

**EARLY SEGREGATED EDUCATION AND VULNERABILITY TO
EMOTIONAL PROBLEMS IN ADULTHOOD**

Prof. Dr. Miss. Farrukh Z. Ahmad

Institute of Professional Psychology- Karachi

Bahria University

And

Kehkashan Arouj

Institute of Professional Psychology- Karachi

Bahria University

ABSTRACT

The present study is an attempt to highlight the emotional problems prevalent in the Pakistani youth with an early segregated education. The IPAT Anxiety scale and IPAT Depression scale were administered on a sample of 400 individuals within the age of 20 years to 35 years. The 400 participants were further divided into four categories comprising of 100 females with an early Segregated educational background, 100 males with an early Segregated educational background, 100 females with an early Non Segregated educational background and 100 males with an early Non Segregated educational background. The sample was selected from all the districts of the Karachi city.

This article focuses on the emotional problem of anxiety and depression. Chi square test was applied for the statistical analysis of the data. The present research hypotheses were highly significant at $P < .001$ level.

INTRODUCTION

Emotions are always known as important constituent of the overall mental health of an individual. A mentally healthy individual must be emotionally stable as well. When individuals feel difficulty in keeping a balance among their emotions they might become vulnerable to emotional problems. Such a state of mind is basically the product of the formation of emotional habits and attitudes in an early life. A person who is mentally sound can adjust well to the everyday environmental hazards and interpersonal situations. Thus, a mentally sound personality is well adjusted, well integrated, consistent, adaptable, efficient and has balanced emotions. In contrast to mental health, an emotional problem is a feeling of inadequacy, helplessness, improper ways of handling emotions and everyday problems as well as an inability to relate to other people in an appropriate manner. Pelosi, (1996) reported that one third of American adults will suffer from a diagnosable mental disorder at some point in their life. Whereas, it was estimated that 20% of the total population has a mental disorder at any given time.

According to the World Health Organisation WHO, (1978) 40 million people in the world suffer from severe mental illness, 80 million suffer from other mental disorders, such as the neuroses. Estimates show that mental disorders affect more than 200 million people world wide.

In Pakistan, unfortunately the general public is not aware of the importance of the emotional health for a healthy development of a personality. In this way this study will highlight the emotional problems as well as enhance the emotional health of the Pakistani youth in general. It appears that the prevalence of emotional problems in the Pakistani youth is increasing day by day, so the present research is very beneficial in this regard.

Markus, (1966) stated that emotions may be regarded as social and cultural processes. Each influences the other. According to Macionis, (1998) culture shapes not only the behavior, but it also forms a personality, which is commonly described as 'Human Nature'.

BAHRIA JOURNAL OF PROFESSIONAL PSYCHOLOGY

An average Pakistani personality is under the influence of the customs, regulations, and laws as laid down in Islam. The overall personality of an average Pakistani is also shaped by the traditional norms and values developed under the long heritage of the civilization of the sub-continent. Conforming to these pre-existing norms and values is considered very important for living a socially successful and contented life.

It is well known that the distinctive patterns of each culture are transmitted from one generation to the other generation. A child acquires the prevailing cultural norms and values simply by an exposure to them. As a result, the different environmental experiences and practices are culturally determined. 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 happens more with the individuals who received an 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 this is a socio-culturally desirable pattern of living in the Pakistani Society.

In Pakistan, 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 a person lives.

It has been found that among various other factors the people of Pakistan tend to give great importance to the factor of "Social Desirability". An average Pakistani lives according to the social norms and values as well as tries to follow the socially approved behavior patterns associated with a specified role of a male or a female. When a person finds great difficulty in fulfilling these socially sanctioned ways of behaviors the person might become vulnerable to emotional problems like anxiety. So, in Pakistan, in order to fill the gap of knowledge and research in this area, the present research will be very beneficial.

AHMAD & AROUJ

Macionis, (1998) expounded that education is a continuous process. It aims at the mental and moral development of an individual. Home, school and the society at large are the fundamental agencies in this regard. Hence, the nature, resources and the impact of an environment are very important in molding an adult personality. In comparison to the Western countries, instead of racial segregation gender segregation is given importance in Pakistan.

The present study will highlight the emotional problems as well as enhance the emotional health of the Pakistani youth with a special reference to an early Segregated education. In Pakistan there are many Institutions which are providing Segregated type of education. According to the Oxford Advanced learner's Dictionary, (2000) the term "Segregation" refers to the physical and social separation of categories of people. Sometimes majorities segregate minorities by excluding them. Segregation characterizes neighborhoods, schools, occupations, hospitals, and even cemeteries. In this way, a Segregated institution has physically and socially separated males and females for the educational purposes. These kinds of segregated institutions have different kinds of effects in the maintenance of the emotional health of an individual. According to Imran, (2000 and 2001) education is one of the most powerful instruments that can bring about change in the attitudes and prejudices of the family, community, society and particularly in the future destiny of a nation. It is considered to be a very useful vehicle through which a lot of issues and solutions can be conveyed appropriately and meaningfully to the general population. Hence, the progress and prosperity of a country largely depends on the kind of education it provides to its citizens.

The educational system existing in Pakistan might be effected by the different and unique cultural patterns prevailing in Pakistan. Schools are important agents of socialization.

Stratton & Hayes, (1999) elaborated that it is through the process of socialization that the whole culture of a society replaces from one generation to another generation. Through education and training the socially desirable behavior in congruence to a particular culture is learned by a person from an early life as well as encouraged by that particular society. The impact of these early experiences can make an individual vulnerable to emotional problems in adulthood.

BAHRIA JOURNAL OF PROFESSIONAL PSYCHOLOGY

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. It appears that all this makes individuals who received an early Segregated education vulnerable to emotional problems in the later life. Zaman (1988), 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 prevalent in Pakistan. He counted all this among the various factors leading to anxiety disorders that are commonly found in the Pakistani patients. The prevalence of these cases have been increasing day by day.

Markus et al (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 expressing emotions. In this way schools transmit culture. A great part of an early life is spent in school. The early school experience of receiving Segregated education makes an individual vulnerable to emotional problems like anxiety in the later life.

In Pakistan, Ismail & Mohajir, (1993) expounded that anxiety is a vague, unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness of mind. It refers to pain or concern about some event in the future. It commonly shows an experience of varying blends of uncertainty and agitation, a slightly worried desire, a state of restlessness of the mind accompanied by a distressing sense of pressure on the mind, or uncertainty which disturbs the mind and keeps it in a state of painful uneasiness.

Hence, the main objective of the present research is to highlight the emotional problems prevalent in the Pakistani youth with an early Segregated education. Cattell and Rickels, (1964) compared 128 private, middle-class, neurotic patients of both sexes visiting eight psychiatrists with a matched normal control group of 54 people. They found the neurotics significantly more anxious than the normals on the original IPAT Anxiety Scale called the 'Anxiety Scale Questionnaire, (ASQ)'

AHMAD & AROUJ

as well as on the objective- analytic anxiety measure. It was also found that the entire Anxiety scale Questionnaire, (ASQ) gave better discrimination than the objective – analytic anxiety measure.

In Pakistan, Ahmad and Munaf, (1991) found a high correlation between anxiety and depression by administering the IPAT Anxiety Scale and the IPAT Depression Scale, The IPAT Anxiety Scale and the IPAT Depression Scale were administered for the purpose of assessment at the Institute of Clinical psychology, University of Karachi. The sample comprised of 72 male patients and 36 female patients, their ages ranging from 18 to 50 years. These patients were registered for psychotherapy between January 1985 and December 1990. The results explored statistically high correlation of anxiety and depression for female clinical cases as compared to the male clinical cases.

In the light of the literature review the following hypotheses were formulated:

HYPOTHESIS 1:

Individuals who received an early Segregated education will obtain high anxiety scores than individuals who received an early Non Segregated Education.

HYPOTHESIS 2:

Individuals who received an early Segregated education will obtain high depression scores than individuals who received an early Non Segregated Education.

METHOD

Participants:

400 participants were selected for this study. 100 males having an early Segregated educational background, 100 females having an early Non Segregated educational background, 100 males having an early Non Segregated educational background, 100 females having an early Segregated educational background were selected from the various educational and professional Institutions, colleges and the University of Karachi . The age of the participants ranged from 20 years to 35 years. '99% Confidence Interval' was computed for the two variables under study. The subjects who had average scores were discarded in order to meet the present research requirements.

IPAT Anxiety Scale and IPAT Depression Scale were administered to the participants 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 the Psychological research is being conducted for the benefit of Pakistani nation and confidentiality was assured. All the participants were educated atleast up to matriculation and hence they were English literate. The IPAT scales were administered in English.

Measures:

In order to obtain an accurate measurement of the emotional problem IPAT Anxiety Scale and IPAT depression scale were administered to the participants and they were asked to mention either they have obtained an early Segregated education or an early Non Segregated education.

DEFINITIONS 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 study 'Early Non Segregated Education' is defined as receiving education in the mixed gender Institution in the early part of life upto 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 for the statistical analysis of the data obtained.

RESULTS:

The aim of the present study is to evaluate the impact of early segregated education and vulnerability to emotional problems in adulthood.

In order to assess the level of anxiety and depression, the IPAT anxiety and IPAT depression scales were administered to 200 males and 200 females. For the statistical analysis Chi square test was used and the results obtained from the data are proved to be statistically significant.

The results of the statistical analysis are shown in Table No '1' and graph No 'A'.

The Chi square $\chi^2 = 23.252$, $df=1$ at $p < 0.001$ level.

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

TABLE 1

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

	Segregated	Non-Segregated	Total
Anxious	153 (130 Fe)	107 (130 Fe)	260
Normal	47 (70 Fe)	93 (70 Fe)	140
Total	200	200	400

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

$$\chi^2 = 23.252$$

$$df = 1$$

Highly significant at $P < 0.001$ Level

GRAPH "A"

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

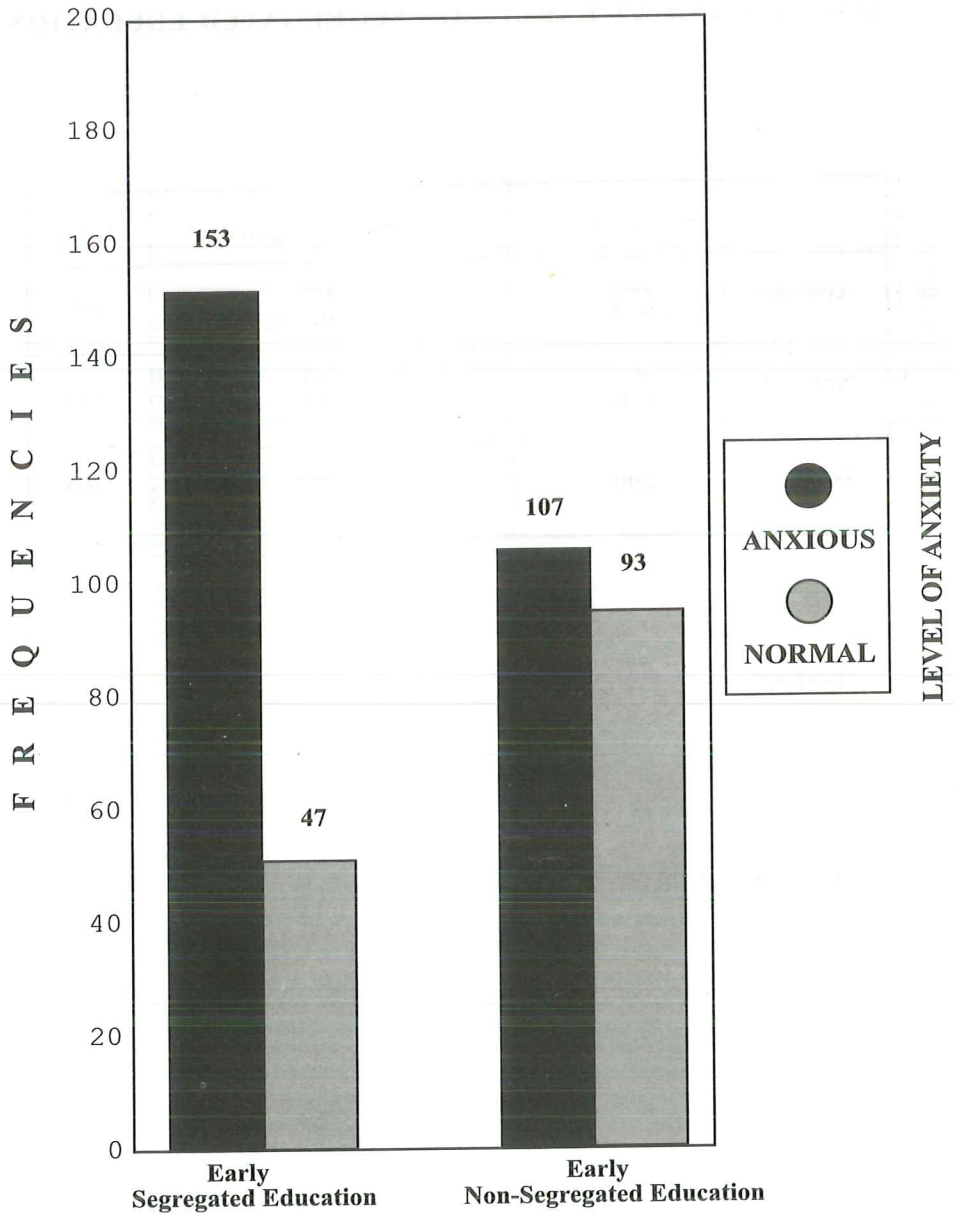


TABLE 2

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

LEVEL OF DEPRESSION		Segregated	Non-Segregated	Total
	Depressed	158 (121.5 Fe)	85 (121.5 Fe)	243
	Normal	42 (78.5 Fe)	115 (78.5 Fe)	157
	Total	200	200	400

$$\chi^2 = \sum \frac{(Fo-Fe)^2}{Fe}$$

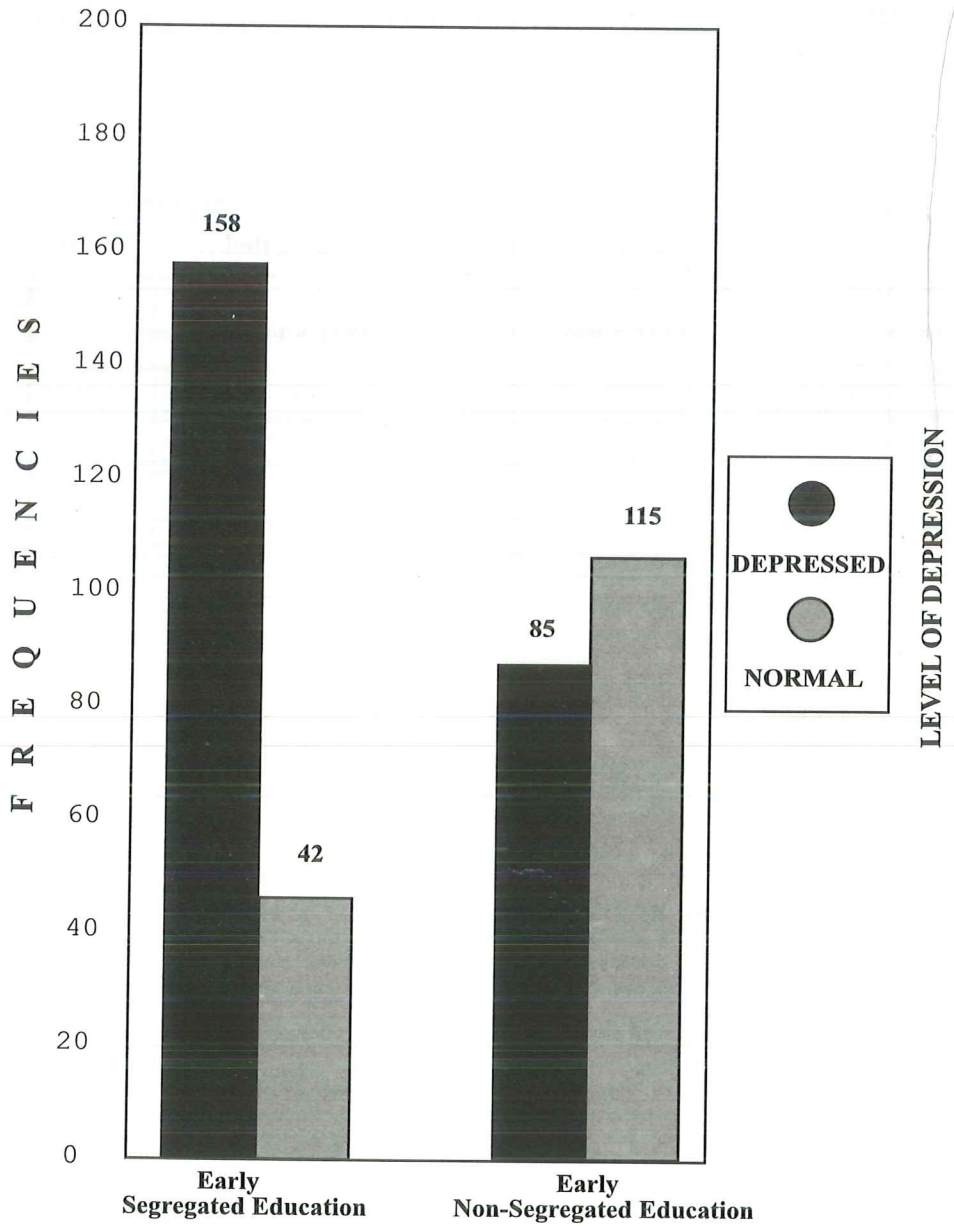
$$\chi^2 = 23.252$$

$$df = 1$$

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 hypothesis that, Individuals who received an early Segregated education will obtain high anxiety sten scores than individuals who received an early Non Segregated Education, was supported by the results and was highly significant at $P < .001$ level. The results are shown in Table-1 and Graph-1. It is quite clear that a statistically significant difference exists between the two types of educational groups. The individuals who received an early Segregated education obtained high anxiety sten scores on the IPAT Anxiety Scale than the individuals who received an early Non Segregated education.

In the Pakistani Society during socialization the socio-cultural constraints have a great impact on the personality of those individuals who received an early Segregated education. These individuals at their Secondary School level have learned appropriately the specific gender related expectations and role requirements prevailing in the Pakistani society. In this way they gradually develop the habit of continuously repressing their emotional feelings. Hence, they can not express their emotions properly and ultimately suffer from the emotional problems in their adult life. The adult life is full of responsibilities and demands as the individuals are in the process of forming their own identity. Individuals who received an early Segregated education gain more independence and liberty while being an adult. As a result these individuals found difficulty in coping with the independence and liberty of an adult life. This happens because in the early life socially restricted and controlled patterns of behavior were inculcated by the family and society as well. In the adult life a broad exposure to the world at large makes these individuals more emotionally deprived. This creates feelings of fear and anxiety. This happens because of lack of exposure, experience and confidence as they are deprived of a wider horizon in their life in contrast to those individuals who received early education in the Non Segregated setups.

It is also observed that individuals who received an early Segregated education remain in a struggle to maintain a good social image in order to gain social desirability and social support. These individuals also develop sensitivity to criticism as well as become sensitive towards socio-familial disapproval. It is interesting to note here that in Pakistan a combination of various psychological

AHMAD & AROUJ

and social factors tend to make females more susceptible than males to experience anxiety. In the Pakistani culture a male child is welcomed more warmly than a female child. Thus feeling of inferiority, insecurity and inadequacy are instilled more in the females who received an early segregated education. These feelings permeate into adulthood.

It is a well known fact that the various psychosocial variables operating in the Pakistani society shape the personality of a female who received an early segregated education as submissive, dependent, shy, lacking confidence, suppressed and anxious. Consequently the social demands especially imposed on these females greatly mold them to suppress their emotional impulses, to remain obedient, polite, to show more warmth, and try to please significant others.

During socialization the Pakistani females belonging to an early segregated educational environment become intensely sensitive and emotional, have greater preoccupation about the maintenance of their social support system. This pattern of behavior continues into adulthood thus making these females highly anxious. In the Pakistani culture the admission of anxiety in females who received an early segregated education is considered a part of the 'Feminine Character'. They can easily express their complaints and symptoms than males who received an early segregated education. This is how need for dependency is encouraged and supported. These females also exhibit more stressful social roles than those of men. As a result females who received an early segregated education develop a strong desire to remain perfect and competent. Thus, develop more anxiety in contrast to the males who received an early segregated education.

Whereas in order to meet the standards of masculinity in the Pakistani culture males who received an early segregated education are socially expected to be more expressive, independent, assertive, brave and strong. It is seen that in the adult life these early imposed traditional gender expectations are strengthened strongly. Hence males who received an early segregated education are more confident, socially mature, realistic, have a high tolerance level as well as are better problem solvers in comparison to females who also received an early segregated education. It is a fact that when an individual enters into adulthood modifications in the belief system of cultural norms need to occur depending upon the kinds of experiences an individual has. On becoming an adult the modes of thinking, feeling and acting are difficult to mold according to the adult role requirements as these attitudes are strongly induced in an early life.

BAHRIA JOURNAL OF PROFESSIONAL PSYCHOLOGY

It is important to note that when a minor problem occurs in contrast to males females who received an early segregated education are held more responsible and are not allowed to speak in their defense. This elicits tension in them. Therefore, these females indulge in self-criticism and become fearful of their impulses. In Pakistan researches conducted by Ahmad (1993), Ismail & Mohajir (1993), Farooqi (1981), Zaman (1988), and Khan (1999), support the results of the present research.

In the light of the statistically significant findings of the present research hypothesis it can be concluded that the early Segregated education can make an individual vulnerable to emotional problems especially anxiety in adulthood, in comparison to those individuals who received their early education in the Non Segregated Institutions.

The hypothesis that, Individuals who received an early Segregated education will obtain high depression sten scores than individuals 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-2 and Graph-2. It is quite clear that a statistically significant difference exists between the two types of educational groups. The individuals who received an early Segregated education obtained high depression sten scores on the IPAT Depression Scale than the individuals who received an early Non Segregated education.

Generally Pakistani culture is based on traditional norms and moralistic values. In Pakistan the individuals who received an early Segregated education developed fears of crossing the limits set by the society. These individuals gradually develop emotionally sensitive personality patterns. They feel uncomfortable in sharing their emotions with others due to social desirability factor. Consequently there is no outlet for catharsis. Hence this emotional repression ultimately leads to depression in adulthood. It is obvious that the individuals coming from an early Non Segregated Institutions developed a habit of interacting and working together with the opposite gender. It is observed that usually they belong to less conservative and more liberal families. Therefore they can confidently and maturely handle any emotional situation in adulthood. Whereas, the Segregated individuals lack such an exposure and experience. As a result they develop depression in adulthood. This hypothesis has been found statistically significant and is proven by the results.

AHMAD & AROUJ

REFERENCES

- Ahmad, Farrukh. Z. (1993). Mental Health and Patterns of Child Rearing in Pakistan. Institute of Clinical Psychology. University of Karachi. Karachi. Pakistan.
- Ahmad. Farrukh. Z. and Munaf, Seema. (1991). The Relationship Between Anxiety and Depression. Pakistan Journal of Psychology. Vol (22). No 1-2.
- Cattell, R.B., and Rickels, K. (1964). Diagnostic power of IPAT Objective Anxiety Neuroticism tests. Archives of General Psychiatry. Nov, 1964, II.
- Farooqi, Yasmin, N. (1981). Male-Female Differences in Anxiety. Pakistan Journal of Psychology. Vol (12). No 3&4.
- Ismail, Zeenat; & Mohajir, Ayesha, (1993), Close friendship a determinant of social adjustment, interpersonal adjustment and anxiety-Pakistan Journal of Psychology, Vol (24).
- Khan, M. M. (1999). Creativity among university students and its relation to their perceived parenting styles. Unpublished M.Phil thesis, National Institute of Psychology, Quaid-i-Azam University, Islamabad. Pakistan.
- Maconis, J. J., (1998). Society the Basics (4th Ed), Prentice-Hall International (UK) Ltd, London.
- Markus, H., et. al. (1966). “Psychiatric Services: The Mutual Interactions Of Culture And Emotion.” Vol.47, No.3, in Karachi Psychiatric Hospital Bulletin, August (2003). Regd.No.SS-237. Karachi. Pakistan.
- Stratton, P & Hayes, N. (1999). A Student’s Dictionary of Psychology. 3rd Edition. London: Oxford University Press, Inc.
- Zaman, R.M. (1988). Psychotherapy in the third world: some impressions from Pakistan. International Psychologist, Vol. 29, No. 3.
- Pelosi (1996) Reading risks of mental disorders. American Psychologist.
- World Health Organization WHO, (1978). Report of the Director General Geneva: World Health Organization.
- Oxford Advanced learner’s Dictionary, (2000). 6th (ED.) Oxford University Press.
- Imran, I. (2000 and 2001). Educational Guide of Pakistan Millennium (ED.), Ibrahim Publishers. Lahore.