

## **YOUTH PROBLEMS OF COLLEGE STUDENTS IN RELATION TO EMOTIONAL MATURITY AND SOCIO-ECONOMIC STATUS**

**Paramjit Kaur Sandhu**

Assistant Professor, Department of Education and Community Service, Punjabi University,  
Patiala

**Rupinderjit Singh**

Researcher, Department of Education and Community Service, Punjabi University, Patiala

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### **ABSTRACT**

The present study was aimed to study youth problems of college students in relation to emotional maturity and socio-economic status. The sample comprised of 400 college students of degree classes from the districts of Punjab. Data was collected by administering youth problem inventory by M. Verma, Emotional maturity scale by Singh and Bhargava and socio-economic status scale by Meenakshi. From the results it was found that there is significant difference in youth problems among less and more emotional maturity group. Less emotional maturity group faces more family, college, social and personal problems than more emotional maturity group. Low socio-economic status having more family, social, personal problems than high socio-economic status group. From the study it was suggested that interventions programmes should be made to solve youth problems among college students.

### **INTRODUCTION**

Youth is not only a time of life; it is also a state of mind and a matter of will. The future of the any nation depends upon the quality of its youth. Youth has emerged recently as a distinct social category, not because they form the Majority of a nation's population but due to reasons of their specific characteristics, needs, psycho-social traits and pattern of behavior. Youth are the human property of the Nation; they represent strength, vitality and vigour and are the hope for the future of a nation "youth are carriers of culture, custodians, of national honour and trustees of the freedom of the country" (Trasi, 1983). "They are store house of energy and knowledge" says Nair, (1987). Youth is the wealth of a country. One can know the future of the country on the basis of the youth. The country can make developments easily, which have physically and mentally strong youth. But now days our youth has gone astray on the name of modernization. Along with these advancements comes the complex structure of society giving rise to many problems related to youth.

Life becomes a complicated phenomenon. Growth and Development is the first and foremost requirement of a person in a present era. Now a day we have many desires, aspirations and needs. It is very difficult rather impossible that all the needs, wishes, desires and passion of a person can be fulfilled. Increase in population, unemployment, corruption, westernization and materialistic thinking all these have eaten up the basic moral values of youth. Indian youth, generally speaking is under the stress of:

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1. Personal, social and psychological problems
2. Vocational and educational problems
3. Moral and religious problems

4. Adjustments in academia
5. Sex and development complexities
6. Home and family crisis
7. Problems related to finance

Keeping in view the above problem one of the most important and valuable thing that modern psychology has taught is that a child must become mature emotionally. Emotional Maturity is the acquisition of adaptive behaviour that reduces, minimizes, escapes, and avoids emotional disturbances in an individual. A person is emotionally mature or stable when his responses to appropriate to the demands of situations and appropriate to the degree of development.

Family environment and their Socio-economic status play an important role in helping youths of become emotional mature. Socio economic status includes a cluster of factors namely occupation, income and cultural factors of home, school and society. It refers to any group of persons coming close to each other on the continuum of occupation, education, cast and culture. It is the emotion and socio economic status that provides energy for the operation of the instincts and enables the individual to achieve the end. Sound socio economic status and emotionally mature individual is adjudged as a symbol of progress. Socio economic status and emotional maturity are considered to be an important environmental factors contributing in person's life. Therefore, an attempt is made to study the effect of emotional maturity and socio economic status on youth problem.

From the review of literature, it is concluded that only a few studies related to youth problems have been carried out. Much work has been done in the area of emotional maturity and socio economic status of adolescents. It was found that emotional maturity is affected by gender, socio-economic status, and stream of study, parental occupation and academic achievement. (Sabapathy, 1986; Aleem, 2005; Hangal and Aminbhavi, 2007; Manoharam and Doss, 2007; Kaur, 2008) Home environment and socio-economic status effect social and emotional behaviour of children. (Sambarani, 1997; Larsson & Frisk, 1999) Socio-economic status of the family greatly deals with social, emotional and educational problems of adolescents (Tripathi, 1978; Sukhla & Mishra, 1980; Sharma, 1989). In some studies it was found that the size and type of family, occupation of father, family income and age of youth not significantly affect the youth problems. (Sharma & Panna, 1996) On other side non professional college students face more problems than professional college students. (Sharma, 1986).

The main goal of present study is to estimate the various problems of youth and their effect on behaviour of the individual. This research tries to find out the effect of emotional maturity and socio-economic status on youth problems. The present study has social and educational importance as it deals with problems of youth, who are maker of the society

### **OBJECTIVE OF THE STUDY**

1. To study youth problems in relation to emotional maturity and socio-economic status.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in youth problems of more and less emotional maturity students.
2. There is no significant difference in youth problems of high and low socio-economic status.

## RESEARCH METHOD

Descriptive or survey method of research was used for the conduct of the present study.

## SAMPLE

The sampling frame of the present study was consisted of the list of male and female college students of degree classes. To collect the sample of the study, three districts of Punjab i.e. Bathinda, Barnala and Patiala were selected. 400 subjects were taken randomly from co-educational colleges of Bathinda, Barnala and Patiala districts.

## RESEARCH TOOLS

1. Youth Problem Inventory (Y P I) by Dr. M. Verma, 2002.
2. Emotional Maturity Scale (EMS) by Dr. Y. Singh and Dr. M. Bhargava, 1990.
3. Socio Economic Status Scale (SESS) by Dr. Meenakshi, 2004.

## RESULT AND DISCUSSION

### 1.1 Youth Problems of College students in Relation to their Emotional Maturity

More and less emotionally mature students were identified on the basis of manual norms of emotional maturity scale by Singh and Bhargava. Students who scores high (more than 91) on emotional maturity scale are treated as 'Less' and scoring (Less than 66) are treated 'More' in terms of emotional maturity. Mean, S.D. scores of youth problems of college students in relation to emotional maturity are presented in table 1.

**Table 1**

**Youth Problems of More and Less Emotional Maturity Groups**

Youth Problems	N	Groups	Mean	S.D	t-value
Family Problems	100	More EM	12.48	6.53	8.27**
	100	Less EM	21.41	8.60	
College Problems	100	More EM	6.75	5.97	6.61**
	100	Less EM	12.49	5.73	
Social Problems	100	More EM	0.76	1.15	10.21**
	100	Less EM	3.17	2.07	
Personal Problems	100	More EM	12.21	6.53	11.49**
	100	Less EM	24.73	8.72	
Total Problems	100	More EM	32.2	15.20	12.24**
	100	Less EM	61.8	18.81	

**\*\* Significant at 0.01 level**

More emotional maturity group in family problems scores 12.48 than less emotional maturity group 24.41. This difference is in favour of less emotional maturity group ( $t= 8.27$   $p>.01$ ). These shows less emotional maturity group have more family problems than more emotional maturity group. In college problems, mean scores of more emotional maturity group and less emotional maturity group is 6.75 and 12.49 respectively, t-ratio come out to be 6.61, which is significant at 0.01 levels. Mean score of social problems of more emotional maturity group stands at 0.76 and less emotional maturity group 3.17. This differences is in favour of less emotional maturity group ( $t=10.21$   $p>.01$ ). Less emotional maturity group have faced more social problems than more emotional maturity group. Mean scores of personal problems of more emotional maturity group and less emotional maturity group lies at 12.21 and 24.73 respectively, t-ratio came out to be 11.49 which is significant at 0.01 level. The significant difference shows less emotional maturity group faced more personal problems. It is also clear

from above discussion that in area of total problems; less emotional maturity group faces more problems than more emotional maturity group. Less emotional maturity group faces more family, college, social and personal problems than more emotional maturity group. So the hypothesis-I, "There is no significant difference in youth problems of more and less emotional mature students, is rejected".

## 1.2 Youth Problem of College Students in Relation to their Socio-Economic Status

Students who scored 154 and above are treated as high Socio-economic status and 107 and below are treated as low Socio-economic status group. Youth problems scores of high and low Socio-Economic Status are presented in table 2.

**Table 2**

**Youth Problems of High and Low Socio-Economic Status Groups**

Youth Problems	N	Groups	Mean	S.D	t-value
Family Problems	00	High SES	15.01	8.34	3.25**
	00	Low SES	18.65	7.48	
College Problems	00	High SES	10.03	5.71	0.71
	00	Low SES	10.6	5.60	
Social Problems	00	High SES	1.71	1.93	2.83**
	00	Low SES	2.45	1.77	
Personal Problems	00	High SES	15.73	7.23	3.063**
	00	Low SES	19.06	7.13	
Total Problems	00	High SES	42.48	17.70	3.25**
	00	Low SES	50.76	18.25	

**\*\* Significant at 0.01 level**

The mean scores in family problems of high socio-economic status group lies at 15.01 and low socio-economic status at 18.65. This differences is in favour of low socio-economic status group because t-value is significant at 0.01 level. In college problems mean scores of high socio-economic status group is 10.03 and low socio-economic status group is 10.6 which is not significant (t-value 0.71). Social problems mean scores of high socio-economic status group is 1.71 and low socio-economic status group 2.45, t-value is 2.83 which is significant 0.01 level. High socio-economic status group have personal problems greater than low socio-economic status group with t-ratio 3.06, which is significant at 0.01 levels. In overall total problems low socio-economic status group have high mean scores 50.76 than high socio-economic status group (42.48). So t-ratio 3.25 and significant at 0.01 level. Thus it is concluded that the students who have low socio-economic status having family, social, personal problems. College problems faced by both group because this difference is not significant. So the hypothesis-II "There is no significant difference in youth problem of high and low socio-economic status students is rejected". It means students with low socio-

economic status are facing significantly more youth problems as compared to high socio-economic status.

From the study it is concluded that more emotionally mature group perceive less family, personal, educational and social problem than less emotionally mature group. The reason may be that young adults face a number of challenges at home. Even at the adult stage there may be a baby like treatment from the parents, consequently parents provide over protection and undue involvement in the personal life. Many youth may not be sufficiently mature to cope with such problems, thus they go in the undesirable direction of delinquency, drugs, stealing etc. Moreover emotionally mature person can adjust at any situation and expresses his/her feelings at appropriate time and an emotionally mature person can resolve all problems that aroused anxiety and hostility but can gain healthy integration of feeling, thinking action.

Further study shows that low socio-economic status are facing significantly more youth problems as compared to high socio economic status. The reason may be that now youths have high wishes, aspirations, demands at their age level. When parents are unable to fulfill their needs; they started revolving against parents. Because of peer pressure young people involved consciously or unconsciously in antisocial activities. Low socio-economic status may give birth to many problems like financial hardships, tension between parents and children, which strained relationship between parents and young people. Thus we can say that low socio-economic status give birth to many personal, social, family problems (Chauhan and Dhar, 1980, Tripathi, 1978 and Larsson and Pusk 1999).

## **CONCLUSIONS**

1. There is significant difference in youth problems among less and more emotional maturity group. Less emotional maturity group faces more family, college, social and personal problems than more emotional maturity group.
2. Low socio-economic status students having more family, social, personal problems than high socio-economic status group.

## **RECOMMENDATIONS**

- It become the foremost duty of our educational institution/colleges to make every effort, so that our youth in the colleges can become emotionally mature, thereby well adjusted. They should create conducive atmosphere in the colleges to train their emotions in the right direction.
- It becomes the core duty of the teacher in the classroom to make the students emotionally mature, so that their proper adjustment in the colleges and society can take place. Emotional maturity is the instrument in determining the success in life. If the youth have high emotional maturity they will be more stable and will have good adjustment in every walk of life.
- The study also provides guidelines to the parents for the healthy development of their children. Parents should never discourage their children, especially those who suffer from some kind problems so that they may become well adjusted in life.
- It is universally accepted that a teacher is a hologram of whole system and the personality of a teacher is bound to have a great effect on his/her students. Therefore institutes should provide a better environment and should try to develop all the positive attributes among teachers.

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