



Original Research

## MOTHER'S INTERNAL FACTORS RELATIONSHIP TO VERBAL ABUSE BEHAVIOR AMONG SCHOOL-AGE DURING COVID-19 PANDEMIC

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### ABSTRACT

**Introduction:** The current policy of pandemic caused changes the role of mothers in taking care of her children. However, verbal abuse among school-age children increase during COVID-19 pandemic. This study aimed to explain relationship between work stress level, education, and mother's income with verbal abuse behavior among school-age children in Surabaya during COVID-19 pandemic.

**Method:** This study used a correlational descriptive design with a cross-sectional approach. The study was conducted on mother who have school-age children. The number of samples was 73 mothers and 73 students of an elementary school aged 10-12 using the total sampling technique. The variables studied include mother's work stress level, mother's education, mother's income, and verbal abuse on children. The instrument used was an online questionnaire (google form). The analysis used a statistical test of Spearman Rho ( $p \leq 0,05$ ).

**Results:** The results of the study showed that there was a strong relationship between the mother's work stress level and verbal abuse behavior among school-age children ( $p = 0.000$ ;  $r = 0.559$ ), there was a quite strong relationship between mother's income and verbal abuse behavior among school-age children ( $p = 0.007$ ;  $r = 0.314$ ), while mother's education not related to verbal abuse behavior among school-age children.

**Conclusions:** Work stress level and mother's income affect a mother's belief that showed an intention to behave and finally caused verbal abuse behavior among school-age children.

**Keyword:** COVID-19 pandemic, education, income, verbal abuse, mental health, work stress.

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## 1. INTRODUCTION

Risk factors for the increase of violence during the pandemic include the policy of stay at home, causing children to stay in the same house as the perpetrators of violence, high stressors, including economic factors, and limited or no protection, both formal and informal (WHO, 2020a). The policy of school from home has an impact on children. Children think that teachers only give them assignments and provide a very limited explanation of learning materials.

Although there was a mother who accompanies the student to study at home, the role of teacher can not be replaced by the mother. Parents have limited capacity to understand learning materials and also limited to deliver information with a method that was easily understood by children (Wahana Visi Indonesia, 2020).

WHO pointed out that there is an increasing number of reports from different countries of an increase in violence since the COVID-19 pandemic began (Storz, 2020). Based on the Deputy Secretary

for the Protection of Women Rights, Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (Kemen PPA), Priyadi Santoso, out of 4,859 cases of violence among children from 1 January-21 August 2020, there were 5,048 victims. There were 2,997 victims of sexual abuse, 1,289 victims of physical abuse, and 1,229 victims of psychological abuse (Media Indonesia, 2020). Violence cases among children in East Java are still high. Lembaga Perlindungan Anak (LPA) recorded that until October 2020, 204 cases had been reported. Surabaya is the area with the most case reports, in which 33 cases have been reported. The perpetrators of violence include biological mother (42%), biological father (28%), siblings (10%), and playmates (9%) (Manon Andini et al., 2019). The majority of parents who become violence perpetrators were housewives without an income and laborers/employees. The high rate of violence among children must be addressed immediately, especially verbal abuse which has a more severe effect than physical abuse because it affects the children psyche in the long term.

Parenting factor is an essential factor in the social development of children aged 10-12 years old (Yusuf, Ananda & Tristiana, 2020). The task of parenting significantly increases because children were at home 24 hours a day (Griffith, 2020). Parents, mainly mother, must be directly involved in school from home activities of children. Stress occurs when there were demands that exceed one's abilities and resources, namely demands as mothers and employees. Stress caused by various conditions increases the risk of violence among children in the family. Factors causing the act of violence among children were that the perpetrators feel the strongest, most powerful, and unstable emotions (Agustin, Saripah & Gustiana, 2018). Verbal abuse that were often received by children includes called stupid, naughty, berated, scolded, yelled at and get harsh words (Armiyanti, Aini, & Apriana, 2017). Parents who commit verbal abuse among their children were motivated by (80%) having less knowledge about verbal abuse, (67.3%) have experienced verbal abuse, (52.5%) families supporting the verbal abuse, (60.3%) have middle to lower economic status, and (59.1%) in the environment that supports verbal abuse among children (Farhan et al., 2018).

Work stress can be defined as a harmful physical and emotional response that occurs when a work does not match the abilities, resources, or needs of the worker (NIOSH, 2014). Circumstances that could not be controlled between the role of an employee and the role of a mother, as well as education and income factors will make a person depressed, so that if it is carried over to the house, verbal abuse behavior among school-age children occurs. This study aimed to explain relationship between work stress level, education, and mother's income with verbal abuse behavior among school-age children in Surabaya during COVID-19 pandemic.

## 2. METHODS

### 2.1 Design

This study used a correlational descriptive design with a cross-sectional approach.

### 2.2 Population and sampling

Population of the study was 73 mothers and 73 students (4-5th grades) in 1 Tambaksari Elementary School, Surabaya. The sampling technique used non-probability sampling method, namely total sampling, which means that the number of sample was same as population and has been in accordance with inclusion and exclusion criteria of the study. The inclusion criteria for mothers were mothers of 4-5th grades students at 1 Tambaksari Elementary School, Surabaya who worked, were able to fill out google forms, and cooperative. The inclusion criteria of students were students in 4-5th grades at 1 Tambaksari Elementary School, Surabaya, were able to fill out google forms and cooperative. The exclusion criteria for mothers were mothers who did not work and unable to fill out the google form. The exclusion criteria of students were students who unable to fill out the google form.

### 2.3 Variable

Independent variables in this study were work stress level, education, and mother's income. The dependent variable was verbal abuse behavior among school-age children.

### 2.4 Instrument

Instruments used were mothers' demographic data, questionnaire modified from Brief Job Stress Questionnaire (BJSQ) developed by Shimomitsu et al. (1999) and translated into Indonesian by Sugiharto (2018), students demographic data, and questionnaire adapted from Parental Verbal Aggression Scale (VAS) developed by Teicher et al. (2006). The instrument used has been tested for validity and reliability before. All question items were declared valid because  $r$  count  $>$   $r$  table ( $r = 0.444$ ) and very reliable with Cronbach's Alpha value  $p >$  0.60.

### 2.5 Procedure

Researcher requested a recommendation letter from Faculty of Nursing Universitas Airlangga to apply for research permits. After the permit was issued, researcher went to the head of 1 Tambaksari Elementary School to apply for permission to conduct research. Data collection was conducted online using google form. Researcher used the total sampling technique, which means that the number of sample is same as population and has been in accordance with inclusion and exclusion criteria of the study. Researcher made two WhatsApp groups. First group was for the mother and second group was for the student. Researcher cooperated with the homeroom teacher to help invite the respondent to their respective group. Researcher shared the google form

link of the questionnaire about demographic data and mother's work stress level via mother's WhatsApp group. Researcher shared the google form link of the questionnaire about student demographic data and verbal abuse via student's WhatsApp group. Time for filling out the questionnaire was approximately 10 minutes. Mother and student questionnaire contained the objectives and informed consent of researcher to conduct research. For student respondents, researcher provides assistance while filling out the questionnaire. After filling out the questionnaire, respondents received the souvenir in the form of gift boxes for mother and biscuits for student that have been entrusted by researcher to the school. Time for disseminating the questionnaire was 1 month (30 days). After data was collected, data will be processed and analyzed using SPSS application to find out results and conclusions of the study.

### 2.6 Analysis

Data analysis in this study used 2 statistical tests, namely descriptive analysis and inferential analysis. Descriptive analysis includes editing, coding, tabulating, and analyzing. Inferential analysis includes univariate and bivariate analysis. Correlation test using Spearman Rho statistical test ( $p \leq 0.05$ ).

### 2.7 Ethical Clearance

This study has received an ethical clearance certificate from the Health Research Ethical Clearance Commission, Faculty of Nursing, Universitas Airlangga, on 16 April 2021 with number 2216-KEPK. Researcher paid attention to the research ethic, including informed consent, anonymity, confidentiality, fidelity, and autonomy.

## 3. RESULTS

Table 1 shows the frequency distribution for the characteristics of mother respondents. Based on the current age, the highest frequency is early adulthood (29 - 40 years old) of 56 mothers (76.7%), most of respondents were married at 21 - 30 years old (late adolescent) of 56 mothers (76.7%), majority of respondents are from Java ethnic of 67 mothers (91.8%), most of respondents are moslem of 71 mothers (97.3%), type of work of respondents are dominated by private employees of 52 mothers (71.2%), majority of respondents work for less than 5 years of 33 mothers (45.2%), and number of children owned by respondents was dominated by 2 children of 38 mothers (52.1%).

Table 2 shows the frequency distribution for the characteristics of children respondents. The highest frequency of respondents is female of 38 children (52.1%), most of respondents are 10 years old of 31 children (42.5%), and the majority of respondents are 4th-grade students of Elementary

Table 1 Characteristics of Mother Respondents (n=73)

Characteristics	Criteria	f	%
Current Age	29-40 years old	56	76.7
	41-51 years old	17	23.3
	<b>Total</b>	<b>73</b>	<b>100</b>
Age at marriage	17-20 years old	17	23.3
	21-30 years old	56	76.7
	<b>Total</b>	<b>73</b>	<b>100</b>
Ethnic	Java	67	91.8
	Madura	3	4.1
	Sunda	2	2.7
	Betawi	1	1.4
	<b>Total</b>	<b>73</b>	<b>100</b>
Religion	Islam	71	97.3
	Christian	2	2.7
	<b>Total</b>	<b>73</b>	<b>100</b>
Occupation	Private Employee	52	71.2
	Self-Employed	13	17.8
	Civil Servant	8	11.0
	<b>Total</b>	<b>73</b>	<b>100</b>
Years of Service	< 5 years	33	45.2
	5 - 10 years	19	26.0
	> 10 years	21	28.8
<b>Total</b>	<b>73</b>	<b>100</b>	
Number of Children	1	7	9.6
	2	38	52.1
	3	24	32.9
	4	4	5.5
	<b>Total</b>	<b>73</b>	<b>100</b>

Table 2 Characteristics of Children Respondents (n=73)

Characteristics	Criteria	f	%
Gender	Female	38	52.1
	Male	35	47.9
	<b>Total</b>	<b>73</b>	<b>100</b>
Age	10 years old	31	42.5
	11 years old	29	39.7
	12 years old	13	17.8
	<b>Total</b>	<b>73</b>	<b>100</b>
Grade	4th-grade of Elementary School	39	53.4
	5th-grade of Elementary School	34	46.6
<b>Total</b>	<b>73</b>	<b>100</b>	

School of 39 children (53.4%). Table 3 shows the cross-tabulation results between mother's work stress level and verbal abuse behavior among school-age children. The results of Spearman Rho statistical test show  $p = 0.000$  ( $\alpha \leq 0.05$ ) and  $r = 0.559$ , which

Table 3 Cross-tabulation results between mother’s work stress level and verbal abuse behavior among school-age children.

Variables	Verbal Abuse Behavior						Total		Spearmen Rho Test	
	Low		Moderate		High		N	%	p	r
	f	%	f	%	f	%				
<b>Mother’s Work Stress Level</b>										
Low	39	53.4	1	1.4	0	0	40	54.8	0.000	0.559
Moderate	15	20.5	16	21.9	0	0	31	42.5		
High	1	1.4	1	1.4	0	0	2	2.7		
<b>Total</b>	<b>55</b>	<b>75.3</b>	<b>18</b>	<b>24.7</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>100</b>		

Table 4 Cross-tabulation results between mother’s education and verbal abuse behavior among school-age children.

Variables	Verbal Abuse Behavior						Total		Spearmen Rho Test	
	Low		Moderate		High		N	%	p	r
	f	%	f	%	f	%				
<b>Mother’s Education</b>										
Higher Education	14	19.2	7	9.6	0	0	21	28.8	0.200	-0.152
Middle Education	29	39.7	9	12.3	0	0	38	52.1		
Primary Education	12	16.4	2	2.7	0	0	14	19.2		
<b>Total</b>	<b>55</b>	<b>75.3</b>	<b>18</b>	<b>24.7</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>100</b>		

Table 5 Cross-tabulation results between mother’s income and verbal abuse behavior among school-age children.

Variables	Verbal Abuse Behavior						Total		Spearmen Rho Test	
	Low		Moderate		High		N	%	p	r
	f	%	f	%	f	%				
<b>Mother’s Income</b>										
Above the Regional Minimum Wage	10	13.7	0	0	0	0	10	13.7	0.007	0.314
Regional Minimum Wage	18	24.7	3	4.1	0	0	21	28.8		
Under the Regional Minimum Wage	27	37.0	15	20.5	0	0	42	57.5		
<b>Total</b>	<b>55</b>	<b>75.3</b>	<b>18</b>	<b>24.7</b>	<b>0</b>	<b>0</b>	<b>73</b>	<b>100</b>		

means that there was a significant relationship between mother’s work stress level and verbal abuse behavior among school-age children with an unidirectional correlation and a strong relationship.

Table 4 shows the cross-tabulation results between mother’s education and verbal abuse behavior among school-age children. Mother’s education is classified into three categories, there were tertiary education (higher education), senior high school/equivalent (middle education), elementary school/equivalent and junior high school/equivalent (primary education). The results of Spearmen Rho show  $p = 0.200$  ( $\alpha > 0.05$ ) and  $r = -0.152$ , which means there was no relationship between mother’s education and verbal abuse behavior among school-age children.

Table 5 shows the cross-tabulation results between mother’s income and verbal abuse behavior among school-age children. The results of Spearmen Rho statistical test show  $p = 0.007$  ( $\alpha \leq 0.05$ ) and  $r = 0.314$ , which means that there was a significant

relationship between mother’s income and verbal abuse behavior among school-age children with an unidirectional correlation and a strong relationship.

#### 4. DISCUSSION

##### Relationship between Mother’s Work Stress Level and Verbal Abuse Behavior among School-Age Children.

Mother’s work stress level shows a significant relationship with verbal abuse behavior among school-age children with an unidirectional correlation and a strong relationship. Work stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope (WHO, 2020b; Vanchapo, 2020). The demands of an increasingly complex workload accompanied by disharmonious relationships in the workplace are a major source of stress on employees (Purnawati, 2014). Demands, burdens, work colleagues, and the results of work stress can influence verbal abuse behavior, including scolding, yelling, cursing, blaming, insulting, threatening,

mocking, degrading, criticizing, and underestimating children.

Results of analysis in this study are in accordance with the Theory of Planned Behavior by Ajzen (2005) that behavior of a person is indirectly influenced by background factors, one of which is personal factor. Personal factors include attitudes, traits and personality, life values, emotions, intelligence, and work stress. Work stress influences a person's belief in behavior. The study conducted by Manon Andini et al. (2019) stated that the majority of the perpetrators of violence among children are biological mother, and most of the occupation of mother as the perpetrators of violence is labors/employees. Work stress is responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands (CCOHS, 2018). Moreover, demands related to parenting, including a high expectation of parents to themselves, responsibilities, and what should they do and achieve as parents, make them more stressed (Holly et al., 2019; Mikolajczak & Roskam, 2018). Uncontrolled conditions between demands of the role as employees and as a mother will make someone stressed. When this pressure becomes excessive or uncontrolled, it will cause stress. Stress can influence mood or think with symptoms of anxiety, restlessness, irritability, defensiveness, mood swings, hypersensitivity, decreased ability to think clearly or in focus (CCOHS, 2018). A stressed mother may be more likely to respond to the anxious behavior or demands of their children in an aggressive or violent way (APA, 2020).

One of factors motivating the occurrence of verbal abuse is personal factors, such as mother's work stress level. Stress occurs when there are demands that exceed one's abilities and resources, namely demands as mothers and employees. This factor will affect someone's belief, which raises the intention to behave and eventually will cause verbal abuse behavior among school-age children.

#### **Relationship between Mother's Work Education and Verbal Abuse Behavior among School-Age Children**

Analysis conducted shows the results that there was no relationship between mother's education and verbal abuse behavior among school-age children. Mother with high or low education equally commit verbal abuse.

The results of this study are in accordance with a study conducted by Fitriana et al. (2015), in which there was no relationship between parent's education and violence behavior among children. Education influences someone's knowledge. Knowledge is very influential to the behavior of parents (Fitriana et al., 2015). This statement is supported by the study conducted by Yulisetyaningrum & Suwanto (2018), which stated that parents who do not know or recognize little information regarding the development of children and lack parental

knowledge, especially regarding verbal abuse, influence the occurrence of verbal abuse among children. A similar statement was proposed by Farhan et al. (2018) and Nurwijanti & Iqomh (2019), which stated that parent's knowledge is one of the factors motivating verbal abuse among school-age children.

Other factors, such as lack of knowledge and insight related to the growth and development of children, and parenting style, like authoritative parenting, cause mother treat her children inappropriately. Authoritarian mothers have high expectations, but authoritative mothers are less nurturing. Therefore, if children can not meet the expectation of mother, she will express emotions, and verbal abuse among school-age children occurs. Thus, the mother must understand how the potential of her children.

#### **Relationship between Mother's Income and Verbal Abuse Behavior among School-Age Children**

Based on the results of the analysis conducted, it is found that there was a significant relationship between mother's income and verbal abuse behavior among school-age children with an unidirectional correlation and strong relationship. The majority of verbal abuse behavior was found in mothers with income under the regional minimum age

The results of this study are in line with a study by Yulisetyaningrum & Suwanto (2018), which stated that economic factor is a factor influencing the behavior of parents in committing verbal abuse among children. The study conducted by Manon Andini et al. (2019) showed that socio-economic level is closely related to the incidence of violence, in which children with low socio-economic tend to feel the impact of violence. The study conducted by Nugroho Akbar (2009) stated that the income earned by parents affects parenting behavior. Parents with low income have higher violence behavior among children than parents with high income. Economic burdens, instability, and insecurity (Beatriz and Salhi, 2019), as well as income inequality (Webb et al., 2021), can increase the risks of violence among children at home.

The majority of respondents have income under the Regional Minimum Wage. Financial problems in the form of the low-income level while high demands cause negative behavior. Financial factors and increasing life pressure with disappointment in the partner due to inability to overcome financial problems cause mother easily express their emotions. Children are considered as belonging to their parents so that children become easy outlet targets, and then verbal abuse behavior among school-age children occurs.

## **5. CONCLUSION**

Mother's work stress level has a relationship with verbal abuse behavior among school-age children. Mother's education does not have a relationship with

verbal abuse behavior among school-age children. Mother with high or low education equally commit verbal abuse behavior among children. Mother's income has a relationship with verbal abuse behavior among school-age children. The majority of verbal abuse behavior was found in mothers with income under the regional minimum age.

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