

The Relationship Of Mother's Occupational Status With Temper Tantrum Behavior In Children In The Work Area Of Puskesmas Bane

Martha Eurenike Simanungkalit¹, Trisnawati Sidabariba²

^{1,2} STIKES Flora Medan, Jl. Rajawali No.24, Sei Sikambing B, Medan, Indonesia
e-mail: eurenikekalit@gmail.com

Abstract

Temper tantrums are emotional outbursts of extreme anger and frustration, which lose control in young children that are manifested by behaviors that are unpleasant and inappropriate for the situation, such as crying, screaming and self-harm. One of the factors that influence it is the factor of parents. Working parents are suspected of having an influence on parenting, communication and child development. The lack of a mother's role in meeting the basic needs of children certainly has an unfavorable impact on the development of the child itself. If the mother's role is not successful, the child will experience growth disorders and the tendency of today's mothers to choose to return to work after having children is not just because they are happy. Given the magnitude of the problems faced by children in their growth and development, the role of a mother is to provide more optimal attention, guidance, and supervision to her children. The purpose of this study was to determine the relationship between the mother's work status and the behavior of temper tantrums in children. This research is quantitative with analytical design using Cross Sectional. Held on March – April 2020 in the work area of the Puskesmas Bane The results of the statistical test of the relationship between mother's work status and temper tantrum behavior in children in the work area of the Puskesmas Bane obtained p Value α which is $0.0001 < 0.05$, meaning that there is a relationship There is a significant relationship between mother's work status and child's temper tantrum behavior. Through this research, it is hoped that mothers will add insight, especially about temper tantrums so that mothers can know and can prevent temper tantrums in children.

Keywords : *Mother's Occupational Status, Temper Tantrum Behavior*

1. Introduction

Early childhood is a phase of development and change that is quite prominent in facing the wider social world. At this time, the development of language skills, creativity, social awareness, emotional, and intelligence runs very quickly and is the basis for further development. This is glaringly obvious to those who want to take control. Children want to master everything in their world, and when they fail to finish the target of their work, when the child finds that he can not or can not have all the things he wants, then this triggers an emotional outburst. This emotional outburst can later explode uncontrollably and appear as a temper tantrum.

A 2012 Northwestern Feinberg study, based on a survey of nearly 1,500 parents, this study found that 84% of children ages 2-5 have vented their frustrations by throwing tantrums in the past month, and 8.6% of them had daily tantrums that even if it happens every day is not normal. While in Indonesia, toddlers who usually experience this within

one year, 23 to 83 percent of children aged 2 to 4 years have experienced temper tantrums. Some of the factors that cause tantrums are obstruction of the desire to get something, the inability of children to express themselves, tired, lack of sleep, parenting patterns, the way parents who take care of their children play a role in causing tantrums, for example, parents who spoil their children too much so that children get what they want, can have tantrums when the request was rejected, parents who were too domineering for their children, parents who cared for them were inconsistent, fathers and mothers who disagreed (Hasan, 2011).

The incidence of temper tantrums is significantly related to the role of parents. The condition of children who have tantrums is strongly influenced by family characteristics, so that families can build togetherness and effective communication, flexibility, and allocate time together. Research conducted by Wulandari, 2013 on the role of parents in developing emotional intelligence shows a relationship between the role of parents and emotional intelligence. This study shows that the way to overcome temper tantrums in children who are not at their age is by parents introducing children to their feelings and expressing their feelings.

2. Methodology

Based on the results of research conducted on 99 respondents regarding the relationship between mother's work status and temperament tantrum behavior in children in the work area of Puskesmas Bane . The results obtained in this study were grouped based on several categories in tabular form.

1.Univariate Analysis

Mother's General Data

a. Mother's age

Table 1. Frequency Distribution Table Based on Maternal Age in the Working Area of Puskesmas Bane

No	Age	Frequency (N)	Precentage (%)
1	20-35 yearsrs	43	43.4
2	>35 years	56	56.6
	Total	99	100

From table 1 it can be concluded that the majority of mothers have an age of > 35 years as many as 56 mothers (56.6%) and mothers who have an age of 20-35 years as many as 43 mothers (43.4%).

b. Education

Table 2. Frequency Distribution Table Based on Mother's Education in the Working Area of Puskesmas Bane

No	Education	Frequency (N)	Persentage (%)
1	Height	20	20.2

2	Medium	38	38.4
3	low	41	41.4
Total		99	100

From table 2, it can be concluded that the majority of mothers with low education are 41 mothers (41.4%) and mothers with higher education are 20 mothers (20.2%).

c. Gender

Table 3. Frequency Distribution Table by Gender of Children in the Working Area of Puskesmas Bane

No	Age	Frequency (N)	Persentage (%)
1	Male	51	51.5
2	Female	48	48.5
Total		99	100

Table 4 shows that the majority of the male gender are 51 children (51.5%) and the female sex is 48 children (48.5%).

a. Work

Table 5. Frequency Distribution Table Based on Mother's Occupation in the Work Area of Puskesmas Bane

No	Occupation	Frequency (N)	Persentage (%)
1	Working	41	41.4
2	Not working	58	58.6
Total		99	100

From table 5 it can be concluded that there are 58 mothers (58.6%) who do not work and 41 mothers (41.4%) who work.

b. Temper Tantrum Behavior

Table 6. of Frequency Distribution of Temper Tantrum Behavior in Children in the Work Area of Puskesmas Bane

No	Behavior	Frequency (N)	Persentage (%)
1	Temper Tantrum	23	23.2
2	No Temper Tantrum	76	76.8
Total		99	100

From table 6 it can be concluded that the majority of children who do not behave Temper Tantrums are 76 children (76.8%) while children who behave Temper Tantrums are 23 children (23.3%).

2. Bivariate Analysis

Table 7. of Relationships between Mother's Occupational Status and Temper Tantrum Behavior in Children in the Work Area of Puskesmas Bane

No	Occupation	Temper Tantrum		No Temper Tantrum		Total		P value	α
	Occupation	N	%	N	%	N	%		
1	working	23	23.2	18	18.2	76	100	0.0001	0.05
2	Not working	0	0	58	58.6	23	100		
Total		23	23.2	76	76.8	99	100		

Based on table 7 shows the results of research from 99 respondents, 76 respondents who work mothers have children with 23 (23.2%) temper tantrum behavior and 18 (18.2%) non-temper tantrum behavior. Meanwhile, of the 23 respondents who did not work had children with 0 (0%) temper tantrums and 58 (58.6%) children did not have temper tantrums.

The results of the statistical test of the relationship between mother's work status and temper tantrum behavior in children in the work area of the Puskesmas Bane obtained P Value α , which is $0.0001 < 0.05$, meaning that there is a significant relationship between mother's work status and temper tantrum behavior in children.

3. Analysis and Results

Based on the results of statistical tests on the relationship between mother's work status and temper tantrum behavior in children in the work area of the Puskesmas Bane, it was found that the P Value was $0.0001 < 0.05$, meaning that there was a significant relationship between the mother's work status and the behavior of temper tantrums in children. Children with temper tantrums have a weakness in controlling their emotions, temper tantrums are one of the characteristics of children who have problems in their emotional development, when angry, it is not uncommon for the child to hurt himself or damage things around him, the child will roll on the floor, banging his head against the wall. or slam things and this of course endangers himself and others around him (Wiyani, 2013). development and if the child has a delay in growth and development it will be difficult to detect.

Work is the activity of doing something to earn a living or livelihood. Work is basically a business or activity carried out by someone in an agency or company, work has positive benefits for the mother and for the family (Alwi, 2000 in Nurhidayah, 2008). According to (Werdiningsih., Asstarani, 2012) the lack of a mother's role in meeting the basic needs of children certainly has an unfavorable impact on the development of the child itself. If the mother's role is not successful, the child will experience growth disorders and the tendency of today's mothers to choose to return to work after having children is not just because they are happy. It is rare for a mother to work for herself.

Mothers work more to play a role in supporting the household economy. If there is a mother who decides to return to work for a career, she is not ashamed to admit that she feels guilty leaving her child to be cared for by someone else (Nurhidayah, 2008). Based on the results of research from 99 respondents, 76 respondents of working mothers have children with 23 (23.2%) temper tantrum behavior and 18 (18.2%) non-temper

tantrum behavior. Meanwhile, of the 23 respondents who did not work had children with 0 (0%) temper tantrums and 58 (58.6%) children did not have temper tantrums. This is in line with Lusiana's research (2015), which states that there are 17 respondents (73.9%) in the group of working mothers at risk of experiencing temper tantrums, while 6 respondents (26.1%) in the group of mothers who do not work are not at risk of developing temper tantrums. tantrums in children.

The cause of tantrums according to Ford (2012) in Wulandari (2013) initially children do tantrums to communicate with parents or caregivers. Children have four major problems, namely out of law (not obeying the rules, difficult to carry out orders), bad habits (bad habits, such as eating snacks, whining, cranky, whining), mal-adjustment (behavioral deviations), and pause playing. delay (delayed playing time). Given the magnitude of the problems faced by children in their growth and development, the role of a mother is to provide more optimal attention, guidance, and supervision to her children (Nurhidayah, 2008).

Apart from work status, the mother's level of knowledge also influences the child's upbringing pattern so that it can prevent temper tantrums. Based on the results of research from (Irianti, 2019) it was found that there were 72 mothers with sufficient knowledge (72.2%). This has a good impact on mothers who have sufficient knowledge, especially knowledge of temper tantrums, mothers will tend to direct their children better so that children do not experience temper tantrums.

Working mothers spend a lot of time at work, attention and child care are also reduced, child care is transferred to parents from their mothers or grandparents and even transferred to caregivers. Reciprocal interaction between children and parents will lead to reciprocity between children and parents and will lead to intimacy in the family (Soejtiningsih, 1995). Interaction is not determined by how long parents are with their children, but rather how long parents are with their children. Attention from a mother is very important for the emotional development of children, mothers who do not work have more time with their children so that mothers act as caregivers, educators, and provide affection properly, namely by giving quality time to children's emotional development. Her children are at risk of temper tantrums.

4. Conclusion

Based on the results of research on the relationship between mothers' employment status and temper tantrum behavior in children in the Bane Community Health Center working area, it can be concluded that there is a significant relationship between mothers' employment status and temper tantrum behavior in children, with a p-value of 0.0001 (< 0.05). This shows that mothers' employment status affects the likelihood of temper tantrum behavior in early childhood. Children whose mothers work tend to be at greater risk of experiencing temper tantrums than children whose mothers do not work. This condition is caused by a reduction in the intensity of interaction and direct attention from mothers to their children due to time constraints caused by work. A lack of emotional attention and supervision can affect children's emotional development and increase the tendency for temper tantrum behavior to occur. In addition to employment factors, the

mother's level of education and knowledge also play a role in the parenting style applied. Mothers with adequate knowledge about children's emotional development tend to be better able to manage their children's behavior, thereby minimizing the risk of temper tantrums. Therefore, there is a need to raise awareness and educate mothers, especially working mothers, about the importance of quality interaction and emotional communication with children as a preventive measure against temper tantrum behavior.

References

- Bani Salameh, A. K., Malak, M. Z., Al-Amer, R. M., Al Omari, O. H., El-Hneiti, M., & Abu Sharour, L. M. (2021). Assessment of temper tantrums behaviour among preschool children in Jordan. *Journal of Pediatric Nursing*, 59, e106–e111. <https://doi.org/10.1016/j.pedn.2021.02.008>
- Brotman, M. A., & colleagues. (2017). Irritability in youths: A translational model. *American Journal of Psychiatry*, 174(9), 1–12. <https://doi.org/10.1176/appi.ajp.2016.16070839>
- Carlson, G. A., Danzig, A. P., Dougherty, L. R., Bufferd, S. J., & Klein, D. N. (2016). Loss of temper and irritability: The relationship to tantrums in a community and clinical sample. *Journal of Child and Adolescent Psychopharmacology*, 26(2), 114–122. <https://doi.org/10.1089/cap.2015.0072>
- Hoyniak, C. P., Donohue, M. R., Quiñones-Camacho, L. E., & Luby, J. L. (2022). Developmental pathways from preschool temper tantrums to later psychopathology. *Development and Psychopathology*. <https://doi.org/10.1017/S0954579422000359>
- Kopp, M., Lindauer, M., & Garthus-Niegel, S. (2024). Association between maternal employment and the child's mental health: A systematic review with meta-analysis. *European Child & Adolescent Psychiatry*, 33(9), 3025–3042. <https://doi.org/10.1007/s00787-023-02164-1>
- Krogh-Jespersen, S., Kaat, A. J., Petitclerc, A., Perlman, S. B., Briggs-Gowan, M. J., Burns, J. L., Adam, H., Nili, A., Gray, L., & Wakschlag, L. S. (2022). Calibrating temper-loss severity in the transition to toddlerhood: Implications for developmental science. *Applied Developmental Science*, 26(4), 785–798. <https://doi.org/10.1080/10888691.2021.1995386>
- Lucas-Thompson, R. G., Goldberg, W. A., & Prause, J. A. (2010). Maternal employment and child outcomes: A meta-analytic review. *Psychological Bulletin*, 136(6), 915–942. <https://doi.org/10.1037/a0020875>
- Manning, B. L., Roberts, M. Y., Estabrook, R., Petitclerc, A., Burns, J. L., Briggs-Gowan, M. J., ... Norton, E. S. (2019). Relations between toddler expressive language and temper tantrums in a community sample. *Journal of Applied Developmental Psychology*, 65, 101070. <https://doi.org/10.1016/j.appdev.2019.101070>
- Mo, J., van den Akker, A. L., Leijten, P., & Asscher, J. J. (2022). Parental discipline techniques and changes in observed tantrum severity in toddlers. *Research on*

-
- Child and Adolescent Psychopathology, 51(4), 571–582. <https://doi.org/10.1007/s10802-022-01007-y>
- Perlman, S. B., Jones, B. M., Wakschlag, L. S., Axelson, D., Birmaher, B., & Phillips, M. L. (2015). Neural substrates of child irritability in typically developing and psychiatric populations. *Developmental Cognitive Neuroscience*, 14, 71–80. <https://doi.org/10.1016/j.dcn.2015.07.003>
- Potegal, M., & Davidson, R. J. (2003). Temper tantrums in young children: 1. Behavioral composition. *Journal of Developmental and Behavioral Pediatrics*, 24(3), 140–147. <https://doi.org/10.1097/00004703-200306000-00002>
- Prutipaisan, W., Chunsuwan, I., Hansakunachai, T., & Sritipsukho, P. (2024). Characteristics of temper tantrums in 1–6-year-old children and impact on caregivers. *Clinical and Experimental Pediatrics*, 68(2), 170–177. <https://doi.org/10.3345/cep.2024.00766>
- Schneider, D., & Harknett, K. (2021). Maternal exposure to work schedule unpredictability and child behavior. *Journal of Marriage and Family*, 84(1), 187–209. <https://doi.org/10.1111/jomf.12800>
- Stormshak, E. A., Bierman, K. L., McMahon, R. J., Lengua, L., & Conduct Problems Prevention Research Group. (2000). Parenting practices and child disruptive behavior problems in early elementary school. *Journal of Clinical Child Psychology*, 29(1), 17–29. https://doi.org/10.1207/S15374424jccp2901_3
- Van den Akker, A. L., Hoffenaar, P., & Overbeek, G. (2022). Temper tantrums in toddlers and preschoolers: Longitudinal associations with adjustment problems. *Journal of Developmental & Behavioral Pediatrics*, 43(7), 409–417. <https://doi.org/10.1097/DBP.0000000000001071>
- Vasiou, A., Kassis, W., Krasanaki, A., Aksoy, D., Favre, C. A., & Tantaros, S. (2023). Parenting styles patterns and children's socio-emotional skills: An empirical study. *Children*, 10(7), 1126. <https://doi.org/10.3390/children10071126>
- Walther, A. K., & Pilarz, A. R. (2024). Associations between parental precarious work schedules and child behavior problems among low-income families. *Journal of Marriage and Family*, 86(3), 551–573. <https://doi.org/10.1111/jomf.12933>
- Wakschlag, L. S., Choi, S. W., Carter, A. S., Hullsiek, H., Burns, J., McCarthy, K., Leibenluft, E., & Briggs-Gowan, M. J. (2012). Defining the developmental parameters of temper loss in early childhood: Implications for developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 53(11), 1099–1108. <https://doi.org/10.1111/j.1469-7610.2012.02595.x>
- Wakschlag, L. S., Roberts, M. Y., Flynn, R. M., Smith, J. D., Krogh-Jespersen, S., Kaat, A. J., Gray, L., Norton, E., Marino, B. S., & Davis, M. M. (2019). Future directions for early childhood prevention of mental disorders: A road map to mental health, earlier. *Journal of Clinical Child & Adolescent Psychology*. <https://doi.org/10.1080/15374416.2018.1561296>
- Wiggins, J. L., Briggs-Gowan, M. J., Estabrook, R., Brotman, M. A., Pine, D. S., Leibenluft, E., & Wakschlag, L. S. (2018). Identifying clinically significant irritability in early childhood. *Journal of the American Academy of Child &*
-

Adolescent	Psychiatry,	57(3),	191–199.e2.
https://doi.org/10.1016/j.jaac.2017.12.008			