

Gender Differences Of Emotional Style In University Students During The Covid 19 Pandemic

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Abstract

Rumination and inhibition of the emotional style of university students is linked to gender and these emotions predispose to stress-related diseases and are the cause of the negative effect they produce on personal and academic contact. Methods: In the present investigation, it was carried out considering a non-experimental design, it contains a population of 482 female and male university students. The instrument used was subjected to content validity through expert judgment and reliability was Kuder – Richardson (KR20), with a result of .960, considering high reliability and internal consistency. Results: The investigation concluded that female university students presented a 12% negative level, 29.7% presented a moderate level and 10.4% presented a positive level and male students 38.6% presented a negative level, 8.1% presents a moderate level and 1.2% presented a positive level of emotional style. Discussion: In relation to the results of the study, women have better levels of emotional style than men and coincidences with the background of this research are observed. Likewise, the importance of emotions being the relevant component to guarantee professional, personal and social competencies in the various contexts is established, and the management of emotions also guarantees in the process of using communication and management technologies. of time, the same ones that constitute a key for improvement. Finally, it has been important to identify gender differences in emotional style in order to recommend strategies to improve emotional style and rumination.

Keywords: Emotional style, rumination, emotional inhibition, students.

INTRODUCTION

Learning presents activities in which emotions are involved, in fact, emotions are the main component and negative and positive emotions produce a completely different impact on learning. Emotions are linked to the behavior of people, since it prepares the body to express a response to an environmental situation, in addition, it is stated that the student will have to investigate and adapt to the environment. Emotions facilitate people's adaptations to social environments and physical environments; taking into account that people are biological, psycho-social beings²¹. In this sense, emotions are the main elements in the formation of the personality of each person.

The extent to which people are able to correctly perceive emotions in the faces of others has been considered an important ingredient of emotional intelligence¹². Inferring information about another's thoughts, feelings, and intentions is crucial in successful social interactions and has been linked to leadership skills² and satisfaction with social relationships. Common sense tells us that women have better social skills and are especially better at understanding the emotions of others. In fact, it has been shown that women often score better on tests of emotional intelligence or empathy than men¹.

It is important to recognize that the emotional aspect occurs when social interactions take place, being internalized as a personal component; Therefore, it should be stated that the behavior or personality that each person manages to develop is conditioned to the socialization of gender, especially to the socialization of gender emotions in a differentiated way, due to the fact that it presents limitations to the probabilities of differential expression of gender. Both sexes (men and women)¹⁸.

Previous work found that gender differences in emotion recognition have shown a small to moderate female advantage. It is stated that women are more sensitive to perceive subtle emotional signals, that is, of low intensity or ambiguous. In both sexes, they rated emotions as equally intense at both levels of stimulus intensity²⁴.

In contrast, there was no significant difference between the genders in their total score that measures emotional intelligence, but the genders tend to differ in emotional self-awareness, interpersonal relationship, self-esteem and empathy with women obtaining higher scores than men. ¹³.

Another study presented the objective of verifying the gender difference of the students and if they are related to the different emotional regulation strategies used. In this sense, it was found that university students identify with feminized characteristics and use emotional regulation strategies depending on gender ¹¹.

Another study found that rumination may represent both a risk factor and a consequence of depression, especially among samples of women. However, few longitudinal studies have examined a reciprocal pattern of rumination and depression in early adolescence, just before depression rates diverge by gender. Gender moderation was also examined. For boys, increased rumination emerged as a consequence, not a predictor, of depression symptoms. In early adolescence, rumination may be a greater risk factor for depression among females than among males, whereas depression may be a significant vulnerability factor for increased rumination among both boys and girls. Girls explaining that rumination can be more maladaptive for women than for men and is discussed within a psychosocial and developmental framework ¹⁰.

Emotional style

Emotions are an emotional state that occurs suddenly, violently and temporarily. In order to control the problems that arise during the university stage, emphasis should be placed on emotions, since in this way we can be aware of our emotions, understand the emotions of other people, tolerate the frustrations that we endure at the time of work, improve our ability to work as a team and have a social and empathetic attitude that will give us more opportunities in professional development ⁶.

In the emotional style, mental health is the basis for individual well-being and an effective functioning of society. This is understood as a state of comfort in which the person realizes their abilities and is able to face the stress and tensions of everyday life and work productively, contributing to society ¹⁵.

Emotional style is defined as the subset of social intelligence that involves the ability to control one's own feelings and those of others, to discriminate between them and use this information to guide thought and actions. Likewise, they affirmed that the mental processes related to emotions are evaluating and expressing emotions ¹⁹.

Emotional style is measured on emotional rumination and emotional inhibitions as two relatively independent dimensions of emotional style, and the two measures have subsequently been shown to be important moderating variables in a range of healthcare and forensic settings. The revised and expanded item sets for the scales were subjected to exploratory and confirmatory factor analyses, which supported the two-factor structure and were shown to be consistently related to two independent indices of health status ⁴.

Emotional inhibition will be used as (IE) in subsequent paragraphs and refers to the tendency to consciously inhibit emotional expressions while emotionally arousing. Overt inhibition is characterized by emotionless speech, reduced expressiveness, and shyness, all of which are related to dysfunctional bodily reactions and may be adaptive in a situation of short-term social stress. Long-term emotional inhibition is considered an underlying cause of psychopathology and can negatively affect psychological and health outcomes ¹⁴. However, little is known about the correlations and possible causes of IE. EI has been related to the adaptation and well-being of patients. A strong relationship is established between emotional inhibition and anxiety disorders ^{16, 20}.

Emotional inhibition constitutes a dysfunctional verbal and nonverbal interaction between individuals. Emotional inhibition can be classified into genetic, repressive, suppressive, and delusional inhibition, and the extreme form, emotional implosion. Overt emotional inhibition is characterized by reduced expressiveness, emotionless speech, and shyness, all of which are related to dysfunctional bodily reactions and may be adaptive in a situation of short-term social stress. In the long term, emotional inhibition is likely to have a damaging effect on the individual along any of three pathways: neurobiological, social-behavioral, and cognitive. There is an implicit knowledge in most societies that emotional inhibition has negative health implications. Most psychotherapeutic techniques are directed at emotional behavior and experience and focus largely on changes in intra- and inter-individual emotional regulation and the construction of meaning from emotional experience ²³.

Emotional processing related to the idea of inhibition-implosion has been discussed in relation to various topics such as control, suppression, type C personality, repression, alexithymia or ambivalence. Each of these concepts covers different aspects of manifest emotional expressiveness from a personality or coping perspective ²³.

MATERIAL AND METHOD

In the present study, the quantitative approach is established, considering the non-experimental, transversal design since the phenomenon is observed in a single moment. The scope of the research is descriptive.

The research sample consisted of 482 university students, 251 female students and 231 male students, and the instruments were created in Google Form forms and sent by applications and/or emails. The instrument used was subjected to content validity through expert judgment and reliability was Kr-20, with a result of .960, considering high reliability and internal consistency¹⁸. The technique used for the emotional style variable was the survey and the instrument was the Emotional Style Questionnaire (ESQ), which consists of 39 items, its original true-false dichotomous response scale, with 21 items for measurement. Of the Emotional Inhibition dimension and 18 for the measurement of rumination^{7, 26-36}. For the results, descriptive statistics of frequencies and percentages of the levels of the emotional style variable and its dimensions were considered; Likewise, descriptive results of the emotional style, rumination and emotional inhibition were presented according to gender.

RESULTS AND DISCUSSION

The descriptive results of gender differences in emotional style in university students during the COVID 19 pandemic are developed. The negative level emotional style is referred to poor management of their emotions, moderate level of emotion management and positive level is referred to a Good level of emotional management. As for the negative levels of rumination, it refers to using a lot of rumination and the positive level refers to using less rumination. Negative level emotional inhibition refers to presenting higher levels of inhibition and negative level refers to presenting lower levels of emotional inhibition.

Table 1: Descriptive statistics of the emotional style variable with its dimensions

levels	emotional style		rumination		Emotional inhibition	
	F	%	F	%	F	%
Negative	244	50.6	255	52.9	283	58.7
Moderate	182	37.8	138	28.6	141	29.3
Positive	56	11.6	89	18.5	58	12.0
Total	482	100.0	482	100.0	482	100.0

The results show that the emotional style of university students with a 50.6% negative level, 37.8% has a moderate level and 11.6% has a positive level. In the rumination dimension, 52.9% had a negative level, 28.6% had a moderate level and 18.5% had a positive level. Regarding the emotional inhibition dimension, 58.7% have a negative level, 29.3% have a moderate level and 12% have a positive level.

Table 2: Descriptive statistics of the emotional style according to sex

Sex		emotional style			Total
		Negative	Moderate	Positive	
Sex	Feminine	58	143	fifty	251
		12.0%	29.7%	10.4%	52.1%
	Male	186	39	6	231
		38.6%	8.1%	1.2%	47.9%
Total		244	182	56	482
		50.6%	37.8%	11.6%	100.0%

Female university students presented a 12% negative level, 29.7% presented a moderate level and 10.4% presented a positive level and male students 38.6% presented a negative level, 8.1% presented a moderate level and 1.2% presented a positive level of emotional style.

Table 3: Descriptive statistics of rumination according to sex

Sex		rumination			Total
		Negative	Moderate	Positive	
Sex	Feminine	46	123	82	251
		9.5%	25.5%	17.0%	52.1%
	Male	209	fifteen	7	231
		43.4%	3.1%	1.5%	47.9%
Total		255	138	89	482
		52.9%	28.6%	18.5%	100.0%

Female university students presented a 9.5% negative level, 25.5% presented a moderate level and 17% presented a positive level and male students 43.4% presented a negative level, 3.1% presented a moderate level and 1.5% presented a positive level of rumination.

Table 4: Descriptive statistics of emotional inhibition according to sex

		emotional inhibition			
		Negative	Moderate	Negative	Total
Sex	Feminine	90	108	53	251
		18.7%	22.4%	11.0%	52.1%
	Male	193	33	5	231
		40.0%	6.8%	1.0%	47.9%
Total		283	141	58	482
		58.7%	29.3%	12.0%	100.0%

Female university students presented a 18.7% negative level, 22.4% presented a moderate level and 11% presented a positive level and male students 40% presented a negative level, 6.8% presented a moderate level and 1% presented a positive level of emotional inhibition.

In relation to the results of this study, women have better levels of emotional style than men and coincidences with the background of the present investigation are observed, in terms of the recognition of emotions, the female gender because it presents advantages with levels from small to moderate recognition of emotions. Likewise, it is stated that women are more sensitive to perceive emotional signals⁶. In the same line of thought, women are more vulnerable compared to the male sex, in the development of various mental health disorders²⁰. The ability to accurately perceive the emotional states of others is a fundamental sociocognitive capacity for the successful regulation of our interpersonal relationships and is based on the integration of various information signals such as facial expressions, tone of voice, words or body language⁹.

Likewise, another study found that university students identify with feminized characteristics and use emotional regulation strategies depending on gender¹¹. In the same line of thought, women were more susceptible to changes in real emotional preferences than men¹⁷.

However, it does not coincide with another study that there was no significant difference between genders in their total score that measures emotional intelligence, but genders tend to differ in emotional self-awareness, interpersonal relationship, self-esteem and empathy with women obtaining higher scores. taller than men¹³.

Importantly, another study found that rumination may represent both a risk factor and a consequence of depression, especially among female samples. However, in early adolescence, rumination may be a greater risk factor for depression among females than among males, whereas depression may be a significant vulnerability factor for increased rumination among both males. and women. Explaining that rumination can be more maladaptive for women than for men and is discussed within a psychosocial and developmental framework¹⁰.

Emotions are the relevant component to ensure professional, personal and social skills in various contexts and the management of emotions also guarantees in the process of using communication technologies^{14, 25} and time management²² the same ones that constitute a key to improvement.

Likewise, differences in character strengths regarding gender⁵ are corroborated and it has been important to identify gender differences in emotional style to recommend strategies to improve emotional style and rumination.

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