



# The Impact of Stress and Parental Verbal Abuse on Early Childhood Emotional Development

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**ABSTRAK.** Orang tua memiliki peranan penting dalam menstimulasi aspek perkembangan emosional anak usia dini, namun saat orang tua sedang mengalami stres sering kali orang tua melakukan tindak kekerasan verbal terhadap anak. Penelitian ini bertujuan untuk mengetahui pengaruh stres dan tindak kekerasan verbal yang dilakukan orangtua terhadap perkembangan emosional anak usia 5-6 tahun. Penelitian ini merupakan penelitian *Expost facto* yang dilakukan di kota Pagar Alam, Populasi penelitian ini adalah anak usia 5-6 tahun yang kondisi orang tuanya terdampak pada kondisi pandemi Covid-19 yang akan diambil dari kecamatan Pagar Alam selatan, kota Pagar Alam, provinsi Sumatera Selatan. Teknik penarikan sampel penelitian menggunakan random cluster dari 11 TK peneliti mengambil sampel secara acak untuk mewakili sampel penelitian yaitu sebanyak 3 TK. Objek perkembangan emosional responden nya adalah 183 anak usia 5-6 tahun, dan untuk stres dan tindak kekerasan verbal respondennya adalah 183 orang tua yang anaknya menjadi responden pada objek perkembangan emosional, Teknik pengumpulan data pada penelitian ini adalah observasi, dan menggunakan kuesioner. Teknik analisis dalam penelitian ini menggunakan analisis jalur. Berdasarkan hasil analisis jalur (*Path Analysis*) dan hasil uji hipotesis penelitian menunjukkan bahwa stres dan tindak kekerasan verbal memiliki pengaruh negatif terhadap perkembangan emosional anak, sementara stres berpengaruh positif terhadap tindak kekerasan verbal.

**Kata Kunci :** Stres; Kekerasan Verbal Orang Tua; Perkembangan Emosional; Anak Usia 5-6 tahun

**ABSTRACT.** Parents have an important role in stimulating aspects of early childhood emotional development, but when parents are experiencing stress parents often commit acts of verbal abuse against children. This study aims to determine the effect of stress and verbal abuse by parents on the emotional development of children aged 5-6 years. This research is an *ex post facto* study conducted in the city of Pagar Alam. The population of this study is children aged 5-6 years whose parents' conditions were affected by the Covid-19 pandemic. They will be taken from South Pagar Alam sub-district. For the research sampling technique using random clusters from 11 Kindergartens, researchers took random samples to represent the research sample, namely as many as 3 Kindergartens. the object of the emotional development of the respondents was 183 children aged 5-6 years, and for stress and acts of verbal abuse the respondents were 183 parents whose children were respondents to the object of emotional development. The data collection technique in this study was observation, and used a questionnaire. The analysis technique in this study uses path analysis. Based on the results of the path analysis (*Path Analysis*) and the results of the research hypothesis test showed that stress and acts of verbal abuse have a negative effect on children's emotional development, while stress has a positive effect on acts of verbal abuse.

**Keyword :** Stress; Parental Verbal Abuse; Emotional Development; Children Aged 5-6 Years

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## INTRODUCTION

Early childhood has various aspects of development that need to be stimulated, so that development in children can develop optimally according to the stages of the child's age, but often aspects of emotional development in children are not optimally stimulated, even though children are starting to learn to express various emotions and control emotions. from those around him, especially parents. This research is a type of quantitative research that aims to determine the effect of stress and parental verbal abuse on the emotional development of children aged 5-6 years with the Expost Facto method. According to Elizabeth B. Hurlock, the child's ability to react to an emotional as long as there has been a new born [1]. Aspects of social development are important because humans are basically social beings who need the help of others to do something that cannot be done alone [2]. The quality of the child's relationship with both parents influences the child's externalization behavior, children who have less organized parenting attachments with their parents show more externalizing behaviors such as showing physical aggression, low attention, being rebellious, angry outbursts, and hyperactivity [3]. Aggression occurs when children experience emotional dysregulation, namely when children experience painful feelings and make excessive emotional reactions, such as showing extreme behavior, for example, thrashing, kicking. In addition to physical aggression, children usually throw things. Physical aggression is seen as a signal that the child's needs are not being met and the child has not learned the right way to express emotions [4]. Parents have an important role in providing stimulation to every aspect of child development, especially in aspects of children's emotional development, because early childhood abilities to regulate their emotions still need help from the environment around the child, especially parents, the ability of parents to build good cooperation and communication with children and carrying out appropriate parenting interactions can help children develop emotional regulation abilities [5]. However the home which can be a source of peace and safety for children can become a source of violence for some minorities. Children often get violence from their caregivers, even witnessing domestic violence by their parents when they are fighting [6]. This of course will have an impact on the emotional development of the child, so that the aggressive behavior shown by the child can provide a signal or message for parents about what are the factors that cause changes in the child's emotional condition or negative emotions that have recently been shown by children.

Emotions themselves are reactions to the environment that help to immediately distinguish between beneficial and threatening aspects [7]. Pleased with this, according to the results of a survey conducted by KPAI, acts of violence perpetrated by parents against children increased during the Covid 19 pandemic. Violence perpetrated by parents against children was influenced by various stress factors experienced by parents [8]. The increase in stress on parents during the Covid 19 pandemic was also caused by several factors including a significant decrease in income, loss of work, lack of rest time due to work demands so that parents who are experiencing stress are easier to react negatively to things such as irritability, easily anxious and offended, this of course has a negative impact on the well-being of children both physically and psychologically.

Violence also occurs due to a lack of parental education regarding the impact of violence itself, parents' unstable emotions, and poor communication patterns between parents and children when conveying messages or advice to children, so that parents often beat children so that children get the consequences of wrong child behavior [9]. Parents must understand the causes of the behavior displayed by the child so that they can provide the right response and action for the child. When a child's emotions can be accepted with good acceptance and assistance to regulate their emotions, the child will feel safe and can convey his emotions directly through verbal communication [10]. Previous research is one of the researchers' references in conducting research that will be carried out to determine the position of the research. Based on relevant research studies from previous researchers, the description of the research is as follows: Research conducted by Acar, et al in 2019. Regarding the relationship between children's internal behavior, namely emotions and external, namely children's behavior, to the relationship between the quality of parenting and children. The research sample is a 7 year old child in Turkey, data collection uses a questionnaire [11]. Furthermore, research conducted by Christner, et al 2021. Aims to determine the impact of the Covid - 19 Pandemic. This study used an online questionnaire filled out by parents of children aged 3-10 years in Germany. Parents report the level of stress experienced, child well-being, and problem behavior in children [12]. Meanwhile, the research that the researchers conducted aims to see the effect of stress experienced by parents related to parenting stress and acts of verbal abuse committed by parents against children and its impact on the emotional development of children aged 5-6 years after the Covid 19 pandemic in the city of Pagar Alam, Sumatra Province South. Using a type of quantitative research, ex post facto method, data collection using questionnaires and observation.

Emotional development in children aged 5-6 years such as the ability to express feelings, understand feelings and regulate emotions, is of course influenced by several factors such as how the stimulation and behavior shown by parents towards children. But there are behavioral problems shown by children. From the background that has been described by the researchers above based on the study of the literature and the results of the KPAI survey, the identification of these problems is as follows: The emergence of behavioral problems in children such as aggression (hitting, screaming, throwing objects), parents often display negative emotions when experiencing stress even though children learn to regulate emotions from the modeling provided by their parents, stress occurs in parents causing changes in parents' moods to become more easily panicked, anxious, angry, and offended, stress on parents is influenced by several factors, such as parenting factors, economy, fatigue, lack of emotional support, as well as the emotional maturity of parents, acts of violence committed by parents against children in the form of verbal abuse.

Based on the presentation of the research background, the researcher has a focus on looking at "The Influence of Parental Stress and Verbal Abuse on the Emotional Development of Children Aged 5-6 Years in Pagar Alam City, South Sumatra Province Ex post Facto Research" The stress variable referred to in this study is parenting stress . As for the variable acts of violence studied, namely regarding verbal abuse. The variables of

emotional development of children aged 5-6 years studied include expressing feelings, understanding feelings, and emotion regulation.

## **METHOD**

This research method is quantitative while the type of research that researchers use is *ex post facto* which aims to observe a phenomenon or event that already exists in the field without providing control over the independent variables or the dependent variable [13]. The population for this study is children aged 5-6 years whose parents' conditions were affected by the Covid-19 pandemic. They will be taken from Pagar Alam Selatan sub-district, Pagar Alam city, South Sumatra province. The researcher took the research population in Pagar Alam Selatan sub-district because Pagar Alam Selatan sub-district has the characteristics of the population that the researcher will observe, in Pagar Alam Selatan sub-district the majority of parents work as traders, laborers, and work in other services, while for other sub-districts the majority of parents are work as a coffee and rice farmer. For the research sampling technique using random clusters from 11 kindergartens in South Pagar Alam sub-district, researchers took random samples to represent the research sample, namely 3 kindergartens, the total number of respondents from the 3 kindergartens was 183 children and their parents. For the object of emotional development, the respondents were children aged 5-6 years, for the object of stress and acts of verbal abuse, the respondents were parents whose children were respondents to the object of emotional development. For data collection techniques using observation instruments which were filled in by each class teacher where the child attended school, then for stress and acts of verbal abuse the data was taken using a questionnaire which was distributed to each child's parents. Data analysis that researchers use is path analysis (Path Analysis).

The research instrument for the variable emotional development of children aged 5-6 years, the aspects observed are expressing feelings, understanding feelings and emotional regulation are measured using a Likert scale, the assessment criteria consist of: a score of 3 for frequent answers, a score of 2 for answers sometimes, and score 1 for the answer never. Then the verbal abuse indicators reveal harsh words to children, give negative labels to children, snap or scream in front of children, make threats to children. Measured using a Likert scale, the assessment criteria consist of: score 3 for frequent answers, score 2 for answers sometimes, and score 1 for answers never. Then for the Parenting stress instrument, the researcher adapted the standardized instrument from Berry & Jhones which consisted of 18 statement items, each statement item consisted of 10 statement items related to parenting stress and 8 statement items related to positive things that experienced by parents during parenting [14]. The instrument was measured using a Likert scale, with a score of 5-1 for the dimensions of tension during parenting, and a score of 1-5 for the dimensions of positive experience during the parenting process.

## RESULTS AND DISCUSSION

The requirement for path analysis is that the estimation between exogenous variables and endogenous variables is linear. The requirements that must be met in path analysis are that the research sample comes from a normally distributed population and the influence between the variables in the model must be significant and linear. In this regard, before testing the model, the two requirements that apply in the path analysis are first tested. The analysis tests carried out were:

**Normality Test**, the data used in constructing the regression model must fulfill the assumption that the data comes from a normally distributed population. based on the normality test table, it can be seen that if the asymp sig (2-tailed) value is above 0.05, the data distribution meets the normality assumption, and if the value is below 0.05, it is interpreted as abnormal. the following is a summary of the results of the normality test y for x1, y for x2, and x2 for x1.

Galat Taksiran Regresi	n	Asymp Sig (2-tailed)	Ltabel	Keterangan
			$\alpha = 5\%$	
Y atas X <sub>1</sub>	183	.200	0,05	Normal
Y atas X <sub>2</sub>	183	.067	0,05	Normal
X <sub>2</sub> atas X <sub>1</sub>	183	.200	0,05	Normal

**Figure 1. Results of Normality Test for Regression Estimate Error**

**Regression Significance and Linearity Test**, testing the research hypothesis was carried out using regression and correlation analysis techniques. Regression analysis is used to predict the relationship model while correlation analysis is used to determine the level of influence between research variables. The criteria for testing the significance and linearity of the regression model are determined as follows:

Significant regression: Fcount  $\geq$  Ftable on the regression line

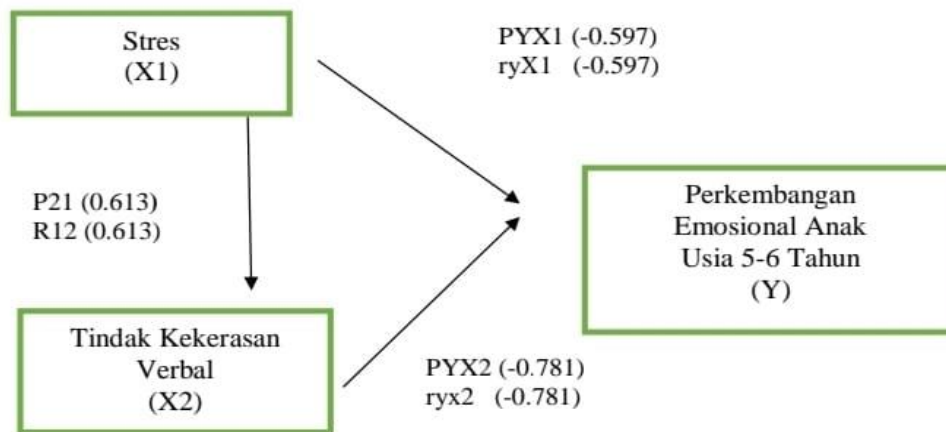
Linear regression: Fcount < Ftable on a matched line

The next step is to carry out a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous and endogenous variables. The level of relationship is tested using the correlation coefficient value "Pearson Product Moment (r)" and the coefficient of determination ( $r^2$ ). The high value of the two coefficients shows the high influence or correlation between the variables analyzed. The overall results of the regression significance and linearity tests are summarized in the following table.

Reg	Persamaan	Uji Regresi		Uji linearitas		Kesimpulan
		Fhitung	Ftabel	Fhitung	Ftabel	
Y atas X <sub>1</sub>	$\hat{Y} = 39.2326 - 0.2976X_1$	100.0189 **	3.8933 0,01	0.0611 ns	0.6258 0,05	Sangat Signifikan/ Regresi Linier
Y atas X <sub>2</sub>	$\hat{Y} = 35.0569 - 0.6335X_2$	282.4241 **	3.8933	0.0346 ns	0.5790	Sangat Signifikan/ Regresi Linier
X <sub>2</sub> atas X <sub>1</sub>	$\hat{X}_2 = -2.1208 + 0.3769X_1$	109.0292 **	3.8933	0.0532 ns	0.6258	Sangat Signifikan/ Regresi Linier

**Figure 2. Significance Test Results and Regression Linearity Test**

**Hypothesis Testing,** The overall results of the research hypothesis testing are summarized in the empirical model.



**Figure 1 . Path Analysis**

Testing the first hypothesis concluded that stress had a direct negative effect on the emotional development of children aged 5-6 years, with a correlation coefficient of -0.597 and a path coefficient of -0.597. The existence of a negative direct effect indicates that the higher the stress experienced by parents will have an impact on the decreasing emotional development of children aged 5-6 years. The emergence of behavior problems at an early age can be influenced by the experiences children receive from their parents during the parenting process. The higher the parenting stress experienced by parents, the higher the likelihood that their child will experience behavioral problems. Increased parenting stress strains the family atmosphere and intensifies the parent-child relationship. Mother's stress level is not only related to the Covid 19 pandemic but also from contextual variables, such as mother's age, number of children, the relationship between the number of working hours and the number of children [15]. Young children are vulnerable to environmental stressors caused by the stress of parenting, and in turn, children are more likely to engage in Anger Aggression behavior. Behavioral problems in children can cause rejection from peers, peers who become victims and even disliked by teachers [16]. In line with this, children's development is influenced through reciprocal relationships or two-way interactions between parents and children. That is, the temperamental and socio-emotional characteristics of children can be influenced by the experiences children get from their parents during the parenting process. This is also supported by the mirror neuron theory, in which the mirroring of emotions occurs when an individual is observing someone's expression, the individual will feel the emotions of other people as if it were the individual's own emotions [17].

Testing the second hypothesis in this study shows that from the results of path analysis calculations, the negative direct effect of acts of verbal abuse on the emotional development of children aged 5-6 years, with a path coefficient value of -0.781 and a correlation coefficient value of -0.781. The existence of a negative direct effect indicates that the high level of verbal abuse will have an impact on decreasing the emotional development of children aged 5-6 years. Children who have experienced verbal abuse or neglect will show several symptoms, including irritability, aggression, depression, or difficulty sustaining attention [18]. Children who often get verbal abuse from their parents will feel inferior because they think of themselves as a bad predicate given by their parents and even children often say harsh words that children hear from their parents to other people. This verbal abuse itself also occurs due to a lack of knowledge and understanding of parents regarding effective communication methods with children and the impact of this verbal abuse [19].

Testing the third hypothesis in this study shows that the stress experienced by parents has a positive direct effect on acts of verbal abuse committed by parents against children. the correlation coefficient value is 0.613 and the path coefficient value is 0.613. The existence of a positive direct effect indicates that the higher the stress experienced by parents has an impact on increasing acts of verbal abuse committed by parents against children. Parenting stress is related to the high incidence of harsh parenting, namely hitting, using harsh words, and yelling, as well as the lack of closeness between parents and children [20]. Stress affects one's emotions such as experiencing regular mood swings, irritable and very irritable, constantly on edge and not relaxed, starting to feel overwhelmed by life and its responsibilities, starting to feel lonely even though it isn't, feeling alienated, unhappy, prone to experiencing depression [21]. This verbal abuse itself also occurs due to a lack of knowledge and understanding of parents regarding effective communication methods with children and the impact of this verbal abuse [22]. Stress is not always bad, stress can have a positive impact (eustress) because when you are stressed the body will give signals or cues through several physical, psychological, behavioral or emotional symptoms to let you know that something or a condition is not going well. should or as usual so that if the individual can respond to these symptoms well, then the individual will try to deal with the stress by finding solutions to deal with stress. However, if the stress felt by the individual cannot be handled properly and always gets a stressor repeatedly which causes the individual to feel stress continuously then the stress will become bad stress (Distress) so that it will have a bad impact which can be seen from changes in behavior and emotions become unstable [23].

## **CONCLUSION**

Based on the research findings that have been discussed, it can be concluded that: Stress has a direct negative effect on the emotional development of children aged 5-6 years. This means that the higher the stress experienced by parents of children, the lower the emotional development of children aged 5-6 years will have an impact. Negative direct effect of acts of verbal abuse on the emotional development of children aged 5-6 years. This shows that high levels of verbal abuse will have an impact on

decreasing the emotional development of children aged 5-6 years. The stress experienced by parents has a positive direct effect on acts of verbal abuse committed by parents against children. This means that the higher the stress experienced by parents has an impact on increasing acts of verbal abuse committed by parents against children. The limitations of this research are in the data collection process, the information provided by respondents through questionnaires sometimes does not show the actual opinions of respondents, this happens because it is related to privacy, different thoughts, assumptions, different understandings for each respondent, also related to the factor of honesty in filling out the respondents' opinions. in the questionnaire.

## AWARD

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