



The investigation and comparison of the level of Isfahan university female and male graduates unemployment with that of their emotional/mental health in 2009

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ABSTRACT

The main objective of the present study was to investigate the relationship between Isfahan University male and female graduates' unemployment with their emotional/mental health. The population of the study includes all the BA graduates from Isfahan University of whom 100 have been randomly selected. Of the sample population twenty five female and twenty five male graduates who had enrolled in the Department of Labor and Social Affairs in Isfahan and twenty five working male graduates and twenty five female ones were randomly selected that comprised the other fifty individuals of the sample. The General Health Questionnaire (GHQ) specifically touching upon the mental and emotional traits and characteristics of people was used to collect the data and the findings of the research having been analyzed indicated that there is a significant difference between the emotional/mental health level of the employed graduates and that of the unemployed ones and between the emotional/mental health levels of female and male ones.

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Introduction

Education plays an important role in a person's life because it allows for personal growth, enrichment, awareness of environment and opportunities for social-economic improvement. It is because of education, research and application that society has progressed the way it has and it is the lack of education that perhaps can be blamed for many dark spots of human history, particularly for women. Therefore, it is only logical to think that education would be available throughout the world, to all people, of all colors, economic backgrounds, gender and ethnicity in order to safeguard the future's wellbeing. Many researchers have discovered that the road to education holds many traps and barriers. It depends much on the economy of a nation, and its religious and racial beliefs. In Iran for example, the role of education on women's life has affected their relationship with the other gender and their role in society. Most significantly, education after the Islamic Revolution has been used to promote the ideals of Islam, and to construct the ideals of motherhood and wifehood.

The National Report on Women in Iran (1995) cited that Iranian female secondary school graduates now have the opportunity to further pursue their education at the university level in the fields benefiting their talents and abilities because many educational obstacles facing women have been removed. The increased opportunity for female students and faculty is related to different issues. According to the National Report on Women in Iran (1995), important factors such as establishing suitable facilities (such as educational environment segregated by gender) have promoted women's education in many fields. This combination has merged to produce desirable effects on the educational status of women in Iran. The impact of these factors has also been seen on religious beliefs, a noticeable point. Consequently, recent studies indicate a decline in statistical differences between the number of male and female students.

The National Report on Women in Iran (1995) revealed that, nationally, academic female students' performance now stands five percent above that of male students.

Achievements of women in higher educational levels, and the number of female students in different fields, have increased noticeably in recent years. The National Report on Women in Iran (1995) indicated a comparison between academic years 1987-1988 and 1992-1993. The comparison shows the following achievements in women's graduation from universities in the span of those five years: 1) an increase of 119 percent in the number of graduates in social sciences and humanities; 2) a two-fold increase in graduates in basic sciences; 3) an increase of 230 percent in the number of graduates in agricultural and veterinary sciences; 4) an increase of 70 percent in technical and engineering fields and medical sciences; and, 5) an increase of 246 percent in different fields of arts.

The number of women graduating from universities and higher education institutions increased almost two-fold between 1987-1988 and 1992-1993. The number of women staff members at universities almost doubled during this same period. Among the 30,262 academics serving in the field in 1992-1993, about 18 percent were women. At present, 5.7 percent of professors, 16.5 percent of associate professors, 21.9 percent of assistant professors, and 36.9 percent of university instructors are women. A total of 2,220 women are staff members of faculties of medical sciences, which represents 18 percent of the total, (The National Report on Women in Iran, 1995). The National Center for Education (1995), noted in their report that:

Over the past two decades, (Iranian) women have made substantial educational progress. The large gaps between the education levels of women and men that were evident in the early 1970s have essentially disappeared for the younger generation. Although they still lag behind males in mathematics

and science achievement, high school females on average outperform males in reading and writing, and take more credits in academic subjects. In addition, females are more likely than males to attend college after high school, and are as likely to graduate with a postsecondary degree.

Not only in the secondary education level, since the 1979 Islamic Revolution in Iran, but also the number of Iranian female students entering colleges and universities has rapidly increased. Additionally, the number of Iranian women professionally involved in higher education, either in administrative or faculty positions, has escalated noticeably. The National Report on Women in Iran (1995) cited that Iranian female secondary school graduates now have the opportunity to further pursue their education at the university level in the fields benefiting their talents and abilities because many educational obstacles facing women have been removed. The increased opportunity for female students and faculty is related to different issues. According to the National Report on Women in Iran (1995), important factors such as establishing suitable facilities (such as educational environment segregated by gender) have promoted women's education in many fields. This combination has merged to produce desirable effects on the educational status of women in Iran. The impact of these factors has also been seen on religious beliefs, a noticeable point. Consequently, recent studies indicate a decline in statistical differences between the number of male and female students. The National Report on Women in Iran (1995) revealed that, nationally, academic female students' performance now stands five percent above that of male students.

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Although, the level of women education has had a significant increase, daringly, we can say that its increase in recent 10 years is not comparable with 63 years ago. But the number of educated women has been always less than educated men. In 1956, 1 percent of rural population had been educated that reached to 54% in 1991. (Bina. D. 2002)

It is a development but we must remember that 64 % of rural women are still uneducated. But the number of educated

men has been always more than women. In 1991, just 50 % of rural women have been educated. (Ghiasi, Minoo.2000)

The Influence of Modern Education on Muslim Women

The gap between female and male literacy rates in several places is increasing and the overall level of illiteracy is extremely high. The Islamic world, especially the Arab world, is amongst the areas in the world which has the highest rate of illiteracy amongst women, the lowest level of schooling for girls and the smallest number of women in paid employment. In 1991, the illiteracy rate among females in Afghanistan was 86 per cent, in Pakistan 78 per cent, in Egypt 66 per cent and in Iran 56 per cent. Although women's literacy varies enormously from country to country and also from area to area in any particular country, women in the Arab world are still a small minority among the student population. In every country, the rate of male literacy is much higher than female literacy. Even in those countries which have initiated some reforms, there are still considerable disparities between male and female literacy, as well as major discrepancies between the type of female education offered and the socio-economic needs of the various Arab countries. This has been caused by many factors such as: family attitudes toward female education which still prevail, especially in the rural areas, where the majority of the Muslim population lives; and the high female drop - out rate due to the inequality between urban and rural education. But the most important factor so far has been the historical interpretation of the jurists. This has taken the shape of a clear deviation from genuine Islamic principles by its strong opposition to female education. This factor is still very strong in Muslim society, particularly in Arab society, and it influences government policy on education options and opportunities for women. Saudi Arabia presents a clear example where Islam has been used first to deny and then to discourage women's education.

Many women during the era of Reza Shah Pahlavi were also uneducated under the belief that education was not good for a woman because education would make her less submissive and obedient. Furthermore, "while many men held the view that education for women is unnecessary and a threat to the peace of home, any change in the position of women, particularly one with such far-reaching consequences, was opposed by the clergy as a violation of the canonic law." In that way, the battle against education for women was fought not only based on cultural beliefs, but from a legal point of view. The high rate of illiteracy was also supported by the fact that there were not as many schools available and the distance between them and the women in rural areas was great. Also, it was not always so easy for women to get permission from their fathers or husbands to attend. Reza Shah, with his beliefs in Ataturk and Westernization, raised the bar higher and demanded that women receive education in order to make themselves useful to society. The Shah was convinced that "to give Iran a Western civilization, he had to transform the inferiority, which was the woman's fate in all Muslim countries, into a status of legal and social equality." For that reason "in 1929, over 11,000 girls were enrolled in 190 schools. Within the next four years, the number rose to some 50,000 students enrolled in about 870 schools."

This trend continued while Mohammad Reza was in power and many schools were founded in order to accommodate the massive amount of female students that poured in from every part of Iran in order to receive an education. Studies reveal that "the literacy level among females age seven and older rose from

8 percent in 1959 to 18 percent in 1966 and to over 26 percent in 1971." But the literacy level between rural and urban areas was very different and as a result of that in "the early 1970s, close to half of the urban women were literate as opposed to only 10 percent of the rural women." The number of women that rose to higher education was even more dramatic with only a few women receiving a high school education. Furthermore, the degrees that women received at the time were strictly controlled by the traditional patriarchic roles of society. There were a few lawyers, only a few doctors and engineers, while most of them held a degree in human sciences, natural sciences and mathematics. In an interview given by Mohammed Shah to Oriana Fallaci in October of 1973, she concluded that the Shah is a person who "considers women as simply graceful ornaments, incapable of thinking like a man and then strives to give them complete equality of rights and duties." To her question about women and how he saw them he said that:

Women have...profited more than anyone else from my White Revolution. I've fought strenuously so that they'd have equal rights and responsibilities. I've even put them in the army, where they get military training for six months and are then sent to the villages to fight the battle against illiteracy. And let's not forget I'm the son of the man who took away women's veils in Iran. But I wouldn't be sincere if I stated I'd have been influenced by a single one of them. Nobody can influence me, nobody. Still less a woman, women are important in a man's life only if they're beautiful and charming and keep their femininity and...This business of feminism for instance. What do these feminists want? What do you want? You say equality. Oh! I don't want to seem rude, but you're equal in the eyes of the law, but not excuse me saying so, in ability. This statement perhaps casts light on the few number of women in critical positions within the government and the women's alienation from society in general. The state of mind under which women functioned, did not change because their education did not challenge the "traditional division of labor and ideology" and because of that, women were the last to be hired and the first to be fired.

Many scholars believed one of the positive outcomes of the Revolution was the founding of all-girl schools and therefore the continuation of female education. Schools were valued because the girls received natural role models, as they saw other women applying their education towards their economic improvement. Also, parents were not worried about sending their daughters to the universities because they believed that the Islamic education posed no harm. Besides, the fact that there were no male students and male teachers also brought peace of mind. Also, schools were built after the Revolution to accommodate the baby boom in Iran. In conjuncture with the strict application of the veil, parents agreed to send their girls to school because their veils protected them in the streets. It is noteworthy, as well, that since the separation of the sexes in education the number of female students at the Universities has increased. This may be because of the lack of job opportunities elsewhere. Education became an outlet for their dreams for improvement.

However, one has to consider that Iran has accepted education for girls only on an experimental level. The number of drop-out students during the second-level of education has been the highest. This could be explained by the fact that girls reach the age of puberty during the second level of education. Also, due to economic barriers and prejudiced beliefs about the woman's role within the family, when the girls reach that age sometimes are prompted by their fathers to leave school in order

to assist their family with housework, child care and to take part in the family's business. Traditional views have also allowed families to believe that the honorable thing to do after the age of nine, when girls by law are supposed to be veiled, is to remain at home and prevent exposure as much as possible. Early marriage has remained a common phenomenon in rural areas, where girls have agreed upon marriage in order to escape poverty, and geographical isolation. As Jane Howard argued in her book, if education did not directly apply to the girl's lifestyle, it was most likely that she would abandon it as soon as she could find something else to do.

The kind of education that girls have received since the Revolution has been purely superficial. Even though the quality of the buildings has improved, it still lacks many components that would allow the students to perform experiments and to apply their knowledge. Simply put: "the system is weak at providing vocational training to supply skilled workers for technical jobs."⁷² Most of their education has been based on religion and the instruction in Arabic with the sole intention of using it for religious purposes. The applicability of Arabic for everyday use as well as that of other texts for other classes has remained under question. Even though the Islamic authorities had re-assured the educational community that the images would be substituted with others to clearly and effectively portray the changing role of women in Iran, it failed to do so. The Republic's priority has been to revise the text in favor of religion and has not included the status of women. Furthermore, the images have portrayed men more than women, and in situations that may not fully describe the new identity of women. The human body and specifically, the reproductive organs have been left out of biology texts and so has nudity in any religious reference, such as in the Garden of Eden. Another consideration for the textbooks and their applicability has been the cultural and geographical diversity of Iran. There have been so many ethnically and linguistically different groups in Iran that there have often been complaints about the context of the textbooks. The citizens of rural, remote areas of Iran have found it difficult to associate with the text because of its dominance of urban images and examples. Moreover, the topics that the female students were allowed to study changed after the Revolution. Women were banned from studying things like agriculture, geology and accounting, while the study of gynecology and midwifery became solely their responsibility. Jobs that required temporary relocation or extensive travel were guided away from women because that would remove them from their 'natural' habitat.

As of 1985 however, many restrictions were lifted and all study areas became available for both sexes. The formal order was given in 1988 when President Rafsanjani stated that "there are no barriers to education for women in any field" and as president, in 1989 emphasized the need to create greater higher education opportunities for Iran's youth as well as equal pay for equal work by women." Many authors did mention however that one can never be sure about which subjects are open and which ones are not. Overall, the subject of female education in Iran has remained very controversial, but it appears that women are now more than ever demanding roles in society, other than that of a mother and a wife. They are demanding employment and fair opportunities. They demand to be doctors, engineers, teachers and to contribute to their family's income. Girls are absorbing what they are taught and are ready to apply it when they graduate. However, the problem remains that the high rate of

poverty, in conjuncture with stereotypical patriarchic ideas, does not make it easy for them to prove their value and utilize their educational training.

Since unemployment has afflicted a majority of active, dynamic young population and has caused them to refrain from responsibilities and hard work and since it has taken their supportive sense and feelings towards their families and themselves away, their mental health has been disturbed and their expectations, enthusiasm and will have all been enfeebled. (Ghiasi, Minoo.2000)

Based on the officially announced statistics, the unemployment rate was 16 % in 2000 which has increased during the years of 1998-2000. Accordingly, it is predicted that till 2006, the society will encounter ten million unemployed people. Today, unemployment is regarded as the most upstanding indication of insufficient development and growth in the third world countries.

The Significance and Need for the Study

The increasing trend of unemployment in today's societies which is likely to develop and cause physical and more importantly emotional/mental diseases requires more attention and has increased peoples' concerns. Moreover, thanks to the increase of awareness of mental health concerning unemployment among people, the findings of this research work are expected to help the departments of labor and social affairs and social workers to better deal with the unemployed people. It is obvious that if unemployment mushrooms in a society, insecurity, unrest, corruption, violation of law, order and regulations, chaos, theft and robbery, and poverty will surely prevail throughout the society in no time.

Research Hypotheses

1. There is a significant difference between the *employed* graduates' emotional/mental health level and that of the *unemployed* ones.
2. There is a significant difference between the physical indication level of the *employed* graduates and that of the *unemployed* ones.
3. There is a significant difference between the *employed* graduates' insomnia and anxiety level and that of the *unemployed* ones.
4. There is a significant difference between the *employed* graduates' depression level and that of the *unemployed* ones.
5. There is a significant difference between the *unemployed male* graduates' emotional/mental health level and that of the *unemployed female* ones.
6. There is a significant difference between the *unemployed female* graduates' physical indication level and that of the *unemployed male* ones.
7. There is a significant difference between the *unemployed female* graduates' physical indication level and that of the *unemployed male* ones.
8. There is a significant difference between the *unemployed male* graduates' depression level and that of the *unemployed female* ones.

The investigation of different emotional/mental disorders and their individual and cumulative causes proves as important as the investigation and treatment of the common diseases such as different viral and infectious ones. For example in treating the infectious diseases, the causes and the way they communicate from one person or animal to another person are seriously studied and controlled.

Mental Hygiene (Mental Health)

Mental hygiene refers to the investigation of living regulations and modes whose application guarantees mental health and prevents a person from getting afflicted with the mental disorders and diseases. The wholesome ability to carry out social, physical and mental tasks and play the assigned roles cannot be a complete indication of lack of any disease or mental disorder (Ganji, 1997).

Islamic Theory

Islam has referred to 'growth and development' as the standard of mental health and it is defined as self-dependence, guidance, deliverance, perfection and honesty. Attaining the least growth and development is a permit to do transactions and trading the property and accomplishing independent work. Self-dependence and having potentials to comfortably and properly live be more emphasized. (Shabanali Ghomi, Hosein, 1995).

The Behaviorist School

Behaviorists maintain that mental hygiene (mental health) depends on stimuli and surroundings. Whatever other schools hold as mental disorder or disease is, in the behaviorist school, considered to have been learned like other behaviors. Therefore, according to this school, mental health is the behavior that is in line with a definite environment with a normal behavior. The advocates of this school hold that an abnormal and unhealthy behavior like other behaviors is acquired through reinforcement, so mental health is exactly the behavior that has been acquired as through reinforcement (Ganji, 1997).

The Psychoanalyst School

Psychoanalysts maintain that one's personality is composed of these elements, Id-Ego-Super Ego. Id is the inherent trait of one's personality existing at birth and it is source to all an individual's instinctive forces and is joy specific.

The Super Me or Ego starts in the early childhood and is the principle of ideals and seeks for perfection. It is de facto the moral consciousness.

'Ego' develops after the child's birth and it is a function of reality principle. It analyzes things, grasps them and grows incompatible.

According to psychoanalysts, mental health is guaranteed when 'Me' adapts itself with reality and the instinctive impulses are controlled. Some others hold that 'me' must develop a balance between the three elements of 'Id', 'Me', and 'Super Me or Ego' so that the balance is created more for the conflicts between Id and super me (Ganji, 1997).

The Psychiatric School

The psychiatrists view emphasizes and relies on psychological disorders and phenomena to determine the mental diseases and maintains and applies the biological balance theory to the individual.

According to this view, mental health is referred to as the balanced system that functions well, and if it is disturbed, mental diseases develop and appear soon after.

Therefore, behavior is assimilated to a pendulum that swings between the two poles of a disease where mental health, too, lies.

The pendulum may stop swinging in a balanced way, and it is at this point of time when incompatibilities or incongruities with the daily life realities emerge.

Therefore, mental health will be effective and significant when tissues and organs of the body function and run properly. Any kind of disorder in any chemical structure of the body and nervous system will result in mental disorders (Ganji, 1997).

The Psychoanalytic Treatment

A psychoanalyst tries to remove the conflicts between the three levels of personality (id, me, and super me or ego) and retrieve and return mental health to the individual. Through this method, the psychoanalyst strives to make the individual get to know his unconscious conflicts and attempts to help him feel that he has control over himself which will in turn help him revive his confidence and get rid of the conflict. To do this treatment, psychoanalysts employ free association and dream interpretation techniques.

The Behaviorist Treatment

To correct abnormal behaviors, behaviorist therapists employ the principles of learning. This view or theory targets at the abnormal behavior and has nothing to do with the causes.

Behaviorist therapists provide a list of abnormal and normal behaviors (adjustable and nonadjustable behaviors) and then deduct from the frequency of the first group while adding to that of the second one.

To do so, they apply the principles of classical conditioning (Stimulus Response) where they employ the regular desensitizing techniques and developing and creating aversion (Ganji, 1997).

The behaviorist therapists believe that human beings can be what they want to be, that is, they have a choice.

This group tries to make people believe that they possess many potentialities and can overcome their problems and are valued in the society.

Research Method

The researcher in this study has employed the purposive and planned method that is a field of scientific investigation to discover the relationships between the variables in the research. This method is applied to satisfy the educational and administrative needs; that is, this research method provides required information for the educational managers and other educational authorities to make decisions. (Ibrahim Razeghi, 1991).

The Research Population

The population in this study is divided into two groups:

a. The unemployed 2007-graduates of Isfahan University who include:

➤ The graduates whose contract or agreement for work has expired and are looking for jobs.

➤ Those who have grown enough to start work but still they have not.

➤ Those individuals who have temporarily or for ever lost their jobs due to closing down of the business or any other reasons.

b. All the employed graduates from the University of Isfahan in 2007.

In this study, the employed people include those individuals who possess the qualifications to work and are busy working in a center.

The Sample population

The sample population in this research project includes 100 participants. Twenty five unemployed female graduates and twenty five unemployed male ones who have enrolled in the Department of Labor and Social Affairs of Isfahan City were randomly selected.

Moreover, twenty five working male graduates and twenty five working female ones working in Social Security Organization, Physicians' Clinics and Department of Labor and Social Affairs selected randomly composed the rest of the sample population.

The Tools of the Study

The tool used in this study to collect data on the subject matter was the General Health Questionnaire (GHQ). This questionnaire is based on self-report that is used in clinical surveys with the aim of pursuing those who are suffering from a mental or emotional disorder. In this questionnaire, the focus is on two fundamental classes of phenomena:

➤ The inability of the individual in enjoying a normal healthy performance and acting.

➤ The emergence of new phenomena with ill and incapacitating nature

The General Health Questionnaire (GHQ) is a collection of questions/statements that touches upon the smallest and lowest levels of common indicators existing in different mental disorders.

Therefore, it is possible to discriminate those mentally disordered individuals as a general class who consider themselves healthy. Thus, the main goal of this questionnaire is not just the diagnosis of mental illnesses but to distinguish mental illness from health. The GHQ has four subdivisions of physical indicators, anxiety, insomnia, and social incongruities, and out of all scores or points, a total point is achieved.

Statistical Method

For statistical analysis of the data of this research, the researcher has used the independent t-test to compare the means of the two groups.

Testing the Hypotheses

Hypothesis 1:

"There is a significant difference between the *employed* graduates' emotional/mental health level and that of the *unemployed* ones."

Table1: The Comparison of the Emotional/Mental Health Level of the Employed and Unemployed Graduates

P	t	X1	X2
2.78	3.17	29.63	20.32

Table 1 reveals that the calculated 't' is significant at the 5 % level of significance.

Therefore, hypothesis 1 of the research is accepted approving of the existence of a significant difference between the emotional/mental health level of employed graduates and that of the unemployed ones.

The comparison of the means of the two groups also shows that the emotional/mental health level of the employed graduates exceeds that of the unemployed ones.

Hypothesis 2:

"There is a significant difference between the physical indication level of the *employed* graduates and that of the *unemployed* ones."

Table 2: The Employed and Unemployed Graduates' Physical Indication Level

P	t	X1	X2
2.78	0.25	5.14	4.12

Table 2 indicates that the 't' calculated is not significant at the 5 % level of significance.

Thus hypothesis 2 is rejected and the null hypothesis is accepted stating that there is no significant difference between the level of physical indications of the employed graduates and that of the unemployed ones.

The comparison of the means of the two groups reveals that the mean of the level of the physical indications of the unemployed exceeds that of the employed ones.

Hypothesis 3:

“There is a significant difference between the *employed* graduates’ insomnia and anxiety level and that of the *unemployed* ones.”

Table 3: Comparison of the Employed and Unemployed Graduates’ Insomnia and Anxiety Level

P	t	X1	X2
2.78	4.23	7.78	5.16

Table 3 indicates that the calculated ‘t’ is significant at the 5 % level of significance, so hypothesis 3 is accepted.

Therefore it is concluded that there is a significant difference between the insomnia and anxiety level of the employed graduates and that of the unemployed ones.

Moreover, the comparison of the means of the two groups shows that the insomnia and anxiety mean of the unemployed graduates is larger than that of the employed ones.

Hypothesis 4:

“There is a significant difference between the *employed* graduates’ depression level and that of the *unemployed* ones.”

Table 4: The Comparison of the Employed and Unemployed Graduates’ Depression Level

P	t	X1	X2
2.78	0.50	5.41	3.06

Table 4 shows that the calculated ‘t’ is non-significant at the 5 % level of significance and hypothesis 4 is rejected, but the null hypothesis is approved stating that there is no significant difference between the depression level of employed and unemployed graduates.

The comparison of the means of the two groups indicates that the mean of the unemployed graduates’ depression is much higher.

Hypothesis 5:

“There is a significant difference between the *unemployed male* graduates’ emotional/mental health level and that of the *unemployed female* ones.”

Table 5: Comparison of the Emotional/Mental Health Level of the Unemployed Male and Female Graduates

P	t	X1	X2
3.012	31.51	25.17	18.12

Table 5 shows that the calculated ‘t’ is significant at the 5 % level of significance, so hypothesis 5 is approved and accepted, indicating that there is a significant difference between the emotional/mental health level of males and that of females.

The comparison of the means of the two groups indicates that the emotional/mental health level of the unemployed female graduates is higher than that of the male ones.

Hypothesis 6:

“There is a significant difference between the unemployed female graduates’ physical indication level and that of the male ones.”

Table 6: Comparison of the Level of the Unemployed Male and Female Graduates’ Physical Indications

P	t	X1	X2
3.012	3.34	7.56	5.11

Table 6 indicates that the calculated ‘t’ is significant at the 5 % level of significance. Thus hypothesis 6 is approved and accepted indicating that there is a significant difference between the unemployed female graduates’ emotional/mental health level and that of the male ones.

The comparison of the means of the two groups indicates that the mean of the unemployed female graduates’ emotional/mental health level is higher than that of male ones.

Hypothesis 7:

“There is a significant difference between the unemployed female graduates’ physical indication level and that of the male ones.”

Table 7: Comparison of the Level of the Unemployed Male and Female Graduates’ Physical Indications

P	t	X1	X2
3.012	3.34	7.56	5.11

Table 7 indicates that the calculated ‘t’ is significant at the 5 % level of significance. Thus hypothesis 7 is approved and accepted indicating that there is a significant difference between the unemployed female graduates’ emotional/mental health level and that of the male ones.

The comparison of the means of the two groups indicates that the mean of the unemployed female graduates’ emotional/mental health is higher than that of male ones.

Hypothesis 8:

“There is a significant difference between the unemployed female graduates’ insomnia and anxiety level and that of male ones.”

Table 8: Comparison of the Unemployed Male and Female Graduates’ Insomnia and Anxiety Level

P	t	X1	X2
3.012	0.5	9.44	6.15

Table 8 shows that the calculated ‘t’ is insignificant at the 5 % level of significance, so hypothesis 8 is rejected, and the null hypothesis is approved and accepted indicating that there is no significant difference between the unemployed female graduates’ insomnia and anxiety level and that of the male ones. The comparison of the means of the two groups shows that the mean of the unemployed females’ insomnia and anxiety is larger than that of the males.

Hypothesis 9:

“There is a significant difference between the unemployed female graduates’ depression level and that of the male ones.”

Table 9: Comparison of the Unemployed Female and Male Graduates’ Depression Level

P	t	X1	X2
3.012	0.75	6.22	3.43

Table 9 shows that the calculated ‘t’ is insignificant at the 5 % level of significance, so hypothesis 9 is rejected and the null hypothesis is accepted indicating that there is no significant difference between the unemployed females’ depression level and that of the males.

The comparison of the means of the two groups reveals that the mean of the unemployed female graduates’ depression level is higher than that of the male ones.

Discussions and Conclusions

By the way of conclusion, it can be stipulated that the longer the unemployment period is, the more the individual is apt to get afflicted by the emotional/mental diseases. A huge bulk of statistics has already shown that the death rate of the unemployed especially in accidents and suicide attempts is much higher than that of the employed individuals.

In societies where unemployment prevails, the ground for insecurity, unrest, corruption, violation of law, order and regulations, chaos, theft and robbery, and poverty will roar up. Based on the statistics obtained, over 1.5 million people of the active population in the country are unemployed. With respect to the increasing trend of unemployment in the Iranian society, it is predicted that nearly ten million people will be suffering from

unemployment that will be a deadly impact and ictus in the economy of the country.

The main objective of conducting the research was to study the relationship between unemployment and emotional/mental health level of the female and male graduates.

The findings of the research reveal that:

➤ There is a significant difference between the unemployed graduates' emotional/mental health level and that of the employed ones. Because unemployment causes the individuals to develop anxiety and stress about their future and earning a living, various physical disorders such as severe headaches, high palpitation, stress and high blood pressure appear, their self-confidence is lost, they easily get exhausted, lose weight and move away from people, they easily get irritated and grow sensitive, their sleep gets disturbed and eventually they lose their contact with the outside world.

Since they lose interaction and communication with the outside world, they get isolated which results in the decline of the unemployed graduates' emotional/mental health compared to the employed graduates' who suffer less stress and anxiety. As a result, employed graduates enjoy better emotional/mental health. Because employment can to a large extent satisfy peoples' daily needs, the divorce rate and family quarrels among the unemployed families are too high which in turn cause the emotional/mental health to decline and stress and anxiety to increase in their life. There is no significant difference between the physical indications of the unemployed graduates and those of the employed ones which is due to the stress imposed on them that eventually disturbs their physical and mental health.

Unemployment intensifies the ill moods especially when it lasts long. Physical disorders and symptoms such as headaches, exhaustion, higher palpitations and bowel disorders develop thanks to these mental/emotional disorders. Through these physical disorders little obvious hurt is experienced by the unemployed people and that is because even the employed individual, too, experiences serious stress and tension at work.

➤ There is a significant difference between the unemployed graduates' sleeplessness and anxiety level and that of the employed graduates. This is because the unemployed people develop sense of responsibility and expectations that are not guaranteed and the pressure from this unsatisfactoriness effects their sleep behavior and habits and causes them to be imbalanced.

➤ There is a significant difference between the unemployed female graduates' emotional/mental health level and that of the employed ones. Unemployed women are usually less healthy than men because they spend most of their time indoors with a four-walled cell and do not have enough recreation to fill in their time.

➤ There is a significant difference between the level of the unemployed female graduates' physical indications and that of the employed ones. This is due to the fact that women are more subject to stress and mental pressure because they feel more responsible than men by, for example, rearing children etc.

➤ There is a significant difference between the level of the unemployed female graduates' insomnia and anxiety and that of

the employed ones because male graduates, too, have the responsibility to financially support the family and solve the problems concerning earning a living, so they experience as much stress as women do.

➤ There is a significant difference between the level of the unemployed female graduates' depression level and that of the unemployed male ones because they have both failed to enter the arena of business or jobs. The difference between males and females is less likely to be of little value; however, in this case, because men, too, have to stay home most of their time, they lose their self-confidence and equal women.

Suggestions

The researcher offers the following suggestions based on the findings of the present research. It is suggested that

➤ vocational courses be launched to train the unemployed graduates to take up new and other jobs,

➤ the private sector be helped to develop and expand production centers,

➤ fundamental changes and modifications be made in the employment generation in the three sectors,

➤ non-official productive activities be encouraged to develop and promote association with the official sector,

➤ tourists industry be promoted to attract more and more tourists,

➤ old and to-be-retired people be replaced by young and active workforce,

➤ Vocational consultation services be rendered to the unemployed graduates and the employed ones, and more and more vocational consulting centers be opened to promote the awareness of the employed and unemployed graduates.

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