

THE EFFECTS OF MULTILINGUALISM ON THE EMOTIONAL STABILITY OF YOUNGSTERS IN SIALKOT, PAKISTAN

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ABSTRACT

Multilingualism is a norm, and monolingualism is an exception in the contemporary world, as a researcher asserts that human beings have been predominantly multilingual since the beginning of the evolution of human language (Evans, 2017; Yager, 2020), which urges to explore the effects of multilingualism on personality since personality and language influence each other. The present research explored the effects of multilingualism on personality trait emotional stability. Intending to shed light on both sides of the picture, the study employed a mixed-method research design. To collect quantitative data, an online Likert scale questionnaire was filled out by 107 participants (37 males and 70 females). Participants were divided into two groups. One group consisted of monolingual individuals and the other group consisted of multilingual participants. Data were analyzed on SPSS. The results of both groups were compared to determine the difference in the effects of multilingualism on emotional stability. For the qualitative part of the study, data were collected through semi-structured interviews, and thematic analysis was carried out following (Braun & Clarke, 2006) approach. Results demonstrate multilingualism affects emotional stability. The findings of the study demonstrate that multilingualism has two-fold effects on emotional stability. Those who have command over multiple languages have stable and balanced emotions, but this causes stress and communicative anxiety to monolingual individuals.

INTRODUCTION

We frequently note that monolingualism characterizes a small group of the world's population. Among many others (Cheshire & Trudgill, 1998) assert that in most regions of the world "monolingual persons are the exception rather than the rule". Multilingualism dates back to ancient times although it was not a common phenomenon as it is with the global village generation. Just as we regard mobility as a unique and distinguishing feature of the contemporary globalized world even though mobility has existed throughout history. In the same way, we believe that multilingualism has received a new impulse in the present circumstances (Aronin & Singleton, 2008). Multilingualism is a social/cultural variable that has the potential to affect a person's personality. Though psychologists believe that both physiological and social factors influence personality (Dewaele & Botes, 2020), there has been relatively little research on the impact of social factors. Over the last decade, there has been an increase in studies into the impact of multilingualism on people's personalities (Dewaele & Botes, 2020).

Multilingualism

Multilingualism is a complicated phenomenon that exists now and in the future. The answer to the question "What is multilingualism?" is more complicated than it looks at first glance. Defining multilingualism in the strict sense is tough as it is a broad concept. Generally, multilingualism is defined as an ability to speak multiple languages; or a society where various languages could be used irrespective of their level and context (Löber, 2020). The Council of Europe (Leyne, 2019) broadened the criteria and enriched the concept by defining multilingualism as an individual's ability to communicate in two or more languages. The present study operationalizes the concept of multilingualism in a very broad and comprehensive way that considers the knowledge and practice of languages rather than measuring the degree of command over languages. Multilingualism has

progressively grown into a phenomenon of critical importance because of its function and influence on human civilization in late postmodern times. It is required for the advancement and survival of modern civilization. Consequently, there is an increasing tendency among people to learn many languages and become multilingual (Benet-Martínez, 2006; Crisp & Turner, 2011; Fajnerova, 2015).

Multilingualism in Sialkot

Pakistan is one of the most populous countries with a diversity of languages and cultures (Seifi, 2015). Pakistan is a multilingual and multicultural country with speakers of 77 languages while each province is linked to a specific ethnic group that has its own language and culture (Rahman, 2006; Seifi 2015). Multilingualism occurs when languages come into contact. Many factors play a role in making a region multilingual like Globalization, trade, immigration, religion, and colonial influence. Sialkot is a rich cultural and multilingual city of Pakistan. Urdu, Punjabi, English and Arabic are the major languages of Sialkot along with many regional languages. Urdu and English are the power domain - media, education and government. Punjabi is the mother tongue widely spoken language of Sialkot, in written form it's rare. Arabic is associated with the religion Islam. It is not a language of communication or business rather it is a language of prayers.

Gibson's concept of affordances is gaining rapid popularity in studies on multilingualism (Aronin & Singleton, 2010; Dewaele, 2010). Affordances are properties or features of an object or environment that indicate the possibilities of performing an action. Affordance is a powerful indication of how an object functions, encompassing both perceived and real functions.

However, research on affordances in terms of teaching, learning, and practicing languages is relatively rare. Even though the theory of affordances can provide a useful, complementary, and up-to-date framework within which a clearer, sharper description and explication of the fascinating range of characteristics of multilingual communities, language practices, as well as the investigation of their effects and outcomes become possible.

The emergence of affordances criteria varies between different forms that affordances might take. The most important affordances for using languages are a person's cognitive, evaluative, moral, and intentional traits. Feelings and emotions, assumptions, and common knowledge are all examples of linguistic affordances. At first, they are largely imperceptible.

(Segalowitz, 2001) handled this idea from a linguistic standpoint a few years ago. (Aronin & Singleton, 2010) proposed the concepts of individual language affordances and social language affordances. They pointed out that social language affordances are required for individual language affordances, among other things. Multilingual opportunities are multilayered; they occur in a number of sizes and areas of reference, and they are tremendously variable and changeable, much like the modern world. From biological to physiological, there is a wide range of social affordances for multilingualism; linguistics to human language apparatus, unique characteristics of language community and the affordances produced by ethnic, social, political, religious and cultural situations all are examples of social affordances. Individual affordances include biological characteristics such as present linguistic skills, aptitudes, cognitive and emotional personality traits, current goals, and family circumstances. Individual linguistic affordances 'open the door' to social language affordances, as the latter is required for recognizing and implementing individual affordances (Aronin & Singleton, 2010). Thus, surprisingly Gibson's ecological approach brings his concept of affordances to society, language and language practices (Haugen, 1972; Hornberger, 2002).

Affordances vary from object to object, feature to feature, situation to situation, animal to animal and species to species (Aronin & Singleton, 2012). Thus, we can infer that the same items or events might have distinct affordances for different actors; for example, grass can provide different affordances for birds, humans and animals. In the same vein, let us consider some of Gibson's original findings, which we believe are particularly relevant in the context of a discussion of multilingualism. These components reoccur as leitmotifs throughout his writings, but they have not received the attention

they deserve, to our knowledge. We're thinking about the following crucial elements: Uniqueness and specificity of every individual are the basic features of the affordances concept which make it very much akin to multilingualism. It clears that affordances of multilingualism would be different for monolingual individuals from affordances for multilingual individuals in the same setting (Aronin & Singleton, 2012).

Emotional Stability

Emotional stability is one of the key individual and psychological traits that influence the personality's stability to stress-producing consequences of tough life events. It is not only the capacity to adapt to challenging emotional conditions, but also the ability to resist their stress-inducing character in order to complete a task efficiently.

Unlike emotional instability or neuroticism, emotional stability is an ability to maintain balanced emotions in an uncertain and challenging situation. In other words, we can say emotional stability is consistency in emotional reactions, with an absence of rapid mood changes. Emotional stability may be thought of as a spectrum, with emotional stability at one end and emotional instability at the other. Emotional instability, also known as neuroticism, is strongly connected to trait anxiety. Irritability, feelings of guilt, depression/negative emotions, fearfulness, high emotional reactivity, worry, and insecurity are all sub-traits of neuroticism.

Unlike emotional instability or neuroticism, emotional stability is not only an important predictor of personality types, but it also aids in the management of teenage development. Emotional stability, according to (Smitson & WS, 1974; Chavda, 2018) is the process through which the personality strives for improved emotional health both intra-physically and intra-personally. In short, those who experience low neuroticism are reported emotionally stable. Such individuals are peaceful and less agitated in life. Over the last two decades research on multilingualism has transformed our perception of the impact of learning and using multiple languages on cognition, the brain, and success and well-being across the lifetime in the last two decades (Kroll & Dussias, 2017).

LITERATURE REVIEW

Yager (2020) compared the performance of multilingual speakers to monolingual and bilingual speakers in order to justify the hypothesis that multilingual speakers outperform monolingual and bilingual speakers in Big Five personality traits. The sample of the study consisted of 182 students from two universities. The data were collected online using a questionnaire developed by Goldberg. The analysis found that multilingual speakers are more social and restrained than those of monolinguals and bilinguals. (Fajnerova, 2015) looked into the relationship between multilingualism and socio-emotional functioning of an individual the study compared the self-reporting of anxiety, stress and disruptive behavior of monolingual and multilingual speakers in first year at high school. The results presented a lower degree of disruptive behavior and a significant increase in depression and stress during the first year of high school. The study also compared monolingual and multilingual university students on their stress reports. The result showed that the multilingual or international students reported higher levels of stress than the monolingual or native students. (Wei & Hu, 2019) conducted empirical research in order to examine the affiliation between multilingualism and tolerance of ambiguity along with testifying the validity of personality measuring tools. The study focused on university students. Data were collected through an online questionnaire and analyzed using SPSS and ANOVA. The analysis revealed shortcomings of the measuring tools. The author suggested that measurement tools for multilingualism and its relation to personality traits should be revised. It was also found that multilingualism affects tolerance of ambiguity and knowing more languages affects more. (Dewaele & Van Oudenhoven, 2009) examined the effect of multiculturalism/multilingualism on the personality of young London teenagers. Participants were divided into two groups. The first group consisted of those participants who were not born in London but settled down in London and the other group consisted of local residents of London, a multicultural personality questionnaire was

used for this purpose. The results confirmed that multilingualism affects our personality traits, but all traits are not affected equally. The analysis showed that multilingual participants were significantly open-minded and flexible. The result also proved that language dominance plays a vital role in emotional stability, as participants with one dominant language secured high. It suggests that multilingualism has a two-fold effect on personality traits. It also reveals that the early experience to adjust in such an environment causes stress. Although it was a versatile study but it was limited to London teenager people only. (Hofer & Jessner, 2019) analyzed the impact of multilingualism on primary students learning native and more languages in Italian primary schools. German and English versions of the linguistic awareness test were attempted by 84 students who were divided into two groups. Those who were enrolled in multilingual programs constituted the first group and the other group was of those participants who were learning in their native language. The statistical analysis showed multilingual students performed much better than those learning in traditional language. It was suggested that multilingualism should be promoted in every educational institute at all levels. As learning multiple languages enhances learner's knowledge and opens their minds. (Dewaele & Botes, 2019) examined the role of multilingualism in shaping personality through an online anonymous questionnaire. This study analyzed the effects of multilingualism on higher-order personality traits. The results showed that multilingualism has positive effects on personality traits. The study demonstrated that knowing more languages positively shapes personality. It analyzed the personality traits of only multilingual individuals; monolinguals remained ignored. To get more precise results, monolingual participants should be included. (Van Compernelle, 2016) also assessed the relationship between tolerance of ambiguity – a personality trait, multilingualism and attitude toward linguistic variety. A total of 379 participants were recruited to fill online questionnaire. All the participants were not multilingual, some of them were bilingual and some were monolinguals. All of them were highly qualified. The analysis was done in correlation strengths. The analysis presented that a large number of the participants showed tolerance and a positive attitude toward linguistic variation. This study suggests that multilingualism has a positive effect on personality. It makes us broad-minded and prepares us to face culturally and linguistically difficult situations with emotional stability and comprehend ambiguities more positively. Discussing attitude towards linguistic variation it was suggested that attitude towards linguistic variety, tolerance of ambiguity and multilingualism had a firm relation with each other. It was found that multilingual education plays a key role in shaping our personality traits. (Alqarni & Dewaele, 2020) conducted a study to explore whether bilinguals have any emotional advantage as compared to monolinguals. In order to recognize certain emotions, he presented videos of emotions embedded in a web-based questionnaire, to two groups: one of bilinguals and the other of monolinguals. He compared their performance and found that bilinguals could easily recognize emotions while monolinguals could not identify all the emotions. It suggests that bilingualism had a positive effect on the emotional domain. This research focused only on English and Arabic languages. In short, the above discussion of past studies justifies that knowing or speaking more languages is a sign of well-being. A multilingual is versatile in emotions emotional reaction and perception (Feldman Barrett, 2017).

Research Gap

The literature review has traced considerable focus on the effects of multilingualism and personality yet less attention has been paid to individual personality traits particularly the effects of multilingualism on an individual's emotional stability have not been explored widely.

Significance of the Study

Besides reducing the bias of learning more languages and encouraging people towards multilingualism, this study also unveils the role of emotional stability in achieving success and mental health. This study will equally benefit the tourism industry and marketing field, teachers and policymakers of the education department as this study will help in achieving the aim of making

students mentally healthy with critical thinking and problem-solving skills.

Research Questions

With an aim to analyze the effects of multilingualism (as a social phenomenon) on emotional stability and the difference between the emotional stability of multilingual individuals and monolingual individuals the study in hand was set to examine the below- mentioned research questions:

1. Does multilingualism affect emotional stability; if it does then what are the effects of multilingualism on the emotional stability of people in Sialkot Pakistan?
2. Is there any difference between the emotional stability of multilingual individuals and the emotional stability of monolingual individuals in Sialkot Pakistan?

RESEARCH METHODOLOGY

The study in hand is a mixed method as it's the demand of a complex research problem. Mixed-methods research draws on the qualities of both methodologies, which have been demonstrated to be mutually beneficial (Riazi, 2016; Alawadhi & Abu-Ayyash, 2021). Mixed-method research allows academics to study more complex research issues that would otherwise be impossible to investigate using only quantitative or qualitative methodologies (Riazi, 2016).

Data Collection Tools

A questionnaire with 60 items developed by Psycorm Services, New Delhi, India, is employed as the quantitative method's instrument for collecting quantitative data. Questionnaires' primary strength is their convenience since they allow for the collection and processing of enormous amounts of data quite systematically in a short amount of time. Questionnaires are versatile tools that may be utilized in a variety of settings with a variety of individuals and for a variety of purposes (Obeyd, 2021).

It investigated people's self-reported emotional stability differences at the social level. The study remained limited to working people and students either they themselves were multilingual or despite being monolingual they were doing jobs or studying in a multilingual environment. In this regard, the best example is our supporting staff (sweeper, gardener, tea boy and technician) at universities, banks hospitals etc. In order to collect the data a web-based questionnaire was formulated and sent to the multilingual individuals through email, WhatsApp and Facebook. The questionnaire consisted of two parts; the first part contained ethnographic information like nationality, mother tongue, number of known languages, qualification and profession, and the second part of the questionnaire examined the emotional stability level of the participants. All of them had maximum command over at least three languages. These highly qualified participants included teachers, bankers, doctors and graduate students. On the other hand, an interview has been used in order to collect qualitative data. In qualitative research the interview is the most frequently used data collection tool. Traditionally, an interview in qualitative research is defined as a "conversation with a purpose" (Burgess, 1984, p. 102) and Silverman regards the qualitative interview as "the gold standard of qualitative research" (Silverman, 2000, p. 51). The most common and traditional form of interview is a one-on-one "professional conversation" (Kvale, 1996, p. 5) with a structure and goal of "obtaining descriptions of the interviewee's life environment in order to evaluate the meaning of the described phenomena" (Dörnyei, 2007, p. 134).

Data Collection Procedure

Research participants were recruited using the purposive sampling technique. Purposive sampling is the process of selecting people who can provide insight into the issues under inquiry or develop a link between research questions and sampling (Gilakjani, Sheikhy, 2019). The participants were divided into multilingual and monolingual groups. In order to form distinction among participants a strict definition of multilingual speakers and monolinguals proposed by (Backhaus, 2006) was followed. With a strong gender imbalance 157 (total females 70 total males 37) people filled out this questionnaire, among them 50 participants (25 males and 25 females) were monolingual and 57 (45 females and 12 males) were multilingual. The respondents ranged in age from 20 years old to onwards

The majority of them were quite young between 20 years to 30 years old among multilingual speakers Master's degree was the most common level of education (49.1 percent), followed by M Phil or PhD (29.8 percent). However, 19.3% of the respondents said they had fourteen years of education and one of the participants had a higher secondary school certificate. For analysis 7 responses (females) from multilingual participants were excluded because they left some questions unanswered, thus the responses of 38 females and 12 males were considered for analysis while on the other hand, no participant left any statement unanswered. They were not highly qualified like the multilingual participants; most of them had a high school or higher secondary school certificate. Multilingual participants filled the questionnaire without any particular guidance but we had to guide the monolingual participants. All the participants including both monolingual and multilingual participants were asked to mark the answer that comes first in mind at reading a question rather than thinking about any question. For the monolingual individuals, this questionnaire was translated into Urdu. The translation process was twofold; first, it was done with the help of software then the translation was refined with idiomatic phrases and contextually appropriate and meaningful words, and word-to-word translation was removed.

DATA ANALYSIS

To analyze quantitative data, descriptive statistics software SPSS has been employed as a data analyzing tool. For qualitative data analysis, thematic analysis was carried out. As (Holloway & Todres, 2003; Braun & Clarke, 2006) assert thematic analysis should be viewed as a core method for qualitative research because qualitative methodologies are immensely diverse, complicated, and intricate. The questions for semi-structured interviews were also divided into two sections. The first section was demographic it explored interview participant's linguistic backgrounds, qualification age, gender and employment status. The second section consisting of three questions inquired about the emotional stability of the participants. With the help of senior researchers, three questions for the interview were designed. The participants were not directly asked to tell their emotional stability level or the effects of multilingualism rather leading questions were asked. The audios were transcribed and then adopting (Braun & Clarke 2006) approach, the analysis went through six stages: 'Familiarizing [one]self with [the] data', 'Generating initial codes', 'Searching for themes', 'Reviewing themes', 'Defining and naming themes', and writing up the analysis with selected quotes. Themes were explored inductively and coding was done at semantic and surface level. A total of 8 individuals participated in interviews all of them were not multilingual speakers but they all have experience of working in a multilingual environment ranging in age from 20 to

50. The majority of the participants were females; out of eight, there were five females.

Results of Statistical Analysis

To know whether there exists any relationship between multilingualism and emotional stability Pearson correlation analysis was run. The results reveal a positive but statistically insignificant link between multilingualism and emotional stability ($r = .009$, p

$>.953$). See the results in Table 1. Thus, the results show that multilingualism and emotional stability have a positive relationship although statistically insignificant

Table 1: *Correlation Analysis*

	Mean	Standard Deviation	Multilingualism	Emotional Stability
Multilingualism	2.993	.544	-	
Emotional Stability	1.719	.248	.009	-

Note: p -value $>.953$

A Pearson correlation analysis between monolingualism and emotional stability was also run to know the relation between its nature and significant level. The analysis reveals a negative and statistically

insignificant relation between monolingualism and emotional stability ($r = -.91$, $p > .528$). See the results in Table 2. Thus, the results suggest that monolingualism lowers the emotional stability level of people.

Table 2: *Correlation Analysis*

	Mean	Standard Deviation	Monolingualism	Emotional Stability
Monolingualism	1.600	.989	-	
Emotional Stability	.111	.494	.91	-

Note: p -value $> .528$

To test the hypothesis that multilingualism has a positive effect on emotional stability bilinear regression was run on SPSS. Results indicate regression between multilingualism and emotional stability ($F(1, 48) = .003$; $p = .953$ with an $R^2 = .000$, for results summary see Table 3. Moreover, the result shows no effect or perhaps very minor effect of multilingualism on emotional stability.

Table 3: *Bilinear Regression*

Hypothesis	Regression Weights	Beta Coefficient	R^2	F	p-value	Hypothesis supported
H1	Multilingualism → Emotional Stability	.1.708	.000	.003	.953	No

In order to test the hypothesis that monolingualism has a negative effect on emotional stability bilinear regression was run on SPSS. Monolingualism predicts emotional stability ($F(1, 48) = .403$; $p = .528$ with an $R^2 = .008$, for results summary see Table 4. Moreover, the result shows a negative and statically insignificant effect of multilingualism on emotional stability.

Table 4: *Bilinear Regression*

Hypothesis	Regression weights	Beta Coefficient	R^2	F	p-value	Hypothesis supported
H1	Monolingualism → Emotional Stability	1.899	.008	.403	.528	Yes

Following the correlation and regression analysis paired sample t-tests were performed in order to determine the difference between the emotional stability of multilingual individuals and the emotional stability of monolingual individuals. The results (see Table 5) show a significant difference between the emotional stability of multilingual participants ($M = 1.27367$, $SD = .59696$) and the emotional stability of monolingual participants ($M = .26600$, $SD = .51709$).

Table 5: *Paired Sample t-test*

Variables	Group	M	SD	T	DF	P
Emotional Stability	Multilingualism	1.27367	.59696	15.087	49	.000
Emotional Stability	Monolingualism	.26600	.51709	3.637	49	.001

Thematic Analysis

To ensure the privacy of the participants, all quotes were anonymized. When a majority of the participants have the same opinion, the word "most" is used, however when only one participant has an opinion, the words "a few" or "some" are used.

The minute analysis of the transcription revealed two major and two minor themes. Emotional restraint and emotional instability are the major themes while anxiety and stress and effective communication and miscommunication are the minor themes. The themes revealed mixed effects on emotional stability depending on multiple reasons. Therefore, we can interpret themes comparatively.

Anxiety and Stress

While carrying out thematic analysis anxiety and stress occurred as a first and common theme. All of the participants talked about anxiety and stress in this or that way. Language is the key factor in causing and relieving anxiety and stress. The analysis revealed that the practice of multilingualism is a major cause of societal distress and anxiety for monolinguals. Monolingual people experience severe psychological issues when they cannot process information according to the situation and environment. One of the participants accounts this as: “while talking to doctors or professors. I feel numbness, excessive sweating, and shortness of breath; I get nervous and forget all because the environment, people, language, and way of expression all are unfamiliar. Thus, I lose self-confidence and feel low esteem”. This shows the worse effects of multilingualism on the emotions and thoughts of a monolingual person.

From the analysis, it is obvious that monolingual individuals do not have a strong personality. So, they easily get affected and face perceived challenges and difficulties. Surprisingly, a multilingual participant also revealed the negative effect of multilingualism. She said: “I often face a problem that which language should I choose as this is not possible to use one particular language or another. This constant code-switching causes many difficulties in carrying routine”. Switching between languages makes it hard to understand for the listeners and results in stress and tension. It shows both monolingual and multilingual individuals are affected by multilingualism. However multilingual speakers suffer less than those of monolingual speakers.

Emotional Instability

Emotional instability was expressed by those individuals who were working or living in a multilingual environment but they were not multilingual speakers. Even after having worked and lived for years they could not get adjusted because they did not know the languages used by peers. It suggests that there is a big difference between people of different languages. Culture changes with language change. This also changes human beings’ lifestyle behavior and thinking patterns. Living or working with the same language community and culture helps to understand people’s nature easily. And that’s why we prefer to interact with people of the same language. Those who cannot acquire or learn more languages suffer from poor personality traits. Such people suffer from impulsiveness and can’t handle emergencies well. A participant expressed all these issues: “Several factors make me confused and reluctant while communicating. Environment, lifestyle and most importantly the knowledge and language of a person put pressure. In such situation I can’t decide anything”. These views confirm more emphatically that monolinguals don’t have strong personalities and interpersonal skills to deal with sudden and challenging situations and thus face maladjustment. Emotional instability does not only cause undue pressure, apprehensions, lack of confidence and poor decisive power but it also causes severe psychological and mental health issues as a participant asserted: “I feel mentally retarded on being unable to do my assignment properly, I can’t tolerate insult or failure so I would prefer to live or work with people of the same language. I feel uneasy and can’t concentrate on work without others’ support”.

Emotional Restraint

The most recurrent theme was emotional restraint or emotional stability. The following quote shows the flexible nature and emotional restraint of multilingual people: “I don’t feel uncertain or I don’t scare while interacting with people of different nature because I deal with people according to their nature, before talking I view the situation from different angles”. It shows that multilingual people have strong analytical and judgmental abilities that they act according to the situation.

Showing restrained emotions another quote follows: “I don’t feel panic because when I feel stuck in one language, I shift into another language this helps me to express and elaborate my viewpoint properly”. The above quote shows that multilingual people enjoy the edge of being multilingual. Code-switching serves multiple benefits to multilingual people. It ensures privacy as well as flexible ways to convey the message. It shows that multilingual people are mentally and emotionally healthy. As all the quotes indicate the interviewees are emotionally restrained and stable and flexible and friendly. They don’t suffer from unrealistic and perceived fears, misunderstandings and loneliness.

Effective Communication and Miscommunication

Almost all the participants talked about the effects of multilingualism on their communication. To most of the participants, multilingualism is an asset that helps in establishing effective communication. As one of the participants asserts: “I can work or stay with anyone as I have learned other languages as well so I can understand easily and respond quickly and effectively. This is the reason I don’t feel nervous. Even I enjoy new experiences”. It suggests that multilingualism is beneficial for those who have maximum command over languages used in his or her surroundings. Moreover, enjoying new experiences helps the multilingual person to stay happy and do things easily. On the other hand, multilingualism causes problems and miscommunication. When the speakers say something in a language that listener does not understand properly, this gives way to misunderstandings and conflicts. According to the participants, multilingualism sometimes badly affects communication as they highlighted several problems caused by multilingualism. An interviewee who was an office boy at university asserted: “We do not feel comfortable with people who speak another language. When I can’t understand others, I feel embarrassed insulted and inferior this keeps me pinching”. It reveals that besides semantic problems multilingualism also causes psychological problems to those who don’t know properly the languages in which they have to communicate. Not only the monolingual individuals face problems with multilingualism even those who know many languages also encounter some problems. During the interview, a participant said that it frustrates when sometimes she could not use language according to the listeners. Code-switching of a multilingual person affects communication badly, particularly when such a person has to interact with monolinguals. In such situations, the message cannot be conveyed and interpreted according to content and people have to put extra effort into understanding each other sometimes it causes misunderstandings giving way to clashes and severe tension.

The above discussion shows that themes overlap each other. There were two types of the effects of multilingualism on emotional stability like the two sides of a picture. Moreover, there is a sharp distinction between results of qualitative results and quantitative results because of the participant’s level of proficiency, mode and way of perceiving it. Hence, the analysis demonstrates that this phenomenon has been affecting both positively and negatively depending upon how it is perceived or manipulated.

DISCUSSION

The findings of this study suggest there is a strong relationship between multilingualism and emotional stability. Many of the past studies presented similar results. The findings go in line with the concept of affordances. As (Gibson, 1977; Gibson, 2014) propose “the affordances of the environment are what it offers the animal, what it provides or furnishes, either for good or ill”. Similarly, multilingualism also affords both positive as well as negative effects on emotional stability. This study suggests that multilingualism affects emotional stability according to an individual’s involvement, knowledge and usage of multiple languages which brings multilingualism closer to the concept of affordances as Gibson further explains that affordances are in accordance with the animal’s size; environment and animal are interdependent; same is the case of multilingualism those who have been adjusted in or have command over different languages they ripe the benefits of multilingualism. It coincides with the results of (Leyne, 2019). On the other hand, those who are not multi-linguals suffer

emotional instability in such situations. A possible explanation of this is the emotional shock caused by the sudden and frequent shift to a multilingual environment. (Dewaele & Stavans, 2014) Also found the same difference between multilingual speakers' personalities: one group scoring high showed the positive effect of multilingualism while others reported multilingualism as a negative phenomenon, and found that cultural shock could be the reason for personality difference. Multilingualism has some negative effects on emotional stability due to a lack of proficiency in multiple languages and surprising cultural differences between different language groups that are hard to adjust to.

A comparison of analysis shows that multilingual individuals express a great degree of emotional stability they suffer minor anxiety mostly they rejoice in being multilingual or having adjusted to a multilingual environment. The analysis shows multilingual individuals scored significantly in statistical analysis and expressed decision making abilities and self-confidence to cater uncertainty and pressure during interviews. It correlates to the findings of (Al Aqad 2021) who also reported very strong and positive effects of multilingualism on personality. The author also found that multilingual speakers were mentally healthy and happy. (Pintner & Arsenian, 1937; Yulduz, Sardor, 2021) also confirm our findings that multilingual persons are versatile and intelligent. Similar to our findings both came up with plenty of the benefits of multilingualism agreeing that multilingualism blesses people with vast knowledge and experience of different cultures thus making them good communicators. So far, because of the empirical nature no study has reported that multilingualism also causes clashes and miscommunication. Qualitative analysis yielded more diverse and significant effects of multilingualism it revealed that multilingualism is a problem even for multilingual people finding a strong correlation with (Alshenqeeti, 2012) who also explored multilingualism as a problem at the societal level. The qualitative analysis reveals such deep insight into multilingualism and its outcomes that statistical analysis could not do. Emotionally stable people are found to be happy and mentally healthy; this is supported by study (Kroll & Dussias, 2017) who suggest that exposure to several languages benefits the individuals with cognitive development and in old age it prevents cognitive decline.

Last but not least the results are surprisingly and unexpectedly positive and negative a possible reason behind this may be the criteria of grouping of multilingual and monolingual individuals. Here in Pakistan, it's hard to find a monolingual or multilingual individual in a strict and literal sense. So, following (Backhaus, 2006) those individuals who knew at least one foreign language were labeled multilingual speakers and others with native or regional languages were considered monolinguals. Moreover, the participant's education may have played a role as we selected participants according to the prescribed definition of multilingualism which highly educated people could qualify.

CONCLUSION

Developing an understanding of how multilingualism and language contact affect human personality trait emotional stability was the motivation behind this research. The study investigates the social consequences of multilingualism and explores that; multilingual participants outperform monolingual counterparts. According to the findings, higher degrees of multilingualism lead to greater empathy for the feelings, thoughts, and behaviors of people from other backgrounds. The fact that participants who reported knowing several languages well and utilizing them regularly scored much better on emotional stability was one of the most remarkable patterns to emerge from this study. Thus, active multilingualism appears to have a good impact on emotional stability. In short, this research reveals that multilingualism does not only shape personality it rather shapes the whole society.

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