

EFFECT OF SOCIO-ECONOMIC STATUS ON MENTAL HEALTH AND EMOTIONAL MATURITY ON COLLEGE GOING STUDENTS

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ABSTRACT

The relationship socio-economic status, mental health and emotional maturity among college going students of rural and urban, art and science has been dealt with in this paper. The sample included 100 students selected by the random sampling technique, out of which 50 were boys and 50 were girls students. The socio-economic status scale, mental health scale and emotional maturity scale were used for data collection. The Pearson's correlation coefficient technique was adopted for data analysis. There is not significant socio-economic status, mental health and emotional maturity among the boys and girls students, art and science students including those of rural background, students with low and high socio-economic status and students more than 20 years age. It is found that, there is no significant relationship socio-economic status, mental health and emotional maturity among the urban students, studying in government colleges, with high socio economic status and students less than 20 years of age.

KEYWORDS: Socio-Economic Status, Mental Health, Emotional Maturity

INTRODUCTION

Socio-economic is considered as one of the important variable in social science research. It has been and is being included quite often as a variable in studies in Psychology, Sociology, Education and other social science streams. The contrast 'socio-economic status' is used in social science as well as laymen quite frequently yet there is no general consensus regarding its definition and measurement. Measures used in the literature are those of convenience or availability. In general, SES is considered as an indicator of economic and social position (Stawarski and Boesel, 1998). **Piko and Fitzpatrick (2001)** "While examining the relationship of SES and psychological health among Hungarian adolescents used occupational status of parents (as an objective indicators of SES) and self-assessed SES as subjective indicator of socio- economic status .Race, social class, castes have also been taken as an indicator of SES".

Adolescent mental health is necessary priority for the healthy development of societies. Adolescent mental health is central to the future development of low income countries throughout the world (WHO). India presents a unique case in term of its large population and 50% often are adolescent; characterized by heterogeneity in respect to physical economical, social and cultural conditions. About 30 years have passed since this historic adoption and much has changed in the field of health care delivery as well as population mental in India (Isaac 2011). **According to Dictionary of Education (2007) by Lahithakshan** "Social maturity means social development level characterized by independence from parental and adult control in social situations". U.S. Cences Bureau (2003) long data on these communities for 2000 then permits us to understand specific community conditions associated with differential rates of psychiatric hospitalization as well as of reported mental disabilities in general. Social maturity as described by Greenberg (1973) comprises of general

characteristics which represent the most common types of demands made by all societies on the individuals and at the same time, specific categories which are culture specific attributes of individuals that enables them to meet these demands.

First, display rules researches often ask about “positive or negative” emotions but this obscures variability within each category. We focus on display rules for two emotions important for the work environment – anger and happiness – because they motivate anti – and pro-social Alton tendencies, respectively, (Fitness, 2000; Geddes and Callister, 2007; Sloan, 2004). **Lazarus, 1991** “Emotions are organized psycho physiological reactions to news about ongoing relationship with the environment”.

In the opinion of Murray (2004), an emotional mature person has the following characteristics:

- The ability to give and receive alone.
- The ability to face reality and deal with it.
- Just as interested in giving as receiving.
- The capacity to relate positively to life experiences.
- The ability to learn more experience.
- The ability to accept frustration.
- The ability to handle hostility constructively.
- Relative, freedom from tension symptoms.

Mostly, ‘emotional balance’ and ‘emotional maturity’ is taken as synonymous terms. But actually, they are not pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally mature person. Emotional balanced is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual. **Smitson (1974) says** “Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally”.

In most African countries and western world, economic status of a family is usually linked with the family’s income, parents’ educational level, parents’ occupation and social status among the kiths and kin and even at the global level. The use of data about family possessions may be thought to be connected to economic status, students who used a computer both at home and at school achieved a significantly higher science score than those who only used a computer at school (Thompson and Fleming, 2003).

Sharma (2006), in her study compared all the six dimensions of mental health between male and female adolescents. Aggarwal (2007) found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Kaur, H. (2004) in her study found non-significant correlation between emotional maturity and self-confidence of adolescents. No significant difference was found in emotional maturity of boys and girls. However, study reported

significant differences in the emotional maturity of adolescents of rural and urban areas.

MAIN OBJECTIVES

The following objectives were formulated for the present study. i. To investigate the relationship contributes socio-economic status, mental health and emotional maturity of boys and girls. ii. To investigate the relationship contributes socio-economic status, mental health and emotional maturity of urban and rural student's. iii. To investigate the relationship contributes socio-economic status, mental health and emotional maturity of students with high and low socio-economic status.

PROBLEM

What is the level of socio-economic status, mental health and emotional maturity of boys and girls of science and art?

HYPOTHESES

- **H.1** There will be significant differences in MHS in between boys and girls.
- **H.2** There will be significant differences in EMS in between boys and girls.
- **H.3** There will be significant differences in MHS in between science and art.
- **H.4** There will be significant differences in EMS in between science and art.
- **H.5** There will be significant differences in MHS in between urban and rural.
- **H.6** There will be significant differences in EMS in between urban and rural.

METHODS

Types of Research and Design

It is an exploratory study using 2X2X2 ANOVA design. There are three IV's and three DV's.

Sample

The sample consisted of 100 undergraduate college students, of Deep Chandra Art College, Lalitpur (U.P.), Chatrapati Shivaji College, Pali and Nehru P.G College, Lalitpur (U.P) randomly in forth treatment condition, 25 students were randomly assigned to each treatment condition. First group of rural and urban arts boys for SES, MHS and EMS test, second group of rural and urban arts girls for SES, MHS and MHS test, third group of rural and urban science boys for SES, MHS and EMS test, forth group of rural and urban science girls for SES,MHS and EMS test.

Criteria of Sample Selection

Only those young respondents were included in the sample who were studying in under graduation of 18-22 years, unmarried, having an rural and urban residence and without any major diagnosed chronic physical or mental illness.

PROCEDURE

For recoding subject's responses they were given three tests paper. The first test were given SES (Socio-economic Status, rural and urban) second test paper MHS (Mental Health Scale) it has five categories and 50 questions in each

categories after that third test paper EMS (Emotional Maturity Scale) it has five categories and 48 questions in each categories.

INSTRUCTIONS

To make the subject acquainted with the test paper of three Socio-economic Status test, Mental Health test and Emotional Maturity test and told them inside this paper are some questions to see what social economic and interests you have.

In **Socio-Economic Status (SES)** paper, as you can see it is a test and categories question. Inside this are some questions to see what socio-economic conditions you have. It has answer economic conditions and there are poor and no poor answered because everyone has the right to his own view. To be able to get the best advice from your result, you will want to answer them exactly and truly.

In **Mental Health scale (MHS)** test paper, as you see it includes five distinct abilities, Strongly agree, Agree, Uncertain, Disagree and Strongly disagree each distinct abilities has some positive and negative questions. You give 50 questions. It has mental health question and answer as honestly as possible is true of you. Don't merely mark what seems "the right thing to say" to impress the examiner.

In **Emotional Maturity Scale (EMS)** test paper, as you see it includes five distinct ability, each distinct abilities has five questions. You give 48 questions. What emotional mature you have. It has 5 answered very agree, agree, uncertain, certain and never, and there are no "right" and "wrong" answered because everyone has right to his own view. To be able to get the best advice from your results, you will want to answer them exactly and truly.

DATA COLLECTION

For collecting the data testing were conducted. A verbal consent was taken from the subjects after informing them the purpose of the study. They were assured that the information they provide will be kept confidential and used only for research purpose. Thus the sample of male and female respondents aged between 18-22 was selected. They were then handed over a copy of the questionnaire to respond. They were helped if they had any difficulty regarding understanding or responding to the questionnaire items. Respondents were requested to respond honestly and to answer all the items. After they had completed the questionnaire they were thanked and the complete questionnaires were collected.

Analytic Strategy

2X2X2 way of analysis of variance ANOVA statistical techniques used to test the significance difference in Socio-economic Status, Mental health and Emotional maturity in between boys and girls, science and arts, rural and urban.

RESULTS AND DISCUSSIONS

As a result of demographic transitions of socio-economic status, mental health and emotional maturity gender (boys and girls), Stream (science and art) and area (rural and urban). The sample was divided into groups on the basis of gender: boys and girls. Each of group consisted of an equal number of subject respondents. Each group was further sub-divided into two categories on the basis of subject: science and arts. Each sub group consisted of 50 respondents. Each group was sub-divided into two categories on the basis of area: rural and urban. Each sub group consisted of 50 respondents. In this study it also describes variation in Socio-economic Status, Mental-health and Emotional-maturity gender, subject and area.

Statistical is a (ANOVA) techniques used to f test the significance of the difference between sample means of number of different group. ANOVA deals with difference between sample means and has no restrictions on the number of mean. The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where in fact it should have been accepted (Spiegel, 1972). In practice, a level of significance of 0.05 or 0.01 is customary. If a 0.01 (1%) level of significance is selected to test the hypothesis, the researcher will be 99% confidant that the right decision has been made. The level of significance used in this study was that of a significance level of 0.05 as the cut-off point for rejecting the hypothesis. An analysis of variance was conducted to explore the impact of gender, Steam and area on the evaluation of Socio-economic Status, Mental-health and Emotional-maturity.

Mean SDs and ANOVA

The result obtained from basis statistics and ANOVA are presented in table 4.1 to 4.6. Each of these tables has three parts: A, B and C, containing means and SDs, summary ANOVA.

Table 1: Mean of MHS and EMS x GENDER

Gender		Mental Health	Emotional Maturity
Boys	Mean	175.0200	99.5600
	S.D.	17.70909	31.04911
	N	50	50
Girls	Mean	172.7800	98.3800
	S.D	20.52205	27.382332
	N	50	50
Total	Mean	173.9000	98.9700
	S.D.	19.10339	29.13100
	N	100	100

Table 1 shows that in MHS of boys $M=175.02$ and girls $M=172.78$. In EMS of boys $M=99.56$ and girls $M=98.38$. In MHS $M=173.90$ and EMS $M=98.97$ the mean of boys MHS level is greater than girls MHS level, the mean of boys EMS level is greater than girls EMS level and the mean table of MHS is greater than EMS.

Table 2 shows that in MHS of Science students $M=172.72$ and Art students $M=175.08$. In EMS of Science students $M=95.74$ and Art students= 102.20 . In MHS $M=173.90$ and EMS $M=98.97$. The mean table of Science students MHS is less than art students MHS the mean table of science students EMS is less than art students EMS and the mean table of MHS is greater than EMS.

Table 2: Mean of MHS and EMS x STREAM

Stream		Mental health	Emotional maturity
Science	Mean	172.7200	95.7400
	S.D.	22.11846	29.12661
	N	50	50
Art	Mean	175.0800	102.2000
	S.D	15.66074	29.06713
	N	50	50
Total	Mean	173.9000	98.9700
	S.D.	19.10339	29.13100
	N	100	100

Table 3: Mean of MHS and EMS x Socio-Economic Status

Area		Mental Health	Emotional Maturity
Urban	Mean	173.0816	100.7755
	S.D.	22.73015	25.23990
	N	49	49
Rural	Mean	174.6863	97.2353
	S.D.	15.00998	32.59484
	N	51	51
Total	Mean	173.9000	98.9700
	S.D.	19.10339	29.13100
	N	100	100

Table 3 shows that in MHS of urban students $M=173.08$ and rural students $M=174.68$. In EMS of urban students $M=100.77$ and rural students $M=97.23$. In MHS $M=173.90$ and EMS $M=98.97$. The mean table of urban students MHS is less than rural students MHS, the mean table of urban students EMS is less than rural students EMS and the mean table of MHS is greater than EMS.

Table 4: ANOVA of MHS and EMS x GENDER

		Sum of Square	DF	Mean Square	F.	Sig.
MHS x Gender	Between Group	125.440	1	125.440	.341	.560
	Within Group	36003.560	98	367.383		
	Total	36129.000	99			
EMS x Gender	Between Group	34.810	1	34.810	.041	.841
	Within Group	83978.100	98	856.919		
	Total	84012.910	99			

Table 4 shows the main and effect of gender, the first gender x MHS and Gender x EMS are not significant. ANOVA table describe value of Gender x MHS ($F=.341$) and Gender x EMS ($F=1.489$) the effect between gender and MHS is not found significant. The effect between gender and EMS is not found significant.

Table 5: ANOVA of MHS and EMS x STREAM

		Sum of Square	DF	Mean Square	F.	Sig.
MHS x Stream	Between Group	139.240	1	139.240	.379	.539
	Within Group	35989.760	98	367.242		
	Total	36129.000	99			
EMS x Stream	Between Group	1043.290	1	1043.290	1.232	.270
	Within Group	82969.620	98	846.629		
	Total	84012.910	99			

Table 5 shows the main and effect of gender on stream science and art, the first interaction Science student x MHS and Art students x EMS are not significant. ANOVA table describe value of Science student x MHS ($F=.379$) and Art students x EMS ($F=1.232$) the effect between Science students and MHS is not found significant.

Table 6 shows the main and effect of gender on Socio-economic Status Urban and Rural, the first Urban student x MHS and Rural students x EMS are not significant. ANOVA table describe value of Urban student x MHS ($F=.175$) and Rural students x EMS ($F=.367$) the effect between Urban students and Rural students MHS is found not significant.

Table 6: ANOVA of MHS and EMS x Socio-Economic Status

		Sum of Square	DF	Mean Square	F.	Sig.
MHS SES	Between Group	64.346	1	64.346	.175	.677
	Within Group	36064.654	98	368.007		
	Total	36129.000	99			
EMS SES	Between Group	313.203	1	313.203	.367	.546
	Within Group	83699.707	98	854.079		
	Total	84012.910	99			

H.1 There will be Significant Differences in MHS in Between Boys and Girls

There are significant differences in between boys and girls mean level of boys is less than girls Mental-health. Thus boys have less Mental-health than girls but there are no significant difference found in boys' and girls' Mental-health.

H.2 There will be Significant Differences in EMS in Between Boys and Girls

There are significant differences in between boys and girls mean level of boys is higher than girls' Emotional-maturity. Thus boys have more Emotional-maturity than girls but there are no significant found in boys' and girls' Emotional-maturity.

H.3 There will be Significant Differences in MHS in Between Science and Art

There are significant differences in between science and art mean level of Science students is greater than Art students Mental-health. Thus Science student have more Mental-health than Art students but there are no significant difference found in Science Students' and Art students' Mental-health.

H.4 There will be Significant Differences in EMS in Between Science and Art

There are significant differences in between science and art mean level of Science is less than Art Emotional-maturity. Thus Science has less Emotional-maturity than Art but there are significant difference found in Science and Art Emotional-maturity.

H.5 There will be Significant Differences in MHS in Between Urban and Rural

There are significant differences in between urban and rural mean level of Urban is less than Rural Mental-health. Thus Urban have less Mental-health than Rural but there are no significant difference found in Urban and Rural Mental-health.

H.6 There will be Significant Differences in EMS in Between Urban and Rural

There are significant differences in between urban and rural mean level of Urban is greater than Rural Emotional-maturity. Thus Urban have Emotional-maturity greater than Rural but there are no significant difference found in Urban and Rural Emotional-maturity.

CONCLUSIONS

Individual in lower social status groups have the highest rates of morbidity and more ability within most human populations. Moreover, studies of the entire SES hierarchy show that differences in social position relate to mort ability and mortality even at the upper levels of the hierarchy. This observation call into question traditional explanation for the relationship between SES and health which pertain primarily to the lower SES level and the health effect of poverty.

The main contribution of the present study lies in the fact that it offered empirical evidence to show socio-economic, mental health and emotional maturity relationship, and the role of gender (boys, girls) stream (science, art) and area (rural, urban) also. Also after studying the literature of SES, MHS and EMS measurement, there is no one study found with the condition as gender stream and area. Research also reveals the role of SES, MHS and EMS in the measurement of SES, MHS and EMS level of gender, stream and area.

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