

COMPARISON OF WORKING MOTHERS AND HOUSEWIVES' PERSONALITY TYPES AND CHILD REARING STYLES

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Abstract. The present study was aimed to compare working mothers and housewives' personality types (emotional-thoughtful) and child-rearing styles. Research method was descriptive-survey. The statistical population consisted of all working mothers and housewives in Tehran's second region (2017). 100 working mothers and 100 housewives were selected using a random sampling method. Myers-Briggs type indicator questionnaire (2009) and Baumrind's child-rearing questionnaire (1991) were used. Data were analyzed using Chi square. Results showed that there is no difference between personality types (emotional-thoughtful) and child-rearing styles of working mothers and housewives. Hence, it can be said that the scores of personality types (thoughtful-emotional) and child-rearing styles of working mothers and housewives are the same.

Keywords: personality type, child-rearing style, working mother, housewife.

Introduction. Family is one of the most basic pillars of societies, which forms the personalities of the people in it. Favorability, satisfaction, quality, and optimal performance of families are very effective factors in flourishing of growth and advancement of family members (Sadeghi et al, 2015). Normality and abnormality of the society are subject to families' general conditions. No social damages occur without being influenced by families. Hence, no societies can claim to be healthy unless they have healthy families (Babapour, Kheiroddin, and Baharnia, 2012). On the other hand, in today's world, women's participation in the society has increased; and besides men's occupations outside families, women have started to work outside home within the few last decades. In other words, despite their numerous responsibilities such as training children and doing household chores, women, like men, work outside home. Mental health and life quality can play an important role in doing tasks (Mohammeddi, Yavarian, and Arefi, 2011). Work environment and employment for mothers includes physical, social, and mental factors, each of which plays an important role in health, and can have impacts on other areas of life such as family life and styles of child-rearing and training (Rahpeima, Kazemi, and Sohrabi, 2012); women's employment indirectly influences their own and their families' satisfaction with life and even their child-rearing styles through influencing their satisfaction with their jobs, inter-personal relationships, and even the experience of unpleasant events (Ho, Cheung & Cheung, 2008; Harold et al, 2014). The results obtained from studies showed that there is a significant relationship between mothers' child-rearing styles and their employment; working mothers showed the largest frequency in authoritative parenting style while non-working mothers experienced the largest frequency for authoritarian style (Khodabakhsh and Jafari, 2010). Studies show that the children of working women, compared to those of non-working mothers, experience fewer positive emotions; they have complicated and abnormal behavior; and they have weaker agreements with their mothers. In addition, these children tend to be less successful in terms of rebuilding relationships with their friends (Dunifon et al, 2013). Zakerzadeh (2011) believed that working mothers use more authoritative parenting styles, compared to housewives. However, housewives often use authoritarian, permissive, or rejecting parenting styles, and in terms of the type of control and relationship with children, they are on two sides of a continuum. This means that they are either indifferent or strict to their children. Working mothers' using authoritative parenting styles more than housewives, according to systemic theory, can be the result of their employment (Zakerzadeh, 2011). Additionally, based on studies, it can be said that employment of mothers leads to different personality types in individuals (Raman, Anantharaman & Ramanathan, 2013). Personality types refer to the concepts of people's personal judgments (Briggs et al, 2009). According to Briggs, individuals' selected occupations have a direct relationship with their personality, and those who choose a job for different reasons such as fear of unemployment, economic problems, and so forth, not only experience job burnout after a while, but they also experience a considerable decrease in their organizational and family benefits (Heidarian, Nasimi, and Foroohar, 2014). Based on the theory of personality types growth, becoming familiar with personality types helps to make decisions connected to occupational needs (Yanlo, 2005). Hence, psychological types are subjects which can be greatly used when employing, optimizing and developing human resources. Hence, this can show that there is a difference between working and non-working individuals in terms of personality types (Bar-On, 2006; according to Heidarian, Nasimi, and Foroohar, 2013). In terms of personality types, working mothers are basically happier and insist on the benefits of working, and they convey their positive emotions to their children (Demir et al, 2011). Thus, the subject of working mothers' employment is important and can influence other areas of life such as child-rearing styles and even different personality types (Rahpeima, Kazemi, and Sohrabi, 2012).

Child-rearing styles show how parents interact with their children. Child-rearing styles are a set of parents' attitudes to their children and to training them, which leads to an emotional atmosphere between parents and children

(Jago et al, 2011). Developmental psychologists studied how parents affect physical-social growth of parents. An important approach in this field is the study of child-rearing styles.

Baumrind proposed a theory in which two main dimensions of parental approval and control have been introduced as the infrastructure of parent-child relationships. Based on these dimensions, Baumrind proposed three training styles such as authoritative, permissive, and authoritarian styles (Baumrind, 1968; according to Yusefi, 2006).

Personality types refer to fairly sustainable patterns of fixed states and behaviors, which express personal intentions. In discussing personalities, in fact, we are referring to a fairly fixed set of emotions and behaviors which are basically influenced by environmental genetic factors (Shiminzutani et al, 2008). Personality types can affect individuals' creativity and innovativeness; extroverted and cognitive personality types are accompanied by creativity and innovation (Wang et al, 2017).

Myers and Briggs introduced four personality preferences and sixteen personality types. Their personality types were designed for measuring four twofold dimensions: 1) extroversion-introversion, 2) intuitive-sensing, 3) thoughtful-emotional, 4) judgmental- perceiving (Higgs, 2001; according to Heidarian, Nasimi, and Foroohar, 2014). According to Myers and Briggs' theory of types, so-called accidental changes in people's behaviors are in fact completely logical and planned (Nelis et al, 2011). These changes are the result of basic personal differences in mental attitudes and functions. These changes influence cognition and decisions based on cognition, leading to different personality types (Maddockas, 2004).

Based on the theory of Myers-Briggs type indicator, becoming familiar with individuals' personality types helps to make decisions connected to occupational needs. Every person's identity and performance forms an important part of the set of their identity (Conte et al, 2017). Being employed, especially having a decent job in terms of social values and meeting economic needs of individuals and families leads to the stability of identity, self-esteem, and feeling secure (Fadaya and Ali Beigi, 2011). Psychological types indicate people's preferences for attention, reception, processing, and making decisions connected to different types of information as well as a comprehensive model for mental dynamisms in adaptation, confrontation, and advancement in life (Briggs et al, 2009).

Jung's theory of personality types or morphology is one of the most comprehensive theories which help to express individuals' personalities. Based on Jung's theory, when the mind is active, it receives and comprehends information, or organizes and judges them. Therefore, there are two different ways for receiving information, which Jung calls "intuitive-sensing"; and he calls the different methods of judgment "thinking-sensing". All individuals, in their inside and outside worlds, benefit from these four necessary phenomena. Jung refers to the outside world, people, things, and experience as extroversion; and he refers to the inside world, thoughts, and inner reflections as introversion (Myers, 2000; according to Ahangi, Abedin, and Fathabadi, 2009). Myers-Briggs type indicator, which was devised based on Jung's cognitive-psychological types theory, proposes 16 personality types based on people's differences in terms of cognition and decision-making (Briggs et al, 2009).

Those with sensual introversion together with intellectual judgment are conscious, organized, purposeful, and hard-working individuals who pay attention to details. People with this type of personality work accurately and responsibly in order to prove their commitment to their organization. For these individuals, problems are things that need to be dealt with. They are able to collect information, and they need to draw conclusions and find solutions. Additionally, the more they are judgmental, the more satisfied they are with their jobs (Hirsh, 2002). Problem-solving is composed of individuals' cognitive-judgmental preferences. In other words, considering their personality types, one of the two cognitive mechanisms (sensing or intuition) as well as one of the two judgmental mechanisms (thinking or emotions) becomes important, which people use in order to make decisions and solve problems. Sensing is about collecting realities while intuition focuses on probabilities. Thinking weighs agreeing and disagreeing evidence, and finally considers the feeling of being exposed to others' feelings (Jessup, 2002).

Judgmental individuals experience higher satisfaction with their jobs because they use constructive problem-solving styles more than non-constructive problem-solving styles (William, 1999; according to Ahangi, Abedin, and Fathabadi, 2009). Thinking preferences and problem-solving styles have a negative significant relationship with helplessness, controlling, and avoidance styles; sensing preferences are the opposite of thinking preferences. The relationship between helplessness-sensing preference, controlling, and avoidance styles with non-constructive style is positive and significant. Thinking style individuals' preference for using intelligence, abilities, knowledge, and skills when they make decisions and solve problems (Talt, 2001; according to Ahangi, Abedin, and Fathabadi, 2009).

In connection to the difference between individuals' problem-solving style and groups with thinking-sensing preferences and those without thinking-sensing preferences, their problem-solving styles are different from thinking-sensing presences groups and the group without such preferences. Helplessness is different in two groups: 1) thinking-sensing and 2) without thinking-sensing. Thinking-sensing group uses helplessness style less than the group without thinking-sensing. The functioning of thinking-sensing personal preferences in organizations dominates intellectual-intuitive preferences. In other words, management is affected by thinking-sensing mechanisms (Sample, 2004).

Thinking-sensing individuals first rely on their senses for sensing goals, and then they rely on judgmental goals, because they can collect information directly through sensing, hearing, calculating, and measuring; and they can prove that they are mainly interested in realities. These individuals make their decisions based on realities and objective analysis of situations, because they trust thinking. As a result, these people focus on pragmatism and neutralism in their decisions. In other words, judgment in a thinking-sensing type is the result of a number of tangible and objective data which are processed using a mere thinking process, whose result is judgments and decisions which

determine individuals' attitude to life (Myers et al, 2003). As mentioned, within the last few decades, the increase in the level of women's employment outside home, on the one hand, has caused them to be exposed to numerous consequences; and on the other hand, their employment has also affected their behaviors. Hence, in this study, personality type (thinking-sensing) and working mothers and housewives' child-rearing styles were compared.

Research Methodology. The present study was descriptive-survey in terms of research method; in terms of data type, it was quantitative; and in terms of research period, it was transverse. The statistical population of the present study included all working mothers and housewives in Tehran's 2nd region (2017). Using a simple random sampling method, 100 working mothers and 100 housewives were selected for the research. Research tools included two questionnaires: 1) Myers-Briggs type indicator questionnaire and 2) Baumrind's child-rearing style questionnaire.

Analysis of Research Findings

Status of child-rearing style (logical permissiveness, authoritarian, and logical authoritativeness) and personality type (thinking-sensing)

Table 1: Frequency distribution in the studied group in terms of child-rearing style

Variable	Components	Frequency	Percentage
Child-rearing style	Logical freedom	32	16
	Authoritarian	167	83.5
	Logical authoritativeness	1	0.5
	Total	200	100
Personality type	Thinking	135	67.5
	Sensing	65	32.5
	Total	200	100

According to the data given in the above table, authoritarian child-rearing style among research samples had the largest frequency (83.5 percent), and logical authoritativeness child-rearing style had the smallest frequency (0.5 percent) among research samples. In addition, according to the data given in the above table, thinking personality type had the largest frequency among research samples (67.5 percent), and sensing personality type had the smallest frequency (32.5 percent) among research samples.

First hypothesis: There is a significant difference between working mothers and housewives' thinking-sensing personality types.

Table 2: Contingency table of personality type (thinking-sensing) and employment of mothers

Total	Employment status		Thinking	Personality type
	Housewife	Working		
135	65	70	Sensing	Total
65	36	29		
200	101	99		

According to the data given in the above table, thinking personality type had the largest frequency among working mothers; and sensing personality type had the smallest frequency among working mothers. This difference had a similar frequency among housewives.

Table 3: Chi-2 test for the relationship between mothers' personality type and employment

	Value	Degree of freedom	Mutual significance
Chi-2 test	.919 ^a	1	.338
Probability Ratio	.921	1	.337
Linear relationship	.915	1	.339
Number of individuals	200		

The results of Chio-2 test connected to the relationship between mothers' employment status and personality types show that there is not a significant relationship between mothers' employment and their personality types. This means that working mothers and housewives have the same personality types. According to the data presented in the descriptive table, thinking personality type had the largest frequency among working mothers. This condition had a different frequency among housewives, but there was a similar result; however, this difference was not big, and it was not significant statistically.

The results of a study done by Rokhsati (2013) showed that there was not a significant relationship between the group of working mothers and the group of housewives in terms of personality types; in other words, being employed or being a housewife does not have a significant impact on forming a specific type of personality type; and the two groups did not have a significant difference in these two ways. We need to search for other factors in order to express central psychological differences of the two groups. The results of a study conducted by Mahmudi (1997) also showed that there was not a significant difference between mothers' personality types and employment in terms of the five scales of nervousness, extroversion, disengagement, domination, and confidence. In fact, the results of his study showed that there was a significant relationship between students' socialization level and mothers' employment, and that students with working mothers were more sociable than their peers (with mothers who do not work). The

results of Arganeh's et al (2012) showed that there are differences between working mothers and housewives in terms of personality types such as extroversion, flexibility, and conscientious. However, no differences between them in terms of neuroticism and being pleasant are approved. The results of a study done by Rezayi Jamalooiyi, Abolghasemi, Abdolmohammedi, Pourkord, Moradi (2013) showed that there is a significant difference between students with working mothers and mothers with no jobs in terms of depression, antisocial behaviors, and hysteria. The results of a study done by Sayyah (2015) showed that mothers' employment has a negative significant effect on children's happiness. The results of a study done by Zarehnejad and Balaghat (2015) showed that mothers with personality type B and democratic style have children with high confidence and self-esteem, children with education success, mental health, and self-conceptions, who not only experience personal successes but they also help others and the society to grow and advance. Dunifon, CrosBy, and Su (2013), in their study, showed that children with working mothers, compared to children with non-working mothers, experience fewer positive emotions, with more complex and abnormal behaviors, and they have less agreement with their mothers. In addition, these children are less successful in terms of improving damaged relationships with their friends. The results of a study done by Afshari (2011) showed that there is a significant difference between the daughters of working mothers and housewives in terms of emotional adaptability, educational adaptability, family self-esteem, and social self-esteem. This means that emotional adaptability, educational adaptability, and family self-esteem of the children of working mothers are greater than those of non-working mothers; however, social self-esteem in the children of working mothers is greater than that of the children of non-working mothers, but there were no significant differences between the two groups in terms of other variables. Based on research results, working mothers' employment has had more impacts on their children than on themselves; and results are not always positive. Shokri's (2015) study showed that there is not a significant difference between working mothers and housewives in terms adolescents' adaptability. In fact, the results obtained from a study done by Vahida et al (2013) show that social-educational features of the children of working mothers and non-working mothers are affected by factors such as independence, socialization, social skills, learning, educational advancement, and mental health.

Second hypothesis: There is a significant difference between working mothers and housewives in terms of child-rearing styles (logical permissiveness, authoritarian, and logical authoritativeness).

Table 3: Contingency table for working mothers' child-rearing style

Total	Employment		logical permissiveness	Authoritarian	logical authoritativeness	Child-rearing style
	Housewife	Employed				
32	18	14				
167	82	85				
1	1	0				
200	101	99				Total

According to the data given in the above table, authoritarian child-rearing style had larger frequency among working mothers and housewives; and logical authoritativeness child-rearing style had smaller frequency among both groups.

Table 4: Chi-2 test for the relationship between child-rearing style and mothers' employment

	Value	Degree of freedom	Mutual significance
Chi-2 test	1.534 ^a	2	.464
Probability ratio	1.921	2	.383
Linear relationship	.255	1	.613
Number of people	200		

The results of Chi-2 test connected to the relationship between mothers' employment and their child-rearing styles showed that there is not a significant relationship between mothers' employment and their child-rearing styles. According to research data, authoritarian child-rearing style had larger frequency among working mothers and housewives; and logical authoritativeness child-rearing style had much smaller frequency among both groups. However, this difference is not big and it is not statistically significant. The results of a study done by Khodabakhsh and Jafari (2009) showed that there is a significant relationship between child-rearing styles and employment. Some studies have shown that working mothers with great commitment both to their jobs and their child-rearing styles use authoritative child-rearing styles more than other mothers (Abbasi et al, 2015). The results of a study done by Khanjani and Mahmudzadeh (2013) also showed that there is not a significant difference between working mothers and non-working mothers in terms of permissiveness and authoritarian child-rearing styles; and they showed that non-working mothers considerably used a more authoritative child-rearing style than working mothers. The results of the study of Khodabakhsh and Jafari (2009) indicated that working mothers had the largest frequency for authoritative child-rearing style while non-working mothers had the largest frequency for authoritarian style. The results of a study done by Dehdari and Ghaderi (2016) showed that there is a significant difference between working mothers and non-working mothers' child-rearing styles; and the mean of authoritative and permissive child-rearing styles among non-working women is greater than that of working women. However, in authoritarian child-rearing style, there was not a

significant difference between the two groups. In connection to differences in child-rearing styles, results are often different and sometimes inconsistent. For example, it was made clear that working mothers, compared to non-working mothers, experience mental pressure and feeling of being guilty more in terms of child-rearing; this at times leads to permissive or excessively supportive child-rearing styles. In fact, this way, mothers try to compensate for their guilt (Huffman and Michgan, according to Khanjani and Mahmudzadeh, 2013). The results of a study done by Alieh Dini (2006), in connection to the comparison of working and non-working mothers' child-rearing styles, indicated that there is a significant difference between working and non-working mothers in terms of authoritarian and authoritative child-rearing styles; hence, working mothers use authoritative child-rearing style more, and non-working mothers use authoritarian child-rearing style more; more use of this child-rearing style helps working women to be highly committed to both their jobs and their child-rearing. Moreover, it seems that another important point in working mothers' more extensive use of authoritative child-rearing style is seeing jobs as preferred work; this way, the likelihood of the incidence of positive child-rearing styles, such as authoritative and parenting styles, increases (Abbasi et al, 2015).

According to some theories, such as the theory of ecological disciplines, mothers' employment is an ecological factor which greatly affects families, children's behavior, and child-rearing style. Constant and repeated family-job demands for working women form a phenomenon called too much responsibility. When there are so many demands in a role that a person cannot confront easily, or when a single person is asked to play multiple roles, there are too many responsibilities (according to Khanjani and Mahmudzadeh, 2013). However, this important phenomenon, which has many consequences for working mothers and their children, is not seen in non-working women.

Comparison of responsibilities and duties of working and non-working mothers well clarify the possibility of the presence of differences in child-rearing styles and status of emotional-behavioral evolution in working and non-working mothers. Working mothers, after long hours of employment outside home, must do duties related to the role of a wife and mother as well. On the other hand, inflexible work plans do not leave us enough time for taking care of daily affairs of children and/or families (according to Khanjani and Mahmudzadeh, 2013). Therefore, such duties lead to psychological-physical tensions, fatigue, loneliness and disengagement, and constant conflicts for keeping balance between motherhood, being a wife, and working outside home; more importantly, they result in a feeling of guilt and worries connected to how to pay non-motherly attention to children while non-working mothers do not very often face such conflicts and feeling of being guilty connected to their children (Clark and Stuart, according to Khanjani and Mahmudzadeh, 2013); because they do not have multiple responsibilities, they have long hours to be with their children, and they often feel that they are spending all their time to be with their family (according to Haman). Bayanchi (according to Khanjani and Mahmudzadeh, 2013) believed that mothers must spend their time on child-rearing rather than on making money. As a result, the probability of more positive child-rearing styles in non-working mothers is greater. In this type of families, fathers play the main role in making money. Hence, children have both time (from their mothers) and money (from their fathers). Now, if this balance between roles is disturbed, it is more likely that they will face more negative child-rearing styles (according to Khanjani and Mahmudzadeh, 2013). In connection to differences in child-rearing styles, results are often different and sometimes inconsistent. For instance, it was made clear that working mothers, compared to non-working mothers, experience more mental pressures and more feelings of being guilty connected to their motherly functions; this at times results in overly supportive and/or permissive child-rearing styles. In fact, this way, mothers seek to compensate for their guilt (Huffman and Michgan 1, according to Khanjani and Mahmudzadeh, 2013). However, Greenberger and Goldberg's (2) study showed that working mothers with great commitment to both their jobs and their child-rearing process, compared to non-working mothers, use authoritative child-rearing style (khanjani and Mahmudzadeh, 2013).

It seems that mothers' employment outside home does not only express children's behavioral-emotional problems, and that other important variables such as mothers' happiness at work play roles. If the work that the mother does (working outside home or being a housewife) is her favorite, it is likely that there will be an increase in positive child-rearing styles such as more effective authoritative and parenting styles. It has been shown that non-working mothers who do not take interest in doing household chores, compared to working mothers who like their jobs, experience more problems in connection to confronting child-rearing difficulties, and that they have more negative styles for child-rearing such as cold-authoritarian and/or permissive (according to Khanjani and Mahmudzadeh, 2013). The results of a study done by Farrel showed that the children of non-working mothers who liked to have a job outside home (unsatisfied non-working mothers) had more behavioral problems. Another surprising result is that the children of working mothers who liked being a housewife (unsatisfied working mothers) had numerous behavioral problems. This group of children are not likely to have been exposed to constant dissatisfaction of their mothers. Another point is that children have spent special times with their mothers so that their mothers' dissatisfaction has been compensated for (because the situation was the mother's favorite). In addition, the conveyed message of working mothers is acceptance and being with children while the message of unsatisfied non-working mothers is to be far from children. In connection to the difference between working and non-working mothers' child-rearing styles and behavioral problems, many studies have been conducted, each of which has focused on the matter from a different perspective, and different results and sometimes opposite results have been obtained. For example, according to some studies, the supervision role of working mothers (especially mothers who spend long hours outside home) in different dimensions of their children's lives, compared to non-working mothers, decreases greatly; and thanks to this supervision, behavioral problems are less likely to increase, and there will be more differences in child-rearing styles (Dunifon and

kalil, according to Khanjani and Mahmudzadeh, 2013). In fact, the results of a study done by Khanjani and Mahmudzadeh (2013) showed that working and non-working mothers' children did not have significant differences in terms of behavioral problems.

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