

TO STUDY THE FEELING OF SECURITY, INSECURITY AND ACADEMIC ACHIEVEMENT OF THE STUDENTS

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ABSTRACT

The main aim of this study was to study the effect of security-insecurity and academic achievement of the students. Researcher prepare two objectives i.e. 1. Comparison of feeling of security insecurity between boy and girl students, and 2. To compare the gender biases in relation to the feeling of Security and Insecurity Among students. For this purpose 100 students (50 male and 50 female) were selected. Descriptive survey method was employed in this research and found that on an overall basis and in case of boys feeling of security-Insecurity does not effects academic Achievement as there exist a very low or insignificant t-value. But when we study in reference to girls, feeling of security-Insecurity affects the Academic Achievement to some extent. It is not a major determinant of Academic Achievement but an important reason, which can affect the Academic Achievement.

INTRODUCTION

To a child, security can be equated with being safe and being trusted. It may foster by having comfortable routines and by having his inner control supported in a group where “threatening bad” conduct is kept in check. Pre-eminently it means that his personal integrity is protected against unreasonable demands or baseless accusations that the group in which he lives will not try to hurt him or to reduce him into serious mischief.

In school, occasional teachers strive deliberately to create insecurity. Operating on the theory that children have to be motivated into learning. It is the feeling of personal worth, self-assurance, confidence and acceptance by the group, developed in the youngsters through giving them ample recognition by paying attention to their needs and by enabling them to become aware of their own abilities.

Every human being has problems and troubles in life but they react to them differently. Any problem which may disturb very much to an individual might be of no importance for other one. This develops feeling of Security & Insecurity among the people which influences very significantly in shaping and reshaping the personality of an individual. Not only personality is affected by feeling of security and insecurity but some other factors like mental health, emotional intelligence and emotional stability is also affected by the feeling of security and insecurity.

Although it influences all the factors yet it plays an important role in developing or building a self confidence among students at college level, because at this stage development of insecure feeling related to their academic achievement and further professional life is more prominent. Due to which either the achievement of the students would be very high or it would be very low depending upon the intensity of feeling of security and insecurity for which a proper guidance is crucial phase of life which removes feeling of insecurity and enhancing their positive self-concept, knowledge, skills and decision making to achieve their target.

Therefore the feeling of security is a product of certain experiences either impelling a men to strive for betterment and a progress or damaging and crippling the personality and state of mind.

STATEMENT OF THE PROBLEM

TO STUDY THE FEELING OF SECURITY, INSECURITY AND ACADEMIC ACHIEVEMENT OF THE STUDENTS

DEFINITIONS

In the present study, the statement of the problem Consists of many terms, which requires precise definitions-

SECURITY

According to Dictionary of Education (1950): “The feeling of personal worth, self assurance, confidence & acceptance by the group, developed in the child through giving him ample recognition, by paying attention to his needs and by enabling him to become aware of his own ability.”

According to International Dictionary of Education: “Security means need to feel safe against loss of affection, status, friendship, income etc, and important social need.”

Security means the condition of being in safety or free from threat of change to life or in which power or conquest is attained without struggle. This is closely related with the feeling of being at home, safety friendliness, calm, easy, self acceptance & well-based, self feeling of security strength.”

INSECURITY

According to Abraham Maslow (1942): “An Insecure person is a person that perceives the world as a threatening jungle & most human beings as dangerous & selfish, feels rejected & isolated, anxious & hostile, is generally pessimistic and unhappy; shows sign of tension & conflict; tends to turn inward is troubled by guilt feeling has one or another disturbance of self esteem, tends to be neurotic, and is generally egocentric & selfish.”

ACADEMIC ACHIEVEMENT

According to Dictionary of Education (1950):“Academic Achievement is the total of marks obtained by students at his Academic Examinations or it is teachers estimate the level of success or total marks attained by the students in their efforts to grasp their circular goals in their Academic Examination.”. In the present study academic achievement has been refer to the total of marks obtained by students in their previous examination.

OBJECTIVES

The Following objectives were framed for the presented study:-

1. Comparison of feeling of security insecurity between boy and girl students.
2. To compare the gender biases in relation to the feeling of Security and Insecurity Among students.

HYPOTHESES

In the present study, following hypotheses was formulated to achieve the objective of the study:-

1. There is no significant difference between boy and girl students in relation to Feeling of Security and Insecurity.
2. There is no significant difference between male and female students in relation to academic achievement.

VARIABLES OF THE STUDY

The Variable of the study was categorized as follows:

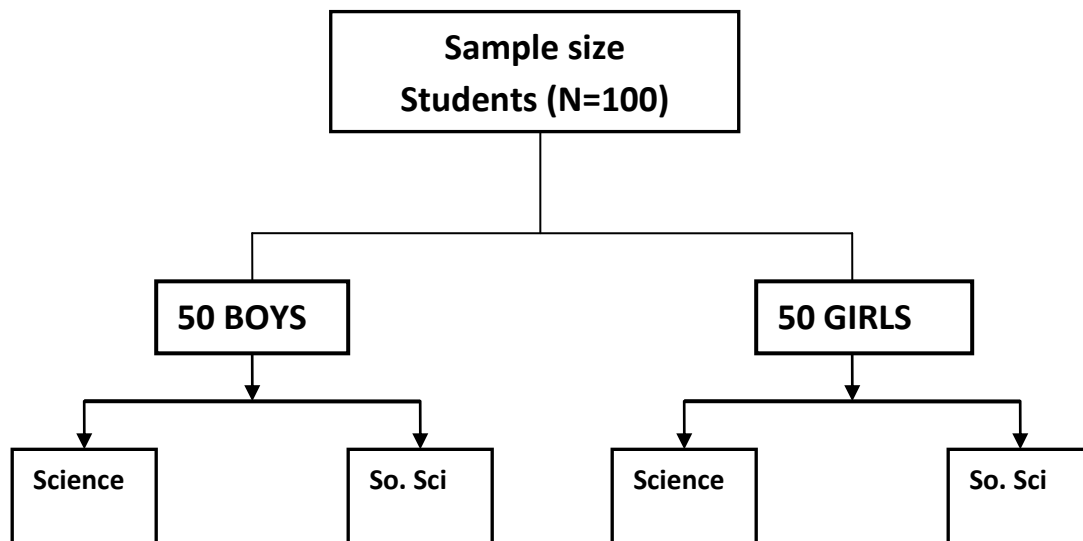
1. **INDEPENDENT VARIABLE :** In the presented study Feeling of Security and Insecurity was taken as independent variable.
2. **DEPENDENT VARIABLE :** In the presented study Academic Achievement was taken as dependent variable.

METHOD OF STUDY

Keeping the nature of the study in the mind, the **Descriptive Survey** method was used by researcher to conduct the study.

SAMPLE SELECTION

As good results can be expected from a good sample only. Hence great care has been observed in the selection of problem sample. In the presented study a sample of 120 students of (Science, Social Science) of secondary school students of Jaipur city of both the sexes was selected randomly.



TOOL SELECTION

In order to conduct the present study the following Test was used by researcher-

“Security-insecurity scale (in Hindi)” By Dr .Beena shah, (1989).The test contains total 75 items, distributed over 8 areas of Security-Insecurity scale.

1. Family security.
2. School security.
3. Security peer group.
4. Study context security.
5. Prospective context security.
6. Test context security.
7. Self context security.
8. Existence context security.

STATISTICAL TECHNIQUES

To Analysis & interpret the data suitable techniques has been used by researcher to make the study significant and remarkable like-

1. Descriptive statistics-Mean, SD.
2. Inferential statistics- t-test.

ANALYSIS AND INTERPRETATION OF DATA

➤ Comparison of feeling of security insecurity between boy and girl students

To know the difference between feeling of security-insecurity of boys and girls t- values were computed which have been shown through a table given on next page:-

Table 1 : Showing t- value of boys and girls in relation to their feeling of security-insecurity

GROUPS	N	MEAN	S.D	CR	df	P
MALE	50	109.7	15.00	.625	98	<.05 (1.98)
FEMALE	50	111.30	14.20			

The table 1 clearly indicates that the computed t- value is found to be insignificant at .05 level of significance. Therefore it can be said that there is no difference among boys and girls in relation to their overall feeling of security-insecurity. This can be due to the reason that now the society is treating boys and girls equally, today there is no such field where girls are feeling themselves inferior to boys.

It clearly indicates that boys and girls insignificantly differ from each other in context to security peer group and it can be interpreted from the mean values of two groups that girls have more security tendency in peer group in comparison to boys and this can be due to the reason that girls find themselves more secure in their peer group rather than being alone and this is a normal tendency which is generally seen in girls more than boys.

➤ **To Study of feeling of Security-Insecurity of students on the basis of different levels of Academic Achievement**

To study the differences between the feelings of security-insecurity of different levels of achievers the t-values have been computed which are shown in the table 2.

Table 2: Showing the Mean, S.D, t- Values of feeling of security-insecurity on the basis of High, Average and Low achievers.

S.NO	Levels of Academic Achievement	MEAN	S.D	t- Values	P
1.	HIGH	109.2	15	.89	<.05
	LOW	105.1	11.95		
2.	HIGH	109.2	15	.88	<.05
	AVERAGE	112.72	14.70		
3.	AVERAGE	112.72	14.70	2.15	>.05
	LOW	105.1	11.95		

The perusal of above table clearly showed that there is insignificant difference between high & Average achievers; High & Low achievers at .05 levels; of significance. But the computed t- value for Average & Low achievers which was found to be (2.15) is significant at .01 levels.

This indicated that between the two groups (average & low achievers) was significantly different from each other in relation to their feeling of security-insecurity and it can be interpreted on the basis of mean values of both the groups (112.72 & 105.1 respectively) that Average achievers are having more security tendency in comparison to Low achievers. It can be due to the reason that the average achievers feel satisfied, as they don't have a very high level of aspiration. They let things go on smoothly. And on the other hand low achievers feel less secured as they are always worried of being teased or being punished by teachers, parents and peer group etc.

FINDINGS OF THE STUDY

In accordance with the aims and objectives the findings of the study are presented below:

- The mean values of feeling of security obtained by two groups i.e., boys and girls were found to almost same (109.7 & 111.30) respectively. The t-value computed was (.625) which proved insignificant at .05 level of significance.
- Among the eight dimensions of feeling of security-insecurity the computed t-values of seven dimensions has been found insignificant at .05 level of significance. And only one dimension i.e., C which is the representative of security peer group has the t-value (4.12) which was significant at .01 level of significance.
- The mean values of feeling of security-Insecurity obtained by two groups i.e., Average and Low achievers were found to be different (112.72 and 105.1) respectively. The t-value computed was 2.15 which proved significant at .01 level of significance.
- There was insignificant difference between High & Average achievers; High & low achievers at .05 level of significance in relation to their feeling of security.
- There was no difference between the High achievers boys and girls and average achievers boys and girls in reference to their feeling of security-insecurity.
- The mean value of feeling of security-Insecurity computed of low achievers boys and girls were found to be (116.98 and 100.15) respectively. The t-value computed (4.19) proved significant at .01 level of significance.

CONCLUSION

If we talk of effect of feeling of Security-Insecurity on academic Achievement. it was found that on an overall basis and in case of boys feeling of security-Insecurity does not effects academic Achievement as there exist a very low or insignificant t-value. But when we study in reference to girls, feeling of security-Insecurity affects the Academic Achievement to some extent. It is not a major determinant of Academic Achievement but an important reason, which can affect the Academic Achievement.

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