



A Study of Feelings of Security Insecurity of Adolescent Pupils in relation to certain Variables

Dr. Hitesh P. Patel

Principal,

Bavisgam B.Ed. College,

Vallabh Vidyanagar, Anand, Gujarat (India)

Abstract: *The present study was conducted to study of feelings of security insecurity of secondary school pupils. The sample comprised of 687 pupils of whom 374 boys and 313 girls were selected by stratified random sampling method from Std. Xth of Panchmahal and Bharuch. Security insecurity Inventory constructed by Dr. Hitesh Patel and General Ability Test & Socio Economic Status Scale constructed by Prof. Pallavi Patel were administered by measure security insecurity, S.E.S, and intelligence of the pupils. The data were analyzed using t-test & ANOVA. The result of the present study revealed that there is significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low I.Q. from the mean value it is concluded that the pupils having high I.Q. are more secure compared with the pupils having low I.Q.*

Keywords: *Feeling, Security insecurity, Adolescent pupils.*

I. INTRODUCTION

The adolescence age is one of the most important life spans of human beings. It is the time when the surge of life reached its highest peak. An Adolescent's life is full of hopes. He is eager to avail of new experience, to find new relationships, to examine the resources of the inner strength and fathom the strength of the inner ability. The adolescent wants to have more freedom to enjoy. During the said period an adolescent have to face many problems of adjustment at home, society and school due to change of hormones.

The adolescent faces many a times feeling of uncertainty of acceptance by the peers, which give rise to social intolerance, awkwardness and slavish imitation of peers in him, although he starts trying to free himself from close parental control. He starts ignoring his reliance upon his parents for security and also tries for changing his attitude of identification with his parents as models.

The transition period involves physical, emotional, mental, socio, sexual changes as well as educational and intellectual changes. This is a physiological state accompanied by domestic rebellion and rather wide spread social and emotional explosions. In fact as the adolescent period is concerned with growth and development, change in interests and aspirations, which will be accompanied by many potential difficulties too?

The present increased complexity of our social and economic systems has raised many problems, and this leave full scope for arouse of behavior problems in the adolescent pupils. Here also lie the possibilities of feelings of security-insecurity due to stress, conflict, and pressure from personal, family, social and school environments. These feelings of security insecurity has great impact on the adolescent pupils of the age group of 15 to 18 years, who are school going pupils studying in grade X to XII.

The problems of adolescent pupils cause a constant headache for parents and teachers. Such state of affairs prompted the investigator to undertake the present investigation with the hope that it would help teachers, head masters, parents and researchers of Gujarat to have knowledge of the insecurity problems of adolescents.

According to oxford word finder (1993) security means: "Secure condition or feeling or thing that guards."

According to Encyclopaedia of Psychology (1970) security means: "Freedom from danger risk, cure, protection or defence and an assurance"

II. OBJECTIVES OF THE STUDY

The investigator has taken up this study keeping mind the following objectives.

1. To compare the mean score of feelings of security insecurity among boys and girls.
2. To compare the mean score of feelings of security insecurity of adolescent pupils with regard to intelligence & S.E.S.
3. To compare the mean score of feelings of security insecurity of urban and rural adolescent pupils.
4. To study the interactive effect of area and gender of adolescent pupils on feelings of security insecurity scores.
5. To study the interactive effect of area and I.Q. of adolescent pupils on feelings of security insecurity scores.



6. To study the interactive effect of gender and I.Q. of adolescent pupils on feelings of security insecurity scores.
7. To study the interactive effect of area and S.E.S. of adolescent pupils on feelings of security insecurity scores.
8. To study the interactive effect of gender and S.E.S. of adolescent pupils on feelings of security insecurity scores.
9. To study the interactive effect of I.Q and S.E.S. of adolescent pupils on feelings of security insecurity scores.

III. HYPOTHESES OF THE STUDY

Keeping in mind the objectives and variables the following hypotheses have been formulated

1. There will be no significant difference between the mean score of feelings of security insecurity of adolescent boys and girls.
2. There will be no significant difference between the mean score of feelings of security insecurity of urban and rural adolescent pupils.
3. There will be no significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low I.Q.
4. There will be no significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low S.E.S.
5. There will be no significant interaction effect between area and gender on feelings of security insecurity.
6. There will be no significant interaction effect between area and I.Q. on feelings of security insecurity.
7. There will be no significant interaction effect between gender and I.Q. on feelings of security insecurity.
8. There will be no significant interaction effect between area and S.E.S. on feelings of security insecurity.
9. There will be no significant interaction effect between gender and S.E.S. on feelings of security insecurity.
10. There will be no significant interaction effect between I.Q. and S.E.S. on feelings of security insecurity.

IV. METHODOLOGY

Research Design: The investigator has selected the descriptive survey method to test the hypotheses.

Statistical Techniques: The Investigator had used the mean, standard deviation, “t” test and ANOVA as the statistical techniques.

Tool: The following table -1 show the name of various tools which were used for the present study

Table: 1
Name of the Tools Administered for study

No.	Name of the Tools	Name of the test Constructor	Reliability	Validity
1.	Security insecurity Inventory	Dr.Hitesh P. Patel	0.80	0.84
2.	Socio Economic status scale	Dr. Pallavi P. Patel	0.85	0.88
3.	General Ability Test	Dr. Pallavi P. Patel	0.71	0.96

Sample: The sample comprised of 687 students of which 374 boys and 313 girls were selected by stratified random sampling method from Std. Xth of secondary schools of Panchmahal and Bharuch districts Gujarat.

Data Collection: For the data collection, the investigators visited personally the secondary schools of Panchmahal and Bharuch districts and collected the data from the pupils. The investigator sought permission from the principal and approached the students in their respective schools. The data were collected with the help of the adopted tools. The tools were distributed to the students and the investigator assured that their responses would be kept confidential and used for research purpose only. Clear instruction was given to enable them to give their response meaningfully. The gathered responses were scored.

RESULTS:

The data gathered were analyses keeping in mind different variables like gender, area, I.Q. and S.E.S.

1. Effect of sex on feelings of security Insecurity.

To study the relationship of gender with feelings of Security Insecurity the ‘t’ value is calculated. The value of ‘t’ is given in the following table – 2

Table: 2
Significance of difference between mean scores of feelings of Security insecurity with gender

Gender	N	Mean	S.D	‘t’ value	Remarks.
Boys	384	36.24	8.38	0.76	Not significant
Girls	303	36.71	8.13		



The observed value of 't' is found to be 0.76 which is less than the critical value of 't' 1.96. The obtained 't' value is not significant at any level. Hence the null hypothesis was accepted.

It can be said from the 't' value that there is no significant difference between the mean score of feelings of security insecurity of boys and girls.

2. Effect of Area on feelings of security insecurity

To study the relationship of area with feelings of security insecurity the 't' value is calculated. The value of 't' is given in the following table – 3

Table: 3
Significance of difference between mean score of feelings of Security insecurity with Area

Area	N	Mean	S.D	't' value	Remarks.
Urban	379	36.38	8.15	0.25	Not significant
Rural	308	36.22	8.31		

The observed value of t' is found to be 0.25, which is less than the critical value of 't' 1.96. The obtained' value is not significant at any level. Hence the null hypothesis was accepted.

It can be said from the 't' value that there is no significant difference between the mean score of feelings of security insecurity of urban and rural adolescent pupils.

3. Effect of intelligence of feelings of security insecurity.

To study the relationship of intelligence with feelings of security - insecurity the 't' value is calculated. The value of 't' is given in the following table : 4

Table: 4
Significance of difference between mean scores of feelings of security insecurity of adolescent pupils having high and low I.Q.

Level of I.Q.	N	Mean	S.D	't' value	Remarks
High	169	39.84	9.74	4.75*	significant
Low	171	35.13	8.60		

*significant at 0.01

The observed value of 't' is found to be 4.75 which is more than the critical value of 't' 2.58 It is significant at 0.01 level. Hence, the null hypothesis was rejected.

It can be said from the 't' value that there is significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low I.Q.

4. Effect of S.E.S. of feelings of security insecurity

To study the relationship of S.E.S. with feelings of security - insecurity the 't' value is calculated. The value of 't' is given in the following table – 5

Table: 5

Level of S.E.S.	N	Mean	S.D	't' value	Remarks
High	182	41.86	7.57	9.79*	significant
Low	176	33.14	9.17		

*significant at 0.01

The observed value at 't' is found to be 9.79 which is more than the critical value of 't' 2.58 It is highly significant at 0.01 level. Hence the null hypothesis was rejected.

It can be said from the 't' value that there is significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low S.E.S.

Interactive effect:

It is interesting to study the interactive effects of gender, area, I.Q and S.E.S. on the score of feelings of security insecurity. The details of ANOVA is given in the following table: 6



Table: 6
Summary of Analysis of variance of feelings of security insecurity scores for the groups based on gender

Source of Variance	D.F.	Sum of Squares	Mean Squares	'F' value	Remarks.
Two way Interaction AxB: Area x Gender	1	1577.72	1577.72	9.30*	Significant
AxC: Area x I.Q.	1	33.94	33.94	0.40	Not Significant
AxD: Area x S.E.S.	1	0.89	0.89	0.013	Not Significant
BxC: Gender x I.Q.	1	97.68	97.68	1.18	Not significant
BxD: Gender x S.E.S.	1	748.37	748.37	11.68*	Significant
CxD: I.Q. x S.E.S.	1	540.93	540.93	2.40	Not significant

*critical value of 'F' at 0.01 level 6.64

1. Interaction effect of Area and Gender (AxB)

It is observed from the table-6 that the obtained 'F' value for interaction effect between area and gender on feelings of security insecurity is not significant. Therefore hypothesis

“There is no significant interaction effect between area and gender on feelings of security insecurity” was rejected.

Hence the interaction effect of area and gender on feelings of security insecurity is significant.

2. Interaction effect of Area and I.Q. (AxC)

It is observed from the table: 6 that the obtained 'F' value for interaction effect between area and I.Q. on feelings of security insecurity is not significant. Therefore hypothesis

“There is no significant interaction effect between area and I.Q. on feelings of security insecurity” was accepted.

Hence, the interaction effect of area and I.Q. on feelings of security insecurity is not significant.

3. Interaction effect of Area and S.E.S. (AxD)

It is observed from the table: 6 that the obtained 'F' value for interaction effect between area and S.E.S. on feelings of security insecurity is not significant. Therefore hypothesis.

“There will be no significant interaction effect between area and S.E.S. on feelings of security insecurity” was accepted.

Hence, the interaction effect of area and S.E.S. on feelings of security insecurity is not significant.

4. Interaction effect of Area and I.Q. (BxC)

It is observed from the table: 6 that the obtained 'F' value for interaction effect between sex and I.Q. on feelings of security insecurity is not significant. Therefore hypothesis.

“There will be no significant interaction effect between Gender and I.Q. on feelings of security insecurity “ was accepted.

Hence, the interaction effect of Gender and I.Q. on feelings of security insecurity is not significant.

5. Interaction effect of gender and S.E.S. (BxD)

It is observed from the table: 6 that the obtained 'F' value for interaction effect between sex and S.E.S. on feelings of security insecurity is significant. Therefore hypothesis.

“There will be no significant interaction effect between and S.E.S. on feelings of security insecurity ” was rejected.

Hence, the interaction effect of gender and S.E.S. on feelings of security insecurity is significant.

6. Interaction effect of I.Q. and S.E.S. (CxD)

It is observed from the table: 6 that the obtained 'F' value for interaction effect between I.Q. and S.E.S. on feelings of security insecurity is not significant. Therefore hypothesis.

“There will be no significant interaction effect between I.Q. and S.E.S. on feelings of security insecurity” was accepted.

Hence, the interaction effect of area and I.Q. and S.E.S. on feelings of security insecurity is not significant.



V. FINDINGS

The following findings were obtained on the basis correlated studies.

Findings of main effect:

1. There is no significant difference between the mean score of feelings of security insecurity of boys and girls.
2. There is no significant difference between the mean score of feelings of security insecurity of urban and rural adolescent pupils.
3. There is significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low I.Q. from the mean value it is concluded that the pupils having high I.Q. are more secure compared with the pupils having low I.Q.
4. There is significant difference between the mean score of feelings of security insecurity of adolescent pupils having high and low S.E.S. from the mean value it is concluded that the pupils having high S.E.S. are more secure compared with the pupils having low S.E.S.

Findings of interaction effects:

1. There is significant interaction effect of area and gender on feelings of security insecurity. The area in which adolescents are residing and the gender plays its role in security.
2. There is no significant interaction effect of area and I.Q. on security.
3. There is no significant interaction effect of area and S.E.S. on security.
4. There is no significant interaction effect of gender and I.Q. on security.
5. There is significant interaction effect of gender and S.E.S. on security. This shows that the gender and S.E.S. of adolescent pupils plays its role in security.
6. There is no significant interaction effect of I.Q. and S.E.S. on security.

VI. CONCLUSIONS

When selected variables examined in relation to security-insecurity feelings of adolescents, it was analysed that:

- The pupils having high I.Q. are more secure compared with the pupils having low I.Q.
- The pupils having high S.E.S. are more secure compared with the pupils having low S.E.S.
- Gender and S.E.S. of adolescent pupils plays its role in security.
- Area and Gender of adolescent pupils plays its role in security.

The teachers should also try to save the low I.Q. & S.E.S pupils from developing the feelings of insecurity. They are supposed to identify such pupils who feel shy, remain submissive and do not participate in the co curricular activities and academic competitions because of their fear of failing. Teachers and counsellors should bring these adolescent pupils forward and encourage them to express their feelings and emotions in a friendly type of atmosphere. Underachiever pupils, slow learners and ugly looking pupils should not be humiliated and rebuked. They should be encouraged and provided special counselling.

REFERENCES

1. Arnold W.J. and Meili R.(1970), Encyclopedia of Psychology, Suffolk: Richard C. Lary Ltd
2. Anastasi Anne,(1961),Psychological Testing, New York: The McMillan Company.
3. Brog R. Walter,(1963),Educational Research An Introduction, London : Longman, Green and Co. Ltd.
4. Garrett H.E. (1981),Statistics in Psychology and Education, Bombay : Vakils & sons ltd.
5. Kavin Ethel,(1963), Later childhood and Adolescence, New York : The Macmillan company.
6. The Oxford Word Finder, (1993) England : Latimer ternd Ltd.
7. Walter B.B., (1963),Educational Research, London : Longman Green and Co. Ltd.