

Self-Regulation in Early Childhood in terms of Parents' Work Background

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Abstract: This study examines self-regulation in early childhood in terms of the work background of parents, namely housewives, factory employees, farmers, and traders. A total of 190 children consisting of 100 girls and 90 boys. One way ANOVA analysis was carried out to test differences in early childhood self-regulation in terms of the level of the work background of the parents both from housewives, traders, farmers, and factory employees. The results show that there are differences in self-regulation in terms of the work background of the parents. The difference in self-regulation only occurs in children whose parents work as housewives, but not in other jobs (farmers, traders, and factory employees). Mothers who work outside the home trade the quantity of time for better "quality" time with their children. However, mothers who work as housewives have a good quantity and quality of time for self-regulation of their children. Indeed, the type of mother's work does not affect activities that positively affect children's self-regulation, but self-regulation in children will be bad when parents do not have activities that can build children's development.

Abstrak: Penelitian ini mengkaji regulasi diri pada anak usia dini ditinjau dari latar belakang pekerjaan orang tua yaitu ibu rumah tangga, pegawai pabrik, petani, dan pedagang. Sebanyak 190 anak terdiri dari 100 perempuan dan 90 laki-laki. Analisis one way ANOVA dilakukan untuk menguji perbedaan regulasi diri anak usia dini ditinjau dari tingkat latar belakang pekerjaan orang tua baik dari ibu rumah tangga, pedagang, petani, dan pegawai pabrik. Hasil penelitian menunjukkan bahwa terdapat perbedaan pengaturan diri ditinjau dari latar belakang pekerjaan orang tua. Perbedaan pengaturan diri hanya terjadi pada anak yang orang tuanya berprofesi sebagai ibu rumah tangga, namun tidak pada pekerjaan lain (petani, pedagang, dan pegawai pabrik). Para ibu yang bekerja di luar rumah menukar kuantitas waktu dengan waktu yang lebih "berkualitas" bersama anak-anaknya. Namun ibu yang berprofesi sebagai ibu rumah tangga mempunyai kuantitas dan kualitas waktu yang baik untuk pengaturan diri anaknya. Memang jenis pekerjaan ibu tidak mempengaruhi aktivitas yang berdampak positif terhadap regulasi diri anak, namun regulasi diri pada anak akan berdampak buruk apabila orang tua tidak mempunyai aktivitas yang dapat membangun tumbuh kembang anak.

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INTRODUCTION

Self-regulation is an important aspect in determining one's behavior both in the behavior of children in the classroom and academic success in preschool children (McClelland et al., 2007; Li-Grining, 2012; Blair et al., 2015). Self-regulation is used as the basis for individuals to socialize in the environment to self-regulate. Preschool children who have effective self-regulation can show progress in mathematics, vocabulary, and literacy skills and can interact with their peers, on the other hand, children who do not have effective self-regulation will experience social and academic difficulties (Blair & Razza, 2007; Blair et al., 2015; McClelland et al., 2007).

Individuals who have good self-regulation skills will be able to establish positive social relationships with others (Dariyo, 2011). Supported by research by McClelland et al., (2013), states that self-regulation is beneficial for children, especially for the success of children's life later both in predicting the short and long term, these benefits include school readiness, academic achievement in all primary schools, educational attainment when later adulthood, a higher sense of self, a better ability to cope with stress, and less rule breaking, even at risk of disability.

The importance of self-regulation is that adults should teach self-regulation or self-regulation to children. Adults are tasked with being role models for children and helping children to organize or manage children's reactions (Frankel et al., 2012). When a child really wants to do something, the child can easily forget the rules. Self-regulation is important to teach from an early age, because when self-regulation is embedded in children from an early age, children will be responsible for the actions taken and will also be used to regulate and control their own emotions and behavior. Conversely, if early age self-regulation is not embedded in children, children tend not to be able to manage behavior properly (Nurbety & Pranoto, 2017).

In fact, many parents play role models for their children, but parents, especially mothers, do not realize that they will develop self-regulation. Parents' work patterns can also have long-term consequences for children's development (Ermisch & Francesconi, 2002). Mothers who work full time when their child is under five years of age are likely to reduce their children's educational attainment later in life. Mothers' longer periods of full-time work when their children are one to five years of age tend to increase the risk of the child experiencing psychological distress later in life. The part-time jobs that mothers do have little effect on children as adults. Part-time work done by mothers when their child is still in preschool can reduce children's educational attainment, but this impact is smaller than full-time work that impacts children (Bernal & Keane, 2011).

In line with Hanah (2016), the impact of working mothers on cognitive achievement and children's education is unclear, on the other hand, children can benefit from higher levels of family income, but working mothers reduce the amount of time people spend. parents with their children in the development of cognitive skills (e.g., IQ) and non-cognitive skills (such as patience, self-control, and persistence). Remembering skill building is a multistage process, with each stage corresponding to a period in a child's life cycle. Cunha & Hekman (2007) stated that investing at one stage produces skills at the next stage which are productive in producing several skills that will affect children in the future.

Previous research has suggested that the relationship between maternal and child labor does not only impact one dimension. Children of self-employed mothers who work outside the home are not always worse off than children of mothers who live at home. Yet mothers who work outside the home are negatively associated with cognitive skills in children. In addition, working mothers have a significant effect on maternal involvement in schoolwork and in children's academic activities (Vikram et al., 2014).

Children whose mothers worked full-time or had fluctuating work schedules also showed significant results at higher rates of behavioral problems. However, full-time jobs have negative consequences for children only when they are in jobs that do not require cognitive skills. Such negative consequences are completely offset when the work experience of being in a job requiring cognitive skills leads to the prospect of higher wage growth. Finally, fluctuating work schedules and full-time employment in demanding non-cognitive jobs are each closely related to the likelihood that the child will repeat classes or be placed in special education. (Johnson et al., 2013)

This research is expected to be able to clarify the social issues related to self-regulation in children seen from the work background of the parents. This study aims to analyze whether the work background of parents has an impact on children's self-regulation. Both studies analyzed differences in early childhood self-regulation seen from the work background of parents, namely housewives, farmers, traders and factory employees.

METHOD

Subjects involved in this study were 190 children aged 5-6 years (100 girls and 90 boys) with Mage = 5.94, SD = 0.24 from middle to lower socioeconomic class families in rural areas. A total of 9 kindergarten institutions in Semarang Regency, Indonesia volunteered to participate in the research. The study began by asking permission from the school institution and parents of students to ask for consent through the collection of informed consent. The research process was carried out in a quiet place separated from other children and carried out alternately one by one. Each school institution that participated in the research received a souvenir in the form of a book.

This assessment instrument uses the Head-Toes-Knees-Shoulders (HTKS) task from Ponit & McClelland (2008) which researchers have translated into a translator from English-Indonesian. Head-Toes-Knees-Shoulders (HTKS) is a short game task that is completed for 5-7 minutes in which the child is asked to do the opposite in terms of a set of paired rules. If the child is asked to touch the head, the child must touch the toes. The steps in measuring children's self-regulation were measured directly using the Head-Toes-Knees-Shoulders (HTKS) task scoring.

During the assignment, children were given the paired behavior rules (for example, touch the head or touch the toes) and asked to do the opposite of what is told. The child gets two points for each correct answer, one point for each self-correction (that is, the initial move for an incorrect response, but eventually ends up with a correct response), and zero points for each incorrect response. The score ranges from 0-40, with a higher score indicating high self-regulation and vice versa if the value is lower it indicates that the regulation is also low. The reliability of the instrument using Cronbach's alpha was 0.902. The data analysis technique used the one way ANOVA test with the help of SPSS 23.

RESULT AND DISCUSSION

Table 1 presents the mean and standard deviation of self-regulation in children in terms of parents' occupational background. Self-regulation in groups of children from parental backgrounds who work as housewives, traders, farmers, and factory employees are in the medium category.

Tabel 1. Means, Standard Deviation, and Correlations (N=190)

	N	Mean	SD
Housewives	47	31.77	4.58
Traders	38	29.66	4.41
Farmers	61	30.13	3.32
Factory employes	44	29.57	3.73
Total	190	30.31	4.04

Note: the subjects consisted of men (n = 90) and female subjects (n = 100), the percentage of men (47.36%) and girls (52.63%)

Predictions of differences in the level of self-regulation in early childhood viewed from the professional background of parents as housewives, traders, farmers, and factory employees

The prediction of the level of self-regulation in children seen from the work background of the parents was tested using SPSS 23.0 software using the one-way ANOVA test. A summary of the one-way ANOVA test is presented in Table 2. The results of the analysis show that there are differences in self-regulation in children seen from the four types of professions of the child's parents with values ($F_{count} = 2.98 > F_{table} = 2.65$; $sig = 0.03 < 0.05$).

Tabel 2. The Comparative Model of Child Self Regulation in terms of background

Back of Parents' Work

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	141.95	3	47.31	2.98	.033
Within Groups	2952.72	186	15.87		
Total	3094.67	189			

Note: df (degree of freedom)

The one-way ANOVA test results show that there are differences in the level of self-regulation in children both from the background of parents who work as housewives, traders, farmers, and factory workers. Post hoc test analysis to determine the comparison in each child of parents who work as housewives, traders, farmers, and factory employees. The following table 3 contains multiple comparisons in children seen from parents who work as housewives, traders, farmers, and factory employees.

Tabel 3. Multiple Comparisons Self-regulation in children in terms of the work background of the parents (housewives, traders, farmers, and factory employees)

Jenis Pekerjaan	Jenis Pekerjaan	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Housees	Pedagang	2,108*	,869	,016	,39	3,82
	Petani	1,635*	,773	,036	,11	3,16
	Karyawan Pabrik	2,198*	,836	,009	,55	3,85
Traders	IRT	-2,108*	,869	,016	-3,82	-,39
	Petani	-,473	,823	,566	-2,10	1,15
	Karyawan Pabrik	,090	,882	,919	-1,65	1,83
Farmers	IRT	-1,635*	,773	,036	-3,16	-,11
	Pedagang	,473	,823	,566	-1,15	2,10
	Karyawan Pabrik	,563	,788	,476	-,99	2,12
Factory employees	IRT	-2,198*	,836	,009	-3,85	-,55
	Pedagang	-,090	,882	,919	-1,83	1,65
	Petani	-,563	,788	,476	-2,12	,99

Note: * The mean difference is significant at the 0.05 level.

The results of the comparative analysis show that there are differences in self-regulation of children whose parents work as housewives and traders, the value is (sig = 0.01 < 0.05), the difference in self-regulation of children from parents who work as housewives and farmers is (0.36 < 0.05), and the difference between IRT and factory employees is (0.00 < 0.05). Further analysis, there is no difference in self-regulation of children with parents' backgrounds as traders, farmers, and factory employees. This shows that the sig value for farmers and traders is (sig = 0.56 > 0.05), which means that there is no significant difference in self-regulation of children whose parents work as farmers and traders. The self-regulation of children whose parents work as factory employees and traders is also insignificant (sig = 0.47 > 0.05), meaning that there is no difference in self-regulation of children between three parents who work as farmers, traders, and factory employees.

Discussion

This study wants to clarify the issue of self-regulation of children seen from the work backgrounds of parents as housewives, traders, farmers, and factory employees. Self-regulation exists through the relationship between children and parents. Parents play an important role in children's lives including in their role in providing examples of behavior around expressing emotions and then learning to control emotional expressions related to self-regulation (Bernal and Keane, 2010). The results of this study are that there are differences in self-regulation in terms of the work background of parents as housewives, but there is no difference in self-regulation of children from parents who work as farmers, traders, and factory employees. This indicates that housewives have a better quantity and quality of time in developing self-regulation.

In line with research by Hsin & Felfe (2016), it is stated that the effect of mother's work does not affect children's self-regulation because work does not necessarily reduce children's time with parents, and not all parental time is beneficial for children's development. Studies on the effect of parental work on child development implicitly equate an increase in parental working hours with a decrease in parental time spent on childcare (Hanah, 2016).

The work of the parents (and especially the mother) is not clearly profitably effective for the child. On the one hand, working parents can be positive role models for children and of course the income they earn can improve the lives of their children in many ways. On the other hand, work can damage the bonds that develop between parents and children, especially when parents work long hours or night and night shifts (Heinrich, 2014). The stress that parents bring home from their jobs can reduce their parenting skills, spoil the atmosphere at home, and thus bring stress into children's lives. Unfortunately, low-income parents who are most likely to work in stressful, low-quality jobs feature low pay, little autonomy, inflexible hours, and little or no benefits (Baker & Milligan, 2008).

On the other hand, parenting behavior also contributes significantly to the development of self-regulation. Children rely on caregivers to regulate their state, motivation, and behavior during infancy and gradually develop independence in managing their own actions and emotions into childhood. The rules taught by caregiver's present children with increasingly complex social, emotional, and cognitive experiences that allow them to practice self-regulation (Sameroff, 2010).

In line with the research of Bernier et al. (2010) showing that an unfavorable environment will have problems with the development of children's self-regulation. Conversely, a favorable environment will have an impact on the mental experience of the child. Early parenting relationships also have a positive impact on brain development and positive maternal care can have a profound influence on self-regulation building. Parents' actions to regulate their children's behavior have been the focus of many studies, especially through identifying different parenting strategies and actions, or different parental styles, and exploring the impact of these dimensions on children's development and adaptation (Gutman & Feinstein, 2010).

In fact, gender parents are important in children's lives, including in the formation of children's self-regulation regardless of the work background of the parents. Mothers working both at home and outside the home must develop self-regulation of their children. Mothers who work outside the home trade the quantity of time for better quality time with their children. However, mothers who work as housewives have a good quantity and quality of time for self-regulation of their children. In fact, the type of mother's work does not affect activities that positively affect children's self-regulation, but self-regulation in children will be bad when parents do not have activities that can build child development and do not have good quality relationships with children.

CONCLUSION

The difference in self-regulation only occurs in children whose parents work as housewives, but not in other jobs (farmers, traders, and factory employees). Mothers who work outside the home trade the quantity of time for better quality time with their children. However, mothers who work as housewives have a good quantity and quality of time for self-regulation of their children. In fact, the type of mother's work does not affect activities that positively affect children's self-regulation, but self-regulation in children will be bad when parents do not have activities that can build children's development.

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