The Influence of Family Socioeconomic Background on the Psychological Health of College Students.

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Abstract

As a special group with high cultural literacy, college students carry the earnest expectations from their families and society, and bear various pressures that come from it. This makes the college student group a high-risk group for various psychological problems, and also fills the path of psychological improvement and maturity for college students with challenges. In recent years, various surveys have shown that college students are the high-risk group for psychological problems. Psychological survey data from various universities shows that the incidence of psychological problems among college students is higher than 30%. At the same time, malignant events caused by various psychological problems among college students are frequently reported in the newspapers, such as suspension, dropout, and even suicide Murder and other vicious events frequently occur in the ivory tower. Various phenomena indicate that mental health education for college students has become a top priority in the education work of higher education institutions. The original family is the family in which an individual is raised after birth. For most infants, the original family is usually their first environment and the initial place of socialization. As is well known, the physical and mental development of an individual is influenced by both innate genetics and the acquired environment, and in the complex acquired environment, the family environment has the most direct, profound, and lasting impact on the individual. Based on this, this study aims to analyze the impact of the background of the original family on the psychological adaptation of college students, aiming to provide a theoretical basis and valuable suggestions and countermeasures for the psychological health education work of college students, in response to the current situation where there is a slight lack of attention to the impact of the original family on college students.

Keywords: Psychological adaption, Family of origin, Family socioeconomic status, Educational expectations

Introduction

There have been many studies on the impact of family background factors on individuals. Foreign studies have focused more on the impact of family economic factors, while domestic studies have also analyzed factors such as parents' occupation and education level. Allen, J. P.,et al.. (2002).

However, the research results of existing literature are not uniform. Research has shown

that financial difficulties in families can have a negative impact on children's psychological adaptation, not only leading to delayed development (Noble , K.G.et al., 2015), but also affecting their physical and mental health as adults (Najman, J.M. et al., (2010).; Eisenberg, D., et al. 2007). Domestic research shows that not only do children from low-income families have more psychological adaptation problems, but children from high-income families also have certain problems (Chunyan, Z. et al., 2013). In addition, factors such as parents' education level and occupation also have a certain impact on their children. In response to the current research situation, this part of the study mainly focuses on the impact of family background factors on children's psychological adaptation, using psychological well-being, Bailey, C., & Shelton, D. (2014) self-esteem, and psychological symptoms to comprehensively evaluate the psychological adaptation status of college students, in order to respond to the inconsistent research conclusions mentioned above.

Research Objectives

1. Explore how family background factors affect the psychological adaptation of college students, clarify the key factors that affect their psychological adaptation, and provide more targeted suggestions for mental health education work.

2. Analyze the impact of family background on the psychological status of college students, construct a comprehensive family model for college students' psychological adaptation, and analyze the impact path of family factors on college students' psychological adaptation.

3. Exploring the specific factors that influence the psychological status of college students from their original family background, and finding effective methods and approaches to improve the adverse effects of their original family, providing ideas for mental health education in universities.

Literature Review and Research Hypotheses

Related terms and theories are concluded to summarize the research gap, and research hypotheses are put forward hereunder to form the conceptual framework.

Psychological adaption

The term 'adaptation' comes from biology and originally refers to a phenomenon in which organisms maintain their biological characteristics and preserve their ability to adapt to environmental changes, in order to better survive and reproduce. In the fields of education and psychology, adaptation is endowed with richer connotations, and the ultimate result of psychological adaptation is the balance between the individual and the external environment, which is the foundation of individual growth and development. Result-oriented researchers are interested in the factors that affect psychological adaptation and pay more attention to the characteristics of individual psychological adaptation in different environments, focusing on the different impacts brought by the individual's environment. Meiqi, H. et al.(2015).

Family of origin Family

Unlike the newborn family formed by an individual after adulthood, a family of origin refers to the family in which an individual is raised after birth and serves as the initial place for

emotional experience learning. In this environment, individuals begin their initial physical, psychological, and emotional learning.

The important role of the original family as the starting point for individual psychological adaptation has been confirmed by many theoretical and practical studies. Among them, the family system theory is a commonly used theoretical basis for explaining the impact of the original family. There are some similarities between the family system theory and the Ecological systems theory in theoretical construction (Juzhe, J. (2003). For example, both of them are affected by the systems theory and attach importance to the nested relationship between systems and their mutual influence. The difference between the two lies in that the connotation of "system" in Ecological systems theory is more abundant, including not only the micro system dominated by families, but also the larger intermediate system, outer system and macro system. Linyuan, D. et al.(2013).

Family socioeconomic status

Family socioeconomic status is the ability to judge parents' socioeconomic status, which is full of parents' educational background, professional reputation and family economic income. These are also three aspects of sociology used to test the socioeconomic status of families. The main reason is that most parents' occupations depend on their educational level, and the family's economic income generally depends on their parents' occupations. The socioeconomic status of the whole family is determined by the family's economic foundation. From this point of view, the education level is the important reason that affects the socioeconomic status of the whole family.

Educational expectations

Educational expectations include parents' expectations for their children, teachers' expectations for their children, and children's expectations for themselves. The most important aspect is the expectations of parents towards their children. Parents' expectations for their children are reflected in their performance in the learning and life process, as well as their expectations for their children's academic performance. In the process of educating children, parents place great emphasis on their children's education and upbringing methods. If parents have high expectations for education, it will cause more pressure on their children.

Research Hypotheses

Hypothesis 1: Family socioeconomic status has an impact on college students' psychological adaptation. The higher the family socioeconomic status, the higher the college students' psychological well-being and self-esteem, and the lower the level of psychological symptoms.

Hypothesis 2: College students with high family socioeconomic status have no feelings of inferiority or self denial.

The conceptual framework can be seen in Figure 1.
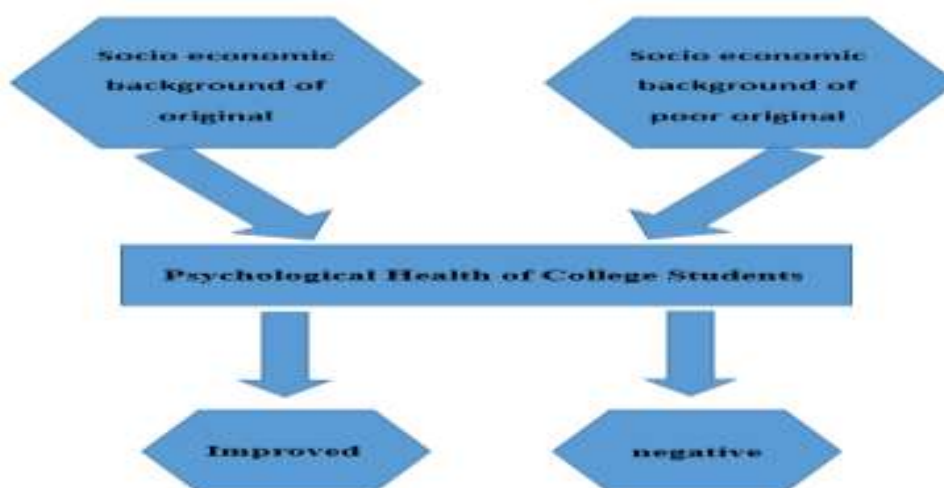
Figure 1 Conceptual framework

Research Methodology

1. Research object

In this study, both college students and their fathers and mothers participated in the survey. The sample acquisition process is as follows: 1400 sets of tests were distributed to college students from 10 universities before the holiday. One set of tests consists of three parts - the college student part, the father part, and the mother part. The college student part was tested on-site and immediately collected after completion. The parent part was taken home by the college student and guided by their parents to complete. After filling it out, it was uniformly collected after the start of school. Researchers paired college students and their parents' tests on a family basis. Retrieve 1310 sets of tests, first remove the samples with severe deficiencies in the entire set of tests, and then strictly remove the discarded papers based on this, leaving 923 valid tests.

2. Research tools

Self Esteem Scale. The scale was developed by Rosenberg (1965) to evaluate adolescents' overall feelings about self-worth and self-acceptance. It is composed of 10 questions and scored with four points, with good reliability and validity. The measurement of this time α The coefficient is 0.781.

Symptom Checklist 90 (SCL-90). This scale was developed by Derogatis (1975) to measure the severity of psychological symptoms in participants over a week. Using a 5-point scoring system is a commonly used tool in clinical research to reflect psychological adaptation. The measurement of this time α Coefficient: The total score of the scale is 0.988; Somatization 0.935; Compulsive symptoms 0.909; Sensitivity to interpersonal relationships 0.896; Depression 0.932; Anxiety 0.926; Hostile 0.878; Terror 0.878; Paranoia 0.870; Psychiatric 0.915. Symptom Checklist 90 (SCL-90). This scale was developed by Derogatis (1975) to measure the severity of psychological symptoms in participants over a week. Using a 5-point scoring system is a commonly used tool in clinical research to reflect psychological adaptation. The measurement of this time α Coefficient: The total score of the scale is 0.988; Somatization

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       3. Data processing

       Analyze and process the data using Spss19.0.

Result of Research

The influence of socioeconomic status on college students' psychological adaptation is a comprehensive reflection of individual social status. This indicator has always been considered a key household background variable. In this study, the influence of parents and family's socioeconomic status on college students' psychological adaptation is also included in the study.

Table 1 Homogeneity table of variance between family socioeconomic status and college students' psychological adaptation.

Homogeneity table of variance between family socioeconomic status and college students' psychological adaptation

Dimension	*Levene* statistic	*p*
psychological well-being		
Autonomy	.080	.923
Mastering the environment	2.385	.093
Personal growth	1.169	.311
Actively socializing	.890	.411
Life goals	4.125	.017
Self-acceptance	.610	.544
PWB total score	.838	.433
Psychological symptoms		
Somatization	2.151	.117
Compulsive symptoms	6.772	.001
Sensitive human-machine relationship	1.736	.177
Depressed	1.809	.165
Anxiety	3.129	.044
Hostile	1.367	.256
Fear	.823	.440
Paranoia	16.920	.000
Psychiatric	2.322	.099
SCL-90 Total Score	3.702	.025
Self-esteem		
Self-esteem	1.936	.145

Table 2 Family socioeconomic status and college students' psychological well-being, psychological symptoms, self-esteem

Dimension	High①	Medium②	Low③	F/T	η2	Post hoc comparison
Psychological well-being	n=116	n=459	n=86			
Autonomy	53.84±6.96	52.58±6.79	52.36±6.92	1.761	.005	
Mastering the environment	59.28±8.71	58.97±7.61	57.59±7.56	1.348	.004	
Personal growth	64.18±8.09	63.86±7.66	62.91±7.45	.722	.002	
Social skills	63.66±9.58	63.86±7.66	62.91±7.45	1.527	.005	
Life goals	60.01±9.26	58.41±8.35	57.08±7.86	T Inspect		①>③
Self-acceptance	54.43±8.04	52.94±7.57	50.60±7.93	6.143**	.018	①②>③
PWB total score	355.43±41.32	349.66±37.67	342.01±38.23	3.014*	.009	①>③
Psychological symptoms	n=116	n=455	n=86			
Somatization	.38±.51	.33±.45	.44±.51	1.983	.006	
Compulsive symptoms	.96±.79	.91±.61	1.05±.62	T Inspect		No difference
Sensitivity to interpersonal relationships	.67±.66	.73±.60	.90±.71	3.377*	.010	①②<③
Depressed	.56±.58	.57±.54	.73±.66	2.964*	.009	①②<③
Anxiety	.54±.59	.53±.53	.71±.69	T Inspect		①②<③
Hostile	.50±.57	.46±.49	.53±.54	.829	.003	
Fear	.34±.49	.38±.48	.47±.57	1.472	.004	
Paranoia	.57±.72	.46±.47	.67±.62	T Inspect		①③>②
Psychiatric	.47±.55	.48±.48	.59±.54	1.872	.006	
SCL-90 Total Score	50.73±49.63	49.62±41.03	61.69±47.69	T Inspect		②<③
Self-esteem	n=116	n=463	n=86			
Self-esteem	29.60±3.78	28.67±3.44	27.73±3.38	7.162**	.021	①>②>③

*p<0.05, **p<0.01

The Influence of Family socioeconomic status on Psychological Adaptation of College Students

The calculation method of family socioeconomic status index refers to the practice of Hongying, Z, et al.(2016). and the specific steps are:

(1) Find the average value of the education level, income level and occupational level of both spouses and convert it into standard scores.

(2) The standard scores of the three variables are used for principal component factor analysis, and the factor scores are preserved as indicators of family socioeconomic status.

(3) The calculated family socioeconomic status is divided into high, medium and low levels according to a standard deviation of plus or minus one as the critical point.

It can be seen from the table that, first of all, family socioeconomic status has a significant impact on college students' psychological well-being, psychological symptoms and self-esteem. College students with lower family economic status have higher scores in interpersonal sensitivity, depression, anxiety and total scores. In addition, they have lower scores in self-esteem, life goals, self-acceptance and psychological well-being, which indicates that college students with lower family socioeconomic status have lower self-evaluation and are more confused about future life. This is consistent with existing research results and suggests that the poor mental health status of impoverished college students should be taken seriously.
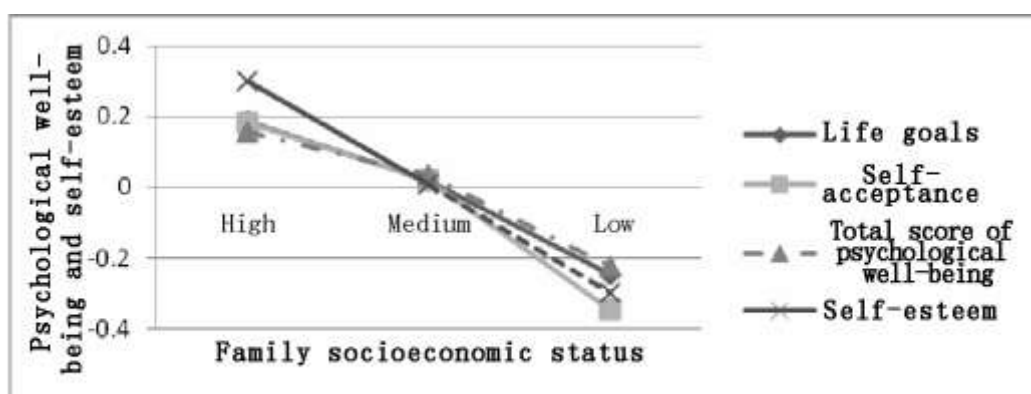
Figure 2 Fam ily socioeconomic status and college students' psychological well-being and self-esteem
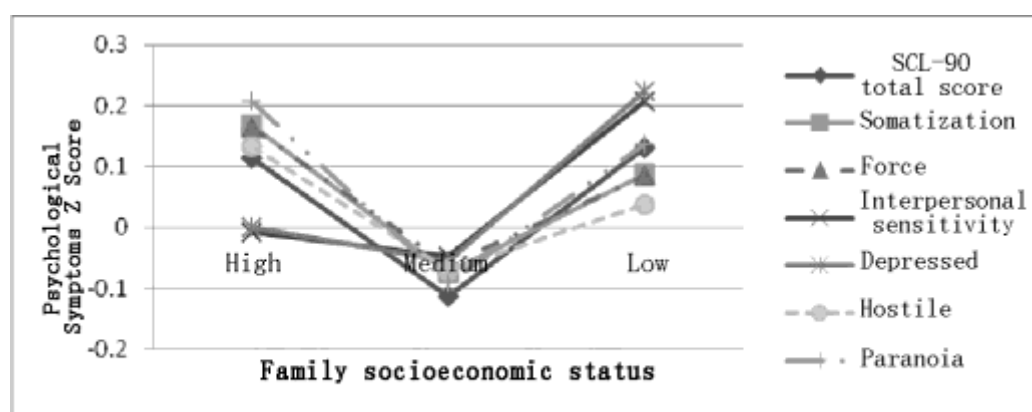
Figure 3 Family socioeconomic status and college students' psychological symptoms

As shown in the above figure, in terms of psychological well-being and self-esteem, the higher the socioeconomic status of parents, the better the development of positive psychological function of college students, and the higher their sense of self-worth. Generally speaking, parents with a higher social class tend to invest more in their children's education, accompanied by higher expectations for their children's education. Their own achievements make it easier for them to form a "high standard, strict requirements" education approach towards their children, which undoubtedly increases their children's psychological pressure. In addition, it is precisely because of the high standards of parents that their children lack a certain sense of self achievement, which can easily lead to feelings of inferiority, self negation, and other emotions, Enhance their susceptibility to psychological symptoms such as hostility and paranoia.

Discussions of Research

Socioeconomic status is a comprehensive reflection of family social class. This study examined the relationship between parents' socioeconomic status, family's socioeconomic status and college students' psychological adaptation. The results showed that parents' socioeconomic status had a significant impact on college students' psychological adaptation.

The research results can be seen as follows: First, college students with higher socioeconomic status have higher self-esteem and better development of positive psychological function, but there are still some typical psychological symptoms, and they are more susceptible to somatization, compulsion, hostility, paranoia and other symptoms. Secondly, for college students with lower socioeconomic status, their self-esteem level is lower, their positive psychological function development shows a certain degree of disadvantage, and their psychological problems are more, which mostly exist in interpersonal sensitivity, depression, and terror. Finally, college students whose family socioeconomic status is at the middle level have the least psychological distress. However, there is still room for optimization in self-esteem and psychological well-being.

The family investment theory can well explain the results of this study. Individuals with higher socioeconomic status have more development capital, whether economic capital, social capital or cultural capital is relatively abundant, which can promote the healthy development of children. On the contrary, the lack of resources of individuals with lower socio-economic status will hinder the positive growth of children (Conger&Donnellan, 2007; Chen Yanhong et al., 2014). In this study, college students with higher family socioeconomic status have higher self-esteem, higher acceptance of themselves, and better development of positive psychological function. On the contrary, college students with lower family socioeconomic status have lower self-esteem, poor development of positive psychological function, and higher psychological symptoms. This is a strong proof of the family investment theory. At the same time, it also reminds mental health educators in universities that it is necessary to pay attention to the physical and mental development of impoverished college students.

However, the results of this study also show that college students from families with high socioeconomic status also have high scores of psychological symptoms, which we believe is related to the high educational expectations and the high work family conflict of professional women. Research has shown that individuals with higher education have higher educational aspirations (Swell, 1967) and higher expectations for their children's education (Wu et al., 2014). This will undoubtedly increase the pressure on children.

Recommendation and Future Research

It can be seen that college students from different economic backgrounds and family characteristics have different psychological adaptation characteristics, which requires psychological workers in higher education institutions to adopt differentiated and more targeted measures to improve the effectiveness of psychological education work.

For moderate level families, the cultivation of positive personality among college students should be the main focus, and more developmental methods and means should be used

to help such college students form a more positive and upward self-awareness, thereby achieving a comprehensive improvement in psychological adaptation. For families of high social classes, it is necessary to be vigilant about the psychological problems of such college students and fully pay attention to their susceptibility to psychological problems in order to better help their growth. Of course, the most urgent issue is the psychological adaptation of low social class college students, who generally exhibit a relatively negative state. Psychological educators should design multi-level and multi type psychological health education activities to promote the development of their positive psychological functions. On the other hand, their psychological symptoms are relatively high, and they should also be closely monitored by psychological educators. In summary, if higher education institutions can establish native family information files for students and provide differentiated education based on the psychological adaptation characteristics of different types of students, the effectiveness will definitely be greatly improved. At the same time, we attach importance to family education, strengthen communication between home and school, and form an educational synergy to promote the healthy growth of college students.

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