

**EARLY SEGREGATED EDUCATION AND
VULNERABILITY TO EMOTIONAL PROBLEMS IN
ADULT MALE**

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ABSTRACT

The present research was conducted on the “Early Segregated Education and Vulnerability to Emotional Problems In Adulthood”. The purpose of the research was to investigate the emotional problems i.e., anxiety and depression prevalent in the Pakistani youth with an early segregated education. In order to measure the emotional problems of anxiety and depression, the IPAT Anxiety scale and IPAT Depression scale were administered on a sample of 200 individuals with in the age of 20 years to 35 years. The 100 male participants with an early Segregated educational background and 100 male participants with an early Non-Segregated educational background. The sample was selected from all the districts of the Karachi city. A chi-square test was computed for the statistical analysis of the research data. The hypotheses were found to be statistically significant at $P < .001$ level. The findings of the present research data provide the evidence that the males who received an early Segregated education have a high level of anxiety and depression sten scores than the individuals who received an early Non-Segregated education.

INTRODUCTION

A healthy individual is not only physically healthy, but is also mentally or emotionally healthy. Mental health represents the degree of good or normal emotional functioning. Wallin, (1949) stated that a mentally healthy individual has a sound, efficient mind and controlled emotions. In this way a mentally healthy individual will be emotionally sound as well.

Ahmad, (1993) maintained that the concept of “adjustment” is mostly used as a criterion of mental health. It also depends on the assessment of what a person can achieve in relation to what is expected of him in his normal life. Often this means no more than the degree of conformity to the values of the group and the society in which he lives.

The World Health Organization WHO, (1951) defined mental health as “The capacity of an individual to form harmonious relations with others and to participate in or contribute constructively to the changes in the social and physical environments.” In this way the norms and values prevailing in a culture are very influential with respect to emotional health.

Taylor, (1957) defined culture as “A complex whole which includes knowledge, beliefs, art, moral, laws, customs and any other capabilities and habits acquired by man as a member of society”. In this way the cultural perspective on emotions views cultures as part of individual psychological processes, and emotion as significantly enabled and shaped by cultural ideas, practices and institutions.

Hui, (1990) claimed that an individual tends to be emotionally balanced or emotionally un-balanced, expressive or reserved, casual or formal, depending

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on whether an individual has spent life in Africa, Europe or in any Asian culture. Hence, it might be assumed that in the Pakistani culture males who received early Segregated education became vulnerable to emotional problems in their adulthood.

It is a common observation that the young people are particularly likely to be effected by the socio-cultural changes. Since they are in the process of forming their own identity and are vulnerable to emotional break down in the demanding situations. It is also observed that this happened more with the individuals who received early Segregated education.

Therefore, in order to live an emotionally stable and adjusted life it is imperative to conform to the moral and social values of a society. In return a person will be benefited through social acceptance as well as social support in the society. All of this is a socio-culturally desirable pattern of living in the Pakistani society.

In this regard in West a large number of researches have been done. In Pakistan, this field requires an extensive research, labeling, finding the causes, and figuring out preventions as well as cures. Hence, the present study is conducted in order to highlight the vulnerability to emotional problems in Pakistani youth with an early Segregated educational background.

Zaman, (1988) emphasized the differences in social structure, family roles and dynamics, patterns of communication and nature of interpersonal relationship between Western and non-Western societies. Pakistani society is characterized by the multiple roles conferred by the family and society. Here the relationships are clearly defined according to a specific age and gender. It can be assumed that most individuals do not take total

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responsibility for their own lives and are reinforced to continue their child roles well into the adulthood. In the adulthood these individuals are in the process of forming their own identity and are vulnerable to emotional breakdown in the demanding situations. This happens more with the males who received early Segregated education.

Zaman, (1988) further explained that the open expression of negative feelings toward elders is almost a taboo in Pakistan. In some families, children grow up fearing rather than respecting the authority. The most important values that are transmitted to successive generations are obedience, respect and submissiveness to elders. Thus, what is intrusiveness in the West is seen as an expression of care and concern in Pakistan.

It is commonly observed that societies also vary among themselves in setting limits of permissible sexual behavior. The sanctions and restrictions on sexual expressions in the Pakistani society depend on a number of factors, such as cultural sanctions, socially approved behaviors, religious beliefs, cultural values, family restrictions and early experiences during the developmental phase. According to Conger and Peterson, (1984) the youth of Western countries is characterized by the greater openness and honesty about sex, personal values and judgment rather than on conformity to the institutionalized social codes.

Ahmad, (1993) states Pakistan has a conservative and conventional culture. The psychosocial taboos are very strong in Pakistan which result in producing a lot of guilt in the individuals. Thus, it can be assumed that individuals who received early Segregated education develop a habit of not expressing their true feelings and emotions. This makes them vulnerable to the emotional problems in their adulthood.

Zaman (1988), also observed that the strong social control of sexual and aggressive impulses and the amount of shame and guilt associated with them have an important connection with the type of mental disorders prevailing in Pakistan. He counted all this among the various factors leading to anxiety disorders and psychosomatic disorders that are commonly found in the Pakistani patients. The prevalence of these cases has been increasing day by day. This happens because among various other factors the people of Pakistan tend to give great importance to the factor of "Social Desirability".

It is a well known fact that education shapes people's perceptions and expectations, defines what is normal and what is not. It prescribes roles for the members of a society. It is an important institution, one that can both constrain and liberate people. Hence, education has a main role in the development of the human personality.

Lirgg, (1994) studied class climate in relation to same sex or co-educational schools and academic class room environments. Middle and high school students perceptions of the environment were examined following their participation in a basket ball unit. Results indicated that same sex and co-educational classes revealed different climates.

In a study, Juvonen, (1992) examined the negative social reactions from the perspective of rejecting peers. The preadolescence children are known to be able to make normative comparisons. They can also describe people in terms of physical, behavioral and psychological qualities. In this study, the participants were 125 sixth grade students (65 boys and 60 girls) from two urban elementary schools in the mid-Atlantic region. The traditional socio-metric nomination procedure was modified to an acceptance-rejection rank ordering task. The degree of acceptance and the degree of rejection were

defined relative to other classmates. Results indicated that the greater the extent to which a classmate is perceived responsible for his or her deviant behavior, the more anger and rejection is experienced by him or her. On the other hand, the less deviant behavior receives social support and sympathy and; less negative social responses from peers. This also occurs in Pakistan with individuals who received their early education from the Segregated institutions. This happens because conformation to the socio-cultural norms is considered necessary for gaining social support and social acceptance especially among the peer group. It is apparent from this research that peers constantly pressurize an individual to follow the prevailing norms of a society. This constantly build up pressure becomes a source of making an individual vulnerable to emotional problems in adulthood.

Boivin & Hymel, (1997) supported the negative psychological consequences associated with being the victim of peer harassment. They stated that children who are victimized tend to have low self-esteem and often feel lonely, anxious, and depressed. These victims tend to blame themselves for their victim status, which might partly account for their negative self-views and depressed affect.

Markus, (1966) said that the early schooling practices reflect and reinforce the pre-established cultural beliefs and values as well as teach and shape the socially desirable ways of thinking and expression of emotions. In this way schools transmit culture. A great part of an early life is spent in school. These early school experiences have a lasting effect on the development of a personality.

In another study, Johnson & Miller, (1997) examined the impact of

severe negative life events in the recovery from episodes of bipolar disorder. The results reveal that the psycho-social environment may play a much larger role in the course of bipolar mood disorder.

Luthar, Suniya & Blatt, (1993) at the Yale University administered the Adolescent Depressive Experiences Questionnaire to 142 inner city 9th graders. Self criticism showed stronger associations with depression and concerns about losing others approval. Whereas, dependency showed stronger associations with diffuse tension, worry and sensitivity to others' behavior. It was concluded that these adolescent experiences continue into the adulthood.

Clark & Watson, (1991) estimated that as many as fifty percent of those receiving an anxiety disorder diagnosis will also receive a diagnosis of depression at some point.

Davis et al., (1979) used the Depression Scale and the Anxiety Scale (given by Krug et al., 1976) to validate a checklist for identifying emotionally troubled college students. Results indicated that in comparison to the control group, the experimental group scored significantly higher on both the Depression Scale and the Anxiety Scale. The results of the above given foreign researches are fairly applicable on the Pakistani society.

In the light of above mentioned studies it can be said that early Segregated education has tremendous effects in making an individual vulnerable to emotional problems in the adult life. In the present article among several other hypotheses, only two hypotheses regarding the male gender will be discussed.

HYPOTHESES

1. Males who received an early segregated education will obtain high anxiety sten scores than males who received an early Non Segregated education.
2. Males who received an early segregated education will obtain high depression sten scores that males who received an early Non Segregated education.

METHOD

This research was conducted to assess the impact of early Segregated education in making an individual vulnerable to emotional problems of anxiety and depression in the adulthood.

PARTICIPANTS

A total of 200 subjects were selected for the present study. The sample comprised of the following categories:

- a. 100 males having an early segregated educational background.
- b. 100 males having an early non segregated educational background.

The sample was selected from the various educational and professional institutions, colleges and the University of Karachi. These individuals were selected from all the districts of the Karachi city. The age of the participants ranged from 20 years to 35 years. A '99% Confidence Interval' was computed for the two variables under study.

PROCEDURE

The IPAT Anxiety Scale and IPAT Depression Scale were administered on the participants in order to assess the level of anxiety and depression respectively. These scales were administered either in an individual or in a group form at one time, according to the availability of the participants. Rapport was established. The participants were explained that a Psychological Research is being conducted. Confidentiality was assured. All the participants were educated atleast up to matriculation and were English literate hence, the IPAT scales were administered in their original form.

MEASURES

The IPAT Anxiety Scale and the IPAT Depression Scale were used to find out the level of anxiety and depression. In order to obtain an accurate measurement of the above given emotional problems the participants were asked to mention either they have obtained an early Segregated education or an early Non Segregated education.

The IPAT Scales have been validated by Ahmad and Munaf, (1991) for Pakistani population. Thus, these scales are utilized in this study at the graduate level with a fair amount of predictability. These scales are brief and applicable to the lowest educational levels. These scales can be applied to people who belong to age 15 years and above. These are reliable, valid and psychometrically sophisticated instruments. These scales are standardized and are widely used for research and screening purposes. These scales give an accurate estimate of anxiety level and depression level as well as supplement clinical diagnosis.

STEN SCORES

The scores obtained on the IPAT scales are called 'Sten Scores' or 'Standard Scores' (as named by the author of the IPAT Scales). The standard scores show how well an individual stands in relationship to a defined population. Sten scores falling between 8 to 10 are considered high in anxiety and depression levels. Whereas, Sten scores falling between 1-3 are considered low in anxiety and depression levels, Handbook for the IPAT anxiety scale, Institute for Personality and Ability Testing (1963). Sten scores falling between 4-7 are considered average in anxiety and depression levels. In the present research the subjects who had average sten scores were discarded in order to meet the present research requirements.

DEFINITION OF KEY TERMS

EARLY SEGREGATED EDUCATION

In the present study the term 'Early Segregated Education' is defined as receiving education in the same gender institution in the early part of life upto the 'secondary school certificate (SSC) Examination, also called 'Matriculation' in Pakistan.

EARLY NON SEGREGATED EDUCATION

In this research the term 'Early Non Segregated Education' is defined as receiving education in the mixed gender institution in the early part of life up to the 'Secondary School Certificate, (SSC) Examination, or called 'Matriculation' in Pakistan.

ANXIETY

Anxiety is defined in the present research as the level of scores obtained on the IPAT Anxiety scale.

DEPRESSION

Depression is defined as the level of scores obtained on the IPAT Depression scale.

STATISTICAL ANALYSIS

Chi square test was computed in order to investigate whether or not there was a significant difference between the vulnerability to depression and anxiety in the individuals who received early Segregated education and who received early Non Segregated education.

Chi square test was applied because the data obtained was in categories, it was not continuous and it was in the form of frequencies. The results obtained from the data collected are proved to be statistically significant.

RESULTS

The results of statistical analysis for hypothesis No1 is shown in table 1 and graph 'A'.

$$\text{Chi square } \chi^2 = 12.53$$
$$\text{df} = 1 \text{ at } P < 0.001 \text{ level}$$

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This depicts a statistically significant difference between the two types of educational groups. The males who received an early Segregated education have high anxiety sten scores than the males who received an early Non Segregated education.

The results for hypothesis No2 is shown in Table2 and Graph 'B'.

$$\text{Chi square } \chi^2 = 25.93$$
$$\text{df} = 1 \text{ at } P < 0.001 \text{ level}$$

This manifests a statistically significant difference between the two types of educational groups. The males who received an early Segregated education have high depression sten scores than the males who received an early Non Segregated education.

TABLE 1

LEVEL OF ANXIETY AMONG MALES WITH AN
EARLY SEGREGATED AND AN EARLY
NON-SEGREGATED EDUCATION

	Segregated	Non-Segregated	Total
Anxious	65 (52.5 Fe)	40 (52.5 Fe)	105
Normal	35 (47.5Fe)	60 (47.5 Fe)	95
Total	100	100	200

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

$$\chi^2 = 12.53$$

$$df = 1$$

Highly significant at P < 0.001 Level

GRAPH "A"

LEVEL OF ANXIETY AMONG INDIVIDUALS WITH AN EARLY SEGREGATED AND AN EARLY NON-SEGREGATED EDUCATION

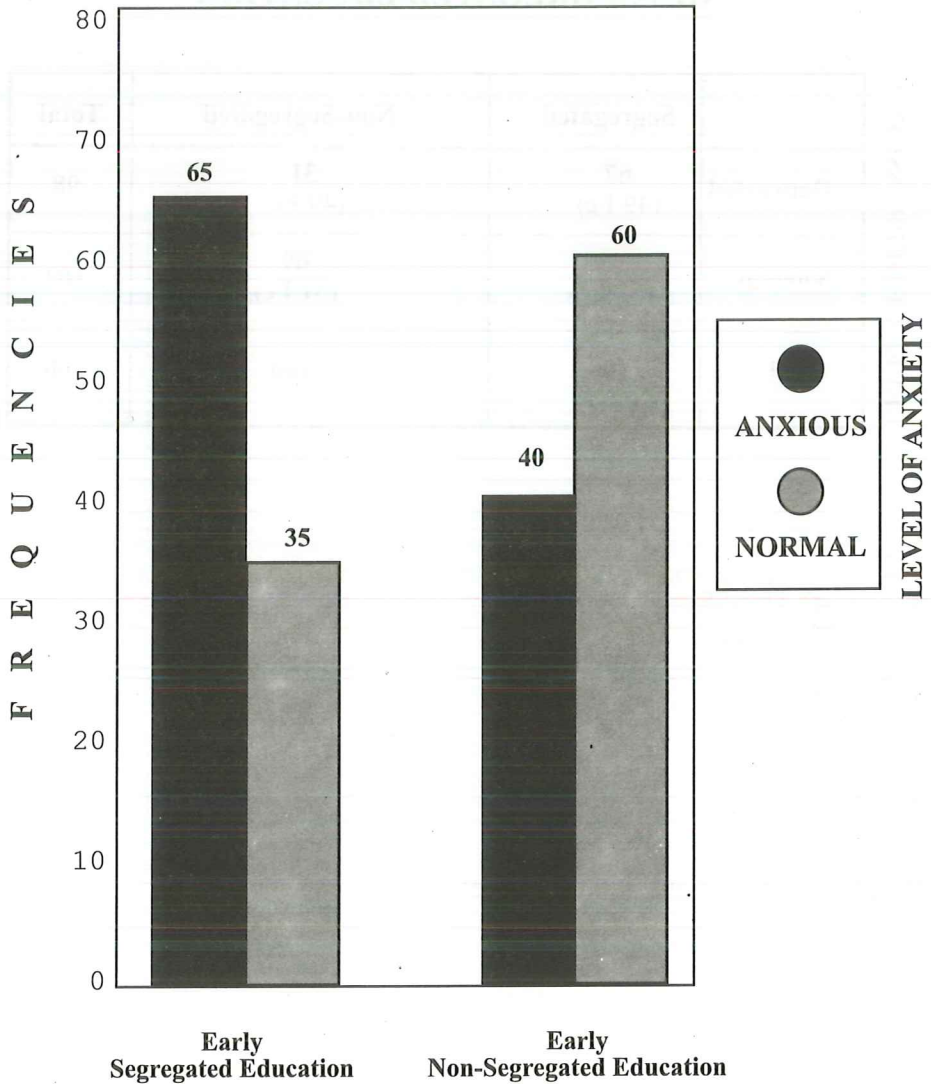


TABLE 1

LEVEL OF DEPRESSION AMONG MALES WITH AN
EARLY SEGREGATED AND AN EARLY
NON-SEGREGATED EDUCATION

LEVEL OF DEPRESSION	Segregated	Non-Segregated	Total
	Depressed 67 (49 Fe)	31 (49 Fe)	98
	Normal 33 (51 Fe)	69 (51 Fe)	102
	Total 100	100	200

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

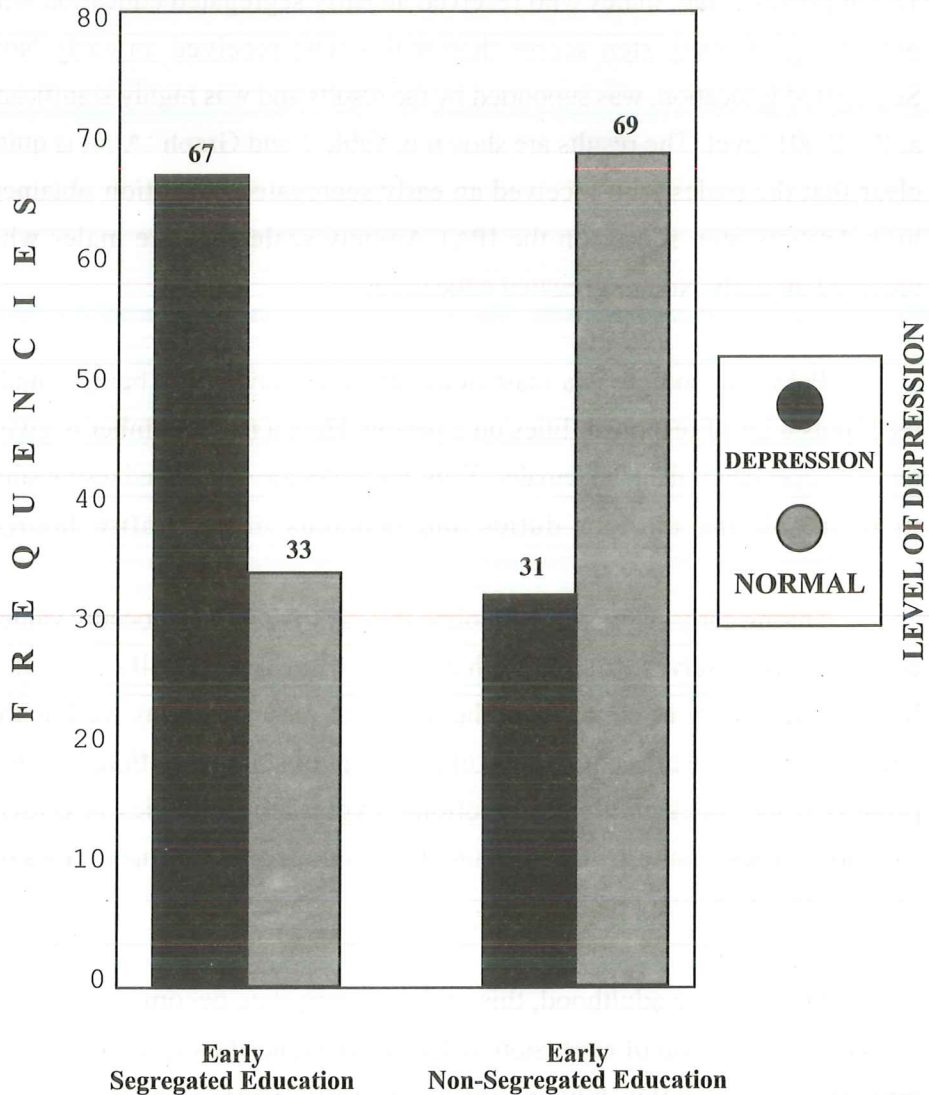
$$\chi^2 = 25.93$$

$$df = 1$$

Highly significant at P < 0.001 Level

GRAPH "B"

LEVEL OF DEPRESSION AMONG INDIVIDUALS WITH AN EARLY SEGREGATED AND AN EARLY NON-SEGREGATED EDUCATION



DISCUSSION

The purpose of the present study is to find out the impact of an Early Segregated Education and Vulnerability to Emotional Problems in Adulthood. The hypothesis that, males who received an early segregated education will obtain high anxiety sten scores than males who received an early Non Segregated Education, was supported by the results and was highly significant at $P < 0.001$ level. The results are shown in Table 1 and Graph 'A'. It is quite clear that the males who received an early segregated education obtained high Anxiety sten scores on the IPAT Anxiety scale than the males who received an early Non Segregated education.

Pakistani society is a male dominating society where being a male itself puts a lot of responsibilities on a person. Here a male member is given more independence than the females. Thus, the males are considered responsible to fulfill all the outdoor duties and demands of the entire family.

During early segregated schooling they learn to impose socially valued control on themselves. It appears that in order to live a socially contented life it is necessary to conform to the norms of masculinity as well as the socio-cultural pressures comprising of a concept of strong emotional control possessed by males and a less emotional expression by males in critical situations. These males tend to remain more anxious about being anxious or, at least, about showing their anxiety.

On reaching adulthood, this self-defeating state becomes a constant source of building up of confusion, indecisiveness, hesitancy, insecurity and tension for the males who received an early Segregated education.

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In a study Geer (1965), assessed the degree of fear on the following: failing a given task, looking foolish, being criticized, being alone, making mistakes, being misunderstood, being self-conscious, suffering from mental illness, speaking before a group and being with a member of the opposite sex. From the results it can be concluded that these college students were most fearful of being criticized and remain self-conscious.

In Pakistan most of the students obtain early segregated education therefore develop certain fears about the new environment as reported by Anderson & Harvey (1988), and tend to remain alone. There might be several reasons for this. These reasons consist of lack of exposure, interaction and knowledge in males who received an early segregated education. Moreover, they follow the prevailing cultural patterns strictly in comparison to males who received an early non segregated education. Consequently they might become restless, irritable, highly anxious, lack confidence and social skills for an appropriate social adjustment in their later life.

The research review suggests that most of the males who received an early segregated education develop these characteristics in their later life. Hence it can be said that people in Pakistan face same problems because Pakistan is more orthodox than other countries. The pre-existing gender segregation predisposes people to emotional problems in Pakistan.

It is evident that males who received an early segregated education learned to live under the controlled supervision of the society. Thus they develop great hesitancy, embarrassment and anxiety in the emotional sharing

even with a male colleague when they grow up. On the other hand, some males who received an early non segregated education do get some opportunity to share their problems with some of their female colleagues, believing their female colleagues as more compassionate than their male friends.

However, it is a fact that on becoming adults, gradually the males who received an early Segregated education gain more independence, liberty, responsibilities, demands and exposure to different kinds of environments. Hence, in the process of identity formation these early segregated males are compelled to learn, how to seek social approval as well as how to maintain a socially desirable self image and social support. This situation leads to an approach-approach conflict and the end result is high anxiety.

Consequently, an individual could become highly anxious at any stage in the adulthood. This might happen because this is the time when a person has to fulfill responsibilities and duties in the prescribed circumstances comprising of social, occupational, educational, emotional and marital domains of life.

The results are in strong agreement with the findings of Pakistani researchers Zaidi (1970), Zaman (1988), Ahmad (1993), Raees (1993) and Khan (1999). Therefore, this hypothesis has been found statistically significant and proved by the results.

The hypothesis number 2 that, males who received an early Segregated education will obtain high Depression sten scores than males who received an early Non Segregated education, was supported by the results and was found to be significant at $P < 0.001$ level. The results are shown in Table 2

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and Graph 'B'. It is obvious that the males who received an early segregated education obtained high depression sten scores on the IPAT Depression Questionnaire than the males who received an early Non Segregated education.

In Pakistan the males have to maintain their traditional self image of being independent, strong and powerful. The males who received an early segregated education strictly follow these traditional norms, values and expectations. Thus they develop a specifically rigid kind of thinking and living pattern in order to gain social support and acceptance. It seems that these early built rigid patterns of behavior gradually become a burden on males who received an early segregated education and result in depression in adult life.

Furthermore, males who received an early segregated education are expected to avoid any kind of catharsis as it is considered a feminine characteristic in the Pakistani society. As a result these males gradually develop depression in their adulthood.

It may be noted that males who received an early segregated education do not inculcate and accommodate the adaptive mechanisms in the new world in which they enter as adults; hence, become depressed. This might happen because when they enter in the adult life, either they have to go and study in coeducational set up or work in a non segregated environment.

In the light of the above given facts a great number of males who received an early Segregated education develop feelings of rejection, guilt, helplessness, hopelessness and loneliness. They also tend to self-blame for any minor mishap and become depressed in the adulthood.

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