




Original Article

The Relationship Between Parental Verbal Abuse Behavior and Psychosocial Development of School-Age Children

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ARTICLE INFO	ABSTRACT
<p>Article History: Submit : May 29, 2023 Revised : June 29, 2023 Accepted : June 30, 2023</p>	<p>Background: One of the problem phenomena that still occurs in school-age children is verbal abuse, violence that harms children physically and verbally. Children who get verbal abuse will generally imitate the same things they receive from their parents. This research aimed to analyze the correlation between parental verbal abuse behavior and psychosocial development in school-age children.</p> <p>Method: This research used a correlational design with a cross-sectional approach. The research population was 40 school-age children (11-12 years) at MI Miftahul Huda Jatisari, with a sample of 36 respondents obtained from a purposive sampling technique. Data collection of independent variable Korean Verbal Abuse Questionnaire (K-VAQ) modification and dependent variables of children's psychosocial development used questionnaires.</p> <p>Results: almost (69.4%) received severe verbal abuse, and most (63.9%) had poor psychosocial development. The statistical test results used Spearman Rho obtained a p-value of 0.013 (p-value < α), then H1 was accepted with R = 0.408, which means the strength of the relations. The correlation coefficient was positive, including a direct correlation, meaning that the more severe verbal abuse parents increasingly lacked psychosocial development of children.</p> <p>Conclusion: Psychosocial development of children is influenced by factors from parents' behavior in educating children. Parents' mistakes in responding to mistakes by scolding/blaming children can cause children to feel ashamed and worthless. It is hoped that parents should not verbally abuse children because it will lead children to behavior that inhibits or harms the child themselves.</p>
<p>Keywords: Verbal Abuse, Psychosocial development, children</p>	

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Introduction

Problems in cases of child abuse are still widely found in the community. Parents play an important role in the development of children to grow and develop according to their stage of development. Children who

have high curiosity are often considered naughty and rebellious children. However, parents who do not understand proper parenting in child development will respond by responding to verbal violence in the hope that the child will not repeat it. The parents' verbal abuse responses were yelling or



saying harsh words, threatening the child, insulting and badmouthing the child, and being cold to the child.

According to data from the WHO (World Health Organization), in 2014, around 88% of children in the world experienced physical, sexual, and psychological violence, and as many as 40,150 children aged 0 to 17 years have died as a result of violence globally ([Newswire, 2020](#)). According to UNICEF (United for Children), in 2016, the country's violence against children in Indonesia was still high. According to data from the Ministry of Health, the Director for Prevention and Control of Mental Health and Drug Problems (DPPMKJN) of the Indonesian Ministry stated that as many as 62% of Indonesian children have experienced violence from their parents, and as many as 49.4 million children have experienced verbal violence (Wahana Visi Indonesia, 2020). Based on data from the East Java Child Protection Agency for 2020, the number of reported cases of violence against children has decreased from the current 131 cases to 90 cases, with 30 cases of verbal/psychological violence ([KOMINFO JATIM, 2020](#)).

Based on a preliminary study on March 19, 2022, at MI Miftahul Huda Jatisari, there were 40 students aged 11-12. Then the researcher conducted simple interviews with 10 willing children from grade 6 at MI Miftahul Huda Jatisari to determine whether their parents verbally abused children. The results found that as many as 60% of children often experienced verbal violence from their parents by being yelled at, said to be stupid because they were unable to complete assignments, and received harsh words in a high tone, while 20% of children said they rarely received verbal violence from their parents, then 20% of children said he never got verbal abuse from his parents.

Verbal violence begins with several factors, the first of which begins with the

child's bad behavior, which irritates the parents intending to get attention from the adults around him; this behavior occurs in children who do not receive attention from their parents. Sometimes children also show that they cannot complete a task, so they get sentences that hurt their feelings because parents unknowingly say sentences that demean children. The next factor is the parent's behavior, which is the parents' character in educating their children. The harsh nature of parents is a big factor that can cause verbal abuse in children, where parents also received the same treatment before ([Mahmud, 2020](#)).

When children continuously experience verbal violence, the impact is that children will experience obstacles in their development, including disturbances in their emotional development; children will imitate the behavior of their parents by behaving aggressively towards their peers. This also impacts children's social relationships, where children will withdraw and be alone more often, unable to communicate well with friends and adults, so children do not have many friends ([Aryani, 2021](#)).

So that this is verbally abusive behavior does not interfere with the child's development, efforts must be made early; parents who commit verbal abuse should apologize to their children and improve how they communicate with their children to reduce their emotions when upset with them. Then parents need to understand not to bring their past parenting experiences to children because when a child feels hurt, it will affect their growth and development process ([Al Adawiah, 2015](#)). Other efforts can be made or can become a phenomenon in further research by educating the community, community, and especially parents, regarding the bad risks to the psychological and social relations of children obtained from parents' verbal violence.

The expected objective of this study was to determine whether "Is there a relationship between parents' verbal abuse behavior and the psychosocial development of school children (11-12 years) at MI Miftahul Huda Jatisari, Wilangan, Nganjuk.

Methods

This study uses a cross-sectional approach, with data measuring the dependent and independent variables only once a time and with no follow-up. The independent variable in this study is Parental Verbal Abuse Behavior. The research instrument uses the Korean Verbal Abuse Questionnaire (K-VAQ), which has been tested for validity. The dependent variable in this study is the psychosocial development of school-age children. This research instrument uses a Social Development Questionnaire. The population in this study were school-age children at MI Miftahul Huda Jatisari, Wilangan Nganjuk. The sample in this study were school-age children (ages 11-12) at MI Miftahul Huda

Jatisari, Wilangan, Nganjuk. Sampling using purposive sampling with a sample of 36 respondents. The inclusion criteria in this study were: 1) School-age children aged 11-12 years who are willing to be respondents, 2) School-age children who still have one of their parents or both parents, 3) School-age children who experience verbal abuse, 4) School-age children who are willing to be represented by their parents to sign the consent form are respondents.

Data analysis was carried out analytically with the Spearman rank correlation test to find out how far the relationship between the independent variable and the dependent variable was with a significance level of 0.05 with the condition that H1 is accepted if Rho count > table means there is a relationship and H1 is rejected if Rho count < Rho table means it is not related, in statistical tests using computerized. Preliminary studies were carried out on 12-19 March 2022. MI Miftahul Huda Jatisari, Wilangan, Nganjuk, on 27 May March 2022. Ethical Clearance No: 107/EC/LPPM/STIKES/KH/V/2022

Results

Presentation of the frequency characteristics of the respondents consisting of a frequency distribution based on age, gender, and whom they live with

Table 1. Characteristics of Respondents

No	Characteristic of Respondents	Frequency (f)	Percentage (%)
1.	Age		
	11 years	9	25.0
	12 years	27	75.0
2.	Gender		
	Male	20	55.6
	Female	16	44.4
3.	Whom do They Live with		
	Parents	36	100.0
	Others	0	0.0

Table 2. Frequency Distribution of Parents' Verbal Abuse Behavior at MI Miftahul Huda Jatisari, Wilangan, Nganjuk.



No	Parents' Verbal Abuse Behavior	Frequency (f)	Percentage (%)
1	Severe	25	69,4
2	Moderate	10	27,8
3	Mild	1	2,8
Total		36	100,0

Table 3. Frequency Distribution of Parents' Verbal Abuse Behavior at MI Miftahul Huda Jatisari, Wilangan, Nganjuk.

No	Psychosocial development of children	Frequency (f)	Percentage (%)
1	Good	1	2,8
2	Enough	12	33,3
3	Less	23	63,9
Total		36	100

Table 4. Distribution of Parents' Verbal Abuse Behavior with the Psychosocial Development of School-Age Children (11-12 years) at MI Miftahul Huda Jatisari, Wilangan, Nganjuk.

<i>Verbal Abuse</i>	Psychosocial Development						Total	
	Good		Enough		Less		F	%
	F	%	F	%	F	%		
Severe	0	0	6	16,7	19	52,8	25	69,4
Moderate	1	2,8	5	13,9	4	11,1	10	27,8
Mild	0	0	1	2,8	0	0	1	2,8
Total	1	2,8	12	33,3	23	63,9	36	100,0
<i>Spearman's Rank Test P value 0,013 < α = 0,05</i>					r = 0,408			

Discussion

Identification of Parents' Verbal Abuse Behavior at MI Miftahul Huda Jatisari.

Research shows that most parents get Verbal Abuse behavior in the severe category (69.4%) by slandering/blaming the child and cursing/shaming the child. Almost half (27.8%) get verbally abusive behavior parents in the medium category, and a small proportion (2.8%) get low verbal abuse

behavior. Based on the data obtained, it shows that almost half (47.2%) of those who received severe verbal abuse had an age range of 12 years. School-age children at the age of 12 are at a stage where children will begin to enter the early adolescent phase, so their social development will increase through experiences in social relations with peers and those around them ([Kuspartianingsih, 2012](#)). Verbal violence by parents will interfere with the development



of children because they will spend their attention dealing with the situation they are experiencing (Res, 2018). It needs to be understood by all parties, especially parents, that verbal violence can cause trauma that children remember in their lives. Communication between parents and children is very influential in forming children's attitudes from a young age.

The data also shows that almost half (44.4%) who received severe verbal abuse were in grade 6. In the development of children at this point, children will focus on their physical and psychological development, causing them to be easily offended and emotional when they receive verbal abuse. Because children are just starting to achieve freedom or independence from their parents ([Kurpartianingsih, 2012](#)). This makes children prone to being selfish, stubborn, and rebellious because they want freedom and curiosity. Children are threatened with verbal abuse from those closest to them who should be responsible for their welfare. The research data also showed that a small proportion (38.9%) who received severe verbal abuse were male. Boys tend to be more naughty and have more emotional traits than girls. This aligns with the opinion ([Livana et al., 2020](#)) that gender is also a factor that influences parents in giving physical and verbal punishment, especially boys who get physical and verbal violence more often than girls. Boys have unruly characters because usually, boys have a higher desire to be given freedom from their parents, so this irritates their parents, and they unconsciously utter harsh words in a high tone.

Based on the data on where the respondents lived, the majority (69.4%) who received severe verbal abuse lived with their parents. A place to live for children is to seek protection and the first place of education, which plays an important role in forming a child's character. This contradicts

the opinion of [Maknun's research \(2017\)](#), which says that when the whole world is trying to defend their rights and save children outside the home, it is their own homes that should be a place to shelter from threats and dangers, their homes are causing impacts that can be a threat to themselves. Children who get verbal violence, especially on the child's psyche, can become traumatized. This is because parents do not understand that if a child gets verbal abuse continuously, the child will feel afraid even though they are in their own home; the child will also find it difficult to interact with the closest people or with other people because they are afraid to start a relationship with other people. Based on research data, it was found that most children did not feel confident and confident, had passive/quiet characteristics, lacked good communication, and felt embarrassed when expressing opinions. This is in line with research from [Soetjningsih \(2013\)](#), which explains that the impact on children who receive verbal abuse will affect the formation of attitudes, self-concept, new interests, and social relationships. Parents who communicate using verbal violence, such as intimidation, should change this behavior with appropriate communication to children so they can develop according to their stage without feeling traumatized or depressed due to inappropriate parental behavior.

Identifying the Psychosocial Development of School-Age Children (11-12 years) at MI Miftahul Huda Jatisari.

Research results show that the majority (63.9%) of children psychosocial development have psychosocial development in the less criteria in indicators of children's attitudes and behavior. Almost half (33.3%) have psychosocial development in the sufficient category, and a small proportion (2.8%) have good criteria. Based on the data obtained from the

study, almost half of the respondents (41.7%) who had poor psychosocial development were at the age of 12 years. At this age, children have a high sense of competition to improve basic development skills, where children still need parents as educators who play an important role in forming a child's personality. This is in line with the opinion ([Muna'amah, 2019](#)) stating that children's social development can be reduced due to parental behavior in education, which is not good for children to accept at this age; children want to get encouragement and motivation to learn so that if children do not get what is appropriate he wants during his development the child will feel less enthusiastic in learning. Along with increasing age, it will also increase the development of a wider social environment. It will affect the child's personality, and they need proper education so that their association is not wrong.

Based on the research data, it was found that a small proportion (38.9%) who had poor psychosocial development were in grade 6. In the process of social development, there were changes in activities that were more socializing and demonstrating children's talents. This aligns with research ([Lestari, 2015](#)), which states that children's social development level is the attainment of maturity in social relations, learning activities to follow and adapt to the norms and rules that apply. Changes in behavior and expansion relationships with peers show the psychosocial development of children. Children will look for many friends to play with but have not been able to distinguish how to distinguish between good and bad associations. The research data also showed that a small proportion (27.8%) had poor psychosocial development male sex. This shows that boys have less social relations than girls. This aligns with research ([Kuspartianingsih, 2012](#)), which states that

boys engage in more antisocial behavior that is difficult to control than girls, so boys have fewer social relationships than girls. Boys tend to have a more aggressive attitude with actions or violence, for example, destroying other people's things or fighting, in contrast to girls who show less of that attitude.

Further data also shows that most (63.9%) children with poor psychosocial development live with their parents. The psychosocial development of children needs proper education from parents, so how parents teach social interaction in the child's environment plays an important role. This is contrary to Jahja's research (2011), which states that parents have difficulty controlling children's development because children no longer obey every order given and even argue a lot. Parents must have the right strategy so that children develop according to their stage without having to do something that can disturb the child's psychology which will impact the child's social relationships. Based on the study's results, it was found that most children experienced deviations in behavior, such as not doing homework and choosing to play games, cheating in play, often forgetting the time while playing, and disturbing friends when playing. This is in line with research by Livana et al. (2021), which states that children's psychosocial development will be disrupted if parents are wrong in educating children so that children withdraw, like to be disruptive, have difficulty concentrating, and have behavior that is backward from their age stage. Parents act as facilitators who impact children's development, so parents must know and understand how to care for children properly, not by using verbal violence because it will hinder children's development.

Identification of the Relationship Analysis of Parents' Verbal Abuse

Behavior with the Psychosocial Development of School-Age Children (11-12 years) at MI Miftahul Huda Jatisari.

The results showed that most of those who received verbal abuse behavior (69.4%) were in the severe category, and in their psychosocial development (63.9%) were in the less category. While some who get verbal abuse behavior (27.8%) are in the moderate category, their psychosocial development (33.3%) is in the moderate category. After being tested statistically using the Spearman Rho test, the two variables obtained a p-value = $0.013 < \alpha$ (0.05), so H1 is accepted, meaning that there is a relationship between parental verbal abuse behavior and the psychosocial development of school-age children (11-12 years). at MI Miftahul Huda Jatisari, Wilangan, Nganjuk. At the same time, the value of the Coefficient Correlation (relationship strength) is 0.408, which means that the strength of the relationship level is in the medium category. The level of relationship between the two variables is unidirectional (positive), which means that the more severe the verbal abuse behavior the child gets, the less his psychosocial development will be.

Based on the results of the study, it was found that the results of the verbal abuse behavior questionnaire showed that most (70%) of the dimensions of behavior continuously slandered/blamed children and cursed/embarrassed children. Based on indicators of slander or blaming continuously, which considers every problem the child's fault, almost half of the respondents (42%) chose Always, and (29%) chose often. Parental behavior in indicators of constant slander or blame, in this case, includes assuming any problems are the child's fault and saying bad words about the child to other people. This is in line with the opinion of [Astuti & Warastuti, \(2014\)](#) that parents express anger towards

children with verbal violence whether they realize it or not, intentionally or unintentionally, this action will cause emotional wounds to the child who experiences it. Then, based on the indicator of swearing or embarrassing children, almost half of the respondents (48%) chose always, and a small proportion (21%) chose often. Parental behavior by embarrassing the child in the form of saying bad words to other people about the child and assuming every problem is the child's fault. This is in line with Rakhmat's opinion in [Livana et al. \(2021\)](#) that when children are indeed able to carry out their duties through their five senses, but when children experience verbal violence at home because their parents are strict and like to embarrass children so that children feel worthless to them her parents.

The results of the psychosocial development questionnaire show the majority (53%) on the behavioral dimension and half of the respondents (50%) on the attitude dimension. Based on behavioral indicators, in this case, they like to disturb other people, like to make noise, and do not relearn lessons after coming home from school. This is in line with the opinion of Saputro & Talan (2017). Family environment has a major influence on children's psychosocial development. The better the family environment, in this case, a democratic family environment, will affect the psychosocial development of children towards a more creative direction because children have the freedom to explore themselves without any rules that limit children too much in carrying out activities that children want. Then based on the results of the attitude indicators in this case, including choosing to play games instead of doing homework, often cheating while playing, often forgetting the time, and getting freedom from parents. This is in line with the opinion of [Putri & Santoso \(2012\)](#). Parents play an important role in the development of children at school age

because children will imitate every behavior and upbringing from parents. Therefore, parents must encourage children to do positive things by not carrying out deviant behavior towards children, such as being tough on children to not hinder the child's development process.

This shows that the dimensions of continuously slandering/blaming and cursing/shaming children play an important role in the psychosocial development of children in the dimensions of children's behavior and attitudes in shaping the child's personality. The results of research conducted by Livana et al. (2020) show that verbal abuse negatively impacts children's psychosocial development. This is because verbal abuse behavior affects psychosocial development through the behaviors shown by parents to children. Parents who always blame their children continuously will make children feel worthless, and this will result in children's self-confidence. This aligns with research from Haunika Wati (2019) that the higher the verbal abuse of parents towards children, the lower the children's self-confidence. Therefore, parents need to pay attention to the behaviors carried out by children; they should not use violence because it will affect the child's psychology.

The results of the above research are supported by the results of research conducted by Mahmud (2020), who said that verbal abuse in children usually begins with the emergence of bad behavior from children, causing parents to do this. However, most parents sometimes forget to link the behavior that appears with the child's mental condition. Children are just ordinary people who still need a lot of guidance from the adults around them. Sometimes when a child brings out a behavior, it is done out of high curiosity. However, they did not get a positive response from the surrounding environment. Children also sometimes exhibit bad behavior because they want to

attract the adults' attention. This behavior can also be a sanction for violence that children get from their parents. Children bring up this bad behavior because they never get appreciation or attention from their parents. Children get harsh sentences and are constantly blamed, insulted by their parents, and this is a form of verbal violence that parents sometimes don't realize.

Conclusion

The verbal behavior of parental abuse is related to the psychosocial development of school-age children (11-12 years). It has a moderate and unidirectional (positive) relationship level, which means that if the verbal behavior of parental abuse is severe, the child's social development will decrease. Parents should set a good example for their children, such as not being rude, threatening, or insulting with bad words so that children do not imitate the bad behavior of their parents or other family members. Children will apply every education they get to their daily lives. In addition, parents need to provide direction so that children can distinguish negative behavior from positive behavior and avoid verbal violence in communicating with others by not threatening and insulting with bad or harsh words. Parents must also understand the characteristics of the child and apply the right parenting style to the child in order to support the child's psychosocial development.

Authors Contributions

The lead author verifies critical thinking based on the phenomenon that occurs, which is the gap between the ideal space and the real events that occur. Then the lead author starts designing and drafting the conceptual framework of the research, determining the theoretical concept and

research hypothesis of the research hypothesis, drafting the article, conducting the analysis, displaying the data, making critical revisions to the manuscript writing, making the manuscript writing, making the final approval of the version to be published is also part of the final approval of the version to be published is also part of the lead author. Biostatisticians perform statistical tests.

Conflicts of Interest

Most of the research funding comes from Researchers' funds; then, some get article publication assistance from the article publication grant program held by the Bachelor of Nursing Study Program of STIKES Karya Husada Kediri. There is no conflict of interest in this study project. All components can work well according to their respective duties and can work as a good team

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