

GENDER DIFFERENCES ON PERSONALITY CHARACTERISTICS AMONGST CHILDREN OF WORKING AND NON WORKING MOTHERS

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ABSTRACT

Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. It refers to the individual differences in characteristic patterns of thinking, feeling and behaving. The present study is based on the gender differences on personality characteristics among children of working and non working mothers. Stratified random sampling technique has been used to collect the sample. Total sample of 100 students were drawn and divided into children of working and non working mothers equally and further into equal number of boys and girls. All the subjects age range from 14 to 16 years. For result analysis Mean, SD and ANOVA have been computed. Significant difference has been found in the Tolerance level of children of non working mothers than children of working mothers. Among boys and girls, boys are found to be significantly high in sociability than Girls and Girls are more Impulsive than boys.

Key Words: Personality characteristics, Gender, Working and Non-working mothers.

INTRODUCTION

In psychology, personality is a collection of emotional, thought and behavioural of patterns unique to a person. The word originates from the Latin *persona*, which means "mask." Generally Personality refers to the sum total of all the behavioural and mental characteristics by means of which an individual is recognized as being unique.

According to Allport (1937, 1961) “Personality as the dynamic organization within the person of the psychophysical systems that determine the unique adjustments to one’s environment”

The term personality is used in various senses. Generally, it is used to indicate the external outlook of an individual. In philosophy it means the internal quality. But in psychology the term personality indicates neither the external or outward pattern nor does it indicate the internal quality. It means an integrated whole. Developing a child’s personality is an essential element in today’s competitive world. A developed personality is definitely a key to success. Though developing personality in children is a slow and steady process yet with proper patience parents can definitely get it through.

It is a dream of every parent to have a child who has a distinctive personality and walks ahead of others. Few of the children are no matter gifted with such a personality and parents for those kids don't need to take any extra efforts to make them more distinctive than the rest. But for parents of those whose children are shy, negative, unmotivated or even with inferior personalities may find it difficult to handle as well as would have to take extra efforts to help these children develop a better personality to walk ahead in life. It is definitely needed in today's competitive world to have a distinctive personality which helps the child to control and manage his temperament as well as teaches the child to follow his own instincts.

The dimensions of Personality are,

Sociability-- It is defined as a quality or state of being sociable. It is a fine trait that is important for leaders. Individuals who show sociability are friendly, outgoing, courteous, tactful and diplomatic.

Ascendance— Ascendance refers to the state that exists when one person has power over another. Individuals who show Ascendance will be governing, influencing and dominative.

Secretiveness – Secretiveness refers to the quality or fact of hiding your feelings, thoughts, intentions and actions from other people.

Reflective – Reflective people can contemplate on a thought for days and even for years at a time. They believe in letting situations unfold and guide them to their destinations. They spend too much time in their heads, with their thoughts, trying to make sense of each little thing.

Impulsivity – Impulsiveness or impulsivity is a tendency to act on a sudden urge displaying behaviour characterized by little or no forethought, reflection or consideration of the consequences.

Placid – Placid refers to persons who exhibit calm appearance and characteristics.

Acceptance – Acceptance is a person's assent to the reality of the situation recognizing a process or a condition without attempting to change it or protest it.

Responsible – Responsibility refers to the commitment or expectation to perform some action in general or if certain circumstances arise. This trait makes persons to take ownership of their thoughts, words or actions.

Vigorous – Vigorousness refers to the characters where people are strong and active physically or mentally. They also show forceful and energetic action or activities in their performance.

Cooperative – A person is said to be cooperative if his personality traits reflect either favourable inclination to others or willingness to comply with norms and rules.

Persistence – Persistence refers to the ability or the fact of continuing in an opinion or course of action in spite of difficulty or opposition. Someone who is persistent continues doing something or tries to do something in a determined but often unreasonable way.

Warmth – Warmth is referred to individuals who exhibit sociable, happy, agreeable, funny and playful personality.

Aggressiveness – Aggressiveness refers to a range of behaviours that can result in both physical and psychological harm to themselves, others or objects in the environment.

Tolerance – Tolerance is a fair, objective and permissive attitude towards those whose opinions, practices, race, religion, nationality etc., differ from one's own.

Tough Minded – Tough minded personalities are characterized by a practical, unsentimental attitude or point of view. A tough minded person can face difficult facts and long odds with absolute optimism.

Reeta Arora (2016) Personality is all of a person's attributes and qualities and the way they are combined to make that person different from every other person. In a psychologist's terms, however, everyone has personality that is every person has a unique style of interacting with others and of reacting to his environment. Never the less it cannot be denied that some people have a more attractive personality and are more pleasant to be with than others. Personality is a specific social quality acquired by an individual and it is individual's social effectiveness.

Rinku Rani,(2013) The study aimed at finding out personality traits of children of working and non-working mothers. A sample of 200 students selected randomly from the various schools of Gohana city. For the study High School Personality Questionnaire (H.S.P.Q.) was used for data collection. The result revealed that there is no significant difference between the personality characteristics of children with working mothers and children with non-working mothers.

Hemant.,and Singh,S (2008) "Gender differences in Neuroticism, Extroversion and self esteem amongst Adolescents" found significant differences between boys and girls on neuroticism , extraversion and self esteem. In case of neuroticism girls scored higher mean and standard deviation than boys followed by significant't' value at 0.01 level of significance. Again on the measure of extraversion boys scored higher mean and standard deviation than girls followed by significant't' value at 0.05 level of confidence. Similarly on the measure of Self esteem, girls scored higher than boys followed by significant't' value at 0.01 levels. The study explained the gender differences in the light of biological and social psychological theories. The results of the study cautioned against haphazardly pooling boys and girls and suggested the potential benefits of developing gender specific models when testing various personality traits.

Godiyal,S and Padiyar,G (2008), in " Sex differences in Adolescents adjustment" focused that boys and girls differed significantly in their adjustments where as girls were more superior to boys in their educational and emotional adjustment. On the other hand, both boys and girls were poorly adjusted to their social lives as the scores on social adjustment remarkably high.

AIMS AND OBJECTIVES OF THE STUDY

The basic objective of the proposed study is to evaluate the gender differences on personality characteristics among children of working and non working mothers.

HYPOTHESIS

- Children of working and non working mothers will differ significantly from each other on personality characteristics.
- Boys and Girls will differ significantly from each other on personality characteristics.

METHOD

Research Design

2X2 research design is used where 2 levels of groups (Working and Non-working mothers) were matched with 2 levels of gender (Boys and Girls) who yield 4 conditions.

Sample

For the present study a sample of 100 school students was selected by stratified random sampling method from 5 schools namely Sai Grace Academy, Doon Public School , Ram Krishna Academy, St George Academy and Glacier Public School in Dehradun district, Uttarakhand. The sample drawn was divided into children of working and non-working mothers equally and further into equal number of boys and girls. All the subjects age range from 14 to 16 years. Socioeconomic status of the subjects was matched.

Tools

The tool used in this study was NK Chadha and S Chandhana's dimensions of Temperament scale. The DTS consists of 152 questions under 15 dimensions of personality characteristics. Respondents mark either 'Yes' or 'No' for each questions. Items measuring a particular trait or dimension positively and responded as 'True' or 'Yes' was given a score of one. The negatively worded items were given a score of 'Zero'. Subsequently, the respondents transfer their responses to the scoring sheet, and the higher the score, the higher was the subject on that dimension. These scores are then transferred to the interpretation sheet, which allows them to

determine to what degree they specialize in Sociability, Ascendant, Secretiveness, Reflective, Impulsivity, Placid, Accepting, Responsible, Vigorous, Co operative, Persistence, Warmth, Aggressiveness, Tolerance and Tough Minded. Test Re test Reliability of DTS was found to be 0.94 for the whole scale and the split half reliability of DTS was found to be 0.76 for the even odd items and 0.79 for first and second halves. The validity was examined by two techniques; i.e., Cross validation and empirical validity. Percentile norms have been prepared on the basis of Dimensions of Temperament Scale scores obtained from 250 subjects both male and female of 15 to 18 years of age. The scores seem to be fairly distributed among the groups and are slightly positively skewed.

Procedure

The data was collected from the subjects after establishing rapport with the subjects individually. The tool was administered with the help of manual after getting proper consent from the school management and all the subjects. The process of marking the answers in answer sheet is explained well and clarified all doubts before administering the questionnaire. The test took almost half an hour for the subjects to complete and the results are processed further using standardized score from manual.

Result

After obtaining raw data Mean, SD and ANOVA are computed which are shown in table 1 to 3.

Table 1 shows Mean and SD's of children of working and non working mothers on dimensions of personality characteristics. Observation of values shows that on the dimension of Sociability (A) seems to be higher in the children of non working mothers than when compared to children of working mothers. On the dimension of Variable Ascendant (B), the values are higher among the children of non working mothers when compared to children of working mothers. Variable of Secretiveness (C), shows that the value of secretiveness are higher among children of non working mothers when compared to children of working mothers. On the dimension of reflective nature, the variable reflective (D) shows up higher values among children of working mothers than children of non working mothers. Variable Impulsivity (E) is

found to be comparatively higher among children of working mothers than children of non working mothers. The scores of variable Placid (F) shows that the children of non working mothers holds up higher values than children of working mothers. Coming on to the variable Accepting (G), children of working mothers stays up with higher values than children of non working mothers. The variable Responsible (H) found to be higher among children of non working mothers when compared to children of working mothers. Table values shows that variable Vigorous (I) is found to be higher among children of working mothers than compared to children of non working mothers. On the dimension of variable Co operative (J), the children of non working mothers holds up top place with higher values than children of working mothers. The variable Persistence (K) is high among children of working mothers than children of non working mothers. When comparing the values of variable Warmth (L), the children of working mothers are holding higher values than children of non working mothers. On the dimension of variable Aggressiveness (M), the children of non working mothers are slightly on the higher side than children of working mothers. The variable Tolerance (N) is found to be very high among children of non working mothers than children of working mothers. Variable Tough mind (O) shows that children of non working mothers are slightly on the higher side when compared to children of working mothers. So on comparing all the variables in total, the results shows that overall values of the variables are seemingly higher among the children of non working mothers when compared to children of working mothers.

Table 2 shows that Mean and SD's of Girls and Boys of working and non working mothers in personality characteristics and its dimensions. On the dimension of variable Sociability (A), boys are way far higher than girls. The variable Ascendant (B) also shows up those boys has got quiet high scores than girls. But when it comes to the variable Secretiveness (C) girls are on the lead with scores slightly higher than boys. On the dimension of the variable Reflective (D) the girls have got slightly higher score than boys. The Impulsivity (E) scores between boys and girls show that girls have got really a very high score of Impulsivity than girls. On the dimension of variable Placid (F), boys seem to be slightly on the upper side with high scores when compared to girls. On the basis of variable Accepting (G), again boys stand up high with slightly high score when compared to girls. On the dimension of variable Responsible (H), boys have got very high score when compared to girls. The variable Vigorous (I) shows high scores for boys and it indicates that boys are more vigorous than girls. On the dimension of variable Cooperative (J) the scores

for boys are way far higher than girls. Again the variable Persistence (K) shows that boys score high up than girls. The variable Warmth (L) are found to be high among the boys than when compared to girls. The variable Aggressiveness (M), is also found to be slightly high among boys than when compared to girls. On the dimension of variable Tolerance (N), boys are moderately higher than girls, according to the table. The variable Tough mind (O) shows that girls are quiet higher than boys with moderately higher scores. After analyzing all the variables separately the overall total scores of all the variables according to the table reveals that boys scored up higher than the girls.

Table-3 shows the F value for group (working and non-working mothers), sex (boys and girls) and interaction between group and the sex. The 'F' value for group of children of working and non working mothers was found to be significant for Variable N (Tolerance) at 0.05 levels, whereas there isn't any significant difference among rest of the variables. It means that the children of working and non working mothers do not differ on each other in variable A (Sociability), Variable B (Ascendant), Variable C (Secretiveness), Variable D (Reflective), Variable E (Impulsivity), Variable F (Placid), Variable G (Acceptance), Variable H (Responsible), Variable I (Vigorous), Variable J (Cooperative), Variable K (Persistence), Variable L (Warmth), Variable M (Aggressiveness), Variable O (Tough mind).

The 'F' value for Sex (boys and girls) was found to be significant in Variable A (Sociability). Sociability is found to be higher among boys than girls and values are significant at 0.05 levels. Variable E (Impulsivity) is found to be higher among girls than boys and the difference is significant at 0.05 levels. This concludes that Girls are more impulsive than boys and Boys are more sociable than girls. Remaining variables such as Variable B (Ascendant), Variable C (Secretiveness), Variable D (Reflective), Variable F (Placid), Variable G (Accepting), Variable H (Responsible), Variable I (Vigorous), variable J (Co operative), Variable K (Persistence), Variable L (Warmth), Variable M (Aggressiveness), Variable N (Tolerance) and Variable O (Tough mind) are not showing any significant difference among Boys and Girls.

TABLE 1 – MEAN AND SD'S OF CHILDREN OF WORKING AND NON WORKING MOTHERS ON PERSONALITY CHARACTERISTICS AND ITS DIMENSIONS.

VARIABLE	WORKING MOTHERS		NON WORKING MOTHERS	
	MEAN	SD	MEAN	SD
A (Sociability)	6.92	2.07	7.16	1.81
B (Ascendant)	5.34	1.36	5.72	1.16
C (Secretiveness)	4.70	1.37	5.00	1.39
D (Reflective)	5.64	1.60	5.50	1.37
E (Impulsivity)	3.10	1.22	2.96	1.41
F (Placid)	6.12	2.43	6.82	1.60
G (Acceptance)	4.56	1.20	4.32	1.28
H (Responsible)	6.82	1.62	7.14	1.29
I (Vigorous)	8.66	2.30	8.26	2.03
J (Co operative)	9.76	2.27	9.92	2.37
K (Persistence)	5.10	1.34	4.90	1.33
L (Warmth)	10.34	2.44	9.94	2.06
M (Aggressiveness)	4.76	1.80	4.78	1.73
N (Tolerance)	6.42	1.91	7.40	2.01
O (Tough minded)	3.60	1.28	3.62	1.29
Total	91.94	10.59	93.24	8.92

TABLE 2 – MEAN AND SD'S OF BOYS AND GIRLS ON PERSONALITY CHARACTERISTICS
AND ITS DIMENSIONS

VARIABLES	BOYS		GIRLS	
	MEAN	SD	MEAN	SD
A (Sociability)	7.46	1.84	6.62	1.96
B (Ascendant)	5.70	1.13	5.36	1.40
C (Secretiveness)	4.80	1.23	4.90	1.53
D (Reflective)	5.38	1.28	5.76	1.66
E (Impulsivity)	2.74	1.21	3.32	1.36
F (Placid)	6.54	2.08	6.40	2.09
G (Acceptance)	4.64	1.24	4.24	1.22
H (Responsible)	7.16	1.58	6.80	1.34
I (Vigorous)	8.72	2.11	8.20	2.21
J (Co operative)	10.10	2.31	9.58	2.31
K (Persistence)	5.24	1.06	4.76	1.53
L (Warmth)	10.38	2.38	9.90	2.12
M (Aggressiveness)	4.78	1.82	4.76	1.71
N (Tolerance)	7.04	1.95	6.78	2.08
O (Tough minded)	3.40	1.23	3.82	1.30
Total	93.88	8.97	91.30	10.42

TABLE – 3 ANALYSIS OF VARIANCE OF PERSONALITY CHARACTERISTICS AND ITS
DDIMENSIONS

VARIABLE	F VALUE OF GROUP	F VALUE OF SEX	INTERACTION EFFECT
A (Sociability)	0.40	4.93*	2.51
B (Ascendant)	2.26	1.81	0.51
C (Secretiveness)	1.16	0.13	0.01
D (Reflective)	0.22	1.64	1.31
E (Impulsivity)	0.29	5.05*	1.35
F (Placid)	2.84	0.11	0.19
G (Acceptance)	0.97	2.68	2.68
H (Responsible)	1.26	1.59	6.37*
I (Vigorous)	0.89	1.51	5.13*
J (Co operative)	0.12	1.25	0.36
K (Persistence)	0.57	3.27	0.02
L (Warmth)	0.87	1.26	11.96**
M(Aggressiveness)	0.00	0.00	0.15
N (Tolerance)	6.26*	0.44	1.63
O (Tough Minded)	0.01	2.69	0.05
Total	0.45	1.79	3.30

Discussion

To test the hypothesis, “Children of Working and non working mothers will differ significantly from each other on personality characteristics and its dimensions” F value and Mean were computed for children of working and non working mothers.

On observing F values in Table 3 it denotes that children of working and non working mothers vary significantly in a variable N (Tolerance) of personality characteristics. Further from the observation of Mean values in Table 1 we can say that mean values for variable N (Tolerance) in personality characteristics is more among children of non working mothers than the children of working mothers. On the basis of the above findings, the proposed hypothesis, “Children of Working and Non – Working mothers will differ significantly from each other on personality characteristics and its dimensions” is partially accepted. And we can say that real and actual difference exists between both the groups or Children of Non- working mothers do have a higher level of variable N (Tolerance) than children of working mothers.

The obtained finding stands partially in line with previous study done by Rinku Rani where a study was conducted among children of working and non working mothers to find out their personality traits. And the result revealed that there is no significant difference between the personality characteristics of children with working and non – working mothers. It can be inferred from this study that almost all variables of personality traits were same and no actual and real difference exists among children of working and non working mothers except for variable N (Tolerance) in personality characteristics.

To test the hypothesis, “Boys and Girls differ significantly from each other on personality characteristics and its dimensions” F value and Mean were computed on Boys and Girls. The F values for personality characteristics and its dimensions of gender differences in Table 3 shows that they are significantly different in few variables. It means that boys and girls differ significantly from each other in variable A (Sociability) and variable E (Impulsivity). Further the observation of Mean values in Table 2 shows that Boys scored higher mean value in sociability than girls and girls scored higher mean values in impulsivity than boys. So we can say that real and actual difference do exists in few variables among boys and girls. On the basis of these findings, we can say that the proposed hypothesis, “Boys and Girls differ significantly from each other on personality characteristics and its dimensions” is partially accepted.

The findings from the previous study by Hemant and Singh (2008) portraits the existence of significant difference among adolescent boys and girls in their personality traits such as Neuroticism, Extroversion and Self esteem. Here on the trait of Extroversion boys had scored higher Mean and SD when compared to girls and we can say that in this way the present study stands in line with our study where we have found a significant difference among boys and girls in their variable A (Sociability) and Boys are found to be more Sociable than Girls.

Another study by Godiyal,S and Padiyar,G (2008), in “ Sex differences in Adolescents adjustment” focused that boys and girls differed significantly in their adjustments where as girls were more superior to boys in their educational and emotional adjustment. This study too stands in line with our present study where girls are found to be highly impulsive and with significant difference from boys.

Conclusion

The main motivation behind the use of personality characteristics and its dimensions is that since a single measure cannot predict much of the variance in the educational and gender outcomes. This study differs from the extant research in this field in several ways. The study aims to analyze the dimensions of personality characteristics while taking into consideration status of mothers whether they are working or non- working and also the gender differences.

Children of working and non working mother have found to be significantly differing in their “Tolerance” level. And it is found that children of non – working mothers are having significantly higher level of Tolerance level than children of working mothers. So from this we can conclude that children of non-working mothers are more patient towards a practice or opinion they disapprove of. They are found to show more dignity and respect towards the other person in spite of disagreeing with their ideas.

Gender differences in Total and dimensions of personality characteristics are found to be partially significant. So from this study we can conclude that girls are found to be more Impulsive than Boys which clearly depicts that girls are displaying a behaviour characterized by little or no forethought or consideration of the consequences. And we can say that girls are impatient, blurt out inappropriate comments and show their emotions without restraint when compared to boys.

On the Sociable dimension of personality boys are found to have significantly higher level of Sociable nature than Girls. It means that boys are friendly, outgoing, adaptable and very good in team spirit when compared to girls.

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