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Comparison of personality traits of students of single-parent families, two children and many children

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Abstract

Purpose: The purpose of this study was to compare the personality characteristics of single-child, two-child and multiple-child students in Sari.

Methodology: This study was a descriptive-comparative study. The statistical population of this study included all male and female students of first, second and third grade high schools of public and private schools in Sari in the academic year of 2018-19. The sample of the study population was 370 people using random sampling method based on Morgan table. In order to predict the decrease of subjects, the tests were performed on 500 people, but finally 324 questionnaires were completed. Demographic and personality questionnaires were completed by the 5-item Neo. Data was analyzed by SPSS software using descriptive statistics and multivariate analysis of variance at the significant level of 0.05.

Findings: The results showed that there was a significant difference between the characteristics of neuroticism, extraversion, openness, agreeableness, and conscientiousness of students belonging to single-parent, two-parent and multi-child families (p <0.05). Also, no significant gender differences were found among the five personality traits of male and female students of single, two and multiple children (p <0.05).

Conclusion: Student personality traits of single-child, two-child and multiple-child families. Happiness, life satisfaction and hope for the future are higher in single-parent families than single-parent families. In the present study, the agreement and extraversion of single children were higher than two children and multi children. Extraversion also includes traits such as positive thinking, happiness, life satisfaction and hope for the future. To illustrate this incongruity, it can be stated that single children in their families do not have conflicts with their peers and always remain in the strong position of the first child who has no successor and who has not been affected by the birth of the next child. Cause higher extravasation of this stratum.

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1. Introduction

Comparison of the personality characteristics of the children of low-income families, especially single children, with multi-child families can be examined. Family size is one of the determinants of personality traits of children (Ahadi, Bani Jamali, 2014). Personality is a set of enduring traits and attitudes that determine individuals' similar and different psychological behaviors (including thoughts, emotions, and actions) over time (Rebecca, Pina, 2011). Personality traits, enduring traits are the ones that make people different from one another (Meyer, Kurtz, 2010). According to Eysenck's personality theory, the behavior of individuals reflects three dimensions of their personality, including neuroticism, psychosis, and extraversion. Paul Costa and Robert McCreary also found five powerful or major factors in personality structure based on what was previously designed by experts and researchers such as Norman (1963), namely: Psychoticism (Emotional Persistence), Extraversion, Acceptance (Concealment), Agreeability (Militancy), and Accountability (Irresponsibility). These factors include the following characteristics (Roshan Chelsi et al., 2006):

Psychoticism involves the tendency to experience psychological distress in the form of anxiety, anger, depression, embarrassment, hatred, and a range of negative emotions. This dimension also includes susceptibility to unrealistic beliefs, poor control of one's desires, and ineffective strategies for coping with stress. Extraversion involves socialization and traits such as vitality, vitality, assertiveness, need for activity, excitement and stimulation. Acceptance highlights traits associated with aesthetic sense, clever curiosity, and the need for diversity, non-biased attitudes, and widespread interests. Being agreeable also encompasses honesty, altruism, and sympathy, as opposed to cynical and self-centered hostility, and, ultimately, responsibility involves a systematic striving for goals and strict adherence to principles (Avia, et all, 1995). Neuroticism is one of the most important personality traits. Psychotic individuals are known to experience negative emotions, low self-esteem, emotional instability, anxiety, depression, and guilt (Beratis, Rabavilas, Papadimitriou, Papageorgiou, 2011). Much evidence indicates positive and negative results of emotional development based on sibling relationships; for example, Kim, Hall, Crotter, and Azgood quoted Aghamohammadi (2012) as suggesting that peer conflict can increase depression. Children can be accompanied, but intimacy with peers is associated with increased performance among peers (for girls) and decreased depression for them (for both sexes). Another study also found that peers have fewer symptoms of depression and loneliness; they interact more with peers and feel more comfortable with others (Azizi, 2011).

Satourian, Tahmassian, Ahmadi (2014) found that internalized problems, such as withdrawal from social interaction, deterrence, anxiety, and depression, were more common among single children than among peers. Psychosis is another characteristic of personality. Discrete individuals tend to have traits such as antisocial behavior, lack of emotional sensitivity, paranoid thinking, impulsivity, aggression, self-centeredness, creativity, and violent thoughts. The end of the psychosomatic range is associated with symptoms of psychosis, including community antagonism, Schizotypy bipolar depression, and schizophrenia (bukingham, Kiernan, Airworthy, 2012). Psychiatric breakdown is the best predictor of personality disorders (including Schizotypy and paranoid) and mental illness. High scores of youth disruption predict significantly their crimes five years later. Crime trends are strongly associated with high scores in dissociative psychosis. The tendency to abuse drugs, alcohol, marijuana and cocaine is more prevalent among disadvantaged youth. Disruptive psychoses are unsatisfactory interpersonal relationships and tend to antisocial behaviors and are reckless in interacting with others (Heaven, Ciarrochi, 2006).

Many studies show that psychosis is associated with the number of children. Adler (1979) believes that single children are more selfish than others and in adulthood, like their childhood, are desperately in need of attention; therefore they are more likely to experience severe psychological traumas (Schultz Sydney, 2013). According to some research, single children have been described as having undesirable traits such as being spoiled, selfish, maladaptive, stubborn, and immature. Some research in the early 1980s showed that

single Chinese children were selfish, non-social, maladaptive, arrogant, and timid (Zhang, Kohnstamm, Cheung, Lau, 2001). Satourian, et all (2014) found that extrinsic problems, such as antisocial behavior, antagonism, and aggression, were more common among single children than peers. In contrast, Sardarpour Goodarzi, Derakhshanpour, Sadr, Yasemi (2003) stated that The frequency of conduct disorders, attention deficit disorder, hyperactivity disorder and other behavioral disorders in children with single children is far lower than their peers, Wilkinson and Rawlia (1997) quoted Bayati (2004) in their research in the Netherlands. They found that single children were more desirable in terms of intelligence, efficiency, and adaptability than children with siblings. Rad, extraversion and introversion Most people who score high on extraversion scale are sociable, warm, social, active and optimistic, while low score introverts are quiet, non-social, passive and caring (Mathews, Gilliland, 1999).

Research suggests that peers have higher social development and learn from each other's emotions, constructive competition, and acceptable patterns of social behavior. Miloski (2005) quotes Azizi (2011) in his research finding that children with siblings who are supported by their peers are more inclined to social adjustment and socially easier to interact with others. The results of Badi (2017) study in India showed that there was a significant difference between single children and children with one sibling over all five personality factors (openness to experience, conscientiousness, conscientiousness, extraversion, agreeableness, and neuroticism).) Does not exist. Rasuli (2014) concluded that there was a significant difference between the attachment dimensions of single-parent girls and non-single-parent girls, but in terms of social skills, there was a significant difference between single-parent girls and non-single-family girls. No children. Khoshoei (2014) concluded that in the single child group, there is a positive correlation between resilience and informational identities as well as commitment, and in the multi-child group, there is a positive correlation between resilience and informational identities and normative identity as well as commitment. There is a greater relationship with commitment to identity.

In the single child group, there is a correlation between anxiety and normative identity and identity commitment that identity commitment is more related to anxiety, and in the multi-child group, there is no relationship between anxieties with any of the identity styles. Al Mansour, Samani, Sohrabi (2014) concluded that there was no significant difference between family cohesion, children of single-parent families and multiple children. Also, there was no significant difference in the variables of emotional independence between the children of single and multiple children. Only in the dimension of individuality, there was a significant difference between the two groups of students, with individual offspring having more than one child. There was a significant difference in the feeling of loneliness between single children and multi-children, which means that the results of the present study show that few adolescent children feel more Lonely than single children. Hashembeigi (2015) concluded that there was no significant difference between the self-esteem of single-child and multi-child students. They also concluded that there was no significant difference between the happiness of single and multiple children. Mehrinejad, Sharifi Darmadi, Karimi (2015) concluded that there is no significant difference between the spiritual intelligence of single-child girls and multi-child girls, but boys of single-child families have higher spiritual intelligence than boys of multiple-child families. . Also in the case of single-child students, it was found that students' scores in single-parent families were significantly lower in the Critical Thinking Critical Thinking subscales than in multi-child students, but in the subscales of meaningful presentation. There was no significant difference between the two groups in terms of personal, transcendental awareness, state of consciousness development.

Jaafari (2017) concluded that there was no significant difference between the personality profile (Big Five Personality Factor) of adolescent and non-adolescent adolescents. Also, there was no significant difference between the personality profile (Big Five Personality Factors) of single boys and girls adolescents. Rezaei, Moradi, Baseri (2016) concluded that there was no significant difference between the

group of single children and multiple children regarding the component of non-social behaviors at 95% confidence level. Students of families with one and two children were significantly more likely than students of families with more than two children. Also, there is no significant difference between the average extraversion rating and life satisfaction of the two groups, thus increasing the family population, increasing the probability of personality health and life satisfaction of the children. As mentioned above, very few studies in Iran and outside of Iran have directly addressed the five major personality factors and their comparisons among students of single, two-child and multiple-child families, so the present study aimed to The question was asked whether (are the five major personality traits different among students of single children, two children, and several children?)

2. Methodology

The present study was applied in terms of purpose and in terms of quantitative method and descriptive-comparative in terms of data collection. The statistical population of this study consisted of all male and female students of first, second and third grade high schools of public and private schools in Sari in the academic year of 2018-19, which were 16,898 students. The sample of the study was randomly selected from the statistical population. The Morgan table estimated 370 people. Predicting the drop in subjects, the tests were performed on 500 subjects, but eventually 324 completed questionnaires were obtained. NEO-FFI Personality Inventory (NEO-FFI): This questionnaire consists of 60 questions and measures 5 major personality dimensions including: neuroticism (versus emotional stability), extraversion (versus introversion), openness to experience (vs. disclosure), compliance (vs. militancy), and conscientiousness (vs. irresponsibility). In this questionnaire, participants rated their opinion on each question based on a 5-point Likert scale (0 = strongly disagree, 4 = strongly agree). Scale scores are obtained by summing 12 items per dimension, and after reversing some items according to instructions. Roshan Chelsi et al. assessed the psychometric properties of this questionnaire using Cronbach's alpha, 0.83 for neuroticism, 0.58 for extraversion, 0.35 for openness to experience, 0.55 for agreeableness, and 0.81. 0 Achieved for conscientious. The test-retest coefficients of this questionnaire were 0.80 for neuroticism, 0.82 for extroversion, 0.61 for openness to experience, 0.70 for agreeableness, and 0.76 for conscientiousness, respectively. To carry out the research, the research questionnaires were prepared and reproduced. Then, the samples were selected and the questionnaires were administered individually as well as individually, over a three-month period. Questions were answered) were separated and analyzed. The principle of respect for human dignity and freedom, the principle of duty and responsibility, the principle of usefulness and harm, the principle of paying attention to the welfare of others and providing sufficient information on how to research all participants, obtaining written consent to participate in the research.. Data were analyzed by SPSS24 software using multivariate analysis of variance at the significant level of 0.05.

3. Findings

The mean age of single child boys (14/1±22/14), Single child girl (14/1±22/16), Son of two children (14/1±24/1), Daughter of two children (14/0±15/92) a boy with several children (14/1±2/04), and Girl with several children (14/0±43/92). The scores of the participants in this study are presented in Table 1.

Table1. Descriptive indices (mean and standard deviation) of research variables

Index / Variable	Single-child group (n = 108)				Group of two children (n = 108)				Multi-child group (n = 108)			
	Girl (n = 54)		Boy (n = 54)		Girl (n = 54)		Boy (n = 54)		Girl (n = 54)		Boy (n = 54)	
	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation
Neuroticism	25/78	7/32	25/52	7/22	23/98	7/55	23/96	7/34	27/81	9/71	29/41	9/1
Extraversion	30/70	6/17	30/96	6/04	28/52	5/95	29/24	5/57	27/70	7/37	26/39	7/12
Openness to experience	25/61	5/22	25/07	5/17	25/85	4/03	25/30	3/97	25/52	4/88	26/13	4/77
Agreeableness	29/17	5/65	29/46	5/39	27/52	4/89	27/76	4/91	28/41	5/93	27/22	6/41
Conscientious	34/87	4/79	35/30	4/72	34/37	7/25	34/13	6/17	34/33	7/67	33/19	8/27

Multivariate analysis of variance (MANOVA) was used to evaluate the research questions. At first, Kolmogorov-Smirnov test was used to check the default distribution of data. The results of Kolmogorov-Smirnov test showed that the variables of the study had normal distribution (p > 0.01). The results of correlation test also showed that the assumption of multiple non-linearity between variables (large personality factor cotton) was found and Spearman coefficient was less than 0.7 for all of them. The distribution diagrams of the variables in the groups were also similar to eggs or oval, so the variables had a linear relationship with each other. Box test was also not significant and indicated that the covariance variance matrix was homogeneous (p >0.05). Leven's test for homogeneity of variances in groups was not significant for any of the five major personality factors in groups and indicated that variances were equal in groups (p > 0.05). The results of the multivariate analysis of variance for the variables of neuroticism, extraversion, and openness to experience, agreeableness, and conscientiousness are reported in Table 2.

Table2. One-way ANOVA, Big Five Personality Factors and Groups (single child, two Child, multiple child)

	One way ANOVA test results						Follow-up test results			
Source variable	The sum of the squares	Df	Mean squares	F statistics	Meaningful	Effect size	Group	difference in averages	standard error	Meaningful
Intergroup neuroticism	1192	2	596	9/134	0/0001	0/054	Group 3 with 1	2/963*	1/099	0/007
Error neuroticism	20943	321	65				Group 3 with 2	4/639*	1/099	0/0001
							Group 1 with 2	1/676	1/099	0/128
Intergroup extraversion	774/7	2	387/35	9/492	0/0001	0/056	Group 1 with 2	1/954*	0/869	0/025
Error extraversion	13099	321	41				Group 1 with 3	3/787*	0/869	0/0001
							Group 2 with 3	1/833*	0/869	0/036
Openness to intergroup experience	12/53	2	6/3	0/285	0/752	0/002				
Openness to	7044	321	22							

error experience										
Intergroup compatibility	183	2	91	2/982	0/052	0/018	Group 1 with 2	1/676*	0/754	0/027
Error compatibility	7044	321	22				Group 1 with 3	1/5*	0/754	0/048
							Group 3 with 2	1/176	0/754	0/816
Intergroup conscientiousness	97	2	48	1/111	0/33	0/007				
Error conscientiousness	13978	321	44							

As can be seen, the neuroticism characteristics of the single-child, two-child, and several-child students differ ($F_{2, 321}$ = 9/134 and p <0.0001). In the post hoc analysis of variance, the groups were compared. The mean difference between group 3 and 1 (multiple children with single children) was significant (p = 0.007), neuroticism in knowledge. Multi-child students are more than neuroticism in single parent students; mean difference between group 3 with 2 (multiple children with two children) is significant (p <0.0001), meaning neuroticism in multi-parent students is more than psychotic. Neuroticism in two-child students is significant, but the difference between the mean of groups 1 and 2 (single children and two children) is not significant (p = 0.128), that is, there was no significant difference between neuroticism in single-parent and two-parent students. The extraversion feature was also different in single-child, two-child and multiple-child students ($F_{2, 321}$ = 9.492 and p <0.0001). In the follow-up test for extraversion variable, the mean difference between group 1 and 2 (single children with two children) was significant (p = 0.025), meaning that extraversion in single-parent students was more than extraversion in knowledge. Also, the mean difference between group 1 and 3 (single children with multiple children) is significant (p <0.0001), meaning that extraversion in single children is more than extraversion in multi-child students. Finally, the difference between the mean of groups 2 and 3 (two children and several children) is significant (p = 0.036), meaning extraversion in two-child students exceeds extraversion in multi-child students, Right. There was no significant difference for single-parent, two-parent and multiple children ($F_{2, 321}$ = 0.285, P = 0.752). The characteristics of agreeableness were not different in the single, double and multiple children ($F_{2, 321}$ = 2.982 and p = 0.052). But perhaps because the difference between groups was not significant only with the difference of 0.002 (ie p = 0.052); in the follow-up test, the mean difference between groups 1 and 2 (single children and two children) was significant. It was significant (p = 0.027), meaning that single-child agreeableness was significantly more than two-child; mean difference between group 1 and 3 (single and multiple children) was significant (p = 0.048), that is, single-child agreeableness was significantly higher than multi-child, but the mean difference between groups 3 and 2 (multi-children and two children) was not significant (p = 0.816). The characteristics of conscientiousness did not show a significant difference between single, two-parent and multi-child students ($F_{2, 321}$ = 1.111, p = 0.33).

One-way analysis of variance (ANOVA) was used to examine the role of gender in personality traits of single-parent, two-parent and multi-child families. The results of this test are reported in Table 3.

Table3. Multivariate analysis of variance (MANOVA) for each of the five personality factors and groups (male and female)

Index Source	The sum of the squares	Df	Mean squares	F statistics	Significantly calculated	Effect size
Intergroup Neuroticism	15/56	1	15/56	0/266	0/634	0/001
Error	22120	322	69			
Extraversion	1	1	1	0/023	0/879	0/0001
Intergroup	13873	322	43			
Error	2/1	1	2/1	0/095	0/758	0/0001
Openness to experience	7055	322	22			
Intergroup	3/78	1	3/78	0/121	0/728	0/0001
Error	10040	322	31			
Agreeableness	8/35	1	8/35	0/191	0/662	0/0001
Intergroup	14067	322	44			

As can be seen, there was no significant difference in the characteristics of neuroticism between male and female students ($F_{1, 322} = 0.626$, $p = 0.634$). Also, there was no significant difference in extraversion specificity between male and female students ($F_{1, 322} = 0.023$, $p = 0.879$). Experience openness was not significantly different between male and female students ($F_{1, 233} = 0.095$, $p = 0.758$). Consistency was not significantly different between male and female students ($F_{1, 322} = 0.121$, $p = 0.728$). Also, task-ontological characteristics did not show a significant difference between male and female students ($F_{1, 322} = 0.111$, $p = 0.622$).

4. Discussion

The purpose of the present study was to compare the personality characteristics of single-child and multi-child students. Previous research has only been directly related to the subject of the present study, Badi (2017) in India showed that there was a significant difference between single children and children with one sibling over all five personality factors (experience openness, With no conscientiousness, conscientiousness, extraversion, agreeableness, and neuroticism, Jaafari (2017) also found that there was no significant difference between the personality profile (Big Five Personality Factor) of adolescent and non-adolescent adolescents. While the results of the present study showed that the characteristics of neuroticism and extraversion were different in single-parent, two-parent, and multi-parent students, there were significant differences in the characteristics of openness to experience, agreeableness, and conscientiousness in single-parent students, Two children and several children not found. The results of Zarei Topkhaneh (2015) study showed that the mean ratings of neuroticism and psychosis were significantly higher in students with one and two children than in families with two or more children. But in the present study, neuroticism in multiple-parent families was significantly more than single-child and two-child families.

The results also showed that there were no significant differences in the five major factors of personality between girls and boys in single, double and multi-child families. This finding, consistent with Jaafari (2017) finding that there was no significant difference between personality profile (Big Five Personality Factors) of single boys and girls in adolescents, was shown by Badi (2017) Zarei Topkhaneh (2015) that gender was significant in specificity. Five Big Factors Could Not Be Personalized, Matched. Scientifically explaining the findings of the present study that neuroticism in some offspring is more than two offspring, it can be said that previous research has shown that the number of family offspring has a significant relationship with their offspring and, as Satourian, et al. (1) It has been stated that many parents who have single children, or have fewer children, place their child in overwhelming affection or overwork and control, which can lead to internalizing problems in the child. Be. Therefore, high parental control in single-parent families will create an anxiety and depression disorder in the child. Fatahi (2011) also argues that lack of knowledge and skills in parenting, coupled with the lack of family support for single parents, and the lack of play and peer interaction for these children can lead to The magnitude of the behavioral

problems of single children can be influential. Therefore, single-parent parents, either because of their single-child characteristics, or using specific parenting skills such as control, attention, and support, may provide internalization problems that may interfere with other risk factors, such as both employments. Parents, low maternal age, or stress of parenting and lack of self-efficacy, inactivity and play with peers, siblings, and feelings of loneliness and child dependency will add to these problems. Numerous studies have emphasized that parental stress or stress is directly related to children's behavioral problems. Ahadi and Bani Jamali (2014), on the pathology of internalizing and externalizing problems in children, have raised many factors and in addition to the deficiencies in parent interaction. With children and parenting styles seen, birth order and family size can be considered as determinants of children's personality traits.

Another finding of the present study was that extraversion of single offspring was more than two offspring and few offspring. Whereas Miloski (2005) quoted Azizi (2011) in his research finding that children with siblings tend to be more social adjusted. Kitizman (2002) quotes Azizi (2011) as saying that living in a family with at least one partner, in addition to developing social skills and intimate relationships with peers, may seem contradictory at times, but experiencing these conflicts in childhood seems necessary because it gives the child the essential and important information to manage and resolve conflicts. It seems that extraversion in the present study had more than two children and more than one child at a time, because single children in today's world no longer live in solitude and isolation, and have moved out of the confines of the family and into The community seeks out friends and peers to reduce their loneliness. As the other findings of the present study also show that single-child agreeableness was greater than two-child, as well as the foregoing justification, single children experience less conflict in their families, though Experts' opinions help them grow, but the less conflicting experience, according to the researcher, leads to greater agreement among single children. Therefore, the findings of the present study are in line with the findings of Satourian, et all (2014) who conclude that children of two-parent families have a lower mean and significantly better status in behavioral problems, including internalization and extraversion problems, It is inconsistent. Perhaps the reason for this inconsistency is that the authors studied in elementary school children and that the study population was high school. However, these findings are in line with the findings of Sardarpour Goodarzi, et al (2003), which show that the frequency of behavioral disorders in single children is significantly lower than that of several children. In addition, Costa, McCrae (1992), quoting Nasri and Khorshid (2012) believe that personality traits of agreeableness are characterized by characteristics such as trust, cooperation, sympathy, and agreement with others. People who score high on this factor have confidence in others and have a great sense of cooperation. The results of the present study, that is, the high agreement of single children with two children, can be attributed to the high level of trust that their parents had with the planned and given opportunity for consideration. Usually single children grow up in an environment where they experience less family conflict, and this same family peace creates a sense of cooperation, friendship, and trust in children who have siblings.

In expressing some differences between single-child and multi-child students, Al Yassin and Fereidouni (2016) argue that the positive attitude of single-child girl students is moderately high, but lower than that of single-child girl students. As a result, the positive thinking of female students in multi-child families is higher, also in multi-child families, the life expectancy of female students is higher than single-child families and in multi-child families, the student's life satisfaction is higher. The girl is more than single-parent families. According to the statistical results, it can be concluded that due to being single children only and having no siblings or close children in such families with peers, there is a need to establish more relationships with peers and gain new experiences. Of those who need the social life of their children, and indirectly in their happiness and satisfaction, and consequently, hope for a better tomorrow has an impact, so in multi-child families, happiness, life satisfaction and hope for the future in the family- There are more single children. In the present study, the agreement and extraversion of single children were higher than two children and few children. Extraversion also includes traits such as positive thinking, happiness, life

satisfaction and hope for the future. To illustrate this incongruity, it can be stated that single children in their families do not have conflicts with their peers and always remain in the strong position of the first child who has no successor and who has not been affected by the birth of the next child. Cause higher extraversion of this stratum.

At the end of the limitations of the present study, the lack of cooperation of school authorities and students' families with the researcher, the use of self-report questionnaires, and inaccuracies in the answers, as well as the inadequate completion of questionnaires can be avoided. Other limitations of the present study were that this reduced the number of participants (from 370 according to Krejcie Morgan's table to 324), although the researcher distributed 500 questionnaires among participants, but eventually accessed 324 completed questionnaires. . Another limitation of the present study was that it was possible to complete the questionnaires with the neglect of some of the students (as it turned out to be humorous.) This questionnaire was not completed seriously, although the researcher provided all the necessary explanations at the beginning. And all the steps needed to motivate the questionnaires to be completed by the researcher), and finally, the limitations of the present study can be attributed to the lack of access to statistics by the Department of Education. Single-child, two-child, and multiple-child students, the researcher could not randomly type Casual class does. That is, 370 individuals were randomly selected from the community as single-parent (male and female) students, two-male (male and female) and multiple-male (male and female) students. . Future researchers are recommended to conduct this research in other provinces and at different educational levels to compare them with the results of this study and provide a meta-analysis of this topic.
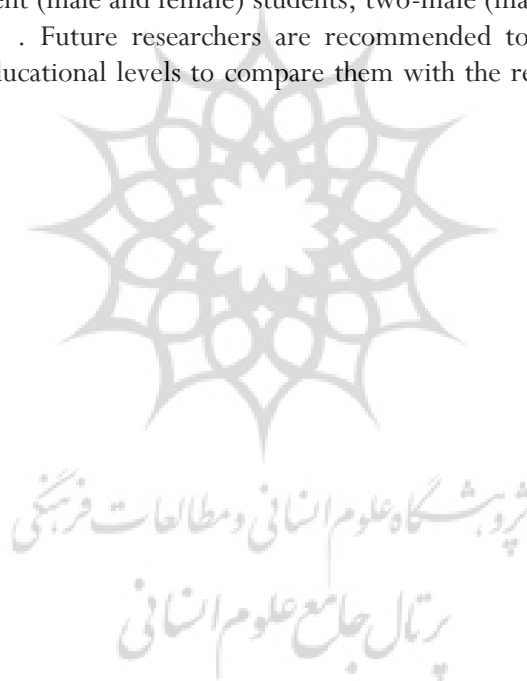
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