The Investigation Relationship Between Perfectionism And Mothers' Employment On Social-Emotional Adjustment Of Pre-School Children (3-6 ages) In Tehran And Karajcities

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INTRODUCTION

Mental health is to be fulfilled through the social-emotional adjustment of people living in society. The social-emotional adjustment is not a one-night process, but it starts at the child's birth. Time and it will grow through his/her relation and love to his parents and this growth shapes through its acceptance by society. Family is regarded as the most underlying social structure which based on its related historical literature, has been encountered with many changes. Among these changes we can mention to women employment and their effective role in family economy. It has been tried by families to grow up their children as a successful citizen. This extreme sensation of parents sometimes influences on their children personal and psychological attitudes such as perfectionism. The traceability of this perfectionism is possible among the whole human being and it is regarded as a characteristic feature which its adaptation type is regarded as a positive attitude and it will result in the person success but in case that the non-adaptation perfectionism is chosen as child’s prototype, this will threat his social emotional adjustment.

As the society goes to be more and more industrialized, so the issue of the women employment will be an inevitable factor in which not only it gives them educational opportunity but also it provide them with a relatively equivalent civil right, salary and political contribution. Today in the western developed societies and those developing ones as Iran, we witness for the women employment phenomenon as an important issue with regard to child growing and training methods and also the children social emotional adjustment because most of the employed mothers are obligated to leave their children in kindergartens or per-elementary teaching courses which will result in the separation of mother and her child together will living in conditions different with those children whose mothers are not employed. On the other hand as the mother’s enjoy from higher educational
levels which is necessary for their employment so this will influence mother’s expectancy level against their children educational, social and emotional characters and the children social emotional adjustment will be affected by it.

As the mother’s employment has been institutionalized in Iran, beside its positive results for family economy and women social growth, mental and financial independency it also shows itself with some negative consequences in child social emotional growth and his adaptation with surrounding area. Therefore our society as a developing country is not separated of it. More than 60 percent of university students are among women and more than 70 percent of them will be accepted by employment sections so that during the recent decades we witnessed for the enhancement of the kindergartens and most of employed mothers, despite of their extreme expenses, will leave their pre-elementary child to these institutes. But the case is that because of high level of demands for these kindergartens in one hand and not hiring the skillfull psychological and training specialized teachers on the other hand, these centres do not pave the way to compensate those emotional shortfalls of these little children. As those performed investigations regarding the mother’s employment effects on the social emotional adjustment are restricted to the pre-elementary and elementary children, and the mother’s perfectionism effect on the social emotional adjustment of their children, so the investigators tended to pay attention to the existing relation between mother’s employment and perfectionism influence on the social emotional adjustment among the pre-elementary children in Tehran and Karaj kindergartens and elementary school. So that the general goal of this research is the investigation of the relation between mothers perfectionism and employment and its influence on the level of social emotional adjustment level on 3 to 6 years old pre-elementary children in Tehran and Karaj. In this area the sub goals have been followed:

1- Investigation of the relation between mothers’ employment and its influence on the social emotional adjustment level among the pre-elementary children in Tehran and Karaj….

2- Investigation of the mother’s perfectionism influence on the social emotional adjustment level among the pre-elementary children in Tehran and Karaj….

3- Investigation of the mother’s perfectionism and employment influence on the social emotional adjustment among the pre-elementary children in Tehran and Karaj….

Hypothesis:

1- There is a meaningful difference between social-emotional adjustment level among the pre-elementary children base on their mothers’ employment condition.

2- There is a meaningful difference between social-emotional adjustment level among the pre-elementary children base on their mothers’ perfectionism.

3- There is a meaningful difference between social-emotional adjustment level among the pre-elementary children base on their mothers’ employment and perfectionism.

Investigation variables:

The mother’s employment is being defined as a series of those activities performing daily and in a certain period and they earn money for it, [8] and it in fact mentions to those mothers who spend most of their times outside of home in order to contribute in family economical process and they leave their children to private kindergartens or those kindergartens dependent on their organization. And also those mother’s with part time job are also classified in this category.

Perfectionism is defined as a tendency to have everything perfect and non-accepting everything unless it is flawless and perfect and she tries a lot to understand its being better [16].

Stoeber, Harris & Moon [17] divide the perfectionism in two general dimensions; normative, adaptive, healthy, adjustable or positive perfectionism, and the neurotic, non-healthy, non-adaptive or negative perfectionism.

A) The adaptive perfectionism:

It encompasses those aspects of the perfectionism relating in perfectionism efforts such as having high personal criterions, prescribing performance precise criterions and trying to be the best and this dimension shows positive coherence with desirable adjustment indicators such and positive affect.

B) Non-adaptive perfectionism:

It includes those perfectionism aspects relating in perfectionism concerns such as mistakes, being doubtful about attitudes, being fearful of not being confirmed by others and the non-correspondence between their expectations and results and this dimension has shown a positive coherence between the non-correspondence indicators and negative affect. [17].

This personality dimension will be determined through the score of mothers of pre-elementary children in the Hill sample normative perfectionism questionnaire, from the whole six dimensions (objectively; discipline and organizing, trying to be the best, interpersonal sensation, having high standards for others, pressure...
comprehending by the side of their parents). So the adaptive perfectionism as mentions by Hill will be included in the positive questionnaire dimension (the three dimensional objectively, disciplinary and organizing, trying to be the best) and also the non-adaptive perfectionism is the score gained through utilizing the Hill is perfectionism normative questionnaire and in negative aspect we will achieve in a questionnaire including the interpersonal sensation, requiring high standards for others and understanding the pressure from parents.

The emotional adjustment encompasses the good mental health and resisting against those side effects caused by psychic pressure, holding a positive and satisfied imagination of their own life and a suitable correspondence between emotions, activities and thoughts. [13]. The emotional adjustment has showed and by the desired satisfaction and the balanced emotional needs in society, school and home. Those needs such as belonging, affection, success, security, sympathy, sin freedom and encourage [14]. In this case in the American psychotherapy association has given this definition for the social adjustment as corresponding the attitudes in order to meet those situational needs which necessitates controlling those existing emotions or attitudes. [3]. The social adjustment in fact mention to having relation with group, listening profession, sympathy, verbal relation profession, being professional in recognizing her own emotions. [1]. In order to measure the social emotional adjustment among the pre-elementary children, Wetook advantage from the social emotional adjustment questionnaire gathered and dedicated criterion to it by Jafari which will be completed by the kindergarten teachers for every children.

**The investigation Literature:**

Ahmadi & Taghavi [2] found, if mother’s employment is related with their job satisfaction, it can result in desirable effects on their children for being socialized and also Mahmoodi [9] understood the meaningful relation existing between mother’s employment and their children being socialized and these children are more socialized than their counterparts with non-employed mother’s. The result acquired by Biabangard [4], was that the rate of social growth and educational progress among the children (girls and boys) with employed mothers is more than those children with non-employed mothers. As Schachter understood those new born children with employed mothers have less dependency to their parents, they are more self-efficiency and they are more socialized in comparison with children having non-employed mothers [10].

In another investigation, Tavakkoli [19] shows that the social adjustments ration of employed mother’s daughters are more than those girls with non-employed mothers. Ferdowsi [5] in one of the investigations show that there is not any difference between recognition, emotional and social affects among children of the employed mother’s and non-employed ones. Nofel [11], in his investigation achieved to this result that in case of social ability there does not exist any meaningful difference between the children of employed and non-employed mother’s. Kamal [7] understood that there is not any meaningful relation between the social and educational adjustment of the daughters of employed and non-employed mother’s. Panahi [12] founds that there is no sign of relation between mother’s employment and their children social ability.

Flett, Hewitt & De [6], analysed and tested the relation between the perfectionism three dimensions (self, social and others oriented ones) and comprehending the social skills, social mental adjustment. The conclusions showed the high social oriented perfectionism did show relation with social mental adjustment which includes the loneliness, being afraid of negative evaluation and the low level of the social self-confidence. The social oriented perfectionism holds the less level of the self-comprehension of social skills. And based on this finding, the social oriented perfectionism paves the way for catching to the several social mental problems and understanding the social skills shortfalls.

Also based on the investigation results acquired by Sonens, [15] there are signs of meaningful convergence between mother’s perfectionism and their daughters’adjustment. Parents’ adaptive perfectionism can be expressed by their children adjustment and it also brings out controlling on their psychology. Based on the results of an investigation performed by Suveg, Jacob & Paye titled in “interpersonal sensation of mother’s holds a positive and meaningful coherence with passion balance and social performances in children. Which is the same for their children social problems?

**Population:**

The whole pre-elementary kids between 3-6 years old staying in authorized kindergarten and the pre-elementary centres in Tehran and Karaj was the population of this study.

**Sample and sampling:**

The sample group included 161 kids from pre-elementary level.

**Research Design:**

This investigation is of non-experimental (ex-post-facto) casual and comparative.
Instruments:
1- The Hill’s perfectionism questionnaire:
This underlying factor of this questionnaire is the Likert scale including 58 clause and 6 sub-scale and in Iran has been validated and normalized by Hoooman & Samaee. The reliability indicator (Kronbakh alpha coefficient) is 92 %.

2- The social emotional adjustment questionnaire by Jafari (2011):
This questionnaire is in 5 degree likert type with 33 questions and its reliability coefficient (Kronbakh alpha) is 94 %.

Results:
The Descriptive Results:
Table 1-4: The centraltendencies indicators for the social emotional adjustment of pre-elementary children based on their mother’s employment (employed- housewives)

<table>
<thead>
<tr>
<th>Mother’s employment condition</th>
<th>The average error estimation</th>
<th>Standard deviation</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>2.115</td>
<td>17.699</td>
<td>120.49</td>
</tr>
<tr>
<td>Social emotional adjustment</td>
<td>1.848</td>
<td>17.633</td>
<td>115.47</td>
</tr>
<tr>
<td>Housewives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table 1-4 the adjustment mean is based on the employed mother 120.49 and the housewives 115.47 and there is more adjustment among the employed mother’s.

Table 2-4: The social emotional adjustment mean for the pre-elementary children based on the mother’s perfectionism (adaptive – non – adaptive)

<table>
<thead>
<tr>
<th>mother’s employment condition</th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on The table 2-4, the social emotional adjustment scores means among the children with adaptive perfectionism mother’s is 124.85 and it will be 117.02 among those children with non-adaptive perfectionism. The average social emotional adjustment among children with adaptive perfectionism mothers is more than the non-adaptive perfectionism ones.

Table 3-4: The average social emotional adjustment among the pre-elementary children based on their employed mother perfectionism (adaptive- non- adaptive)

<table>
<thead>
<tr>
<th>Employed mother’s perfectionism</th>
<th>numbers</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>9</td>
<td>131</td>
</tr>
<tr>
<td>Non-adaptive</td>
<td>61</td>
<td>118.93</td>
</tr>
</tbody>
</table>

Based on the table 3-4 the average scores for the social emotional adjustment among the children with employed mothers and with adaptive perfectionism 131 and the non-adaptive perfectionism are 118.93. And the social emotional adjustment mean among the children of employed mother’s with the adaptive perfectionism is more than the employed mother’s with non-adaptive perfectionism.

Table 4-4: The social emotional adjustment mean among the pre-elementary children based on the housewives perfectionism(adaptive, non-adaptive)

<table>
<thead>
<tr>
<th>Housewives perfectionism</th>
<th>numbers</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>Non-adaptive</td>
<td>87</td>
<td>115/67</td>
</tr>
</tbody>
</table>

Based on The table 4-4 the average adjustment scores among the children of the housewives with score 111 for the adaptive perfectionism and it is 115.67 for the housewives with non-adaptive perfectionism. The mean adjustment for the pre-elementary children based on their housewives mother’s with non-adaptive perfectionism is more than housewives with adaptive perfectionism.

Table 5-4:Test results about adjustment scores and based on mother’s employment together with the hypothesis of the variances consistency

<table>
<thead>
<tr>
<th>Mean differences</th>
<th>Meaningfulness level (2domain)</th>
<th>Freedom grade</th>
<th>T amount</th>
<th>Levin Test meaningfulness level</th>
<th>Employment condition</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5.013</td>
<td>%76</td>
<td>159</td>
<td>-1.785</td>
<td>0.858</td>
<td>Housewives-employed</td>
<td>Emotional-social adjustment</td>
</tr>
</tbody>
</table>
Based on the result in table 5-4 and taking advantage from Leven Test, the assumed and the existence of variances consistency it can be seen that the calculated Tis equivalent to -1.785 and it will be meaningful in 0.1 or P=90% for Alpha level. So that we can pretend that there is a definetierole by the side of mother’s employment on the children social emotional adjustment. So the first investigation hypothesis mentions to the meaningful difference existing between social emotional adjustment scores among the pre-elementary children based on theirmother’s employment situation that means mother’s employment will result in more adjustment for children in pre-elementary schools.

Second hypothesis:

Table 6-4: T test results about adjustment scores based on mother’s perfectionism together with the hypothesis of variances consistency

<table>
<thead>
<tr>
<th>Mean differences</th>
<th>Meaning fullness level(2domain)</th>
<th>Freedom grade</th>
<th>T amount</th>
<th>Levin Test meaningfulness level</th>
<th>Employment condition</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>-7.826</td>
<td>0.129</td>
<td>159</td>
<td>-1.528</td>
<td>0.507</td>
<td>Adaptive</td>
<td>Emotional-social adjustment</td>
</tr>
</tbody>
</table>

Based on table 6-4 and considering the meaningfulness level of Leven test and the hypothesis of variances consistency it can be seen that the calculated T is equivalent to -1.528 which is not meaningful even in α=1. Therefore the hypothesis will not be confirmed, that is, a meaningful difference exists between social emotional adjustment among pre-elementary children based on their mother’s perfectionism (adaptive, non – adaptive).

Table 7-4: The summary of two factors variance analysis relating in mother’s employment and perfectionism based on the social emotional adjustment of children.

<table>
<thead>
<tr>
<th>Meaningfulness level</th>
<th>F</th>
<th>Squares Mean</th>
<th>Freedom level</th>
<th>Employment</th>
<th>Perfectionism</th>
<th>Employment/perfectionism</th>
</tr>
</thead>
<tbody>
<tr>
<td>%35</td>
<td>4.513</td>
<td>1390.374</td>
<td>1</td>
<td>Employment</td>
<td>Perfectionism</td>
<td>Employment/perfectionism</td>
</tr>
<tr>
<td>0.501</td>
<td>0.455</td>
<td>140.293</td>
<td>1</td>
<td>Employment</td>
<td>Perfectionism</td>
<td>Employment/perfectionism</td>
</tr>
<tr>
<td>0.128</td>
<td>2.339</td>
<td>720.703</td>
<td>1</td>
<td>Employment</td>
<td>Perfectionism</td>
<td>Employment/perfectionism</td>
</tr>
</tbody>
</table>

Based on the table 7-4, The results of the Two-way analysis variance in relation with this two variable of mother’s employment and their perfectionism with regard to social emotional adjustment of pre-elementary children the acquired F will be 4.513 and 0.455 for the mother’s employment and for the independent perfectionism variable respectively and it will be 2.339 for the employment interaction and mother’s perfectionism as an independent variable of F which is meaningful for 0.128 alpha. So by a 90% confidence it can be said that there is a meaningful difference between social emotional adjustment scores for the pre-elementary children based on their mother’s employment and perfectionism. That means the hypothesis 3 of the investigation will be confirmed by a 90% confidence. And based on F=4.513, α=35% BY P=95% we can understand that the employment independent variable will show a meaningful difference in relation with the social emotional adjustment for the pre-elementary children also based on the acquired F 0.455 and α=0.501. The relationship between the social emotional adjustment scores and with regard to the perfectionism independent variable is not confirmed in 95% level.

Discussion and conclusion:

Based on the results acquired from the inferential and descriptive statistics in the hypothesis testing, and about the first hypothesis, this result is in reconciliation with those findings by Biabangard [4], Mahmoodi [9] & Tavakkoli [19]. What all of these results show, is mentioning to the meaningful relationship between the amount of social-emotional adjustment among the children with regard to their mother’s employment and these children show more social emotional adjustment. As findings emphasis, the employed women because of taking advantage from the economic advantages and the social growth hold more self-confidence, mental independence and self-efficiency in which all of them can play an important role in the determination of their pre-school children adjustment. In fact mother’s employment will result in more self-confidence caused by enjoying from more incomes and the low level of men and women differences and it also pave the way to bring a positive prototype out in favour of children and special for girls and for their future life. But this findings show no consistency with those findings by Ferdowsi [5], Kamal [7], Ahmad & Taghavi [2], Noefi, Panahi [12] & Zigel as they mentioned to the is not a meaningful relation between the socio-emotional adjustment among pre-elementary children according to their mother’s employment. In elaborating of this noncorrespondence among the investigations results it can be said that children satisfaction in the field of their needs is mostly dependent on their family structure and especially their mothers as the main person for meeting their major emotional needs inside the family. This result holds consistency with those findings by Flett, Hewitt and De, Sonnensthat in their studies; they show the meaningful relation existing between the social emotional adjustments among pre-elementary children with regard to mother’s perfectionism. The difference in social emotional adjustment scores
among pre–elementary children based on those results taken from the third investigation hypothesis and its confirmation is mostly determined by the employment independent variable and it can be claimed by 90% of certainty that there exist a meaningful difference between the social emotional adjustment scores among the pre-elementary children according to their mother’s employment and her perfectionism. There does not exist any witness for referring this finding to literature except that we mention to this elaboration that mother’s employment which necessitates mother’s higher education from elementary levels to university education in different levels. The increase of mother’s knowledge, experience and insights level toward the science progress and growth will pave the way an adaptive or non-adaptive perfectionism which can influence their expectation from their own children positively or negatively and in every condition. So based on this adaptive perfectionism we expect more level of social emotional adjustment among their children and if this is not the case the least consequence is that their children will face little problems in social emotional adjustment field which is documented in the third hypothesis of the investigation and at the end it can be said that there is not any meaningful difference between the social emotional adjustment among pre-elementary children based on their mother’s perfectionism, but this meaningful difference can be seen in the social emotional adjustment scores among the pre-elementary children with employed mother’s which is because of the interaction between mother’s employment and perfectionism and its influence on the social emotional adjustment.

Suggestions:
1. Investigate the relation between mother’s employment and perfectionism, and the social emotional adjustment among the elementary, guidance school and high school children.
2. In a framework similar to this investigation, mother’s education level and the childrengender should be investigated in addition to the independent variable of mother’s employment and perfectionism.
3. In a framework similar to this paper, investigate the father’s employment condition (employed or non-employed) and their perfectionism in relation with the social emotional adjustment among the pre-elementary, elementary, guidance school and high school.

REFERENCES

