

Influence of Socio-Economic Status on Level of Unrest among Students

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ABSTRACT

“A mind that is characterized by unrest will not be tranquil even in the presence of great calm.” – Dalai Lama. This quote is the reason for the present study. The main aim of the study was to find out whether socio-economic status (SES) of students has any influence on the level of unrest in them? If yes, then does gender, age and course in which the student is enrolled affect the relationship between student unrest and socio-economic status? 782 students were measured on Student Unrest Measuring Scale (Dr. Vineeta Khanna, 1980) and Socio-Economic-Status Scale (Aggrawal et al, 2005). The result showed that SES and Student Unrest had a positive correlation (.511) and also that SES can predict the level of unrest in students. It was also observed that gender and age had a moderating effect on the relationship that SES had with student unrest.

Keywords: *Socio-Economic Status, Student Unrest, Gender, Age, Courses Students Are Enrolled In*

This quote by Arthur Schopenhauere effectively tells us about the importance of unrest in one’s life. It is a well-known fact that the young generation is the most important part of any country as they are considered as the future of that country. The young generation mostly comprises of students of the country. They should follow good moral values and live a well-disciplined life as they will take their country to the next level and free it from all the social evils. They should work hard and dedicatedly as the entire country’s progress depend on them and their innovative thoughts and ideas.

However, has anyone ever thought or realized that we have put the entire responsibility of achieving and fulfilling all the functions of the society on the delicate shoulders of students without caring whether they are physically and mentally ready for it or not? The pressure of meeting the challenges that we, as a society, country, and the whole world, throw at them for defending the freedom and integrity of the country is so much that they, at their tender age begin to lose their lifestyle, their freedom, and their dreams. Students who just stepped into the world of understanding themselves and organizing their thoughts and their lives are given a burden of the future not by themselves but by the parents, society, country, etc. As a result of these expectations and responsibilities, an uneasiness and unrest among the students

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are felt and seen. It is a fact, that not all students are same, for some, these are challenges to be taken while for others these are blockages in their paths, yet for some others, these are just little diversions in their paths. Some students take these challenges willingly while for some these are forced on them. Some try to find the solutions to these responsibilities and expectations while others just sit and argue about the unfairness done to them. But all in all, most of the students become frustrated, and stressed due to these and take different paths to find solutions.

According to Vikash Pathak (2014), “The world of students is just like a beehive. Bees like to produce honey. But honey cannot be produced without juices. Bees move from flower to flower to collect juices but if they do not get enough of juice they get angry and sting those who disturb them in their work. Unrest among students in India is only an expression of discontent and nothing else and this discontent cannot be cured by Police Method.”

Thus, student unrest has become a great threat to the education system, training and development programs, and the future of our country. And in recent years, it has increased at an alarming rate, which is not only endangering the education system but also our culture, our traditions, and national unity.

This research will try to investigate how much does socio-economic status influences the level of unrest among students of Aligarh Muslim University, Aligarh. It has been observed that the environment in which the child is born and reared has a great effect on the personality of the individual. This study tends to find out whether the socio-economic status, which has effects on everything, has any relationship with student unrest or not, and if yes then what is the magnitude, degree, and direction of that relationship?

Socio-Economic Status

There has always been a controversy about the nature v/s nurture on the development of an individual's personality. But even then, one thing is clear that socio-economic status has always played an important role in the development of personality. This study tends to find out whether socio-economic status which has an effect on everything, has any relationship with student unrest in an individual or not. And if it does what is the magnitude, degree, and direction of that relationship?

Socio-economic status means combined and total measures of individual and family work experience, the social and economic position in relation to others in a society based on their income, education, and occupation. Whenever we analyze a person's or a family's socioeconomic status, their whole household income along with earner's education and occupations are assessed besides family's an individual's properties and assets.

According to the American Psychological Association (APA), ‘Socio-economic status is commonly conceptualized as the social standing or class of an individual or a group. It is often measured as a combination of education, income, and occupation.’

According to Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993), 'A family's socio-economic status is based on family's income, parental education level, parental occupation and social status in the community such as contacts within the community, group association and community's perception of the family.'

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In pre-modern societies, the differentiation of status was widely varied. For example, in Indian society, the status of a person was determined by the birth of that person in a particular caste. Brahmins that was considered the highest in the status ladder, while Sudras and Pariah or Harijans were the lowest. However, in modern societies, occupation is usually thought of as the main determinants of status, other applications such as religion, ethnic group, voluntary associations, genders, etc. can also affect the status of an individual. For example, a doctor enjoys a higher status than a factory worker.

Categories of Socio-Economic Status

Social economic status is typically broken down into three categories – high SES, middle SES, and low SES to describe the three areas of family or an individual may fall into. When placing a family into any one of these categories, any or all the three variables should be assessed i.e. Income, education, and occupation. High socio-economic status is most often defined by high income and/or higher education level while low socio-economic status is defined by low income and/or low education level.

Components of Socio-Economic Status

The socio-economic status of a person or a family is determined by four important components. They are as follows:

Income: Income is most commonly used to measure socio-economic status because it is very easy to figure out for most individuals. It's a source to any flow of earning which is received by an individual or a family, for example, wages or salaries of the members of the family, profits that an individual or a family earns in business, rent at the family or an individual received from the properties like house and shops, etc. Income can also include receiving compensation, social securities, pension, interest and dividends, royalties, trusts, alimony other governmental, public, and family's financial assistant. Families with low-income focus on meeting their immediate day-to-day needs and do not accumulate wealth which they can pass to their future generation. While families with higher and expendable income not only focus are on their immediate day to day need but also are able to enjoy luxurious items along with accumulating wealth for the future generation.

Education: Education also plays a very important role in not only increase the income but also socio-economic status as a whole. The higher the education of an individual the better the economic and psychological outcome meaning thereby that higher level of education is associated with more income thus increasing the economic status of an individual and greater source of networking and social support thus increasing the psychological outcomes of an individual. Education plays a very important role in skillsets for acquiring high paying jobs as well as specific qualities that differentiate people from higher socio-economic status and lower socio-economic status. Horvat, Weininger, and Lareau (2003) speak on the idea of concerted cultivation, where middle-class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraging discussion. She also argues that families with lower income do not participate in this movement thus causing their children to have a sense of constraint. And due to this, division in education attainment is born out resulting in two different child-rearing practices. Lower-income families can have children who do not succeed to the levels of the middle-income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life.

Occupation - Occupational prestige encompasses both income and educational attainment. Occupation not only reflects the educational attainment required to obtain a particular job

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and income level that varies with different jobs and different ranks of occupation but it itself is a component of the status of an individual. Occupational status not only measures social position by describing job characteristics, decision-making abilities, and control, psychological demands of the job but also shows the level of achievements in the skill that the person has. Some of the most prestigious occupations are doctors, surgeons, lawyers, engineers, etc. These jobs are considered to be in a group of high socio-economic statuses as they provide a more challenging environment and greater ability and control over the working condition. Jobs like bartenders, helpers, maids and housekeepers, delivery boys, etc. are not only considered low in socio-economic growth but also are less valued and are paid significantly less and are more laborious, hazardous, and provide less autonomy of work.

Wealth - Wealth of an individual includes an individual's or family's properties and assets, present sources of securities which can provide means of living comfortably along with the ability to meet emergencies and economic shocks. Wealth reflects the accumulation of incomes and savings of an individual, his family, and his forefathers.

Sometimes, it can be seen that there is some status inconsistency where an individual's social position has both a positive and negative influence on his social status. For example, a teacher enjoys a positive social image, respect, and prestige which increases his status but may earn little money which simultaneously decreases his status while a drug smuggler may have a low social position in the society but a higher income. However, he might have a high status within his own reference group that is, other drug dealers and may feel indifferent towards his status in society. Thus, status inconsistency applies to situations where members of the in-group judge the status of members of the out-group.

Importance of Socio-Economic Status

People are more likely to think of themselves as being at a certain level and social order rather than belonging to a particular group with common attitudes and beliefs. It is mostly seen that an individual's occupation is a general index of his social position or status and there's a wide agreement about the social standing of most occupations. A person's position in the social order not only affects his behavior but also feelings of others towards him and his own behavior and feelings towards himself. Individual success is social status and its accompanying evaluative responses by others of the social group has a high award value to the individual. These appraisals have a strong personal significance to an individual and get bounded down into the fabric of his life. Although the children are not by themselves exposed to attain the status which gives them positive reactions from others, they share the benefits and privileges that their parents enjoy in a social class.

Social status is one of the most striking indexes of prestige and success of an individual. Individuals with high social status are regarded more favorably than those with low social status economic even political attitudes are also influenced to some degree by individual occupational positions, social attitudes, and values. High social status jobs also increase an individual's happiness, mental health, and their general satisfaction with their life. For example, living in spacious and luxurious homes located in well laid out localities, receiving material in a social contract with a friend led them to believe that they are generally superior to others. According to Singh (1967) & Bieri and Lobeck (1961), the upper-class rituals are associated with conditions of occupational and social prestige and power which help them to promote a greater feeling of self-worth confidence and dominance. High-Status groups not only enjoy a great deal of influence but also enjoy certain rights and privileges than low-

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status groups. It is seen that a large number of deprivations and frustration are associated with low social economic status groups and this influences their self-evaluation, self-efficacy, and self-esteem. Sometimes people are not able to obtain the status goals the society has set for them to seek and this creates frustration in them. It is observed that status frustrations are at the root cause of many of the juvenile delinquencies displayed by working-class boys.

Brandt and Henry (2012) at De Paul University recently published an article demonstrating that low SES individuals have higher tendencies towards violent behavior, explaining these differences in terms of low-status compensation theory. Studies have been done in all parts of the world relating SES with aggression and unrest. Hellene T. Demosthenous, T. Bouhours, and M. Catherine (2002) conducted a study on, 'SES and youth aggression in Australia' and its results indicated that socio-economic disadvantage is associated with student's poor academic performance and general aggressiveness. These findings support Olweus (1993) suggestion that an association between a family's socio-economic status and aggression may be found in countries with greater socio-economic inequalities than those in Scandinavia, as is the case with Australia. One of the reasons for these may be that the person with higher SES perceive superiority while the person with low SES perceives social exclusion. Thus, superiority and social exclusion emerge as a reliable and positive predictor of hostile aggression (Baumeister & Boden, 1998; Bushman & Baumeister, 1998). Another study was done by Rahman & Huq (2005) entitled, 'Aggression in adolescent boys and girls as related to SES and residential background', found complete contradictory results with the previous findings of studies. They found that respondents with high SES expressed more aggression than middle and low SES. Also, respondents with middle SES expressed more aggression than low SES individuals thereby showing that low SES is associated with low levels of aggression. (Molnar, Cerda, Robert & Buka, 2008).

The review of these studies makes it clear that some studies have shown high SES are more aggressive than low SES whereas other studies have found just the opposite result i.e. they have found that low SES are more aggressive than high SES. Now it becomes crystal clear that there is a strong controversy regarding the role of SES in causing aggression. The present study is also aimed to resolve this controversy. More specifically we are interested to explain whether high SES or low SES are more prone to aggression. Apparently, it appears that students belonging to low SES are likely to be passive and calm. Hence, the least contributor to causing student unrest. Whereas students belonging to high SES are likely to be more aggressive that in-turn may cause student unrest. The present study is designed to test this assumption. The findings of this study may identify the serious cause of student unrest and will help in resolving this problem.

Significance of the Study

Student unrest in various parts of the country is increasingly taking on a violent turn resulting in disruption of an ordered life, destruction of public and private properties, and injuries to not only students but to the general public as well. This is very shocking because we as Indian take pride in ourselves on the non-violence movement advocated by Mahatma Gandhi, the father of our nation, the movement which brought us our freedom during the most powerful agitation against the British Empire. It is seen that student unrest is an extremely complicated social phenomenon and casual simple analysis cannot explain it. Let us imagine student unrest as a disease or an epidemic. We need to treat the disease or an epidemic on two levels - external and internal, to not only cure but destroy the particular disease or an epidemic. At the external level, we find out and describe the germs that spread

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the particular disease or an epidemic, while at the internal level, we need to find out the factors that lowered resistance in our body for that disease to occur in the first place. The external factors causing student unrest in the above causes are factors related to Universities and educational institutions, factors related to family, factors related to politics, and other miscellaneous factors like heterogeneity, unemployment, socio-economic status, etc. While the internal factors are aimlessness in life, the uncertainty of future, economic difficulties which the student faces, peer pressure, personality, self-confidence, self-efficacy, etc.

We cannot solve the problem of student unrest by solving or removing the external factors as we can see the external factors cannot be removed completely because there is always going to be one or other external factors influencing the student. For example, we cannot solve the problem of student unrest by removing politics from the Colleges, Universities, and Educational Institutions from the lives of students because India is a democratic country and thus politics will always be the baseline of our country. So there is always going to be political problems. What we can do is to change the attitude and understanding on the part of students. In relation to the above metaphor, we can remove the conditions which lower the resistance to a particular disease or an epidemic, in order, to avoid the spreading of germs in the body.

The present study is devoted to explaining these above internal conditions which lower the resistance to the germs of the disease or an epidemic called student unrest. I wanted to find out whether internal factors like socio-economic status has any relationship with unrest in a student or not.

Research Objectives

1. To investigate the relationship between student unrest and socio-economic status among students of graduation and master courses of Aligarh Muslim University, Aligarh.
2. To predict whether the socio-economic status has any effects on the level of student unrest among students of graduation and master courses of Aligarh Muslim University, Aligarh.
3. To find out whether gender has any moderating effect on the relationship that student unrest has with socio-economic status among students of graduation and master courses of Aligarh Muslim University, Aligarh.
4. To find out whether age has any moderating effect on the relationship that student unrest has with socio-economic status among students of graduation and master courses of Aligarh Muslim University, Aligarh.
5. To find out whether courses students are enrolled in have any moderating effect on the relationship that student unrest has with socio-economic status among students of graduation and master courses of Aligarh Muslim University, Aligarh.

Hypotheses

H1a: There will be a positive correlation between Socio-Economic Status with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh.

H1b: There will be a significant prediction of Student Unrest and its dimensions by Socio-Economic Status (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh.

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H1c: Gender will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh.

H1d: Age will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh.

H1e: Student's Enrolment to Course will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh.

METHODOLOGY

Sample

The initial sample consists of 1000 students of Aligarh Muslim University, Aligarh. Out of 1000, only 782 were selected for the final study as 218 failed to complete the full questionnaire. Participants belonged to both genders and from both professional and non-professional courses of the university. The age range of all the participants was from 17 to 24. The convenience sampling method was used to collect the data.

Table 1: Distribution of Sample according to Gender, Age Groups, and Course Students are Enrolled In

Distribution of Sample According to		No. of Participants	%	Total
Gender	Male	532	68	782
	Female	250	32	
Age	Adolescence	414	52.9	782
	Early Adulthood	368	47.1	
Course	Non-Professional	439	56.1	782
	Professional	343	43.9	

The sample size of the present study is 782 out of which the total number of males who participated were 532 making 68% of the total sample while the number of female participants in the current study was 250 making 32% of the total sample.

The mean age of our participants is 20.96, while the median and mode ages are 20. The division of the sample is also done based on age categories. This category distribution was done by Erik Erickson in his 'Theory of Development of Personality through 8 Psychosocial Stages' which emphasizes social and cultural forces of development. The participants from ages 17 to 20 years are categorized into Adolescence while from 21 to 24 years into the Early Adulthood category. The lowest age of our participants is 17, while the highest age is 24 years. 52.9% (414 out of 782) of our participants fall in the age category of Adolescence while 47.1% (368 out of 782) falls in the Early Adulthood category. More than half of our participant falls under the age group of Adolescence i.e., 52.9%.

The division of the participant was also done based on the courses in which they were enrolled in. Courses were divided into non-professional and professional categories. Courses like B.A., M.A., B.Sc., M.Sc., were categorized as non-professional courses while courses like MBBS, B.Tech., B.A.L.L.B, Diploma, etc. were categorized as professional courses. A total of 439 participants were enrolled in non-professional courses which constitute 56.1% of our sample while a total of 343 participants forming 43.9% of our sample were enrolled in professional courses.

Tools

1. Personal Data Sheet

The personal data sheet includes information related to the subjects like their names, age, gender, courses students are enrolled in, etc.

2. Student Unrest Measuring Scale

Student Unrest Measuring -Scale was developed by Dr. Vineeta Khanna (1980). It consists of 50 items to obtain responses concerning student unrest. All the questions are divided into five dimensions of college life namely – Fellow Students, Teachers, Physical Amenities in the college, College Administration, and Curriculum & Examination system. There are 10 items for each dimension. The subjects have to give their responses to a 3-point Likert scale ranging from ‘Yes’, ‘Doubtful’, and ‘No’. For each response expressed as ‘doubtful’, ‘1’ point is calculated. And responses showing ‘Satisfaction’ is given ‘0’ points while responses showing ‘Student Unrest’, ‘2’ points are calculated. The split-half reliability coefficient of this test is 0.76, which is considered satisfactory for our study. The validity of this scale is 0.51.

3. Socio-Economic-Status Scale (SESS)

This scale was developed by Aggrawal, Bhasin, Sharma, Chhabra, Aggrawal, and Rajoura (2005). This scale applies to both urban and rural families and also among all sections of society. It consists of 22 items and its scoring is done on 2 levels – High Socio-Economic-Status and Low Socio-Economic-Status. Scoring of each item is based on a scale ranging from 3 to 9-point Likert Scales for example – item no. 18 which is based on the presence of milch and non-milch cattle and pets in the family is scored on 3-point Likert Scale while item no. 5 which is regarding the type of house living in is scored on 9-point Likert Scale. The Cronbach’s alpha is found to be .784 while the validity of this test is found to be .533 (significant at 0.01 level).

Procedure

Before data collection, the investigator explained the purpose of the study to all the subjects. The investigator also established a rapport with the subjects and explained to them that there are no right or wrong answers and as far as possible they should answer truthfully. The subjects were assured that all their responses would be kept strictly confidential and would be utilized for research purposes only. After establishing rapport, data were collected both individually and in groups. All four scales along with personal data sheets were administered and the data collection of each setting (group or individual) took at least 50 minutes to 1 hour. After the completion of the questionnaire, all the participants were thanked and given contact numbers in case they wished to know the individual results of a questionnaire administered on them.

Statistical Techniques

Data are analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. To answer the research questions, the following statistics were used in our study.

Test of Normality was used by calculating z-value (Skewness & Kurtosis) for each variable. Cronbach’s Alpha was used to determine the reliability and internal consistency of each questionnaire of the current sample.

Pearson’s Product-Moment Correlation Coefficient was used to find out the strength, magnitude, and direction of the relationship between the criterion variable, Student Unrest, and the predictor variable, Socio-Economic Status.

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Stepwise Multiple Linear Regression Analysis (MLRA) was used to predict the relationship between student unrest (criterion variable) and socio-economic status (predictor variables). Finally, Moderation Analysis was used to determine the moderation effects of gender, age, and courses students are enrolled in on the relationship of student unrest with socio-economic status.

Statistical Analysis

Many statistical analysis tools were used to arrive at the results, which are not only reliable but can also be generalized.

Normality of The Tests

The normality of all the scales was done using SPSS (Version-20.0) software package. There is 1 predictor variable and 1 criterion variable in the present study. The criterion variable is Student Unrest, while the predictor variable is Socio-Economic Status. When the normality of all the data on all the scales was measured and the z-score was calculated, it was found that all the variables were in the approx. normal range (± 1.96).

Reliability of the Tests

The reliability of the test was done using Cronbach's Alpha. Cronbach's Alpha helps in measuring the internal consistency of items in the scale. The range of Cronbach's Alpha should be between 0 to 1. The closer the alpha is to 1 the greater the internal consistency of the items in that particular questionnaire.

Table 2: Reliability (Cronbach's Alpha)

Scales	No. of Items	Cronbach's Alpha Reliability	Original Reliability of Scales
Student Unrest	50	.829	.760
Socio-Economic Status Scale	22	.806	.784

Table 2 shows the number of items each of the scales has, their internal consistency i.e., Cronbach's Alpha value with the present sample, and the original reliability of the scales. All the values are close to 1 which shows that the internal consistency of all the scales or questionnaires is highly significant on the present sample thus all these tests are reliable.

Pearson Product Moment Correlation Coefficient (Variables only)

Correlation helps in measuring the association or relationship between two continuous variables. It measures both the strength and direction of the relationship that two variables share. It is denoted by 'r' and its value ranges from -1 to $+1$. The '-' shows that the relationship between two variables is inverse meaning the increase in one variable will decrease the other variable while '+' shows that the relationship between two variables is direct meaning the increase in one will increase the other variable. '0' means that there is no relationship or association between the two variables.

Table 3: Descriptive Statistics for Overall Student Unrest and Socio-Economic Status

Overall Variables	Mean	Std. Deviation
Student Unrest	33.53	13.268
Socio-Economic Status	55.17	12.490

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Table 3 shows the mean scores and SD of both variables. The mean score of overall Student Unrest is 33.53 and SD is 13.268 while the mean score of Socio-Economic Status is 55.17 and SD is 12.490.

Table 4: Inter-Correlation Matrix of Student Unrest and Socio-Economic Status.

Variables	Socio-Economic Status	Student Unrest
Socio-Economic Status	1	.511**
Student Unrest		1

**Correlation is significant at 0.01 level (2-tailed)

From the above table 4, the correlation matrix, it is seen that there are 2 variables – Student Unrest and Socio-Economic Status and their data for 782 students. Pearson’s Product-Moment Correlation Coefficient is used to measure the correlation between the scales.

Student Unrest is moderately correlated with Socio-Economic Status ($r = .511$, $p < .001$) meaning that when the socio-economic status of a person increases, so does his tendency to have Student Unrest. It also means that students who came from high Socio-Economic Status tend to have slightly higher levels of Student Unrest than students who came from Middle or Low Socio-Economic Status.

Pearson Product Moment Correlation Analysis (Variables with their Dimensions)

The correlation analysis is done with Pearson Product-Moment Correlation. The criterion variable Student Unrest has 5 dimensions namely Fellow Students, Teachers, Physical Amenities, College Administration and Curriculum & Examination System. While the predictor variable, Socio-Economic Status, has no dimensions.

Table 5: Inter-Correlation Matrix of Student Unrest and Socio-Economic Status (with Dimensions of Student Unrest) (N = 782)

	Total Scores of SES	Fellow Student Dimension	Teachers Dimension	Physical Amenities Dimension	College Administration Dimension	Curriculum & Examination System	Grand Total of Student Unrest
Total Scores of SES	1	.033	.090*	.104**	.073*	.057	.102**
Fellow Student Dimension		1	.417**	.398**	.323**	.269**	.641**
Teachers Dimension			1	.400**	.403**	.412**	.708**
Physical Amenities Dimension				1	.490**	.442**	.800**
College Administration Dimension					1	.488**	.736**
Curriculum & Examination System						1	.721**
Grand Total of Student Unrest							1

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

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It can be seen from Table 5 that all the dimensions of Student Unrest (fellow students, teachers, physical amenities, college administration, and curriculum and examination systems) have a positive and significant correlation with socio-economic status. It is also seen that there is a positive and significant correlation between overall Student Unrest and socio-economic status ($r = .51, p < .001$). Therefore, our H1a which states that there will be positive correlation between Socio-Economic Status with Student Unrest and its Dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$. This finding indicates that those students who are coming from high socio-economic status background have a high level of Student Unrest in them as compared to those coming from the low socio-economic status background.

Multiple Linear Regression Analysis (MLRA)

For performing multiple linear regression many assumptions are to be seen. Some of the most important assumptions are – Linearity, Multi-Collinearity, Heteroscedasticity, Normality, and Independence which should be passed by all the independent variables.

Table 6: Robustness Assumptions Checks for Multiple Regression

Criterion Variable	R ²	Test of Robustness					Whether Robustness Verified
		Linearity Residual Plots	Homoscedasticity	Multi-Collinearity Tolerance & VIF (Range: Tol- 0-1, VIF-0-9)	Normality PP Plots	Independence Durbin-Watson (Range: DW< 3)	
		1	2	3	4	5	
Student Unrest	.704	Satisfied	Satisfied	Tol: .253 - .826 VIF: 1.210 - 3.952	Satisfied	1.959	All are satisfied.

It is seen in Table 6, that the robustness checks of all the 5 important assumptions namely Linearity, Homoscedasticity, Multi-collinearity, Normality, and Independence are satisfied by criterion variable – student unrest. Step-wise linear regression method, which is the most commonly used method for selecting a predictor variable is used.

Multiple Linear Regression Analysis –Socio-Economic Status as a Predictor of Student Unrest

There are no dimensions of Socio-Economic Status. Therefore, the overall socio-economic status will be tested by Multiple Linear Regression Analysis (MLRA) by enter method to know its strength and significance as a predictor of the criterion variable - Student Unrest.

Table 7: MLRA of the Most Predictive Dimensions of Socio-Economic Status Variable with Student Unrest

Predictor	β	R	R ²	ΔR^2	F	df	p	f ²
Dimensions of Socio-Economic Status					(Model $Y_1 = a + \beta_{19}X_{19}$)			
X19	.543	.511	.262	.261	276.303	(1,780)	.000	.355
Constant	3.551							

$X_{19} = \text{Socio-Economic Status}, Y_1 = \text{Student Unrest}$

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Table 7 shows the MLRA (Multiple Linear Regression Analysis) of the most significant predictive dimensions, but the predictor variable has no dimension, therefore, overall Socio-Economic Status is taken as a predictor variable. The R-value is .511 while the value of R^2 is .262 and finally, the value of adjusted R^2 is .261. The f-value or value of ANOVA is 276.303 which is highly significant ($p < .001$). It was observed that Socio-Economic Status was able to predict at least 26.2% Student Unrest in an individual student. The Cohen's effect size ($f^2 = .355$) suggested a medium association of Socio-Economic Status with Student Unrest.

β value shows the variables which have the most effect on the criterion variable Student Unrest that is which is the strongest predictor of the criterion variable. As we just have the overall Socio-Economic Status as a predictor variable so we cannot determine which variable is the strongest or weakest. Therefore, β -value show the strength of Socio-Economic Status which is .543.

Therefore, it was inferred that Socio-Economic Status was able to explain about 26.2% of Student Unrest in an individual. The value of R^2 of Socio-Economic Status is .262 which is low but sometimes in Sciences which predicts human behavior especially Psychology the value of R^2 is low (less than .50 or 50%) because human beings are simply hard to predict as their behavior is dependent on many things. Even if R^2 is low but other values like R and F-value are significant it can be concluded that there is a change in criterion variable due to predictor variable which is the case both the R-value and the F-value are significant. Thus, hypothesis H1b which states that there will be the significant prediction of Student Unrest and its dimensions by Socio-Economic Status (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$ level of significance meaning that the slope of the regression line is not zero. It also indicated that any change in predictor variables Socio-Economic Status will result in the change in the criterion variable i.e. Student Unrest.

Moderation Analysis

Moderation analysis is a kind of regression analysis that explains the impact of the predictor variable on the criterion variable through or under the influence of a moderator variable which is the third variable. In other words, the moderating variable is one that specifies a particular condition under which a predictor variable is related to the criterion variable. It explains the 'When' of the predictor and criterion variable relationship. It involves an interaction effect, whereby presenting moderating variable changes the direction or magnitude of the relationship between two variables. A moderation effect could be seen in three ways:

- Enhancing – When any increase in moderator will increase the effect that a predictor variable is having on the criterion variable.
- Buffering – When any increase in moderator would decrease the effect of the predictor variable on the criterion variable.
- Antagonistic – When an increase in moderator would actually reverse the effect that predictor variable is having on the criterion variable.

To test the moderation, interaction effect between the predictor variable (X) and the moderator variable (M) and whether this effect is significantly predicting the criterion variable (Y). There are 3 moderator variables in this study, all dichotomous in nature –

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Gender (Male & Female), Age (Adolescence & Early Adulthood), and Course Enrolled In (Professional & Non-Professional).

Moderation Analysis: Gender as Moderator of Relationship Between Socio-Economic Status and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Gender (M), when interacted with the predictor variable – Socio-Economic Status (X), will have any significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 1.

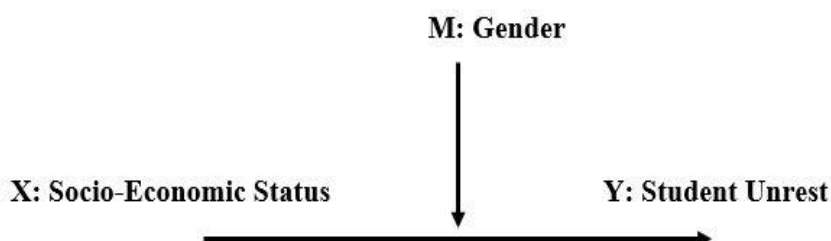


Figure 1: Conceptual Diagram for Gender as a Moderator between Socio-Economic Status and Student Unrest

Table 8: Model Summary for Moderation Effect of Gender on the Relationship between Socio-Economic Status and Student Unrest.

Model	R	R ²	Change Statistics				
			R ² Change	F Change	df1	df2	Sig. F Change
1	.553	.306	.306	172.027	2	779	.000
2	.557	.311	.004	4.771	1	778	.029

Model 1: Predictor: Gender, Socio-Economic Status

Model 2: Predictors: Gender, Socio-Economic Status, Interaction Between Gender & Socio-Economic Status

It is seen that in Table 8, there are 2 models. Model 1 has the values without the interaction between Gender and Socio-Economic Status, while Model 2 has values with the interaction effect of Gender and Socio-Economic Status. It had been observed that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .306$, $F(2,779) = 172.027$, $p < .001$. This clearly shows that Socio-Economic Status is a strong predictor of Student Unrest. Model 2 which shows the values with the interaction effect of Socio-Economic Status with Gender shows there is a significant amount of variance in Student Unrest as the value of $R^2 = .004$, $F(1,778) = 4.771$, $p = .029$ ($p < .05$). This clearly indicates that there is a moderating effect of Gender on the relationship of Socio-Economic Status with Student Unrest.

Further, for visualizing the conditional effect of Socio-Economic Status (X) on Student Unrest (Y) interaction plot is given below as Fig. 2.

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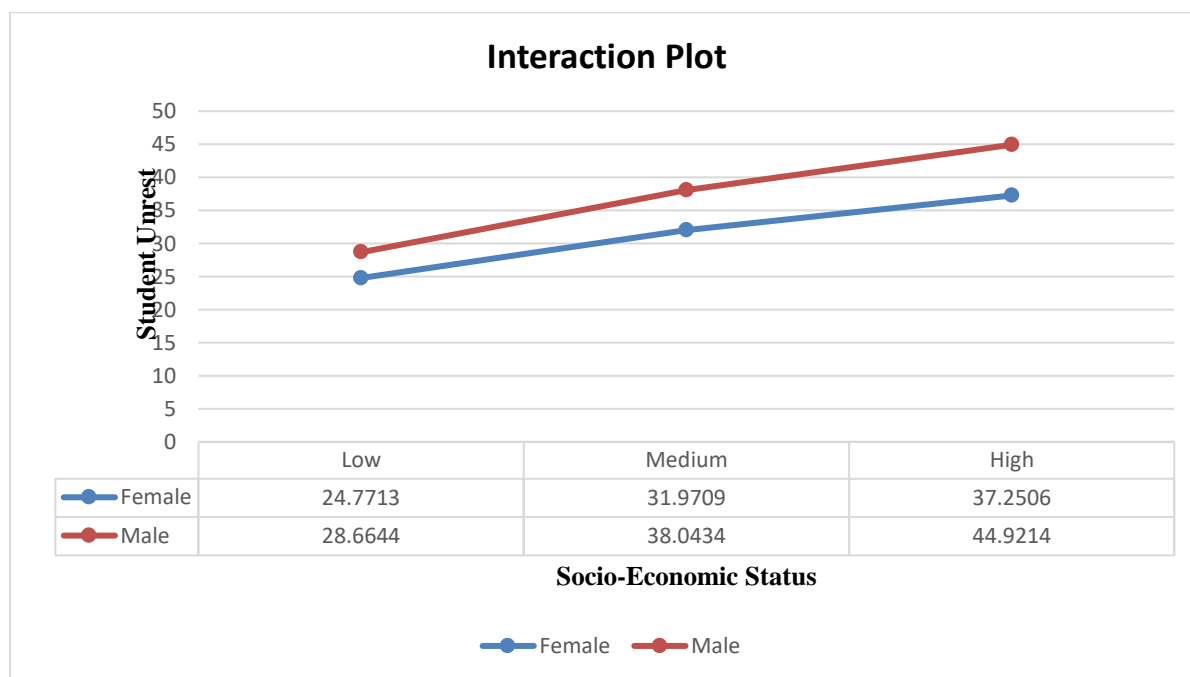


Figure 2: Interaction Plot of Gender as a moderator between Socio-Economic Status and Student Unrest

It is clearly observed by examining the interaction plot in Fig. 2, that there is an interaction effect as the scores of Females increases with the increase in Socio-Economic Status, there is an increase in Student Unrest. On the other hand, when Male scores increase with the increase in Socio-Economic Status, there is an increase in Student Unrest. It is seen that scores of both Gender – Male and Female, however different with low, medium and high Self-Efficacy, does not interact at present but both are approaching to closure towards Student Unrest. Therefore, H1c which stated that Gender will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh, is supported by our findings at $p < .05$ level of significance.

Moderation Analysis: Age as Moderator of Relationship Between Socio-Economic Status and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Age (M), when interacted with the predictor variable – Socio-Economic Status (X), will have any significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 3.

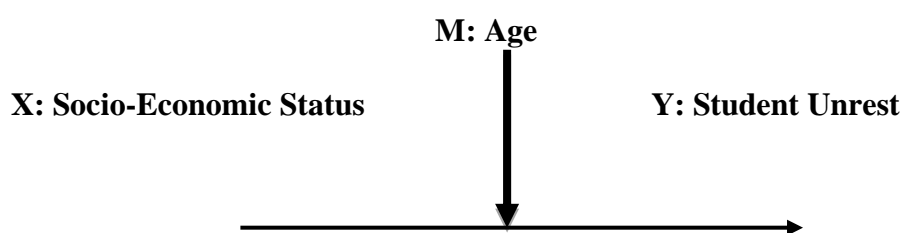


Figure 3: Conceptual Diagram for Age as Moderator between Socio-Economic Status and Student Unrest

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Table 9: Model Summary for Moderation Effect of Age on the relationship between Socio-Economic Status and Student Unrest.

Model	R	R ²	Change Statistics				
			R ² Change	F Change	df1	df2	Sig. F Change
1	.526	.277	.277	149.125	2	779	.000
2	.533	.284	.007	8.057	1	778	.005

Model 1: Predictor: Age, Socio-Economic Status

Model 2: Predictors: Age, Socio-Economic Status, Interaction Between Age and Socio-Economic Status

It is seen that in Table 9, there are 2 models. Model 1 has the values without the interaction between Age and Socio-Economic Status, while Model 2 has values with the interaction effect of Age and Socio-Economic Status.

It had been observed in Model 1 that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .277$, $F(2,779) = 149.125$, $p < .001$. This clearly shows that Socio-Economic Status is a strong predictor of Student Unrest.

Model 2 with shows the values with the interaction effect of Socio-Economic Status with Age shows there is a significant amount of variance in Student Unrest as the value of $R^2 = .007$, $F(1,778) = 8.057$, $p = .005$. This clearly indicates that there is a moderating effect of Age on the relationship of Socio-Economic Status with Student Unrest.

Further, for visualizing the conditional effect of Socio-Economic Status (X) on Student Unrest (Y) interaction plot is given below as Fig. 4.

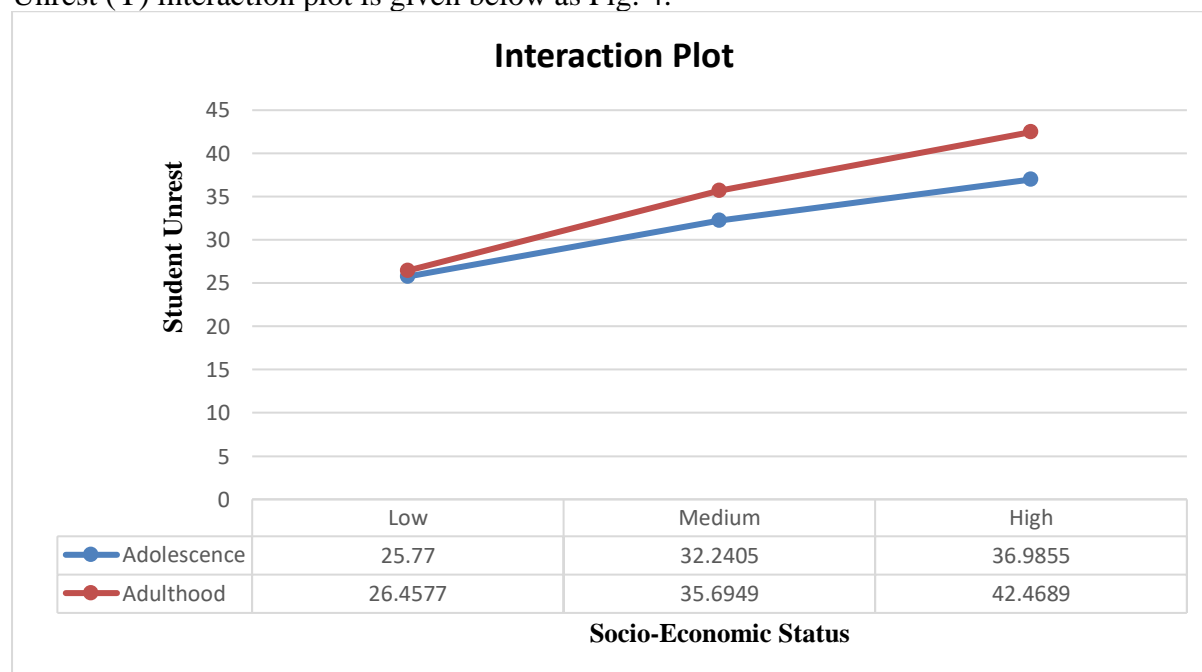


Figure 4: Interaction Plot of Age as a moderator between Socio-Economic Status and Student Unrest

It is clearly observed by examining an interaction plot in Fig. 4, that there is an interaction effect. It is seen that when the scores of Adolescence increases with the scores of Socio-Economic Status there is an increase in scores of Student Unrest also. On the other hand,

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even when scores of Adulthoods increases with Socio-Economic Status, there is an increase in scores of Student Unrest. It is seen that scores of both Age Groups – Adolescence and Adulthood, however different with low, medium, and high Socio-Economic Status, do not interact at present but both are approaching to closure towards Student Unrest. Therefore, H1d which stated that Age will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh, is supported by our findings at $p < .01$ level of significance.

Moderation Analysis: Course as Moderator of Relationship Between Socio-Economic Status and Student Unrest.

In order to better understand what is moderation effect and whether moderator variable – Course students are enrolled in (M) when interacted with the predictor variable – Socio-Economic Status (X), will have any significant effect on criterion variable (Y) – Student Unrest the following conceptual diagram is given in Fig 5.

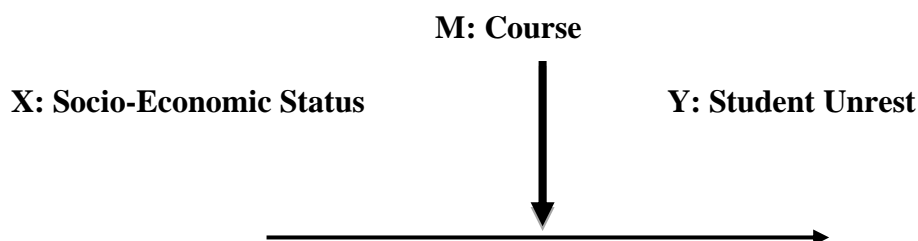


Figure 5: Conceptual Diagram for Course as Moderator between Socio-Economic Status and Student Unrest

Table 10: Model Summary for Moderation Effect of Course on the relationship between Socio-Economic Status and Student Unrest.

Model	R	R ²	Change Statistics				
			R ² Change	F Change	df1	df2	Sig. F Change
1	.564	.319	.319	182.066	2	779	.000
2	.564	.319	.000	.003	1	778	.956

Model 1: Predictor: Course, Socio-Economic Status

Model 2: Predictors: Course, Socio-Economic Status, Interaction between Course and Socio-Economic Status

It is seen that in Table 10, there are 2 models. Model 1 has the values without the interaction between Course students are enrolled in and Socio-Economic Status, while Model 2 has values with the interaction effect of Course students are enrolled in and Socio-Economic Status.

It had been observed in Model 1 that there is a significant amount of variance in Student Unrest in Model 1 with $R^2 = .319$, $F(2,779) = 182.066$, $p < .001$. This clearly shows that Socio-Economic Status is a strong predictor of Student Unrest.

Model 2 which shows the values with the interaction effect of Socio-Economic Status with Course shows there is no significant amount of variance in Student Unrest as the value of $R^2 = .000$, $F(1,778) = .003$, $p = .956$. This clearly indicates that there is no moderating effect of Course on the relationship of Socio-Economic Status with Student Unrest, hence interaction

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plot was not made. Therefore, H1e which stated that Student's enrollment to courses will moderate the relationship between Student Unrest and Socio-Economic Status among students of graduation and master courses of Aligarh Muslim University, Aligarh, is not supported by our findings.

DISCUSSION OF THE RESULTS

Discussion tries to unfold the main findings of the study by explaining their meanings, reasons, and significance. In simple words, a discussion is the explanation, interpretation, and importance of our study's results.

It is seen that Socio-Economic Status is significantly and positively correlated with Student Unrest which means that students coming from high socio-economic background tends to have a higher level of student unrest. It is also observed that Socio-Economic Status is a significant predictor of Student Unrest As there are very few studies with direct Socio-Economic Status and Student Unrest so studies with Socio-Economic Status and dimensions of Student Unrest were reviewed and it was seen that indisciplined students mostly belonged to rich families and landlords (Mathur, 1958) and activists also tend to come from upper-status families, higher socio-economic status (Flacks, 1967; Sharma, 1971; Saigal, 1973; Reddy, 1974) and urban backgrounds (Sharma, 1971). It was also seen that tension was seen higher in students coming from the urban background than students coming from a rural background (Chandra, 1971). Therefore, all these studies support our findings that students from high Socio-Economic backgrounds tend to have a high level of Student Unrest. This can be attributed to the fact that these student's families have lots of power and money so they think that they can get away with negative consequences of unrest by utilizing the power, sources and money of their families while students from lower socio-economic background facing lot more problems, try to focus their anger and frustration in building up their status and career (where they lack). This is just an assumption which is most suited in present times and scenario.

It is observed that Gender is having a moderating effect in the relationship between Socio-Economic Status and Student Unrest and this can be attributed to the fact that boys tend to be more indisciplined than girls (Bahadur, 1970; Mathur, 1958) even when they belong to upper Socio-Economic Status and girls tend to have a more modern outlook than boys thus had more tolerance level than boys (Reddy, 1980). In our society importance is given to boys more than girls from an early age and due to this, males tend to be more dominant in nature. When they are faced with rules and regulations, they tend to see it as a direct challenge to their manhood and so they rebel. When they belong to low socio-economic status this nature is somewhat challenged from time to time since an early age so they become used to it because of financial limitations. But when they come from upper socio-economic status then this status is somewhat strengthened due to immense wealth, status, and power that they enjoy themselves from early childhood and had seen their parents and grandparents enjoying and abusing it. Thus, when they are faced with rules and regulations in universities and schools, for the first time they feel challenged and thus rebel or have a negative reaction towards the source of this restriction. Moreover, students from lower economic backgrounds have more to lose as a consequence so they tend to follow the rules while students from upper classes do not worry about consequences of their actions and unrest because of their wealth, power, and sources, therefore, they tend to rebel.

It is also observed that age has a moderating effect on the relationship between socio-economic status and student unrest. This can be attributed to the fact that, as age increases,

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an individual becomes more aware of his socio-economic status and tries to improve it by studying higher, working hard, getting respectable jobs, etc. thus increasing his socio-economic status.

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Conflict of Interest

The author declared no conflict of interest.

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