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Comparison of personality abilities, coping style with stress and self-efficacy in two groups of housewives and female teachers of the second secondary level of Kashan city

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Abstract

The present study was conducted to compare positive personality abilities, stress coping styles, and self-efficacy in two groups of housewives and female teachers of the second secondary level of Kashan city. In this research, a descriptive method with a causal-comparative approach has been used. The research population consisted of all female teachers of the second secondary level in Kashan city in 2018-2019 and housewives in Kashan city, who were selected as a sample in two groups of 180 people using the available sampling method. To collect data, Patterson and Seligman's (2004) personality abilities questionnaire, Andler, and Packer's (1990) stress coping style questionnaire, and Scherer et al.'s (1982) general self-efficacy questionnaire were used. In order to analyze the data, a t-test of two independent groups and an analysis of variance were used. In examining the hypothesis, the results showed that the average of the two groups of housewives (468.05) and female teachers (490.54) has a significant difference in the variable of personality abilities ($p < 0.05$). Female teachers use the problem-oriented style with an average of 59.556, and housewives use the emotion-oriented style with an average of 56.56. Also, the average of the two groups of female teachers (60.41) and housewives (58.92) in the self-efficacy variable is not significantly different from each other ($p > 0.05$). Therefore, it can be concluded that teachers are higher than housewives and female teachers in terms of personality abilities of wisdom, humanity, courage, justice, moderation, and excellence, female teachers use problem-oriented styles to deal with stressful situations, and housewives use emotional styles.

Keywords: *Personality abilities, stress coping styles, self-efficacy*

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Introduction

Despite the relative expansion of women's employment, women's work outside the home is still a controversial issue. Women's compatibility with both roles (working at home and outside) depends on factors such as personality, family relationships, type of work, satisfaction with marriage, and support from their husbands and families (Esfandiari Moghadam, 2016). Among them, cultural women have the best role among working women because they are considered the starting point of the transformation in education. By having skilled teachers in the field of education, society can provide the causes of fundamental transformation. Therefore, a teacher's personality traits can be one of the main items in a teacher's effectiveness (Mohammadian Sharif et al., 2016). Personal empowerment of teachers as a personality trait significantly impacts teachers' teaching efficiency (Bibak et al., 2017). According to Peterson et al. (2007), personality abilities are psychological components or processes related to the growth and promotion of virtues. Personal empowerment is often associated with the root meaning of happiness with religion, gratitude, and appreciation, hope, desire/desire, and curiosity. Desires, curiosity, hope, stability, and views often have a root connection with happiness, and those that are often on the path of happiness are often associated with humor, desire, hope, social intelligence, and love (Karimizadeh et al., 2016).

The comprehensive study of personality strengths is a new initiative in psychological research. It is undoubtedly one of the areas that are engaging an increasing number of researchers and practitioners. Individual capabilities - including hope, optimism, creativity, and vitality - have been among the topics of researchers' attention for many years. However, each of them has been examined separately and individually, in the sense that each of the capabilities is considered independent variables of individual

differences that have no connection. However, the emergence of the positive psychology movement directed activities and research toward a new perspective based on which abilities are presented as necessary, distinct, unique, and related characteristics in a broader framework (Namdari, 2010). Personality abilities are defined as psychological components or processes that are the main elements of virtues and define virtues. Personality abilities enable people to perform better and live a satisfying and good life (Kolani et al., 2013).

Peterson and Seligman (2004) believe that abilities and virtues determine how people deal with difficulties and problems. Thus, personality abilities should be directly related to coping behaviors and protect people against the negative effects of work-related stress. The use and cultivation of these key abilities also facilitate the experience of positive emotions, which in turn prepares a person to deal with everyday stressors (Kelani et al., 2017).

Stress is one of the most important factors in the emergence of diseases, so how to respond or react to it can play a significant role in a person's adaptation. This issue is usually discussed under the heading of coping. Lazarus introduced the concept of coping in 1996, and since then, the way people cope with their problems has been investigated, and tools have been prepared to measure it. Coping is mastering, reducing, or enduring the damage that causes stress (Nikanami et al., 2014). Coping styles are active or passive efforts to react to stressful situations and situations (Salehi et al., 2016). Thought coping measures are behaviors used after a person faces a stressful event. At the same time, the coping resources are the person's characteristics that exist before the occurrence of stress, such as having self-esteem, feeling in control of the situation, cognitive styles, locus of control, self-efficacy, and problem-solving ability (Sobhi Gharamaleki & Shafghati, 2016).

Examining and understanding how people face their stress and worries provides a means to understand their behavior. Although stress causes various mental and physical problems for people, it should not be overlooked that people are not immune to stress. They often engage in actions and behaviors called "coping" to deal with stress and its adverse effects (Reeve, 2001; translated by Seyed Mohammadi, 2014). It is a mediator in understanding the intensity of tension and compromising with it (Fathizadeh & Badieli, 2016). Stress coping styles are cognitive and behavioral efforts that people use in dealing with pressures and failures and include emotion-oriented, problem-oriented, and avoidance coping (Rahgozar et al., 2015).

Self-efficacy plays an important role in psychological adaptation, mental and physical health, as well as behavior change strategies (Qasemi et al., 2017). Based on social cognitive theory, self-efficacy plays a key and important role in mental health and affects many psychological functions (Hossein Zaei & Sahami, 2017).

Research has shown that empowerment is related to individual, social, scientific and occupational performance, for example, high individual empowerment is associated with efficiency in adapting to difficulties and problems and high levels of well-being (Denovan and Maxwell, 2013).

Krone and Parvin's research (2015) also shows that self-efficacy is effective on how to adapt to stress and pursue life goals. The results of Fallahzadeh et al.'s research (2013) showed that the level of stress in housewives is higher than that of working women, but there is no significant difference in depression and anxiety between the two groups. It is inevitable to know the personality traits of women both in the field of work and in the field of housekeeping in many situations of life. Because by identifying people's personality, it is possible to predict how they will perform in different situations. Harzer and Rush (2015) reported that personality strengths are related to coping

with occupational stress. Darabi, McCaskill and Reedy (2017) measured the relationship between stress and stress coping style with religious divine personality abilities. They found that three religious divine capabilities, namely hope, optimism and gratitude, have a negative relationship with stress. When faced with a problem, some make a correct and logical assessment and use strategies such as problem solving, positive thinking, etc. Others turn to drugs, running away from home, skipping school, etc. and adopt incompatible strategies.

Self-efficacy as a personality variable plays an important role in a person's confrontation with stressful life issues. Self-efficacy can affect behavior and reduce the negative symptoms of stress and increase a person's ability to cope with stress, which leads to an increase in life satisfaction. (Poorbahram, 2012). Coping with the pressures of life and acquiring personal and social skills has always been a part of the reality of human life and has been manifested in different forms in different periods of his life. High self-efficacy reduces the fear of failure, raises the level of desire, and improves the ability to solve problems and analytical thinking. Self-efficacy increases mental, physical and spiritual well-being and forms a healthy identity (Hossein Zaei and Sahami, 2017).

According to the mentioned cases, it is tried to answer this question: Is there a significant difference between personality abilities, stress coping styles and self-efficacy in the group of housewives and female teachers?

Method

The current research is based on descriptive methods and with a causal-comparative approach. The statistical population in this research is all female teachers of the second secondary level of Kashan city in 2017-2018 (N=370) and housewives of Kashan city. According to the size of the accessible population, 180 people were randomly selected for each group. In this research, the field method is used in order to distribute and implement the questionnaire in the

subject community in the form of direct reference.

After examining the population and determining its size, the sample size is determined using Cochran's formula, and then the considered questionnaires are multiplied to the number of the sample size and distributed among the students in a simple random manner. After collecting the questionnaires, each of the questions and assumptions of the research was investigated using software, and after announcing the final results, solutions were presented to improve each of the factors and variables of the research. Entry criteria for people in the study: 1- Having at least a postgraduate degree. 2- Not suffering from specific mental and physical diseases. 3- At least 20 years old or older. Exclusion criteria: unwillingness to participate in the study, 2- suffering from specific mental and emotional problems.

Materials

Questionnaire of personality abilities (active values in practice) (VIA-IS). The original version of the Active Values Test was created in 2004 by Peterson and Seligman in order to measure people's personality strengths. The questionnaire of positive personality abilities (short form) includes 6 virtues and 24 personality abilities (120 questions). including wisdom, humanity, courage, justice, moderation and excellence. wisdom and knowledge (creativity, curiosity, free thinking, love of learning, insight); Courage (courage, perseverance, honesty, vitality); humanity (love, social intelligence, kindness); justice (citizenship, justice and fairness, leadership and pioneering); self-control (forgiveness, humility, foresight, self-discipline); Excellence (praise of beauty and goodness, appreciation, hope and optimism, humor, spirituality). To get the score of each ability, it is enough to add the score of all the statements related to the desired ability and

divide the obtained number by 5 (the number of statements related to each ability). A higher score is a sign of greater intensity of the desired ability in a test.

Andler and Packer (1990) coping with stressful situations questionnaire. This questionnaire was designed with the aim of evaluating the types of coping styles of people in stressful situations in three forms: problem-oriented, emotion-oriented and avoidance coping styles, which was translated by Akbarzadeh (2013). This test consists of 48 questions, which are determined based on a 5-point Likert scale from never (1) to always (5). The stress coping test covers several main areas of coping behaviors, which are problem-oriented (16 questions), emotion-oriented (16 questions), and avoidance (16 questions). In 1994, Endler and Parker divided the avoidance factor into two distinct subscales of distraction (8 questions) and social engagement (8 questions). Considering that the test is a five-point Likert, the maximum score for each category is 5 points and the minimum is 1 point. The subject must answer all the questions. If the subject has not answered 5 questions or less than 5 questions, at the time of scoring, the questioner can mark option 3 for these questions, but otherwise, if more than 5 questions are unanswered, that questionnaire will not be scored. Peterson and Seligman (2004) reported that all VIA-IS subscales have good internal consistency ($\alpha \leq 0.70$) and test-retest reliability over time (for a 4-month test-retest period) is approximately 0.70. Namdari (2010) has reported the reliability of test scales between 0.62 and 0.86 and Cronbach's alpha in the range of 0.86 to 0.96. Also, the face and content validity of this test has been confirmed by asking the opinions of 5 psychologists. He found the concurrent

validity of this test with the five factors of the Neo personality test, i.e. neuroticism, extroversion, openness to experience, agreeableness, and work conscientiousness, respectively, 0.39, 0.03, 0.38, 0.37, and 0.40. In the study of Koleini et al. (2017), Cronbach's alpha obtained all the mentioned capabilities above 0.88.

General Self-Efficacy Questionnaire by Scherer et al. (1982). This questionnaire has 17 items that measure a person's beliefs about his ability to overcome different situations. Scherer and Maddox (1982) believe that this scale measures three aspects of behavior, including the desire to initiate behavior, continuing efforts to complete behavior, and resistance in facing obstacles. The validity and reliability of this scale has been confirmed in Iran. The general self-efficacy scale of Sherer et al. has 17 items. It is graded from 1 to 5 on a 5-point Likert scale. In questions 1-3-8-9-13-15, for the options I completely agree, I agree, I neither agree nor disagree, I disagree, I completely disagree, 5-4-3-2-1 and the rest of the items are scored in the opposite order. The minimum score in this scale is 17 and the maximum score is 85. A high score indicates a high self-efficacy feeling. The reliability coefficient reported by Sherer et al. (1982) for the general self-efficacy scale was 0.86 and relatively high. In a research, Niakroi

(2003) reported the reliability coefficient using Cronbach's alpha method or the overall similarity of questions equal to 0.78 (cited by Nabawi, 2017). Keramati (2004) found its Cronbach's alpha to be 0.86 in Iranian samples. In the research of Nabavi et al. (2017), the reliability coefficient was calculated using Cronbach's alpha for this questionnaire and the coefficient was 0.75, which is a relatively suitable value.

Implementation

To implement this research, first, 20 women involved in marital conflict with low self-esteem were selected and answered the measurement tool in 2 experimental (10 people) and control (10 people) groups. Then the experimental group underwent 10 90-minute sessions of strength-based counseling, and after the end of the therapy sessions, the two experimental and control groups completed the Coppersmith (1967) self-esteem questionnaire again. Then, after checking the related assumptions, the scores were analyzed using the 22nd edition of SPSS software and using the covariance analysis method.

Findings

In this part, in order to understand the nature of the society that has been studied in this research, demographic characteristics such as education, marital status, age, number of children, and housing status were examined.

Table 1. Demographic data

Variable		Housewives		Teachers	
Group					
Education	Associate degree	N	122	18	
		Percentage	67/8	10/0	
	Bachelor's degree	N	52	91	
		Percentage	28/9	50/6	
	Master's degree	N	6	71	
		Percentage	3/3	39/4	
Age	20-30	N	54	17	
		Percentage	30/0	9/4	
	30-40	N	49	91	
		Percentage	27/2	50/6	
	40-50	N	41	62	

	50-60	Percentage	22/8	34/4
		N	22	8
	More than 60	Percentage	12/2	4/4
		N	14	2
Children number	0	N	54	32
		Percentage	30/0	17/8
	1	N	37	26
		Percentage	20/6	14/4
	2	N	58	91
		Percentage	32/2	50/6
	3	N	24	26
		Percentage	13/3	14/4
	4	N	4	5
		Percentage	2/2	2/8
	5	N	3	0
		Percentage	1/7	0/0
House type	rental	N	32	42
		Percentage	17/8	23/3
	ownership	N	129	134
		Percentage	71/7	74/4
	relative's house	N	19	4
		Percentage	10/6	2/2

As shown in Table 1, out of all the people in the statistical sample (360 people), 180 are housewives and 180 are female teachers. In the group of housewives, the highest statistics are related to postgraduate education with 67.8 percent (122 people), while in the group of female teachers, the highest statistics are related to bachelor's education with 50.6 percent (91 people). A wide range of people are in the age group of less than 40 years. In other words, in the group of housewives, about 30% of the studied women are between 20 and 30 years old, and the highest statistics for the group of female teachers is about 50.6% for the age

group of 30 to 40 years. Surveys show that the average age of housewives is 38.43 and the average age of female teachers is 38.99. About 32.2% of housewives (58 people) and about 50.6% of female teachers (91 people), which is the highest percentage, have 3 children. About 71.7 percent of housewives (129 people) and about 74.4 percent of female teachers (134 people), which is the highest number, are owners.

In this section, the dispersion distribution of responses to items related to different dimensions of the questionnaire is presented.

Table 2: Dispersion distribution of personality abilities

Variable	Index Group	Items	Min	Max	Mean	Standard deviation
Creativity	Housewives	5	15	25	19/24	2/603
	Teachers	5	13	25	20/43	2/767
courage	Housewives	5	14	23	18/12	2/175

	Teachers	5	13	25	19/26	3/099
Perseverance	Housewives	5	11	25	19/81	3/216
	Teachers	5	9	25	20/91	2/959
originality	Housewives	5	17	25	21/90	2/074
	Teachers	5	16	25	22/42	2/108
Self-regulatory	Housewives	5	16	25	20/31	2/225
	Teachers	5	15	25	20/67	2/420
Hope	Housewives	5	12	25	19/02	3/189
	Teachers	5	8	25	19/83	3/224
spirituality	Housewives	5	15	25	20/43	2/376
	Teachers	5	13	25	20/78	2/695
social intelligence	Housewives	5	14	25	19/62	2/473
	Teachers	5	15	25	20/69	2/457
kindness	Housewives	5	17	25	22/38	2/326
	Teachers	5	14	25	22/32	2/498
Love	Housewives	5	15	25	20/46	2/660
	Teachers	5	15	25	21/38	2/359
leadership	Housewives	5	13	25	18/52	2/498
	Teachers	5	12	25	19/53	2/892
Forgiveness	Housewives	5	11	24	18/52	2/498
	Teachers	5	14	25	20/54	2/821
Curiosity	Housewives	5	12	24	18/57	2/674
	Teachers	5	13	25	20/12	2/645
Interest in learning	Housewives	5	10	25	17/75	3/502
	Teachers	5	10	25	18/91	3/317
fairness	Housewives	5	13	25	19/04	3/032
	Teachers	5	12	25	20/25	2/965
caution	Housewives	5	12	25	19/52	2/808
	Teachers	5	10	25	20/19	3/194
admire beauty	Housewives	5	11	25	18/97	2/574
	Teachers	5	12	25	20/42	2/744
Appreciation	Housewives	5	15	24	20/82	2/507
	Teachers	5	13	25	21/23	2/976
humility	Housewives	5	12	24	18/75	2/657
	Teachers	5	14	25	19/91	2/988

sense of humor	Housewives	5	12	25	18/09	3/422
	Teachers	5	13	25	19/82	2/939
enlightened	Housewives	5	14	25	19/76	2/241
	Teachers	5	12	25	20/85	2/882
citizenship	Housewives	5	13	25	20/13	2/759
	Teachers	5	13	25	21/04	2/856
Vitality	Housewives	5	10	24	18/67	2/760
	Teachers	5	12	25	20/23	2/783
clairvoyance	Housewives	5	14	25	18/50	2/374
	Teachers	5	15	25	19/43	2/831

Table 3: Distribution of self-efficacy

Variable	Index Group	Items	Min	Max	Mean	Standard deviation
Self-efficacy	Housewives	17	38	79	58.92	10.274
	Teachers	17	33	84	60.41	9.359

According to the results of Table 3, the average self-efficacy of the group of female teachers is 60.41 with a standard deviation of

9.359 and the average self-efficacy of the group of housewives is 58.92 with a standard deviation of 10.274.

Table 4. distribution of stress coping styles

Variable	Index Group	Items	Min	Max	Mean	Standard deviation
Problem-oriented style	Housewives	16	29	71	56.56	8.864
	Teachers	16	39	76	59.55	8.511
Emotion-oriented style	Housewives	16	28	76	48.28	10.462
	Teachers	16	30	77	49.56	11.837
Avoidant style	Housewives	16	28	65	49.12	7.795
	Teachers	16	31	71	48.57	10.291

According to the results of Table 4, the average of problem-oriented coping styles in the group of housewives is equal to 56.55 and in the group of female teachers it is equal to 59.55 and this difference is worthy of consideration. While, as can be seen, the average difference between emotional and avoidant coping styles between

housewives and teachers is not much different. The average avoidance style of housewives is equal (49.12) and the average avoidance style of female teachers is equal (48.57). Also, the average emotion-oriented style of housewives is equal (48.28) and the average emotion-oriented style of female teachers is equal (49.56).

Table 5. t-test results for two independent groups for the first hypothesis

Levene's test	T-test	confidence interval 95%
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	F	Sig	T statistics	Df	Sig	Mean difference	Lower	Upper
Assuming equality of variances	13/134	0/000	-4/992	358	0/000	-22/489	-31/348	-13/629
Assuming unequal variances			-4/992	330/338	0/000	22/489	-31/351	-13/627

Based on the results of Table 5 and considering that the level of significance related to Lon's test (0.000) with the assumption of equality of variances is less than 0.05. Therefore, the assumption of unequal variances is accepted. The value of t test (-4.992) with a significance level of less than 0.05 indicates that the mean of two

groups of housewives (468.05) and female teachers (490.54) has a significant difference in the variable of personality abilities. ($p < 0.05$). Therefore, the first hypothesis of the research is accepted. Next, analysis of variance is used to check which of the personality abilities this difference is more evident in.

Table 6: Multivariate analysis of variance for the average scores of personality abilities between two groups of housewives and teachers

Test	Statistics	F	Df	Df error	Effect size	Sig
Pillai's Trace	0/086	5/509	6/000	353/000	0/086	0/000
Wilk's Lambda	0/914	5/509	6/000	353/000	0/086	0/000
Hotelling's Trace	0/094	5/509	6/000	353/000	0/086	0/000
Roy's largest root	0/094	5/509	6/000	353/000	0/086	0/000

As can be seen in Table 6, the obtained results show that the value of F is 5.509 with the value of Wilks's lambda 0.914 for all 4 tests at an error level of less than 0.01. Therefore, the employment status of women has been effective

at least in the status of one of the personality abilities. In order to understand this difference, 6 analysis of variance was performed in the MANOVA text, and the results are presented in Table 7.

Table 7: ANCOVA analysis in the context of MANOVA for the average scores of personality abilities between two groups of housewives and teachers

Variable	Source	Sum of squares	Df	Mean square	F	Sig
wisdom	Group	2629/803	1	2629/803	24/557	0/000
	Error	38337/794	358	107/089		
	Total	2404001/000				
	Group	1681/344	1	1681/344	24/371	0/000

courage	Error	24697/944	358	68/989		
	Total	2368294/000	360			
humanity	Group	336/400	1	336/400	8/544	0/004
	Error	14095/422	358	39/373		
	Total	1462488/000	360			
justice	Group	877/344	1	877/344	15/689	0/000
	Error	20020/111	358	55/922		
	Total	1285174/000	360			
Moderation	Group	697/225	1	697/225	83998	0/003
	Error	27739/106	358	77/484		
	Total	2327479/000	360			
Excellence	Group	2044/900	1	2049/900	18/363	0/000
	Error	39867/889	358	111/363		
	Total	3620744/000	360			

According to the results of Table 7 and the value of the significance level, it can be seen that the difference between the two groups of housewives and female teachers in terms of all six virtues is

significant at a significance level of less than 0.05. In this way, the average wisdom, courage, humanity, justice, mediocrity and excellence of women teachers are higher than housewives.

Table 8. Multivariate analysis of variance for mean scores of stress coping styles between two groups of housewives and teachers

Test	Statistic	F	Df	Df error	Effect size	Sig
Pillai's Trace	0,057	7,122	3,000	356,000	0,057	0,000
Wilk's Lambda	0,943	7,122	3,000	356,000	0,057	0,000
Hotelling's Trace	0,060	7,122	3,000	356,000	0,057	0,000
Roy's largest root	0,060	7,122	3,000	356,000	0,057	0,000

As can be seen in Table 8, the obtained results show that the F value equal to 7.122 with the value of Wilks's lambda 0.943 for all 4 tests is significant at the error level of less than 0.01. Therefore, the employment status of women has

been effective in at least one of the styles of coping with stress.

In order to understand this difference, 3 variance analyzes were performed in the MANOVA text, and the results are presented in Table 9.

Table 9: ANCOVA analysis in the MANOVA context for the mean scores of stress coping styles between two groups of housewives and teachers

Variable	Source	Sum of squares	Df	Mean square	F	Sig
Problem-oriented style	Group	807/003	1	807/003	10/688	0/001
	Error	27030/772	358	75/505		
	Total	1241315/000	360			
Emotion-oriented style	Group	145/132	1	145/132	1/163	0/051
	Error	44675/306	358	124/791		
	Total	856005/000	360			
Avoidance style	Group	137/269	1	137/269	1/498	0/063
	Error	32805/222	358	91/635		
	Total	84.1720.000	360			

According to the results of Table 9 and the value of the significance level, it can be seen that the difference between the two groups of housewives and female teachers in terms of problem-oriented coping style is significant at a significance level

of less than 0.05. Therefore, it can be stated that employment status had a significant effect on women's problem-oriented coping styles ($p < 0.05$).

Table 10: t-test results for two independent groups for the second hypothesis

	Levene's test		T-test				confidence interval 95%	
	F	Sig	T statistics	F	Sig	T statistics	F	بلا
Assuming equality of variances	1/437	0/231	1/443	358	0/150	1/494	-0/543	3/532
Assuming unequal variances			1/443	354/932	0/15	1/494	-0/543	3/532

Based on the results of Table 10 and considering that the level of significance related to Lon's test (0.231) assuming equality of variances is more than 0.05. Therefore, the assumption of equality of variances is accepted. The value of t test (1.443) with a significance level greater than 0.05 indicates that the average of the two groups of female teachers (60.41) and housewives

(58.92) is not significantly different from each other in the variable of self-efficacy. Therefore, the second hypothesis of the research is rejected.

Discussion

According to the belief of DeYoung and Miller (1995), strengths can be categorized into biological, psychological, social, cultural, environmental, economic, material,

and political levels as follows. Biological strengths: that is, comfort, nutrition, acceptance of treatment, health status, exercise, and leisure time should be sufficient. Psychological strengths are divided into different categories: Cognitive, such as intelligence, problem-solving abilities, and knowledge. Emotional: self-esteem, mood stability, positivity, coping skills, self-reliance, and self-discipline. Social: like belonging and support, friends, family, and teachers. Cultural: beliefs, values, traditions, stories, strong positive In this research, there is a significant difference between the personality abilities of two groups of female teachers and housewives. In the analysis of variance, it can be seen that the difference between the two groups of housewives and female teachers in terms of all six virtues is less than 0.05. In this way, the average wisdom, courage, humanity, justice, mediocrity and excellence of women teachers are higher than housewives. The results are in line with the research of Koleni et al. (2017) that people with healthy patterns (healthy pattern and thrifty pattern) have more interpersonal and protective abilities than people with unhealthy patterns (ambitious pattern and worn-out pattern). It is also consistent with the results of Hafez Shaerba and Hosseinian (2005) that there is a significant difference in personality traits between the two groups of employed and homemakers. Also, there is an alignment relationship with the research of Mashaikhi et al. Virtues are the main qualities that are valued by moral philosophers, and strengths are less abstract qualities that may be used to achieve virtues. Empowering issues are certain habits that guide people to manifest a certain strong characteristic in certain situations, which in turn serves to promote virtues. According to the results, female

teachers are at a higher level. In terms of cognitive abilities to acquire and apply knowledge; emotional capabilities to achieve goals in the face of internal and external opposition; Interpersonal abilities to pay attention to others and accompany them; Citizen capabilities for a healthy social life; protective abilities against extremism and religious abilities to make life meaningful; Communication with another world is at a higher level than housewives. Also, there is a significant difference between the styles of dealing with stress in two groups of female teachers and housewives. The obtained results show that the F value is 7.122 with Wilks's lambda value 0.943 for all 4 tests at the error level less than 0.01. Therefore, the employment status of women has been effective in at least one of the styles of coping with stress. It can be said that employment status had a significant effect on women's problem-oriented coping styles ($p < 0.05$). The results of this research are consistent with the results of Taher et al.'s (2016) research that working women use problem-oriented coping styles more than non-working women. Also with Arefi et al. (2016) that there is a difference between the two groups of healthy men and women and people with heart diseases in the emotional coping style. However, no difference was found between them in the problem-oriented type, and with Hojjatnia et al. (2012) that the coping style was not different in teachers of normal schools and those with mental disabilities. In another research (2008) that there is a significant difference between the group of teachers of normal schools and those with mental disabilities in the use of confrontational style and the high average use of problem-oriented style among teachers of mentally disabled schools was not consistent. Hosseini Razi (2015) that

there is no significant difference between the coping styles of single and married teachers. Based on the obtained results, it can be said that female teachers use problem-oriented coping styles to use their cognitive and behavioral resources to curb or reduce or tolerate internal or external requests. Also, by using the problem-oriented style, he controls the pressure factor and takes the necessary and effective measures in order to change the stressful conditions and circumstances or completely eliminate them, and in contrast to housewives who use the hyhan-oriented style. They try to control and adjust the emotional consequences and results of the stressful situation so that the person can regain his emotional balance.

On the other hand, there is a significant difference between self-efficacy in two groups of female teachers and housewives. The value of t test (1.443) with a significance level greater than 0.05 indicates that the average of two groups of housewives (60.41) and female teachers (58.92) in the variable of self-efficacy is not significantly different from each other ($p > 0.05$). . Therefore, the second hypothesis of the research is rejected. The results of this research are inconsistent with the results of the research of Alaei Khuraim et al. (2012) that there is a significant difference between two groups of students with and without learning disabilities in self-efficacy beliefs and motivation to progress. Also, it is inconsistent with Shoa Kazemi and Momeni Javid (2012) that there is a significant difference between two groups of healthy women and women with cancer in self-efficacy. Also, it is inconsistent with the results of Rashidi's research (2012) that working women have more stress and higher self-efficacy compared to housewives. According to the results, it can be said that

the two groups of housewives and teachers do not differ in terms of the type and extent of their beliefs regarding their capabilities and abilities in relation to assigned activities and tasks. As a result, there will be no difference in terms of the impact of the perceptions of women of the two groups on their thinking, motivation, performance, and emotions.

In addition to these results, women teachers use problem-oriented coping styles to use their cognitive and behavioral resources to curb or reduce or tolerate internal or external requests. Also, by using the problem-oriented style, he controls the pressure factor and takes the necessary and effective measures in order to change the stressful conditions and circumstances or completely eliminate those necessary efforts. On the other hand, housewives who use the hyhan-modar style try to control and adjust the emotional consequences of stressful situations so that a person can regain their emotional balance. Also, according to the results, there is no difference between the two groups of housewives and teachers in terms of judging their abilities to organize and perform a set of behaviors, for their performance. As a result, the belief in capabilities and capabilities is the same among teachers and housewives. The limitations of the current research are that it was conducted among housewives and teachers in Kashan city. Therefore, the generalization of these results to women in other cities should be done with caution. Also, the research was conducted using available sampling, so generalizing its results should be done with caution. In the following, it is suggested that in future researches, the factors that may affect the research should be controlled, such as economic status, history of illness, etc.

Considering the limited sample in this research, it is suggested that the researchers in the future research should try to expand the statistical population and the sample of this research in a wide range. On the other hand, it is suggested to investigate the impact of mental health and spiritual health on married life in female teachers and housewives, and to investigate each of the variables using an intervention training program.

In other explanations of the findings of this research, we can refer to the pluralistic perspective of the strength-based approach, which focuses on the values people should pursue to achieve a happy life. This approach believes that human virtues are intrinsically valuable and exist in all humans. Strengths-based counseling supports the principle that all people have inherent worth, and a counselor who uses this approach helps clients see their worth. Unfortunately, many people do not know the personality strengths that make up their personality. Instead, they are quick to identify what they perceive as flaws and weaknesses. Strengths-based counseling guides people in creating new relationships with themselves, shaping their actions in their lives. A strength-based approach to treatment can be motivating and empowering, focusing on the client's strengths over weaknesses and expanding what is currently right instead of staying and stopping at what is wrong. When a person begins to believe in himself and feel intrinsic self-worth, he can overcome problems, use his strengths to achieve his goals, and spread happiness in his life (Drabani & Parsakia, 2022). In this regard, to explain more of the findings, a person's shortcomings are considered instead of his strengths. Therefore, a strength-based psychological climate is one where people feel appreciated,

and those strengths can be put to work, facilitating a sense of competition, self-worth, and respect (Proctor et al., 2011). Among the limitations of this research, we can point out the use of available sampling methods, which can cause problems in the possibility of generalizing the research results. Another limitation of the present study was the need for a follow-up stage, which makes information about the continuity and stability of change unavailable. Considering the lack of studies in the field of strength-based counseling, it is suggested that more research be done in this field.

Ethics

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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