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THE RELATIONSHIP OF WORKING MOTHERS AND DEPENDENCY LEVEL ON PRE-SCHOOL CHILDREN GADGETS' USE

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ABSTRACT

Currently, many housewives decide to work, with these conditions it has an impact on limited time to interact directly with children. This causes children to be further away from parental supervision and assistance, especially in using gadgets. This study aimed to determine the relationship between working mothers and the level of dependency on gadget use in preschool-aged children. The research method used is an analytic study with a cross-sectional design. A sample of 303 mothers with preschool-age children in all public kindergartens in Samarinda City. The level of dependency on gadget use in preschool-age children is based on the standard length of time using gadgets in a day according to the Indonesian Pediatric Association (IDAI). Then the data obtained were analyzed using the Chi-Square test. The results of the analysis obtained valuable <math><0,05 (0,001)</math>, which means that there is a relationship between working mothers and the level of dependence on gadget use in preschool-aged children. The use of gadgets at preschool age must be supervised and assisted, especially by parents, not only mothers but also families.

INTRODUCTION

A mother, in a family, acts as a housewife who manages all household affairs including as a child educator by being a role model, maintaining the health of members family, regulating family financial, and as a source of affection. In educating children, three basic needs must be met so that children can develop and grow optimally. They are physical needs such as health checks, growth and development, and environmental health; emotional needs such as relationships close and warm between parents and children; and the need for stimulation such as physical activity which affect the development of language, independence, socialization, and thought processes child (Ceka & Murati, 2016; Yasmine, 2020).

Overtime, the role of mother has also changed. All families can meet their needs only by depending on the income father is the head of the family. With the women emancipation, many housewives also become careerwomen, both to help their families and financially because of their desire to work (Gui, 2020). Some reasons mothers work in most families are to improve family welfare, the desire to develop, and a sense of responsibility in maintaining, growing, and developing members of families with different types of needs (Moore, 2013; Zunaidi & Maghfiroh, 2021).

In general, parents introduce gadgets to children to make them happy technology literate, and keep up with the times, children are more calm playing (Gadgets) and do not bother their parents (Hidayat & Listiawati, 2018; Tri Rizki et al., 2021). Gadgets can be second caregivers when parents are busy and don't want their children to interfere with parental activities

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(Livingstone et al., 2015). The introduction of gadgets that are too early in children raises positive impacts and negative impacts (Fadzil et al., 2018; Wiryany et al., 2022).

Research conducted by Zaini and Soenarto (2019) shows that ninety-four percent (94%) of kindergarten children aged 4-6 years have used gadgets as a means of introducing information and communication technology, as well as a means of education and entertainment. Gadget dependence in children is characterized by forgetting the time when playing gadgets, irritability especially if their desire to play with gadgets are prohibited by parents, withdrawing from other people and being more comfortable playing alone with gadgets, not completing school assignments, eating becomes long, and hiding to be able to play with gadgets (Wardhani, 2016). Furthermore, this dependency or addiction might lead to something worse called screen dependency, as explained by Hadi et al. (2022). Therefore, the research would like delve deeper into children's gadget use and how parents handle it since most research mainly discuss how children are addicted to gadgets without going further to analyze how career parents deal with this issue. Thus, this study aimed to determine the relationship between working mothers and the level of dependency on gadget use in preschool-aged children.

METHOD

The method used was an analytical study with a cross-sectional design through quantitative approach. The sample was 303 mothers with preschool-age children in all-state kindergartens in Samarinda City, using a purposive sampling technique. The inclusion criterion was mothers who were able to use gadgets. The assessment was carried out using a questionnaire and the level of dependency on gadget use in preschool-age children was based on the standard length of time using gadgets in a day according to the Indonesian Pediatrician Association (IDAI). Then the data obtained were analyzed using the Chi-Square test to determine the relationship between working mothers and the level of dependence on gadget use in pre-school-aged children. The number of ethical clearance statement letters is DL.02.03/4.3/10432/2022.

RESULT AND DISCUSSION

Table 1. The Relationship Between Working Mothers and the Level of Dependency on the Use of Gadgets in Preschool Children (n=303)

Mother's Job	Use of Gadget				Total		P Value	OR (95% CI)
	Dependency		Not Dependency		n	%		
	n	%	n	%				
Work	62	80,5	15	19,5	77	100,0	0,001	3,85 (2,06-7,16)
Does not work	117	51,8	109	48,2	226	100,0		

Source: Primary Data, 2022

Based on the table above, it was found that 80,5% of mothers working with children are addicted to gadgets, and 19,5% of mothers working with children are not addicted to gadgets. Meanwhile, mothers who do not work with children are addicted to gadgets as much as 51,8%,

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and mothers who do not work with children are not dependent on gadgets as much as 48,2%. The results of the analysis using the chi-square test obtained a p-value <0,05, which means that there is a relationship between working mothers and the level of gadget dependence in preschool-aged children. From the analysis results, it was also found that the OR value was 3,85, which means that working mothers have a 3,85 greater risk of their children experiencing gadget addiction, compared to mothers who do not work.

The results of this study are in line with research conducted by Anggriana (2019) that the factor that influences mothers in giving gadgets to children is work. Mothers who work and cannot take advantage of a good time for their children will result in these parents not be able to give love and stimulation to their children. Working parents generally have little time for their children. The results of research conducted by Vitrianingsih et al. (2019) also found that there is a significant relationship between the role of parents and children's dependence on gadget use.

A working mother is a mother who works outside the home to earn income, besides raising and taking care of children at home (Okin, 2018). Mothers who fully carry out household duties and take care of the family are included as mothers who do not work. Working mothers can have a negative or positive impact on child development. The negative impact of working mothers is that the mother's presence in the child's daily life is less than that of mothers who do not work so the opportunity for mothers to provide motivation and stimulation in children to carry out motor development tasks is limited (Vitrianingsih et al., 2019). Meanwhile, the positive impact of working mothers on children's development can be seen from the effect obtained when children are placed in daycare that employs trained caregivers. Children have good social interaction, rapid cognitive development, and are physically more active when compared to children who are only at home with their mothers who do not work (Purnama, 2012).

The results of this study also found that mothers who do not work or as housewives have children who are addicted to gadgets. Housewives are also the impact of giving gadgets to children, where mothers currently do not want to bother and bother taking care of children when they are fussy. It is because mothers who do not work always spend more time with their children than working mothers. The share daily life which makes mothers unable to bear to see their children crying, whining, and asking for gadgets, so mothers can easily give gadgets to their children.

The introduction of gadgets to children from childhood will affect their psychology. It will lead to impulsive behavior, causing a lack of self-control and desires and other detrimental aspects. Children learn by imitating the people around them. The first people children imitate are parents, so parents should be role models for their children (Dhiya Makarim & Achdiani, 2021).

Gadget addiction in children can be prevented by the efforts made by parents. Several ways to prevent gadget dependence on children can be carried out by working mothers, one of which is through an approach to the aspect of social skills and aspects of supervision and assistance to preschool-aged children.

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CONCLUSION

There is a relationship between working mothers and the level of dependence on gadget use in preschool-aged children. The use of gadgets at preschool age must be supervised and assisted, especially by parents, not only mothers but also families. Subsequent research are expected to conduct further studies regarding this topic and surface more variables affecting children's gadget use and how parents deal with it.

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