

## SOCIO-ECONOMIC STATUS, MENTAL HEALTH, AND EMOTIONAL MATURITY OF COLLEGE-GOING STUDENTS

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### ABSTRACT

The relationship between socioeconomic 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. Pearson's correlation coefficient technique was adopted for data analysis. There is not significant socioeconomic 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 of age. It is found that there is no significant relationship between 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-economics is considered as one of the important variables 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 indicator of SES) and self-assessed SES as a subjective indicator of socio-economic status. Race, social class, and castes have also been taken as an indicator of SES". Adolescent mental health is a 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 terms of its large population and 50% often are adolescents; characterized by heterogeneity with respect to physical economic, social, and cultural conditions. About 30 years have passed since this historic adoption and much has changed in the field of healthcare delivery as well as population mental in India (Isaac

2011). According to the 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. Census 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 general characteristics that 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 enable them to meet these demands.

First, display rules researchers 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 psychophysiological reactions to news about the ongoing relationship with the environment”.

Mostly, ‘emotional balance’ and ‘emotional maturity’ are 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 balance is the quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to the age and stage of development of the individual. Smitson (1974) says “Emotional maturity is a process in which the personality is continually striving for a greater sense of emotional health, both intra-psychically and intra personally”.

In most African countries and the Western world, the 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 a significant correlation between emotional stability, overall adjustment, 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 a study found a non-significant correlation between emotional maturity and self-confidence in adolescents. No significant difference was found in the emotional maturity of boys and girls. However, the study reported significant differences in the emotional maturity of adolescents in rural and urban areas.

## OBJECTIVES OF THE STUDY

1. To investigate the relationship that contributes to the socio-economic status, mental health, and emotional maturity of boys and girls.
2. To investigate the relationship that contributes to the socio-economic status, mental health, and emotional maturity of urban and rural students.
3. To investigate the relationship that contributes to socio-economic status, mental health, and emotional maturity of students with high and low socio-economic status.

## HYPOTHESES

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

## METHODOLOGY

### Types of Research and Design

It is an exploratory study using a 2X2X2 ANOVA design. There are three IVs and three DVs.

### Sample of the study

The sample consisted of 100 undergraduate college students, of Govt. P.G. College Dhamtari (C.G.), Govt. College Bhakhara and Govt. College Kurud (C.G.) randomly in the fourth treatment condition, 25 students were assigned to each treatment condition. The first group of rural and urban arts boys for the SES, MHS, and EMS test, the second group of rural and urban arts girls for the SES, MHS, and EMS test, a third group of rural and urban science boys for SES, MHS and EMS test, fourth 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 under graduation of 18-22 years, unmarried, having a rural and urban residence, and without any major diagnosed chronic physical or mental illness.

### The procedure of the study

To record subjects' responses, they were given three test papers. The first test was given SES (Socio-economic Status, rural and urban) second test paper MHS (Mental Health Scale) has five categories and 50 questions in each category The third test paper EMS (Emotional Maturity Scale) has five categories and 48 questions in each category.

### Data collection

For collecting the data testing was conducted. A verbal consent was taken from the subjects after informing them of the purpose of the study. They were assured that the information they provide will be kept confidential and used only for research purposes. 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 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 significant difference in socioeconomic status, Mental health, and Emotional maturity 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 group consisted of an equal number of subject respondents. Each group was further subdivided into two categories on the basis of subjects: science and arts. Each sub-group consisted of 50 respondents. Each group was subdivided into two categories on the basis of area: rural and urban. Each sub-group consisted of 50 respondents. This study also describes variations in socioeconomic status, Mental-health, and Emotional-maturity gender, subject, and area.

Statistical is an ANOVA technique used to F-test the significance of the difference between sample means of several different groups. ANOVA deals with the difference between sample means and has no restrictions on the number of means. The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where 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% confident 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 socioeconomic status, Mental-health, and Emotional-maturity.

### Mean, SDs, and ANOVA

The results obtained from basic statistics and ANOVA are presented in tables 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	175.02	99.56
	S.D.	17.70	31.04
	N	50	50
Girls	Mean	172.78	98.38
	S.D	20.52	27.38

	N	50	50
<b>Total</b>	Mean	173.90	98.97
	S.D.	19.10	29.13
	N	100	100

**Table 1** shows that in the 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: Mean of MHS and EMS x STREAM**

Stream		Mental health	Emotional maturity
<b>Science</b>	Mean	172.72	95.74
	S.D.	22.11	29.12
	N	50	50
<b>Art</b>	Mean	175.08	102.20
	S.D.	15.66	29.06
	N	50	50
<b>Total</b>	Mean	173.90	98.97
	S.D.	19.10	29.13
	N	100	100

**Table 2** shows that in MHS of Science students M=172.72 and in Art students M=175.08. In EMS of Science students M=95.74 and Art students=102.20. In MHS M=173.90 and in 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 3: Mean of MHS and EMS x Socio-Economic Status**

Area		Mental Health	Emotional Maturity
<b>Urban</b>	Mean	173.08	100.77
	S.D.	22.73	25.23
	N	49	49
<b>Rural</b>	Mean	174.68	97.23
	S.D.	15.00	32.59
	N	51	51
<b>Total</b>	Mean	173.90	98.97
	S.D.	19.10	29.13
	N	100	100

**Table 3** shows that in MHS of urban students  $M=173.08$  and in 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 in 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.
<b>MHS x Gender</b>	Between Group	125.44	1	125.44		
	Within Group	36003.56	98	367.38	.341	.560
	Total	36129.00	99			
<b>EMS x Gender</b>	Between Group	34.81	1	34.81		
	Within Group	83978.10	98	856.91	.041	.841
	Total	84012.91	99			

**Table 4** shows the main effect of gender, the first gender x MHS and Gender x EMS are not significant. ANOVA table describes the 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.
<b>MHS Stream</b>	Between Group	139.24	1	139.24		
	Within Group	35989.76	98	367.24	.379	.539
	Total	36129.00	99			
<b>EMS Stream</b>	Between Group	1043.29	1	1043.29		
	Within Group	82969.62	98	846.62	1.232	.270
	Total	84012.91	99			

**Table 5** shows the main effect of gender on stream science and art, the first interaction between science students x MHS and Art students x EMS is not significant. ANOVA table describes the value of science students 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: ANOVA of MHS and EMS x Socio-Economic Status**

		Sum of Square	df	Mean Square	F.	Sig.
<b>MHS SES</b>	Between Group	64.34	1	64.34		
	Within Group	36064.65	98	368.00	.175	.677
	Total	36129.00	99			



<b>EMS SES</b>	Between Group	313.20	1	313.20		
	Within Group	83699.70	98	854.07	.367	.546
	Total	84012.91	99			

**Table 6** shows the main 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 describes the 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.

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

There are significant differences 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 differences found in boys' and girls' mental health.

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

There are significant differences 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 Between Science and Art**

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

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

There are significant differences 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 differences found in Science and Art Emotional-maturity.

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

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

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

There are significant differences 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 differences found in Urban and Rural Emotional-maturity.

## **CONCLUSIONS**

Individuals 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 calls into question the traditional explanation for the relationship between SES and health which pertains 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 the 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 on 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 levels of gender, stream, and area.

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