Conference Paper

The Role of the Working Mother in Preschoolers' Play Activities

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Abstract

A key preschooler activity is playtime. When the children play, assistance is needed. The role of mothers in children's development is very important, particularly with regards to the provision of appropriate games based on the child's age. However, this is more difficult for working mothers as their time and ability to monitor their children's development is more limited. This study aims to determine the role of working mothers with regards to play assistance and game selection in pre-school children. The study used a quantitative correlation design. The population and sample in this study were 81 mothers working in the Bandung Advent Hospital with pre-school age children (3-6 years), and a purposive sampling method was used. Data collection consisted of a questionnaire with 12 statements for the assistance element and 10 statements for the game choice element. The data was analyzed by using univariate and bevariat analysis. The findings demonstrate that the role of mothers in children playing assistance is adequate and they generally choose games that are suitable for pre-school age children (72.8%). Moreover, there was no significant relationship between the role of working mothers in play-assistance and choosing toys in pre-school children with pValue> 0.05.

Keywords: Role of working mothers, pre-school age children, play accompaniment

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1. Introduction

The impact of globalization in increasing life's demand, especially in social-economic field is getting higher. Those demands of life that need to be fulfilled which are not only the primary needs, but also secondary and tertiary needs, now have become the first needs that should be fulfilled. This situation causes dual-mothers role due to achieving family welfare [1].

The mothers who are self-actualizing themself by working outside the house or helping their spouse to fulfill family basic needs is now being a common prespective in the society [3]. Central Statistics Agency in 2018 stated that only 57.37% of married

Indonesian woman that chose to be housekeeper, while the rest are decided to work outside the house while taking care of the household. In contrast with the old days, the wifes could only take a role as housekeeper, take care of their husband and children [4].

The mothers who have a dual role in the household are sacrificed their time with their children [3]. A few of them have to leave their children with a maid, baby-sitter, grand-parents, or even put them to the child care center. Therefore some of the mothers lost their time to witness their children's development and, vice versa, the children also lost mother's figure. This statement is supported by Iriani [5, 6]. which explains that mother is thae main and the first teacher for their children, this shows that the mother's role in assist and educate their children will bring major impact on children's behavior, and a qualified mother as an educator will determine children's education quality. Child assistance is essentially an effort to involve family members in developing the potential of the child so that they could achieve a better quality of life [22].

Play is a series of activities for children to have fun. Play is also referred to as childhood work, which provides free opportunities for children to experience and practice their imagination, it helps the children to develop creativity and the ability to play their own roles. In pre-school (age 3-6 years), games are the media that could be used to learn and develop relationship with others [7-11].

The role of parents in play assistance is extremely important, because good assistance is one of the factors in children growth and development process. In play activities, parents do have an important role to determine children's activities without ignoring their freedom to choose their preference. Parents also have to guarantee that their childrens's choice are the best one [12, 13].

Based on a research which interviewed 5 working-mothers, who are working as nurses in the hospital, one of the subject said that caregivers accompanied their children to play, while fou subjects said that pre-school children were allowed to play with their siblings while the mother observe them from a distace. The researcher want to know, in general, the description and relationship between he role of working mothers on assisting their children while playing games. The researcher is interested in conducting research on the effect of working mother in play-assistance in pre-school children.

2. Methods & Equipment

A quantitative correlation method with analytical approach was used in this research. The research population in this study were mothers who work in Bandung Adventist

Hospital whose children are still in pre-school (aged 3-6 years). 81 samples were taken by using purposive sampling technique. Data were collected using several question regarding to working mother's role and assistance to their children questionnaire. The researcher collected all the questionnaire and make sure that every question has been answered. Data were processed and analyzed with correlation analysis method.

The role of working mohers and play assistance in pre-school children has a pearsonn correlation coefficient (r) of 0.425, with a significance value (p-value) of 0.000. This indicates that there is a significant influence between the role of working mothers on play support in pre-school children.

3. Result

The result of data process which used percentage analysis to get and identified the description from the first and the second objective, while corelative method was used to identified the third objective (respondent's distribution based on age, lastest education, marriage status, job, number of children in the family, age of pre-school children, children's status in the family, and children's gender) are showed in the tables bellow:

According to the table 1, the mother's age is classified into 4 parts; ages ranging from 24-30 years with 11 samples (13.6%), ages ranging from 31-37 years with 45 samples (55.6%), ages ranging from 38-44 years with 24 samples (29.6%), and ages ranging from 45-51 years with 1 sample (1.2%). With a total overall presentage 100%.

The mother's latest education is classified into 4 parts; SLTA with 4 samples (4.9%), Diploma with 28 samples (34.6%), Bachelor degree with 45 samples (55.6%) and Post Graduate with 4 samples (4.9%). With totall overall presentage 100%.

the total number of marital status data is 100% married.

The mother's occupation is classified into 7 sections; private employees were 26 samples (32.1%), nurse were 45 samples (55.6%), nurse aid were 3 samples (3.7%), administration staff were 2 samples (2.5%), 2 pharmacist (2.5%), and 1 midwife (1.2%). With a total percentage of 100%.

In the table above, the number of children in the family is classified into 5 parts; only one child with 20 samples (24.7%), two children with 40 samples (49,4%), three children with 19 samples (23.5%), and four children with 1 samples (1.2%), and six children with 1 sample (1.2%). With a total percentage of 100%.

TABLE 1: Frequency distribution of respondents based on demographic data

Variabel	Total n (%)	Percent	Valid Percent	Cumulative Percent
Mother's Age				
24-30	11	13.6	13.6	13.6
31-37	45	55.6	55.6	69.1
38-44	24	29.6	29.6	98.8
45-51	1	1.2	1.2	**100.0**
Total	**81**	**100.0**	**100.0**	
Moher's Education				
SLTA	4	4.9	4.9	4.9
Diploma	28	34.6	34.6	39.5
S1	45	55.6	55.6	95.1
S2	4	4.9	4.9	**100.0**
Total	**81**	**100.0**	**100.0**	
Marital Status				
Married	81	100.0	100.0	100.0
Total	**81**	**100.0**	**100.0**	**100.0**
Mother's Occupation				
Private Employee	26	32.1	32.1	32.1
Nurse	45	55.6	55.6	87.7
Nurse Aid	3	3.7	3.7	91.4
Doctor	2	2.5	2.5	93.8
Administration Staff	2	2.5	2.5	96.3
Pharmacist	2	2.5	2.5	98.8
Midwive	1	1.2	1.2	**100.0**
Total	**81**	**100.0**	**100.0**	

The age of pre-school children is classified into 4; age of 3 years with 24 samples (29.6%), age of 4 years with 16 samples (19.8%), age of 5 years with 10 samples (12.3%), age of 6 years with 31 samples (38,3%). With a total percentage of 100%.

The status of pre-school children in the family is classified into 3 parts; the first-born child with 48 samples (59.3%), the second-born child with 26 samples (32.1%), and the third-born child with 7 samples (8.6%). With a total percentage of 100%.

The gender of pre-school children in the family is classified into 2 parts; 45 male samples (55.6%) and 36 female samples (44.4%). With a total percentage of 100%.

To answer the identification of mother's role in the table above, the researcher used a questionnaire which consisted of 10 statements that related to working mother's role. The statements detail are: mothers work 8-10 hours per day, mothers work in full day work, the working mothers entrust their children to the child care centers, mothers work

TABLE 2: Frequency distribution of respondents based on demographic data

Variabel	Total n (%)	Percent	Valid Percent	Cumulative Percent
Number of Children in the Family				
One Children	20	24.7	24.7	24.7
Two Children	40	49.4	49.4	74.1
Three Children	19	23.5	23.5	97.5
Four Children	1	1.2	1.2	98.8
Six Children	1	1.2	1.2	**100.0**
Total	**81**	**100.0**	**100.0**	
Pre-School Children's Age				
3 Years Old	24	29.6	29.6	29.6
4 Years Old	16	19.8	19.8	49.4
5 Years Old	10	12.3	12.3	61.7
6 Years Old	31	38.3	38.3	**100.0**
Total	**81**	**100.0**	**100.0**	
Pre-school Children's Status in the Family				
First-born Child	48	59.3	59.3	59.3
Second-born Child	26	32.1	32.1	91.4
Third-born Child	7	8.6	8.6	**100.0**
Total	**81**	**100.0**	**100.0**	
Pre-school Children's Gender				
Male	45	55.6	55.6	55.6
Female	36	44.4	44.4	**100.0**
Total	**81**	**100.0**	**100.0**	

TABLE 3: The Role of Working Mother Identification

Variabel	Total n (%)	Percentage
The Role of Working Mother Identification		
Bad Criteria	22	27.2 %
Good Enough Criteria	59	72.8 %
Good Criteria	0	0.0 %
Very Good Criteria	0	0.0 %
Total	**81**	**100.0 %**

to help their family financial, mothers work because they are loyal to their job, mothers work and could not go home before their work is finished, mothers work and leave their children with parents or care-givers, mothers work and leave all children's matters to the housemaid, mothers engaged in a shift-schedule work, and the last statement is mothers work overseas for days. The answers are divided into 5 choices; never, rarely, sometimes, often, and always.

Therefore, from the questionnaire above, the results are shown in the table 9, which average score and percentage were taken from 10 statements. As the result from the first identification problem, the role of working mother to pre-school children that have the largest percentage of 8% (72 samples) and it is categorized as good enough criteria. It is followed by bad criteria with 27,2% (81 samples).

TABLE 4: Pre-school Children Play-assistance Identification

Variabel	Total n (%)	Percentage
Pre-School Children Play-Assistance Identification		
Bad Criteria	8	9.9 %
Good Enough Criteria	33	40.7 %
Good Criteria	37	45.7 %
Very Good Criteria	3	3.7 %
Total	**81**	**100.0 %**

To answer the identification of play assistance in pre-school age children as in the table above, the researcher used a questionnaire which consisted of 12 statements as indicators, which are: mothers allow their children to play with other people at home, mothers guide their children in their play activities, mothers participate in children's play activities, mothers provide opportunities for their children to play, mothers give unlimited time for their children to play, mothers force their children to stop their play activities, mothers give examples to their children while play, mothers give advices with emotions, mothers only let their children play with toys that are given by them, mothers give children a freedom to choose their play-activities preferences, implementing problem-solving team while play, mothers encourage their children when children failed or succeed. The answers are divided into 4 choices: never, rarely, sometimes, often, and always.

From the questionnaire above, which result is presented in table 10, the average was taken and the result is classified into 4 criteria and from that the second problem identification was found. Play-assistance to pre-school children which has the greatest percentage is categorized in good criteria with percentage of 45.7%, followed by good enough criteria 40.7%, bad criteria 9.9%, and very good criteria 3.7%.

From table 5 above, it can be seen that the data significance value is 0.074 or p> 0.05. This indicates that there is no relationship between play assistance for pre-school age children and working mother's role. Therefore the researcher's hypothesis, there is no significant effect between working mother's role to pre-school children play-assistance, thus it can be accepted.

TABLE 5: The Existence of Working Mother's Role to Pre-school Children Playing-assistance

Chi-Square Tests			
	Value	D F	Asymptotic Significance (2 sided)
Pearson Chi-Square	107,867[a]	88	,074
Likelihood Ratio	91,349	88	,382
Linear-by-Linear Association	,064	1	,801
N of Valid Cases	81		

a. 115 cells (100,0%) have expected count less than 5. The minimum expected count is,074.

4. Conclusion

The result of this research showed that the role of working mother is categorized in good enough criteria which percentage is 72,8% (81 samples). Play-assistance in pre-school is categorized in good criteria with 45,7%, followed by good enough criteria with 40,7%, bad criteria with 9,9%, and very good criteria with 3,7%. As a conclusion, there is no relationship between the role of working mother and pre-school children play-assistance, and it is proven by pValue>0.05.

Recommendation

More in depth study of research sample (the mothers) is needed, as source of information and evaluation in pre-school children play-assistance. The researcher recommend to the next researchers to use another method, which believed to be more accurate, for instance; observational method.

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