



Risk Factors Social-Emotional Development Disorders in Children

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Abstract

Monitoring development in early childhood is one of the efforts that must be done from the womb until the child is five years old. Early childhood development includes 5 different aspects, namely physical, social, emotional, cognitive, and language development. Social emotional development includes children's ability to build interactions between individuals and individuals with the environment. The Covid-19 pandemic is a factor that can pose a risk to early childhood mental and behavioral health. This study's main goal was to look at the Covid-19 pandemic's potential risk factors for children's social-emotional development issues. The research method used an observational analytic design. Sampling through purposive sampling technique with a total 89 samples. This study using primary data from interviews with ASQ: SE, PSDQ, and respondent data sheet. The results of the study obtained mother's education, socioeconomic status, parenting pattern, and exclusive breastfeeding as risk factors associated with impaired early childhood social emotional development during the Covid-19 pandemic. The results of statistical analysis through the Pearson Chi-Square test was obtained p -value $<0,05$.

Introduction

Development is defined as the relationship between the maturity of the brain as the central nervous system (CNS) and influential organs, namely the neuromuscular system, emotions, speech and socialization. Early monitoring of child development is a form of effort made starting in the womb until the child is five years old. It aims to achieve optimization of growth and development aspects so that children can live their lives well. Child development can be reviewed in terms of social-emotional, physical, motor, language and cognitive abilities [1].

Developmental disorders are a serious problem for both developed and developing countries in the world, as development in the early years determines subsequent development. Development is also correlated with growth. Healthy children grow older, gain weight and height, which will support their intelligence [2]. The WHO reports that the percentage of children with behavioral disorders is 9-15%, emotional disorders are 11-15%, and anxiety disorders are around 9%.[3]. In 2018, Rikesdas obtained the percentage of the level of social emotional development at preschool age in Indonesia increased to 69.9% [4]. According to Badan Pusat Statistika Kota Makassar 2020/2021, the largest population of kindergarten students is in Kecamatan Biringkanaya, which is 2,892 people [5]. Data from the Puskesmas Sudiang Biringkanaya in 2021 shows that the percentage of early childhood development disorders is around 6.0% of all children who visited that year [6].

In early 2020, Covid-19 pandemic was hit the world and specifically Indonesia. During this pandemic, children are expected to learn and play from inside the house. These conditions will certainly affect the process of child development. Tabi'in mentioned one of the problems in children during the Covid-19 pandemic is emotional instability and their social development is hampered because children cannot socialize with their peers [7]. Family environment, learning environment, and neighborhood factors greatly contribute to children's social-emotional development [8]. External factors that support social emotional development in children are mother's education, socio-economic status, mother's occupation, family type, parenting patterns. While internal factors are child gender and exclusive breastfeeding.

Mother's education level, as the primary caregiver for her child, plays an important role in the parenting process. Mothers with high education will have a high level of knowledge and concern for the

stages of child development that can support their future [9]. Working mothers have less time to spend time with children compared to mothers who do not work more time in caring for and doing activities with children so that they get enough attention to provide stimulus for child development [10].

Children who are raised in a extended family environment tend to have the opportunity to interact with more people so there are more opportunities to learn to socialize and control emotions [11]. The theory put forward by Santrock that children of parents who apply authoritative or democratic parenting tend to have better self-control and self-confidence, feel happy, achievement-oriented, cooperative, have socialization skills, and can cope with stress [12].

Optimal exclusive breastfeeding has significant benefits on child cognitive development, mental health into adolescence and educational attainment. Similarly, research conducted by Tasnim in Bangladesh showed that breastfed infants have higher intelligence (IQ) than those who are not exclusively breastfed, as well as behavior, social adaptation and level of understanding [13]. The economic situation of the family is closely related to child development. Children who are in the growth and development stage must not only have their basic needs met, but also need facilities at the development stage. Family income also affects the provision of adequate nutrition, where a lack of income will hinder both materialistic and non-materialistic activities [14]. Gender includes differences in traits, roles, forms and biological functions that, especially in children, can determine social-emotional development. Boys tend to be more expressive in showing their emotions compared to girls [14]. The goal of this study is to investigate the COVID-19 pandemic's effects on the risk variables for early children social-emotional development problems in Kelurahan PAI, Kecamatan Biringkanaya, Kota Makassar.

Methods

Cross sectional study methodology was used in the research design, which was observational analytical. From December 2021 to January 2022, this study was carried out in the Kelurahan PAI, Kecamatan Biringkanaya, Kota Makassar. The study population included all 4-5 years old children in Kelurahan PAI, Kecamatan Biringkanaya, Kota Makassar with a total of 775 children. Purposive sampling obtained 89 subjects who met the inclusion criteria were early childhood ages 4-5 in the area of Kelurahan PAI Kecamatan Biringkanaya Kota Makassar, children are students with a distance learning system during the Covid-19 pandemic, cared by their mothers more than 24–30 hours for a week. Exclusion criteria were mothers and/or children with mental disorders, health problems or disabilities.

Data retrieved from primary data through a structured interview process using early childhood social emotional development screening, namely the adaptation of the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and the Parenting Styles and Dimensions Questionnaire (PSDQ) for the parenting pattern data, as well as individual data sheets. Validity and reliability tests have been conducted in previous studies. Statistical Package for the Social Science (SPSS 22 version) was used to data analysis with univariate and bivariate techniques using the Pearson chi-square test. Research ethics in this study include respect for the person, beneficence nonmaleficence and justice.

Results

1. Analysis Univariate Variables

Table 1. Frequency distribution of Independent Variables of Risk Factors for Social Emotional Development Disorders in Early Childhood in Kelurahan PAI Kecamatan Biringkanaya Kota Makassar.

Characteristics	N	%
Mother's Education		
- High school graduate/equivalent	21	23,6
- Bachelor's degree	68	76,4
Mother's occupation		
- Working mother	50	56.2
- Non-working mother	39	43.8
Socioeconomic Status		
- Good	63	70.8
- Poor	26	29.2
Family Type		
- Nuclear family	60	67.4
- Extended family	29	32.6
Parenting Pattern		
- Democratic/authoritative	75	84.3
- Authoritarian	8	9.0
- Permissive	6	6.7

Child Gender		
- Boy	48	53.9
- Girl	41	46.1
Exclusive breastfeeding History		
- Exclusively breastfed	69	77,5
- None	20	22.5
Total	89	100,0

The distribution of variables showed that the last education mostly consisted of mothers who had the last education of bachelor's degree, namely 68 respondents (76.4%). The mother's occupation background mostly consisted of working mothers, namely 50 respondents (56.2%). Socio-economic status mostly consisted of good economic status, 63 respondents (70.8%). Family type mostly consisted of nuclear families, namely 60 respondents (67.4%). Parenting patterns mostly applied democratic parenting patterns, namely 75 respondents (84.3%). The gender of the child was mostly boys, 48 respondents (53.9%). Exclusive breastfeeding mostly had a exclusively breastfed namely 69 respondents (7.5%).

Table 2. Distribution of Dependent Variables of Risk Factors for Social Emotional Development Disorders in Early Childhood in Kelurahan PAI Kecamatan Biringkanaya Kota Makassar.

Children's Social Emotional Development	N	%
Normal	43	48.3
Delayed	46	51.7
Total	89	100.0

The results showed that 43 children (48.3%) had normal social emotional development and 46 children (51.7%) had delayed social emotional development.

2. Analysis Bivariate

Table 3. The Risk Factors for Social Emotional Development Disorder of Early Childhood in Kelurahan PAI, Kecamatan Biringkanaya, Kota Makassar.

Variables		Children's Social Emotional Development		Total	P
		Normal	Delayed		
Mother's Education	High school graduate/equivalent	5 (23,8%)	16 (76,2%)	21 (100,0%)	0,020
	Bachelor's degree	38 (55,9%)	30 (44,1%)	68 (100,0%)	
Mother's occupation	Working mother	20 (40,0%)	30 (60,0%)	50 (100,0%)	0,118
	Non-working mother	23 (59,0%)	16 (41,0%)	39 (100,0%)	
Socio-economic Status	Good	37 (58,7%)	26 (41,3%)	63 (100,0%)	0,005
	Poor	6 (23,1%)	20 (76,9%)	26 (100,0%)	
Family Type	Nuclear family	28 (46,7%)	32 (53,3%)	60 (100,0%)	0,825
	Extended family	15 (51,7%)	14 (48,3%)	29 (100,0%)	
Parenting Pattern	Democratic/authoritative	41 (54,7%)	34 (45,3%)	75 (100,0%)	0,010
	Authoritarian	0 (0,0%)	8 (100,0%)	8 (100,0%)	
	Permissive	2 (33,3%)	4 (66,7%)	6 (100,0%)	
Child Gender	Boy	19 (39,6%)	29 (60,4%)	48 (100,0%)	0,116
	Girl	24 (58,5%)	17 (41,5%)	41 (100,0%)	
Exclusive breastfeeding History	Exclusively breastfed	38 (54,5%)	31 (45,5%)	69 (100,0%)	0,034
	None	5 (30,4%)	15 (69,6%)	20 (100,0%)	
Total		43 (48,3%)	46 (51,7%)	89 (100,0%)	

The results showed that in the mother's education variable, mothers with high school education or equivalent had the majority of children with social emotional development disorders as much as 76.2%. In the variable of mother occupation, it is obtained that the majority of working mothers show children with impaired social emotional development as much as 60.0%. In the socioeconomic status variable, it was found that the socioeconomic status was poor in the majority of children with impaired social emotional development as much as 76.9%. On the variable of family type, it was obtained that the nuclear family type had the majority of children with impaired social emotional development as much as 53.3%. In the parenting variable, it was obtained that mothers with authoritarian parenting patterns had the majority of children with impaired social emotional development as much as 100.0%. In the variable of gender, the majority of boys had impaired social emotional development by 60.4%. In the exclusive breastfeeding history variable, children without exclusive breastfeeding showed the majority of social emotional development disorders by 16.9%.

The study concluded that mother's education, socioeconomic status, parenting pattern, and exclusive breastfeeding history are risk factors that are significantly associated with social emotional development disorders throughout pandemic in early childhood with a *p-value* <0.05. Meanwhile, mother's occupation, family type, and child gender are not risk factors that are significantly associated with social-emotional development during the Covid-19 Pandemic in early childhood with a *p-value* >0.05.

Discussion

Based on this study in Kelurahan PAI, Kecamatan Biringkanaya, Kota Makassar it was found that the level of mother's education was a risk factor for impaired social-emotional development of early childhood during the Covid-19 Pandemic. This is in accordance with Indanah and Yulisetyaningrum's research that parental education is significantly related to children's social emotional development. Education is one of the factors that influence the formation of behavior. Behavior or actions produced by education are based on knowledge and awareness formed through learning and behavioral processes. So parental education greatly contributes to child development [14].

Socio-economic status is a supporting factor in early childhood in socio-emotional development during the Covid-19 Pandemic. In accordance with research by Indanah that income or income is the factor that most determines the quantity and quality of child development. This is in line with Soetjiningsih's theory in the book "Child Growth and Development" that economic conditions determine the availability of nutrition for children. Inadequate nutrition at critical stages of child development affects the number of brain cells that decrease. Malnutrition can reduce about 20-30% of brain cells and about 15-25% of plasmogen, an important substance for the myelinization process in the substantia alba in the brain. This results in the cognitive ability and behavioral development of children [2][14].

Parenting pattern is also a determining factor for early childhood social-emotional development, especially when children spend more time at their home. Research by Rodriguez, Donovick, & Crowley shows that democratic parenting has a relationship with children's development towards a positive direction, namely cognitive development that leads to academic achievement, has self-confidence and social skills, and a low tendency to experience mental disorders. This results are similar to research from Kusramadhanty that the level of social and emotional development of children is more optimal if the parenting patterns that children receive are good from their parents. Maternal parenting methods are strongly influenced by the readiness and maturity of a mother when becoming a parent [12] [15]. Children's social-emotional aspects can develop well if the parenting patterns that parents apply are in accordance with the needs of children and parents play an active role at every stage of child development [16].

Children who are exclusively breastfed for at least 6 months has major benefits to the phase of child development, one of which is social emotional development. Suyami study result that the comparison of children who are exclusively breastfed with children who are not exclusively breastfed is that children experience more mental emotional disorders. In addition to having high nutrition, exclusive breastfeeding also affects mental emotional health because a sense of comfort, security, closeness between the child and the mother can affect the child's emotions [17].

In this study, it was found that maternal employment, family type, and child gender had no relationship with early childhood social emotional development. Research from Windiastri and Nurhaeni also explained that mother's occupation and social emotional development of preschool children does not have significant relationship. The absence of a significant relationship between working mothers and early childhood social emotional development disorders in this study could be due to the lack of exposure to maternal knowledge about stimulation at the stage of child development because basically mothers tend to ignore the social-emotional aspects of children.

This is similar to the expert opinion that what really determines is not the quantity of time children spend with their mothers, but the quality of their togetherness. Therefore, working mothers can still

maximize their role in providing stimulation through positive interactions with children. This is in accordance with the research that ideally the interaction between parents and children is above 7-8 hours a day, the longer the duration of the relationship between parents and children, the direction of child development is also getting better. Apart from the time, the effectiveness of interaction is also determined by the quality of the interaction carried out [18].

Family type is not a risk factor for social-emotional development disorder in children. This result has different from the Rahmawati study that children who live with more family members have higher social-emotional development. Children who are raised in extended family environment tend to have the opportunity to interact with more people so that there are more opportunities to learn to socialize and control emotions [19].

Gender is not a risk factor for impaired early childhood social emotional development. This is in line with evidence in a study conducted by Rodriguez that the sex of the child does not affect the child's development but solely affects the type of parenting pattern applied by the mother [12]. The absence of a significant relationship between gender and early childhood social-emotional development in this study could be because children's gender only affects children's physical and motor development. It does not affect cognitive development and the ability to interact and process emotions.

Conclusion

This research shows that the variables of mother's education level, socio-economic status, parenting pattern, and exclusive breastfeeding are risk factors for impaired social emotional development disorders in early childhood during the COVID-19 pandemic in Kelurahan PAI Kecamatan Biringkanaya District, Makassar City. Parents, families, and teachers need to pay attention to the social-emotional aspects of early childhood.

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