provide good and excellent health services. Fatigue, physical weakness, and decreased motivation felt by mothers Working for a long time and accumulating have a negative impact. As a result, when mothers gather with their families and children, being together and having quality moments with them becomes ineffective. Mothers with multiple roles (work) are more likely to feel work fatigue, so the opportunity to carry and play with children is limited. Work fatigue for working mothers comes from the burden of caring for children, work, and family (Affrida, 2018).

At the age of preschool children at the age of 5 years, children are in the process of developing speech, and language skills, creativity, social awareness, emotional and intelligence that dash and are the basis for subsequent development, besides that moral development and the basics of the child's personality is also formed at this time. This, so that every slightest abnormality/ deviation, if not detected or not handled properly, will reduce the quality of human resources in the future (Ministry of Health RI, 2016). Children of this age are very dependent on mothers, especially in educating children's emotional maturity. Mothers who work, especially with shift patterns, must be good at dividing their time and energy into multiple roles. This situation makes a significant stressor (Kagamiyama & Yano, 2018). Muntiani & Supartini (2013) lack of love, and limited mother-child interaction, have an impact on child development.

Parity or birth order also impacts the emotional development of children, especially in working mothers. On the other hand, the results showed that most of the children were first order. Researchers see that problematic behavior appears not only as a result of the mother's response, which is less able to meet the child's attention because of work. The order of birth, especially the first child, feels that the mother's love is shared with her sister, with little time because it is divided by work. Working mothers will leave their children for a long time (8 to 10 hours), so they tend to hinder fulfilling their children's needs, especially the need for love and attention (Herlina, 2018). Mothers must realize that the role of someone who fulfills basic needs, becomes a role model or model to be imitated, and provides stimulation for development is needed to determine the emotional development of her child (Princess, 2012).

Nurmitasari (2015), during preschool, children need emotional regulation experiences, which include the capacity to control and direct emotional expression, maintain organized behavior when strong emotions arise, and be guided by emotional experiences. The mother's task here is straightforward, namely, taking an essential role in educating and meeting the needs of children throughout life so that children can grow and develop properly. The mother's role will determine her child's emotional quality in the future, so a proper livelihood and protection are needed (Behrendt et al., 2019).

The correlation between variables in this study shows that the P-value is $0.001 < 0.05$). There is a significant relationship between the impact of working mothers on shift patterns and the emotional behavior of preschool children. The correlation coefficient value is 0.669, indicating a strong correlation between the two variables. While the direction of the relationship is unidirectional, this means that if the Impact of Working Mothers in the Shift Pattern is negative, the value of Emotional Behavior of Preschool-Age Children is also problematic. Furthermore, vice versa when the value is low. It can be interpreted that the more working mothers respond to the negative shift pattern, the more problematic the child's emotional behavior will be (Halton Early Years Mental Health Committee, 2018) (Officers et al., 2016; Kaliyaperumal et al., 2017).

Table 2. Test the Correlation Between the Impact of Mother's Working Shift Patterns with Preschool Age Emotional Behavior

		Preschool Age Emotional Behavior
The Impact of Mother's Working Shift Patterns	<i>r</i> <i>P</i>	0.669 0.001

A job in any field requires patience and prudence, even more so in the health sector. Mothers who work shift patterns require sufficient energy, concentration, patience, and caution to provide patients with health/nursing services. Setting the service rotation schedule less regularly/appropriately will reduce the mother's concentration and energy in performing services, thereby increasing the risk of errors (Whinnery et al., 2014). The high workload as a medical officer and paramedic makes it increasingly difficult for employees to balance a social life, such as family and work interaction (Uysal Irak et al., 2020)

In designing work shift arrangements, 5 criteria need to be met. Namely, there are at least 11 hours between the start of two successive shifts, and a worker may not work more than seven consecutive days (should be 5 working days, 2 days off) or provide weekend off (at least 2 days) (Florida, 2014). The Manpower Act does not explicitly regulate the division of working hours into shifts and rotation of work shifts in Law no. 13/2003, so the company management can regulate shift working hours (either through Company Regulations, Work Agreements, or Collective Labor Agreements) by the applicable laws and regulations. The working shift causes mothers to feel uncomfortable in dividing the shift pattern of the service schedule so that there is a negative impact on working shifts (Deng, 2019).

No parent wants their child to experience emotional behavior problems because it will impact the development and formation of personality or character. The importance of the efforts that need to be made by mothers as parents to optimize the emotional development of children in preschool where several main things need to be done, among others, by paying attention, introducing various emotions, meeting needs, setting examples, and creating positive behavior, providing reinforcement, providing opportunities self-actualizing child (Graziano & Hart, 2016). Even though it is realized for a mother who works a shift pattern, this is not easy. Still, with a bit of sacrifice of time and energy, it is not impossible to produce good results and positively impact children's behavioral and emotional development (Uysal Irak et al., 2020).

4. CONCLUSION

The results showed a significant relationship between the impact of working mothers on shift patterns and the emotional behavior of preschool children. The relationship between the two variables is unidirectional, with a high correlation coefficient value. It means that the higher or more often the mother works with the Shift Pattern, the more emotionally disturbed the child will be. In addition to having an impact on mothers, the pattern of working shifts in mothers also has an impact on physical and psychological disorders.

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