



Comparison of Parenting Styles among Female Employees and Housewives Referring to Zabol Health Centers

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Abstract: *Introduction: The family is the first and lasting institution to be the constructor of the child's behavior and character base. Considering the important role of parenting style and parenting's job in the application of educational methods, the discussion about women's employment is a very important issue. Therefore, the present study was carried out by comparing the parenting styles among female employees and housewives referring to Zabol health centers. Method: This study was a descriptive study. The statistical population included all women referred to health centers in Zabol city who referred to these centers for health care purposes. The size of the study was 330 patients referring to health centers in Zabol city. Sampling was done in an inaccurate manner and the health centers were randomly selected. Sampling method is available at the level of health centers by sampling. Data were collected by demographic questionnaire and Diana Baarmind's parenting style questionnaire. The data obtained from this study were analyzed using descriptive statistics (mean, variance, standard deviation) and t-test using SPSS 21 software at a significant level of 0.05. Findings: The findings showed that the frequency of the age group (under age 20) was 11 (3.3%), the frequency of the age group (21-30) was 181 (54.8%), the frequency of the age group (31-40) was 114 (34.5%), the frequency of the age group (41-50) was 24 (7.3%). Frequency distribution based on occupation was as follow: housewife (230) (69.7%), employee 100 (30.3). Frequency based on degree of education was as follow: 207 under diploma (62.7%), 123 diploma (37.3). Also, all three parenting styles (permissive, autocratic, authoritative) have been seen in housewives more than the employed women; while, autocratic style has been more in the employed women. Discussion and conclusion: Given that mothers spend their most time with their child and have the most impact on the evolutionary and psychological dimension, participating in classes and courses is recommended for more effective use of parenting styles.*

Keywords: *Female Employees, Housewives, Health Centers, Zabol*

INTRODUCTION

The family plays an essential role in maintaining the mental, social and physical health of children and parents. The family provides the first and most important social context for human development. In the course of natural growth, each child witnesses a series of cognitive, emotional and social changes. Almost all children have problems during their development and in the course of adaptation to these changes, and the stresses and conflicts that follow can lead to behavioral-emotional problems and their learning. Most of the children's behavioral problems reflect the complex interpersonal conditions of family members, especially parents. In other words, the existence of child behavioral problems is a disadvantage of family members and is associated with incorrect parenting methods and their interactions with children.

The term parenting styles is derived from the pario root, meaning "part life". The means of parenting are the methods parents use to educate their children and express their attitudes towards their children, as well as the standards and rules that they make for their children. But it must be admitted that parenting behaviors change with culture, race, and economic groups. (Baumrind, 1991b).

Parenting styles include two major criteria: affection and parental control. Parental control includes those parenting behaviors that are in the service of socialization (the process of transferring social values from parents to children) of the child. This is due to the ability of parents to use guidance, stability, ability to tolerate adverse behaviors (for example, screaming, wailing, crying ...) and using incentives and reinforcements. Love also includes affection, affection, kindness and affection of the parents. Based on these two important indicators, parenting practices are divided into three parts:

1. Authoritative method

Parents who use this method of transferring facts to their children, and are more likely to accept the reasons for their child's rejection of a directive. These parents are good speakers and often use arguments and logic to subjugate and talk to the child in agreement with the child, they are not afraid of unfavorable behaviors and are resistant to child anger. Strong parents respond to child's efforts to gain support and attention, and use more positive reinforcements. These parents are also good at the dimension of affection and do not hesitate to express their affection and kindness. They know their special rights as an adult, and they are aware of their individual interests and their particular characteristics.

The children of these parents are described as active, self-confident, autonomous, realistic, high-quality, and pleasing. They have a kind of emotional security because their parents have a lot of opportunities in making decisions and choosing to be loved. (Baumrind, 1991b).

2. Permissive style

Permissive parents have less control over their children, and their demands are not reasonable. Their love and kindness are modest. The family is relatively disturbed. Family activity is irregular and the rules are inadequate. Parents have little control over their children, as well as conflicting attitudes about child discipline. Permissive parents are seemingly sensitive to their children; they do not expect much of them. The lack of reasonable demands, along with refusal to provide reason and dialogue with the child, is always a feature of this style. These parents rarely give accurate information to their children or provide accurate explanations. At the same time, parents are negligent and oppressive. They use methods of guilt and deviation. These parents also submit the children in most cases (Baumrind, 1991b).

Permissive parents do not have a clear difference in expressing affection with authoritative parents. They deprive the child of their affection and mock him as punishments. They are trying to advise her on him and explain his family's rules. They do not expect much to do and the right behavior of his child. They introduce themselves as the active agent who can use it whenever they please, not as an agent responsible for shaping or changing the child's current or future behavior. The children of these parents refrain from relying on their own or have little or no independence. These children are described as relatively unpopular people who tend to be reversed when faced with disadvantages. These children act irresponsibly and act in vain. These

children are impulsive, aggressive and lacking in self-confidence and display delinquent behaviors (Baumrind, 1991b).

3. Autocratic style

Showing parental power is the first factor that distinguishes this method from two other methods. These parents are very timid and do not embrace the needs and desires of children. Parental verbal messages are unilateral and lacking emotional content. The descendant parents often do not give a reason for instructions. These parents are moderately inferior to other parents in terms of being intimidated against adverse behaviors.

Among these three modes, the parents show the least kindness and affection in the autocracy. Parents, in particular, rarely engage in relationships that lead to child satisfaction. They generally do not care about the child's efforts to support and pay attention, and rarely use positive reinforcement. The affection in this pattern is at the lowest level. They express approval, sympathy and sympathy for their children, and there is little evidence of strong relationships between mother and child. In fact, according to reports, these parents use fear-raising methods to control their children and there is no agreement between their descendant parents and their children. These parents acknowledge child obedience, and when the actions and behaviors of the child conflict with their criteria, they use punishment and enforcement to curb their child's need (Mason et al., 2003).

According to the studies, the children of autocratic parents are at the low level compared to the children of the authoritative parent in establishing relationships with peers and having active status as well as the independence of the vote. These children are also described as angry, isolated, sad and vulnerable to stress and caution. (Shahamat and Sabet Rezvani, 2010)

Considering that many studies have shown the relationship between parenting styles and parental functioning, as well as inappropriate parenting styles, cause harm to their families and children. We aimed to design and implement a study to examine the parenting styles of working women and housewives referring to Zabol health centers.

Materials and Method

This study was a descriptive study. The statistical population included all women referred to health centers in Zabol city who referred to these centers for health care purposes.

The size of the study was 330 patients referring to health centers in Zabol city. Sampling was done in an inaccurate manner and the health centers were randomly selected. Sampling method is available at the level of health centers by sampling.

Data were collected by demographic questionnaire and Diana Baarmind's parenting style questionnaire.

Diana Baarmind's parenting style questionnaire

The questionnaire was designed in 1972 by Diana Baarmind. 30 questions of this questionnaire measure three parenting styles: 10 authoritative questions, 10 permissive questions, 10 autocratic questions, and a questionnaire response pattern of a 5-degree Likert scale.

Reliability and Validity

Buri reported the reliability of this questionnaire with a 0.81 screening method for release, 0.85 for authoritarianism and 0.92 for fathers' rational authority. He also reported the results of the validity of the questionnaire: the mother's autocracy has an inverse relationship with the freedom, (-0.38) and logical authority (-0.48). The father's autocracy has an inverse relationship with freedom (-0.51) and logical authority (-0.52).

Bitaraf, Shoeiri and Hakim Javadi in their study in a sample of 396 students from the University of Gilan, reported the internal consistency coefficients of the questionnaire for permissive, autocratic, and authoritarian methods, respectively, 0.70 and 0.69. (Bitaraf, Shoeiri and Hakim Javadi, 2010). Also, in the

research of Danesh, Rezaabakhsh, Bahmani and Saliminia, which was performed on 345 female students of the Faculty of Literature and Foreign Languages of Islamic Azad University of Karaj, the Cronbach's alpha coefficient permissive style was 0.76, it was 0.79 for the authoritative style, and it was obtained 0.84 for the authoritative style (Danesh, Rezaabakhsh and Saliminia, 2011).

Scoring method

The responses received by this questionnaire are based on a 5-point scale (completely disagreeing, disagreeing, almost disagreeing, agreeing and strongly agree) that they will be graded from 0 to 4. Questions 1,6,10,13,14,17,19,24,28 and 29 evaluate the methods of absolute freedom; questions 2,3,7,9,12,16,18,21,25 and 26 evaluate autocratic; and questions 4,5,8,11, 15,20,22,23,27,30 evaluate the method of logical authority from 0 to 40. Each style that has the highest score is the subject of that parenting style (Baumrind, 1991b).

Method of conducting procedure

The questionnaire was given to the subjects and they were asked to answer it in accordance with the instruction. Before the questionnaire was completed, the explanations were also provided verbally.

The data obtained from this study were analyzed using descriptive statistics (mean, variance, standard deviation) and t-test using SPSS 21 software at a significant level of 0.05.

Findings

The findings showed that the frequency of the age group (under age 20) was 11 (3.3%), the frequency of the age group (21-30) was 181 (54.8%), the frequency of the age group (31-40) was 114 (34.5%), the frequency of the age group (41-50) was 24 (7.3%). Frequency distribution based on occupation was as follow: housewife (230) (69.7%), employee 100 (30.3). Frequency based on degree of education was as follow: 207 under diploma (62.7%), 123 diploma (37.3).

Table 1: Comparison of the average parenting style in employed and housewives

Variable	Group	Mean	SD	t-value
Permissive style	Employed	21.22	4.32	2.26
	housewife	26.33	4.21	
Autocratic style	Employed	41.36	4.65	2.14
	housewife	42.11	4.46	
Authoritative	Employed	29.25	3.39	2.64
	housewife	31.33	4.21	

According to the results of the above table, in all three parenting styles (permissive, autocratic, authoritative) can be seen in housewives, and the autocratic style is more in the employed women.

Discussion and Conclusion

The results of this study showed that all three types of parenting in housewives were more than employed women. There is also a more promising parenting style in housewives than employed women. According to a study by Greenberg and Goldberg (Goldberg and Thompson Lucas, 2008), housewives follow a more authoritarian way of parenting styles and are not in agreement with this study. Perhaps the reason for this inconsistency is that the housewives chose this style because of their lack of jobs and the greatest amount of time spent at home and out of tension.

In this regard, Pereira's study (Pereira et al., 2009) showed that his behavioral problems diminished when a child's support and counseling child was a child. The study also found that when parents have a progressive belief (authoritative) that they do not use pressure to educate their children, they talk with their children and agree on issues, their social behavior increases. The emergence of their social behaviors can be a sign of reducing behavioral problems.

The results of Khoshbakht's study (Khoshbakht, 2011) show that, with the rise of progressive (progressive) beliefs (children's hypocrisy), the authoritative beliefs of children's misanthropy increases, in other words, when parents believe that children should be allowed to express their opinions, the children's isolation is reduced.

Research on parenting styles also supports these findings: Authentic parenting style characterized by severe inhibition, high levels of seriousness, rigorous discipline, and emotional inertia, along with endogenous problems (anxiety, Depression and physical complaints. Over-parental restraint, such as excessive regulation and intervention by the child, which strengthens child-to-maternal dependency, is an obstacle to the growth of children's autonomy and is associated with an increase in anxiety symptoms when parents are absent (Malekshahi and Farhadi, 2009).

Given the high prevalence of behavioral problems in preschool, the preschool population in our country need more attention and support in mental health. And this requires a comprehensive and accurate planning of mental health. Therefore, the screening of behavioral disorders at the beginning of the school year and at the time of enrollment by school health educators and interviewing and filling the forms by parents is necessary in order to prevent the occurrence of behavioral disorders and to diagnose and treat it timely in children (Javaheri, Serajzadeh and Rahmani, 2007).

Adolescent parenting education is also recommended according to the age of the child. Therefore, it is recommended that parenting classes and courses be provided to mothers working in health centers in order to improve the use of principles and techniques and to know how to properly educate the child from the same preschool age. Therefore, the limitations of this research are not to consider the father's role in parenting styles.

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