

Security-Insecurity Feeling Among The Higher Secondary Students A Great Concern- An Analytical Study

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Abstract

The paper focuses on analyzing the Security-Insecurity feelings of higher secondary students which is the primary cause of stress and problems faced by them as an adolescent in their walk of life. So the investigation was formulated and executed with Security-Insecurity feelings Scale constructed and standardized by Beena Shah (2005) which was to a random sample of 900 students studying in higher secondary education. On analyzing the data collected from the responses of the students the Implication arrived was that the higher secondary school students are having average level of Security-Insecurity feelings which is a great concern. The analysis also reveals the students differ significantly in Security-Insecurity feelings in respect of their gender and they do not differ significantly in Security-Insecurity feelings in respect of parent's education and type of family. Thus the students has to be rendered due care and counselling from all sections of society that eradicates the doubt and fear from their minds which will felicitate a harmonious and all round personality development in them.

Key Words: Security-Insecurity feelings, Higher Secondary Students.

Introduction

Insecure feeling is a state of mind that is created due to anxiety/fear evolved due to various internal and external factors. Insecurity feelings arises in the minds of an individual due to disbelief on oneself – own abilities, skills, qualities and so on or disbelief by others- by parents, teachers, society and so on. During teenage, insecurities are omnipresent and rife; in truth, overcoming self-doubts is a major part of growing up and maturing into adults. While insecurities do affect every teenager, they manifest themselves differently and with varying intensity, depending on a person's strength of character and environment. The period of teenage is challenging in many ways. It is the time of great changes in life, and with the changes come pressure, worrying, uncertainty, and fear. Under such circumstances, sometimes a seemingly small incident can escalate into a major anxiety, which may engender a potentially self-destructive coping mechanism.

Teens face pressure from a multitude of sources: self-inflicted, peer, parental, and societal pressure compounded by the hormonal changes, continuously cut the ground from under their feet and feed into their insecurities. Adolescence is the time when yesterday's children start making their own decisions, search for the ways to express themselves, and benchmark their worth against one another. A previously solid bond between a parent and a child tends to weaken during this time and the relationship resembles a roller-coaster ride more than anything else. Facing challenges with a compromised support system, or without having someone to rely on, is a daunting task indeed.

Significance of the Study

In analyzing the life of the adolescence, there exist various factors and indicators that contribute to the emotional maturity of them. One such factor can be stated as Insecurity-Security feeling that the students at the stage of adolescence experience in their day to day life. In Maslow's hierarchy of needs, every person thrives for satisfaction of basic needs then progress to security feelings that the individual receives as love, warmth, care and secure in fulfilling the needs. Here the teenage students who face doubts in secure atmosphere around them caused by either parents, teachers or the society they live in acquires fear in their minds and actions. This will lead to extreme cause-effect as they doubt their mere existence/survival to the future they have to face. So, the researcher felt that the

Security-Insecurity feeling of the students need to be studied that will throw light on the prevailing situations of the adolescence students.

Statement of the Problem

So the investigator formulated the problem of the study and stated as “**Security-Insecurity Feeling among the Higher Secondary Students a Great Concern- an Analytical Study**”.

Objectives of the Study

1. To find out the level of insecurity feeling of higher secondary school students based on the entire sample.
2. To find out whether there is any significant difference in the Security-Insecurity feeling of higher secondary school students with regard to chosen demographic variables.

Hypotheses of the Study

1. The level of security-insecurity feeling of higher secondary school students based on the entire sample is low.
2. There is no significant difference in the Insecurity feeling of higher secondary students in respect to their gender.
3. There is no significant difference in the Insecurity feeling of higher secondary students in respect to their parent's education.
4. There is no significant difference in the Insecurity feeling of higher secondary students in respect to their type of family.

Method, Sample and Tool of the Study

The present investigation adopts normative survey method which uses the sample of 900 higher secondary students studying in Madurai District. The tool employed to assess the Insecurity feeling of higher secondary students-adolescence was constructed and standardized by Beena Shah (2005). Security-insecurity scale which was used to measure the affective domain variable- Security- Insecurity feeling consists of 75 statements which are scored as 2,

1, 0 for positive statements and 0, 1, 2 for negative statements. The High Score of the tool is 150 and the low is 47 and below.

Analysis of Data and Interpretations

Hypothesis 1

The level of security-insecurity feeling of higher secondary school students based on the entire sample is low.

Table 1
Mean and Standard Deviation Scores of Security-Insecurity feelings of Higher Secondary Students

Variable	N	M	SD
Security-Insecurity feelings	900	73.21	4.43

From table 1, the calculated mean and standard deviation for emotional maturity scores of the entire sample is found to be 73.21 and 4.43 respectively. One can get a maximum score of 150 in security-insecurity feeling scale. The mean score lies is between the extremely average security value range (72-88), the framed hypothesis is rejected and it is concluded that higher secondary school students are having average security feeling.

Hypothesis 2

There is no significant difference in the Security-Insecurity feelings of higher secondary students in respect to their gender.

Table 2
Comparison of Mean Security-Insecurity feelings of Higher Secondary Students in respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Security-Insecurity feelings	Male	407	71.78	3.89	10.99	Significant
	Female	493	74.98	4.79		

Table 2, shows the computed 't' value 10.99 which is significant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is a significant difference between male and female higher secondary students in respect of their Security-Insecurity feelings.

Hypothesis 3

There is no significant difference in the Security-Insecurity feelings of higher secondary students in respect to their parent's education.

Table 3

Comparison of Mean Security-Insecurity feelings of Higher Secondary Students in respect to their parent's education.

Variable	Parent's education.	N	Mean	SD	'F' Value	Level of Significance at 0.05 Level
Security-Insecurity feelings	Illiterate	173	71.28	6.57	2.37	Not Significant
	School Education	416	73.20	4.16		
	College Education	311	74.45	3.25		

According to Table 3, there exist differences in the mean security-insecurity feeling scores with regard to parent's educational qualification. From Table 3, ANOVA result shows that, the difference is not significant [$F_{(2,897)} = 2.37, P > 0.05$]. Hence, the framed null hypothesis is accepted and it is concluded that there is no significant difference in the security-insecurity feeling of higher secondary school students with regard to parent's educational qualification.

Hypothesis 4

There is no significant difference in the Security-Insecurity feelings of higher secondary students in respect to their locality of the students.

Table 4
Comparison of Mean Security-Insecurity feelings of Higher Secondary Students in
respect to their type of family

Variable	Locality of the Student	N	Mean	SD	'F' Value	Level of Significance at 0.05 Level
Security-Insecurity feelings	Joint Family	274	74.77	3.35	1.29	Not Significant
	Nuclear Family	626	72.20	5.22		

Table 4, shows that the computed 't' value for the mean security-insecurity feeling scores between joint family and nuclear family higher secondary school students [$t_{(900)} = 1.29 < p$] is not significant. Hence, the framed null hypothesis is accepted and it is concluded that there is no significant difference in the security-insecurity feeling of higher secondary school students with regard to type of family. It is also inferred that joint family students are more significant in the security-insecurity feeling.

Findings of the Study

Thus the investigator arrives at the findings based on the statistical analysis deployed on the data collected on the standardized questionnaire as

- The higher secondary students are having average level of Security-Insecurity feelings.
- There is a significant difference between male and female higher secondary students in respect of their Security-Insecurity feelings.
- There is no significant difference in the Security-Insecurity feelings of higher secondary students in respect of their parent's education.
- There is no significant difference between Joint and Nuclear family of higher secondary students in respect of their Security-Insecurity feelings.

Conclusion

The examined present study on higher secondary students is found that the average Security-Insecurity feelings among them and the higher secondary students differ significantly in Security-Insecurity feelings in respect of their gender and they do not differ significantly in Security-Insecurity feelings in respect of Parent's education and Type of family. These findings imply that the higher secondary students must be given a structured concern from all stake holders of their life both psychologically and socially. The focus in turn will groom them in better way to possess a sound mind to face any kind of challenges and competitions throughout their life.

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