

## A Comparison between Intellectual Personality of Kids and Students in Divorced and Normal Families

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### ABSTRACT

The present study, by investigating and comparing intellectual personality of kids and students in divorced families and normal families, was intended to give a deep and clear view of conditions and differences between behavior, personality, interactions with kids of same age as them and thinking style of kids and students in divorced families and normal families in elementary schools in Bandar Abbas. Methodology of this study is causal-comparative and participants of this study are all elementary school students in Bandar Abbas from which 144 persons (72 kids from divorced families and 72 kids from normal families) in academic year of 2014 – 2015 were selected using deliberate random sampling and were asked to respond to assessment scale of intellectual personality of kids and elementary school students made by Javdan in year 2005. Descriptive and perceptive analysis of the results showed that there is a significant difference between type and number of intellectual personality in autonomous, demanding, restless, passive and quarrelsome students in divorced families and normal families.

**KEYWORDS:** Divorce, Intellectual personality, Quarrelsome, Autonomous

### 1. INTRODUCTION

Individual differences between kids prepare them to have diverse reactions towards different stimuli. Kids are different in intellectual, emotional, social and behavioral aspects the same way they are different in appearance. In another word, every kid is born with unique behavior which has natural basis and interactions between this basis and different environments and experiences gives each kid their unique personality [1]. An irritable active kid born in a calm environment with a patience mother has a different personality to a kid with same behavior but with an anxious mother and in a tense environment. Therefore, a kid's personality and behavior is affected by internal and external factors such as biological, genetic, hereditary, environmental, educational, cognitive, psychological, emotional and social factors.

Marriage is the most humane ethical norm in a society for male and female relationship. Family is fundamental part of a society and the basic cell of life, and in the broadest term, it's the origin and shelter for its members. Divorce means leaving and cancelling marriage terms and a contract between man and woman which allows them to cancel the marriage terms under certain conditions and separate from each other. Divorce is legitimate end to marriage and separation of a couple. Divorce usually occurs when a marriage loses its strengths and there is conflict and tension between the spouses. Therefore, divorce is the most important factor in dismantling of a family, which is the fundamental part of society. That is the reason experts and socialists view increase of divorce as a clear sign of conflict in moral principles and disturbance of family calmness and social norms in general [2].

Poverty and financial problems, moral disagreements and sexual conflicts, lack of interest, others' disturbance specially families, distrust, lack of deference, lack of religious belief, addiction, greed, lack of knowledge and illiterateness, low age, cultural differences, remarrying, and unemployment are the most important causes of divorce. Divorce has many negative consequences which can be listed as children delinquency, prostitution, addiction, escaping and vagrancy, educational degrade, wife or husband or even children's suicide, lowering of intention for marriage especially in kids from divorced families, depression, personality problems and other psychological disorders [3].

Many social, domestic and natural factors have hurt human since the beginning of life in the history and man has been in pursuit of solutions to lower the damage of social harm and preventions and control of them. Experience and knowledge of human has been a guide to solve social problems and adapt to conflicts in social life. If a solution for domestic problems and social harms and problems is not thought of, it will probably expand and hurt more individuals [4].

Expansion of needs, increase in sub-cultures, limitations caused by needs and desires not being met, psychological disorders and educational problems have caused fast increase in theft, suicide, divorce, sexual deviations, addiction and other social harms.

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Different reasons and motivations in such behaviors are noticeable, some of which can be referred to as inborn hereditary factors that a child has when he is born. Biological and disorders in brain and nervous system before, during or after birth, psychological reasons such as internal tensions in life like birth of another child and lack of attention to the first child; emotional reasons such as lack of attentions and affection from parents due to different reasons like parental problems, divorce, mistreat from parents, friends, school, society and media; low self-esteem because of lack of attention from parents and older individuals; dysfunctional and weal treatment from parents; parents' neglect in looking after children; lack of harmony between educative factors at home, school and society; physical punishment and psychological harassment such as comparing and belittling children are of the most important causes of children's personality, intellectual and educative problems [5].

Families' poverty, financial and social inequality, class differences, dismantling of mutual relations between people and unpleasant influence of the kids at the same age, put people in positions that they can't find their social role and identity and it causes them to be attracted to social deviations in some cases. Divorce, moral corruption, addiction, out-of-family relationships, and children of labor are examples of the most important observable harms in today society [6].

Addiction, girls' and women's escape from home, weakening of human and domestic relationships caused by several businesses and hobbies, violent behavior, social isolation, drug trafficking, risky behavior, suicide and theft also designate represent the expansion of social harms and serious warning for individual and citizens' psychological health. This matter shows that social-historical and environmental conditions cannot meet these people's demands and on the other hand, they don't have the necessary knowledge and information to increase their adaption power and efficiency in such conditions, although individual, biological, domestic and psychological differences cannot be ignored. Since social harms and disorders can be contagious and threaten people's lives, what is the solution and what should be thought of to prevent and decrease them?

Divorce is the changes in friendship and other social relationships that a divorced man or woman deal with. Psychological divorce happens when somebody stops their emotional dependencies toward their spouses and goes through living alone. Sudden absence of a spouse can cause anxiety or fear; however, some may become happy after divorce. Women usually suffer harder than men economically but social and psychological adaptation processes are not much different for men and women. Some men and women may go through another marriage.

#### **Kids' Intellectual personality Traits**

It's a hard job to categorize kids based on personality and thinking, but based on relatively common features, they are categorized in groups in which these features are universal. Therefore, kids are categorized into following intellectual personality based on a set of principles and common biological, social, intellectual, moral and cognitive rules [7]. Though, categorizing and designating kids in a certain group is a difficult thing to do.

#### **Autonomous kids**

These kids generally are adaptive and calm and have stable biological behavior which adapt to environmental conditions and relate and communicate easily with others. They are good-tempered from birth, flexible and adapt to environment and its changes easily. New environments are not a problem for them and they are easily calmed down when crying [8].

#### **Highly-demanding kids**

Parents, guardians and caretakers of the Kids in this group are required to be strongly patient in their relationship and contact with these kids. Older caretakers' proper behavior causes these kids to generate proper personality and thought and older caretakers' inappropriate behavior causes them to have paranoid thoughts and to be bad-tempered. Studies show that negative environments and unpleasant experiences during childhood can cause bad-temperedness and negative excitement in this group of kids [9].

#### **Passive kids**

In the contrary with other kids, Kids in this group are often quiet, afraid to touch unfamiliar objects and have a permanent feeling of shame. Numerous reasons are mentioned for such features which include genetic reasons, fear of failure, parents' expectations – higher than the kids' capabilities –, scaring the kids of unknown dangers and things, parenting methods such as sensitive or depressed parents, parents' weak social skills that can end up in such timid and passive personality and thoughts [10].

#### **Restless kids**

These kids are highly active, restless and sensitive from birth and at the time of being an infant and have strong reactions like crying to environmental stimuli. Restlessness of a kid is affected by their behavior, so adapting to a kid of this type is a hard thing to do and requires highly strong patience. If these kids' parents do not conform to be patient and put a lot of time into raising them, not only behavioral problems of these kids give the family a hard time but also will cause problems in the society [11].

#### **Quarrelsome kids**

Many factors take part in generation of individual and behavioral differences in kids which include genetic and hormonal factors, function of the brain and nervous system, electro chemicals in body and domestic

and environmental educative conditions. Studies show that Serotonin has strong effects on general feelings and behavior of a kid. Kids with low Serotonin level may show aggressive and violent behaviors [12].

Now, if kids with genetic problems and dysfunction in brain and nervous system are born in a family that suffers from financial problems, poverty, divorce, addict or nervous parents, and cultural and intellectual poverty, risks of these kids being sociopaths and have aggressive behaviors will be high.

This study was carried out due to significance of evaluating intellectual personality of kids with divorced parents and finding a proper solution to understand intellectual, individual, social and cognitive personality of kids and students. Purpose of this study was comparing intellectual personality of kids and students in divorces families and normal families at elementary schools in Bandar Abbas to understand their personality, intellectual and behavioral problems.

## 2. MATERIAL AND METHODS

Methodology of this study is causal-comparative and participants of this study are all elementary school students in Bandar Abbas from which 144 persons (72 kids from divorced families and 72 kids from normal families) in academic year of 2014 – 2015 were selected using deliberate random sampling. The participants were of average age of 8 and 9.

### **Instruments used in this study are:**

1. Divorce announcement from parents or guardians of the kids with knowledge of parents and their testimony in writing based on kids' participation in this study.

2. Scale of intellectual personality of kids and elementary school students.

The latter tool is a self-reporting written scale consisting of 75 articles and is graded in 5 choices of Likert including 0 – 4 (0= never, 1=rarely, 2=sometimes, 3= often, 4=always). One of five choices is selected for kids' behavioral features by their parents (in form A) or by their guardians (in form B). This scale provides not one single grade but 5 grades each of which is related to one intellectual personality trait. The higher the kid's grade in a corresponding feature, the stronger is that feature of the intellectual personality trait comparing to the other features. In another word, the kid is known to have that intellectual personality trait. Grades for the first feature is (autonomous) range from 0 – 76. In total, grades over 58 designate autonomous intellectual personality for the kid. Grades for the second feature is (highly demanding) range from 0 – 60. In total, grades over 46 designate highly demanding intellectual personality for the kid. Grades for the third feature is (passive) range from 0 – 56. In total, grades over 42 designate passive intellectual personality for the kid. Grades for the fourth feature is (restless) range from 0 – 44. In total, grades over 33 designate restless intellectual personality for the kid. Grades for the fifth feature is (aggressive) range from 0 – 64. In total, grades over 48 designate aggressive intellectual personality for the kid.

The designer of this questionnaire has reported the reliability of it using 3 methods of Cronbach's alpha, Spearman-Brown prediction formula. The grades in order of the mentioned scales are 0.93, 0.92, and 0.92 for autonomous intellectual personality, 0.86, 0.85, and 0.84 for high demanding intellectual personality, 0.91, 0.89, and 0.88 for passive intellectual personality, 0.89, 0.78 and 0.78 for restless intellectual personality, and 0.81, 0.80 and 0.80 for aggressive intellectual personality. Also, validity of the intellectual personality was investigated and assessed by Confirmatory factor analysis (CFA).

This tool consists of 5 sub-factors which include:

1. Autonomous intellectual personality: article 1- 19 in the questionnaire
2. High demanding intellectual personality: article 20- 34 in the questionnaire
3. Passive intellectual personality: article 35- 48 in the questionnaire
4. Restless intellectual personality: article 49- 59 in the questionnaire
5. Aggressive intellectual personality: article 60- 75 in the questionnaire

In this study, reliability of the questionnaire of intellectual personality of kids was assessed using Cronbach's alpha which reported 0.86. The data was analyzed by statistical software: SPSS- 21, Chi-Square and Student's t-test. Significant levels in this study are appointed lower than 0.05.

## 3. RESULTS

Out of 144 participants in this study, 82 boys and 62 girls were studied and there were no significant differences considering gender. Average age in experiment group was 9.10 with standard deviation of 2.02 and average age in control group was 9.01 with standard deviation of 2.04 which showed no significant difference between experiment and control group.

As seen in table 1, significant differences between intellectual personality of kids and students in divorced families and normal families considering behavior and social interactions.

**Table 1.** Average and standard deviation of intellectual personality of kids and students in divorced families and normal families in elementary schools in Bandar Abbas

Students' Intellectual Personality Trait	Children from Divorced Families		Children from Normal Families		Sig
	Average	Standard Deviation	Average	Standard Deviation	
Autonomous	31.43	4.67	54.56	3.39	0.001
Highly Demanding	49.19	5.23	36.34	2.56	0.001
Restless	34.71	3.17	29.87	3.76	0.005
Passive	45.87	4.02	31.97	4.57	0.001
Aggressive	51.01	6.29	23.52	5.13	0.001

**Table 2.** frequency distribution of intellectual personality of kids and students in divorced families and normal families in schools of Bandar Abbas

Students' Intellectual Personality Trait	Number of Divorce Group	Number of Normal Group	Sig
Autonomous	9	30	0.001
Highly Demanding	26	22	0.005
Restless	12	8	0.001
Passive	11	6	0.001
Aggressive	16	8	0.001
Total	72	72	

It can be concluded from the results of table 2 that divorce is one of the most important factor which influence kids' behavior and thoughts. Table 2 shows significant difference between kids from divorced families and normal families at primary schools in Bandar Abbas.

#### 4. CONCLUSION

Results of this study show that intellectual personality disorders in kids from divorced families are more than normal families. Domestic conditions, educational system, pleasant social conditions, political and economic conditions and social-historical features are some of the most important factors that have strong influence on growth of people's intellectual personality. Emotional conditions in the family with features of educational system of the day provide life orientation and thinking style of a person during life. These two factors provide an individual with more energy and stronger motivation for progress or make them worried, incapable and pessimist about incidents in life.

Different studies have been conducted to investigate reasons for kids' behaviors. For instance, Lizardi et al. [13] have shown that chemical and hormone secretion in brains of nervous kids is different to normal kids. Therefore, many of differences between kids are result of dysfunction of their nervous system.

Parents' educative and parenting methods also have strong influence on children's behavior and personality. Parent-child relationship, methods of providing for kids' emotional, financial and psychological needs have strong influence on kids' behavior and thoughts. Family is the first and most important environment that has a fundamental and important role in developing kids and teenagers' intellectual and personality growth. Ang [14] believes that family is the main source for experiences and development of thoughts and ideas of mankind in life. Therefore, societies, that intend to increase motivation for progress in their community, should try to provide families emotional environment with security and ease to minimize kids' personality, behavioral and communication problems and social harms. Kids and students in societies with low social harms and problems, like divorce, will cause comprehensive growth in their society having capable thoughts and energy besides feeling calm and secure.

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