

Child Development Reviewed from Differences in Parental Personality Types

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ABSTRACT

Background: Childhood is a golden age, and if children don't receive quality stimulation during their child years, they will experience impaired emotional, social, mental, intellectual, and moral development. Parents play a crucial role in improving the quality of their children's development. This study aimed to determine the relationship between parental personality types and child development.

Methods: This research design is a cross-sectional analytic study, with a population of all parents and children, with an average of 50 respondents per month. The sample size was 44 respondents using a simple random sampling technique. The collected data were processed using the Spearman Rho statistical test with a significance level of $\alpha = 0.05$.

Results: The results showed that of the 44 respondents, the majority (23 respondents (52.3%)) had an introverted personality type, and nearly half (20 respondents (45.5%)) had normal development.

The Spearman Rho statistical test yielded a p-value of 0.002, which is less than 0.05, indicating a relationship between parental personality type and child development.

Conclusion: The results of this study prove that a child's development is influenced by the parent's personality type, so it is hoped that parents have an extroverted personality so that the child develops well.

BACKGROUND

Childhood is considered the golden age, as it is the time for both psychological and physical development. Every child experiences developmental milestones consistent with their age. Children under five years of age are a distinct group whose growth and development require special attention from their parents or caregivers. Disruption of this development during infancy can result in intellectual and psychosocial problems (Sunanti, 2016). Lack of quality stimulation during infancy can lead to underdevelopment of a child's growth and development potential, leading to impaired emotional, social, mental, intellectual, and moral development (Subagia, 2021).

A child's development is influenced by various factors, including genetics and the environment. Environmental factors encompass two categories: the prenatal environment and the postnatal environment. Environmental factors that influence parenting include economic status, parenting style, education, lack of stimulation, and play (Arpan et al., 2022). Parenting styles, in this case, are strongly influenced by several factors, including socioeconomic status, social environment, education, parental personality, and number of children. Throughout their development, children gain numerous experiences and behavioral examples from their parents, as they are the closest people to their children from birth. In terms of personality, parents are not only able to communicate ideas, facts, and knowledge but also help develop their children's personalities. Therefore, the parents' personality types indirectly influence their children's development (Suparyanto, 2012).

Parental personality types will result in different behaviors in providing toys for children, socializing them, and providing other stimuli for activities that support their development (Subagia, 2021). Therefore, an open-minded parent's personality will certainly have a different impact on the growth and development of child compared to those with closed personalities (Suparyanto, 2012). Successful achievement of developmental tasks in child is indirectly reflected in their behavior. A child's development is crucial, as developmental delays can make it difficult for them to catch up and impact their future lives.

Given the significant role of parents in child development and the significant influence of parental personality types, anticipatory measures are necessary to mitigate their impact. One solution is to provide support to families by providing attention, providing information, motivating, encouraging, and collaborating on effective personality types to optimize child development. It is hoped that these activities will improve the health of children and families, particularly families with children, and family health in general (Ayu, 2019).

Based on this background, the researchers were interested in conducting research on the relationship between parental personality types and child development in the Wijaya Kusuma Ward of Dr. Iskak Hospital, Tulungagung.

METHODS

This study employed a cross-sectional analytical research design to examine the relationship between the variables under investigation at a single point in time. The sampling technique used was simple random sampling, in which parents and children hospitalized in the Wijaya Kusuma ward were selected as respondents. The criteria for children serving as respondents are children under the age of five. A total of 44 respondents participated in this study. Data collection was conducted using questionnaires administered to parents and observation sheets used to assess the children's developmental status. The collected data were subsequently processed through the stages of data editing, coding, scoring, and tabulation before being analyzed statistically. The Spearman Rho statistical test was used to determine the relationship between the variables because the data were analyzed based on their ordinal characteristics. Statistical significance was determined at $\alpha = 0.05$. A p-value of less than 0.05 was interpreted as indicating a statistically significant relationship between the variables, whereas a p-value greater than 0.05 indicated that no statistically significant relationship was found.

RESULTS

Cross tabulation between variables

Table 1. Cross-tabulation of the Relationship between Parental Personality Types and Child Development in the Wijaya Kusuma Ward, Dr. Iskak Tulungagung Regional Hospital

No	Parental personality type	Child development						Total	
		Normal		Suspect		Cannot be tested			
		f	%	f	%	f	%	f	%
1	<i>Extrovert</i>	14	31.8	7	15.9	0	0.0	21	47.7
2	<i>Introvert</i>	6	13.6	12	27.3	5	11.4	23	52.3
Amount		20	46.5	19	43.2	5	11.4	44	100

Extroverted parenting personalities and normal child development, there are 14 (31.8%) respondents who have *introverted* parenting personalities and suspect child development, and 5 respondents (11.6%) who have a personality type *introvert* and have child development that cannot be tested.

The relationship between personality type and Child development

Table 2. tatistical Test Results of the Relationship between Parental Personality Types and Child Development in the Wijaya Kusuma Ward, Dr. Iskak Tulungagung Regional Hospital

Correlations				
			Type Personality	Child Development
Spearman's rho	Type personality	Correlation Coefficient	1,000	.456 **
		Sig. (2-tailed)	.	.002
		N	44	44
	Development Child	Correlation Coefficient	.456 **	1,000
		Sig. (2-tailed)	.002	.
		N	44	44

**. Correlation is significant at the 0.01 level (2-tailed).

The *Spearman_rho* statistical test with $\alpha = 0.05$, using the help of the SPSS computer program, obtained a *p value* = 0.002, because the *p value* < α , then H_0 is rejected and shows that there is a relationship between parental personality types and child development in the Wijaya Kusuma Room of Dr. Iskak Tulungagung Regional Hospital. Based on the *Spearman_rho* statistical test, it is also known that the value of the closeness of the relationship / *Correlation Coefficient* (*r*) is 0.456, which means that the closeness of the relationship between parental personality types and child development is sufficient

DISCUSSION

The results of this study indicate a statistically significant relationship between parental personality types and child development in the Wijaya Kusuma Room of Dr. Iskak Tulungagung Regional Hospital. Based on the Spearman Rho statistical test with a significance level of $\alpha = 0.05$, a p-value of 0.002 was obtained. Because the p-value was lower than α ($0.002 < 0.05$), H_0 was rejected and H_a was accepted. This finding indicates that there was a statistically significant relationship between parental personality types and child development among the respondents in this study. Furthermore, the Spearman Rho analysis produced a correlation coefficient (*r*) of 0.456. This value indicates a moderate degree of relationship between parental personality types and child development. Thus, although parental personality type is associated with child development, the magnitude of the correlation suggests that other factors may also contribute to variations in children's developmental outcomes.

Childhood is an important period in the human life cycle because children experience rapid growth and development during this stage. This period is often referred to as the golden age because various aspects of development, including physical, cognitive, language, emotional, social, and motor development, progress rapidly. According to Suananti (2016), early childhood is a critical period in which children require appropriate stimulation and support to achieve optimal developmental potential. The experiences children receive during this period can influence the formation of behavioral patterns and their ability to interact with their environment. Therefore, the role of parents and other caregivers is particularly important in providing an environment that supports children's development.

The family is the smallest social unit and generally consists of parents and children. Within the family, parents have an important role as the first and primary educators of children. Before interacting extensively with the broader social environment, children acquire many experiences, habits, values, and patterns of behavior through interactions within the family. Maimunah (2021) explains that parents have an important role in educating children, while the surrounding community also contributes to meeting children's developmental needs. The family environment therefore becomes one of the primary contexts in which children receive stimulation and develop their social, emotional, cognitive, and behavioral capacities.

Parents also function as role models for their children. Children tend to observe, imitate, and learn from the behavior demonstrated by the adults who are closest to them. Subagia (2021) states that children's

ways of thinking and acting can be shaped by the ways their parents think and behave. Consequently, parental characteristics, including personality and patterns of interaction, may influence the quality of experiences provided to children. Parents who are able to communicate effectively, respond appropriately to children's needs, and actively engage in activities with their children may provide greater opportunities for developmental stimulation. Conversely, limitations in parental interaction and communication may reduce opportunities for children to receive adequate stimulation, particularly when parents have difficulty establishing reciprocal interactions with their children.

The findings of this study are consistent with the concept that caregiver interactions play an important role in children's developmental processes. The Directorate of Early Childhood Education (2024) emphasizes the importance of attachment between children and their caregivers. Secure attachment is considered a desirable form of relationship because it can provide children with a sense of safety and emotional security. When children feel secure in their relationship with their caregivers, they may be more confident in exploring their environment, interacting with others, and participating in activities that support their development. Conversely, insecure attachment may be associated with difficulties in children's developmental processes. Therefore, the quality of parent-child interaction is an important consideration when examining factors related to child development.

The results of the present study further demonstrate this relationship through the cross-tabulation between parental personality types and child developmental status. The findings showed that some respondents with extroverted parental personality types had children with normal developmental status. In contrast, some respondents with introverted parental personality types had children whose development was categorized as suspect, while other children in the introverted-parent group had developmental results that could not be tested. These findings suggest a pattern in which differences in parental personality characteristics may be accompanied by differences in children's developmental outcomes. However, this pattern should be interpreted cautiously because the existence of a statistical relationship does not establish that parental personality type directly causes developmental problems in children.

The moderate correlation coefficient ($r = 0.456$) is particularly important in interpreting the findings. A correlation of this magnitude indicates that parental personality type has a meaningful association with child development, but it does not represent a strong or exclusive determinant of development. Child development is a multidimensional process influenced by various biological, psychological, familial, and environmental factors. These may include nutritional status, health conditions, genetic factors, quality and quantity of stimulation, socioeconomic conditions, parental education, parenting practices, quality of attachment, opportunities for play and learning, and the broader social environment. Therefore, parental personality should be understood as one of several factors that may be associated with children's developmental outcomes.

The observed relationship can be understood through the interaction between parental characteristics and the stimulation received by children. Parents are among the first people with whom children interact from birth. Through daily interactions, parents provide opportunities for children to communicate, play, explore, imitate behavior, and develop emotional responses. Parents' communication styles, openness to interaction, responsiveness, and willingness to engage in children's activities can influence the experiences available to children. An extroverted personality may, in some circumstances, be associated with greater social interaction and more frequent communication, potentially creating more opportunities for children to receive stimulation. Nevertheless, personality type alone should not be used to determine whether a parent is capable of providing appropriate stimulation. Introverted parents can also provide effective care, emotional support, communication, and developmental stimulation.

Therefore, the interpretation that increasingly introverted parents necessarily have children with increasingly impaired development should be avoided. Introversion is a personality characteristic and should not automatically be regarded as a negative or problematic condition. What may be more relevant to child development is how personality characteristics are expressed through parenting behavior and parent-child interaction. An introverted parent who is responsive, affectionate, attentive, and actively provides appropriate stimulation can still support optimal child development. Similarly, an extroverted parent may not necessarily provide optimal stimulation if interactions with the child are inconsistent or inappropriate. Thus, the quality of parenting and interaction may be more directly relevant to children's developmental experiences than personality classification alone.

The findings nevertheless emphasize the importance of increasing parents' awareness regarding their role in supporting child development. Parents need to understand that children's development requires continuous stimulation appropriate to their age and developmental stage. Stimulation can be provided through simple daily activities, such as talking with children, reading stories, playing together, encouraging movement, teaching children to recognize objects and language, and providing opportunities for children to interact with their surroundings. Parents should also monitor developmental milestones and seek professional assessment when developmental delays or abnormalities are suspected. In the hospital setting, healthcare professionals can contribute by providing education and counseling to parents regarding child development and appropriate stimulation. Nurses and other healthcare providers can encourage parents to participate actively in the care and developmental stimulation of their children during hospitalization and after returning home. Parents whose children demonstrate suspected developmental delays should receive appropriate guidance and, when necessary, be referred for further developmental assessment. Such interventions are important because early identification of developmental difficulties provides an opportunity for appropriate intervention at an early stage.

This study demonstrates a statistically significant and moderately close relationship between parental personality types and child development in the Wijaya Kusuma Room of Dr. Iskak Tulungagung Regional Hospital. The p-value of 0.002 indicates that the observed relationship is statistically significant at $\alpha = 0.05$, while the correlation coefficient of 0.456 indicates a moderate relationship. These findings reinforce the importance of the family, particularly parents, in creating an environment that supports children's growth and development. However, parental personality should not be considered the sole determinant of developmental outcomes. Rather, it should be viewed as one characteristic that may be related to patterns of interaction, parenting behavior, and the provision of developmental stimulation. Therefore, parents are encouraged to recognize their individual personality characteristics and develop effective parenting behaviors that are responsive to their children's needs. Through consistent interaction, appropriate stimulation, emotional support, and early monitoring of developmental milestones, parents can contribute to creating an environment that supports children in achieving optimal development.

CONCLUSION

There was a significant relationship between parental personality types and child development in the Wijaya Kusuma Room of Dr. Iskak Tulungagung Regional Hospital. The Spearman Rho test showed a p-value of 0.002 ($p < 0.05$), indicating that H_0 was rejected and H_a was accepted. The correlation coefficient (r) of 0.456 indicated a moderate relationship. Children of extroverted parents tended to show normal development, while some children of introverted parents showed suspected developmental delays. Therefore, parents should provide appropriate stimulation and responsive interaction to support optimal child development.

CONFLICTS OF INTEREST

We declare there is no conflict of interest.

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