

Mother's Daily Life Stress and Teacher's Emotional Support in Predicting Child Behavior Problems

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Abstract. Problematic children are thought to originate from a pathological family environment, especially having mothers who have persistent daily stress which is reinforced by the inconsistency of emotional support shown by the teacher at school so that children strengthen the emergence of problematic behavior. The subject of this study were children aged 8-14 years collected from 7 elementary schools in different areas (N = 123) and with the condition of mothers who experience daily stress. In addition, the role of teachers in schools is also examined as a substitute figure. Both figures were asked to fill out a form of assessment of children's behavior, which results will be compared. Data were analyzed using multiple regression analysis. The results of the study found that there was a potential moderation of 12.54%. It can be concluded that the emotional support of teachers in schools plays an important role in strengthening the emergence of problematic behavior in children so that this emotional support is expected to be an important basis to minimize the development of problematic behavior into disorders.

Keywords: Daily life stress, teacher's emotional support and behavior problems

Introduction

Estimates of the prevalence of child mental health references in the world vary greatly from 5 to 26% (Tully & Hunt, 2016). Whereas in Asia has a prevalence up to 64% which is the highest number globally (Hillis, Mercy, Amobi, & Kress, 2016). Mental health problems in children are often separated into problems of externalization and internalization behavior.

Externalization problems are often characterized by aggression, insubordination, hostility, low impulse control, so it is often the main reference reason to be sent to rehabilitation centers. Internalization problems are characterized by symptoms of anxiety and depression and are also followed by withdrawal from the environment (Lindblom et al., 2017). These behaviors are the development of a problem into a disorder that will endanger both himself and the environment so that many ultimately lead to criminal behavior (Ganpat, van der Leun, & Nieuwebeerta, 2017).

Based on the results of the study found that there were many factors cause children to have problematic behavior. The most studied factors are those related to symptoms of depression involving prolonged stress shown by the mother when the child is in infancy (Edwards & Hans, 2016; Glover, 2014; Gueron-Sela et al., 2018), stress experienced by parents when in a transition situation to be a parent (Neece, 2014; van Eldik, Prinzie, Deković, & De Haan, 2017), family conflicts that persist so that they are passed down from generation to generation (Rothenberg, Hussong, & Chassin, 2018), family functions that are not working properly so that inconsistent parenting forms (Alavi, Mehrinezhad, Amini, Parthaman Singh, 2017; Sheidow, Henry, Tolan, & Strachan, 2014), families with parents who are busy

working, have a pattern bad interactions between parent and child (Park, Johnston, Colalillo, & Williamson, 2016), children raised by single parents (Golombok, Zadeh, Imrie, Smith, & Freeman, 2016), experience of losing or being abandoned by someone who is deeply loved (Pearson et al., 2017; Stevenson et al., 2017), the influence of peer environment (Elledge, Elledge, Newgent, & Cavell, 2016; Walters, 2017), difficulties in adjusting to the environment (Krammer, Eisenbarth, Hügli, Liebreinz, & Kuwert, 2017) and the relationships that are formed between teachers and students that play an important role in problematic behavior in children (Shin & Ryan, 2017). In addition, it should be noted that cultural factors can also be a cause because culture has a large influence in various settings of human life, especially related to the social environment (Ortuño-Sierra, Chocarro, Fonseca-Pedrero, Riba, & Muñiz, 2015).

The teacher is the main figure of the child while in school. If the teacher has an unhealthy relationship with a child in childhood, it will increase the risk of the child experiencing more severe behavioral problems in the future (Collins, O'Connor, Supplee, & Shaw, 2017; McCormick & Connor, 2014). Children who come from families who are pathological, have sensitivity to refusal behavior, especially those from expected figures. As a result, the child will display problematic behavior that can trigger stress on the teacher, resulting in the appearance of neglect behavior that will contribute to worse behavior of children (Hoglund, Klingle, & Hosan, 2015; McGrath & Van Bergen, 2015). In addition, the stress felt by the teacher will also have an impact on the appearance of fatigue so that class control will decrease which will have an impact on changes in the child's self and academic adjustment patterns (Hoglund et al., 2015). However, teachers who have high sensitivity will be able to respond

well so that the emergence of negative child behavior can be controlled (Spilt, Vervoort, & Verschueren, 2017).

The purpose of this study was to measure how much influence the teacher's emotional support has on moderating the tendency in the emergence of child behavior problems in children with mothers who have mother's daily life stress.

Method

The population in this study were children with behavioral problems who were in primary school age of 8-14 years. Samples were recruited by purposive nonprobability sampling technique, where the chance of selecting the population to be taken as a sample is not known with certainty but the selection of samples is based on certain criteria that have previously been determined by the researcher. For the number of samples, researchers took as many as 123 subjects in accordance with the characteristics, namely: Children who are at school age 8-14 years; Having a whole family (not in the separation process); Mother is a housewife; Children and parents who are in one house; Recorded as students who often experience problems at school and are under the supervision of the teacher; Children who are known as naughty children in their environment (school, home and community). Have behavioral and affective problems with at least one or more of the following criteria: (a). Shows behavior of non-compliance and indiscipline; (b). Demonstrate aggressive behaviour; (c). Shows the behavior of wanting to master the object (ascendant behavior); (d). Decreasing concentration and easily distracted; (e). Anxious and stressful; (f) Cry often and tantrums; (g). Easily offended; (h). Low self confidence; (i) Lack of social skills. Samples were taken randomly from 7 primary schools in regions with middle to lower economic levels.

Child behavior problems are measured using two forms of scale, namely Child Behavior Checklist (CBCL) which will be filled by parents (in this study are mothers) and Teacher's Report Form (TRF) which will be filled by teachers from the research subject. These two scale forms were developed by Thomas M. Achenbach, 1991 which has been translated into more than 90 languages. The version used is the CBCL and TRF School Age versions (6-18 Years). It consists of 113 items that measure nine aspects of behavior problems in children, namely anxious/depressed, withdrawal, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, aggressive behavior, and other problems. Cronbach alpha average for each scale broadly is total behavior 0.93, internalizing 0.83 and externalizing 0.87 (Hartini, Hapsara, Herini, & Takada, 2015). This scale consists of statements that contain symptoms related to children's behavior, measurements are made using a 3-point Likert scale with 0 = incorrect to 2 = very true or often true.

Mother's daily life stress is measured using three scales consisting of; First, Chaos Hubbub and Order Scale (CHAOS) which is used to measure maternal perception

of home stress (Matheny, Wachs, Ludwig, & Phillips, 1995). This scale measures the routine organization aspect which consists of 7 items and 8 items of confusion noise disorganization. The scale consists of statements in the form of a self-report about daily perceptions with an assessment using a 4-point Likert scale starting from 1 = Very Similar to 4 = Not similar at all. The reliability of this scale is seen from the alpha cronbach values of 0.61 and 0.60 (Nelson, Boyer, Villarreal, & Smith, 2017); Second, the Relationship Checklist is used to see whether the partner relationship that is lived by the mother is in a healthy or unhealthy relationship. Consists of 14 questions with 7 questions about healthy relationships and 7 statements about unhealthy relationships. Assessment is measured using a 2-point Likert scale which consists of 0

= does not describe and 1 = describes. Its reliability by looking at the cronbach alpha value is 0.71 and 0.82; Third, the daily hassles are adapted from The Daily Hassles-Revised scale developed from the Daily Hassles Scale by Kanner, *et. al* (1981). This scale is used to measure the source of daily stress and conditions that interfere in the past few months. Consists of 117 items, but in this study only 43 items will be used consisting of indicators of inner concern, financial concerns, time pressures, health problems, family hassles, and environmental problems. Each indicator has a reliability characterized by alpha cronbach values of 0.83, 0.81, 0.81, 0.64, 0.59 and 0.57 (Holm & Holroyd, 1992). Self-report statement to measure everyday conditions that have the potential to be a source of stress with an assessment using a Likert scale of 3 points starting from 1 = somewhat appropriate up to 3 = very appropriate.

Teacher's emotional support is measured using the Emotional Support scale that has been modified by Hisada, Senda and Minoguchi (1989). It consists of 16 items that measure perceptions of encouragement received, affection and various other forms of emotional support. This item has been modified according to the needs of the research. This scale consists of self-report statements using a 5-point Likert scale where 1 = never occurs until 5 = always occurs. Each dimension has reliability which can be seen from the alpha cronbach values of 0.91, 0.92, and 0.91 (Uchida, Kitayama, Mesquita, Reyes, & Morling, 2008).

Results

The results were obtained using multiple regression analysis techniques with IBM 21.0 software and then looked at the magnitude of the potential moderation effect on the model using PROCESS v3.0 for SPSS. Based on the results of statistical analysis on model 1 test, the results obtained that the R square value was 0.05 or 5.3%. It meant that the proportion of the variance of child behavior problems explained by the mother daily life stress variable is 5.3% while the remaining 94.7% is influenced by other variables outside this research. The F test results found that the p value (sig.) Is equal to 0.01 or p = 0.01. Thus, the value of p < 0.05, then the null hypothesis which stated that there was no significant influence from IV on DV was

rejected, meaning that there was a significant influence from mother daily life stress on child behavior problems. This result is strengthened by the regression coefficient of 0.23, $t = 2.61$ ($t > 1.96$) and $p = 0.01$ ($p < 0.05$). IV has a positive and significant relationship.

The next step was to test the effect of IV on the DV when the moderating variable was present (Test Model 2). The acquisition of R square value was 0.12 or 12.5%. It meant that the proportion of the variance of child behavior problems explained by the mother daily life stress variable when moderated by teacher's emotional support is 12.5% while the remaining 87.5% is influenced by other variables outside this study. This shows that there is an increase in IV influence on DV when moderated by variable M. P value (sig.) Is 0.00 or $p = 0.00$, then the null hypothesis which states that there is no significant effect of IV on DV when moderated by variable M is rejected, that means teacher's emotional support significantly influences the potential of child behavior problems in children with mothers who experience mother daily life stress. Based on the value of t , it can be seen that there is a change in the direction of influence produced when the moderating variable is present. IV affects the DV when it is moderated by the variable M negatively even though it is not significant. That is, when the higher teacher's emotional support provided by the teacher in school, the lower potential of child behavior problems in children even though the mother experiences high mother's daily life stress. However, when teacher's emotional support is lower then the higher potential of the child to experience child behavior problems along with the higher of mother's daily life stress experienced by the mother. This can be seen from the results of mother daily life stress regression coefficient of - 0.13 and teacher's emotional support regression coefficient of - 0.51

Based on the explanation above it can be seen that model 1 has an R square change value of 0.05 and model 2 has a R square change value of 0.12. This means that model 2 > model 1 so that there is a potential for moderation. The results of PROCESS v3.0 for SPSS found that the moderation was 0.1254 or 12.54%. This means that teacher's emotional support moderates the influence of mother daily life stress on child behavior problems by 12.54%.

Discussion

From the results of this study, it was found that there was a potential for moderation that occurs when teacher's emotional support is able to provide buffering effects on mother daily life stress relationships on child behavior problems even though they have little potential influence. Some of the possibilities that cause this small influence are the presence of other variables that affect child behavior problems such as personality type, culture, parenting, parental economy social status, interaction with peers and groups and other variables not examined in this study.

These results were consistent with the results of a study that found that the symptoms of stress owned by the

mother especially if it goes on continuously will damage the interaction patterns of mothers and children so as to be able to reduce the functioning of the child in general when it is in an environment (Edwards & Hans, 2015; Wang & Dix, 2017). The researchers also found that mothers who have children with behavioral problems tend to feel that the burden is increasing after getting married and become a mother. This finding agrees with the results of research conducted by Liu and Wang (2015) who found that mothers also showed a higher pressure when it had become a parent rather than the father, but the father in general will experience a dysfunctional interaction with the child so that these results confirm that the mother is child primary caregiver.

In general, children reported to be problematic by teachers in this study were children who also came from troubled families, such as low parental education, unhealthy parent relations, victims of domestic violence, roles of overly dominating relatives, status low socio-economic conditions so that economic problems always trigger problems, family history that is also problematic or involved in criminal behavior and an unhealthy living environment. Almost all children in this study have symptoms of behavior problems both internalization, externalization and other problems. In addition, children are also found to be problematic due to the learning process of peer environment. That is, there is the potential for problematic behavior in children so that the condition of the mother and the support of the teacher cannot be used as a basis for predicting problematic behavior in children. Researchers suggest that for further research, it is necessary to examine how the trait of the child and parenting are at home. In addition, it is also necessary to examine how the family functions in carrying out their respective roles.

Researchers in this study also suspect the strong role of cultural factors in predicting problematic behavior in children. Indonesia has two kinship systems namely patrilineal and matrilineal, these two systems greatly influence the order of life of the community, especially in rural areas where customs and traditions are still very strong as a foundation of social life and society. In addition, these two systems form quite different patterns due to differences in philosophy adopted. Communities in general tend to still maintain the culture of children's education in accordance with what they have received from generation to generation. This certainly greatly affects the pattern of problematic behavior in children due to the way the students provided are not adjusted to the pattern of child development that has a far difference between past and present. Therefore, the role of this culture also needs to be reviewed in depth to find out how it affects the potential emergence of problematic behavior in children given the cultural role that is comprehensive and touches various aspects of life.

Another finding is that generally children with potential problems consider the school environment is a place to free themselves from various family problems that are felt by children. In addition, it is also used as a place to re-experiment about various behaviors he receives

at home. This was the main reason why in general children with potential problems have behaviors that like breaking the rules or non-compliance or lack of discipline. They tend to dislike rules, but have their own rules so that the role of teachers who behave like what their mothers do will make children become more disobedient and disagreeable. This finding is reinforced by the results of research that found that teachers who have unhealthy relationships with children in childhood, will increase the risk of children experiencing more severe behavioral problems in the future (Collins et al., 2017; McCormick & Connor, 2014). Children who come from families who are pathological, have sensitivity to refusal behavior, especially those from expected figures. As a result, the child will display problematic behavior that can trigger stress on the teacher, resulting in the appearance of neglect behavior that will contribute to worse behavior of children (Hoglund et al., 2015; McGrath & Van Bergen, 2015).

Mothers who are stressed by everyday living conditions such as lack of conducive home atmosphere, relationships with unhealthy partners and daily hassles as a mother and wife are predicted to trigger children to experience problematic behavior. This condition makes the child will develop the potential for problematic behavior in the future due to the decreasing role of the mother in daily interactions. As explained in the psychosocial theory that children grow through dependence so that they have key figures who are considered as helpers when they are in isolation. In addition to the mother figure, there are also teacher figures who play an important role when children are in school age (De Laet, Colpin, Goossens, Van Leeuwen, & Verschueren, 2014). The child's learning process about interaction with the social environment is found in schools so that the teacher's psychological condition is also very decisive. Like the stress felt by the teacher will also have an impact on the appearance of fatigue so that class control will decrease which will have an impact on changes in the child's self and academic adjustment patterns (Hoglund et al., 2015). However, teachers who have high sensitivity will be able to respond well so that the emergence of negative child behavior can be controlled (Spilt et al., 2017). In addition, teachers who have a positive relationship with children will be able to show emotional support in the form of encouragement to behave positively, show love and affection and various other forms of emotional support will make children able to control themselves and regulate emotions well (Collins et al., 2017; Kikas & Mägi, 2017). Therefore, the function of the two figures is expected to work well so that children are able to develop themselves better. However, if the function does not work, it will develop towards negative behavior (De Laet et al., 2014).

The strength of this study is the prediction of problematic behavior carried out on mothers and teachers as the main figures of children so that the results of predictions of children's behavior can be compared when at home and in the school environment. In addition, an in-depth examination is also conducted to see the potential of mothers experiencing persistent stress due to daily

activities so as to make this research more deeply in revealing the potential of children experiencing problems.

In addition, this study also has limitations in several ways. First, researchers do not take direct measurements on children about the behavior patterns raised and investigate the child's motives to bring up the behavior. Second, researchers also do not control the environment of peers so that there is the possibility of problematic behavior raised by children due to the learning process from the environment. Third, researchers do not control the history of problematic behavior from the immediate family environment of the child. Fourth, the condition of the mother who is covering up the child's behavior and feels that her child is not having problems so that socialization is needed for families who have the potential for children with problematic behavior prior to this research. Fifth, the results of this study cannot be generalized, especially in societies that live in urban environments with better and more open economic conditions with changes, where the potential for problematic behavior in children will be different in pattern.

Conclusion

The results showed that: *First*, There was a significant influence from mother daily life stress on child behavior problems positively. Thus, the higher the mother daily life stress experienced, the higher potential for the child to experienced child behavior problems; *Second*, There was a moderating influence raised by teacher's emotional support on mother daily life stress relationships with child behavior problems. Teacher's emotional support has a buffering effect on relationship IV to DV, meaning that the higher the teacher's emotional support is felt by the child, the potential for the child to experience child behavior problems will be lower despite having a mother with a mother daily life, high stress. Likewise, the lower teacher's emotional support felt by children will increase the child's potential to experience child behavior problems that are supported by a mother who experiences high mother daily life stress.

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