

A comparative study of spirit of security insecurity of higher secondary school students

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ABSTRACT

A study was done with nine objectives by using the questionnaire security/insecurity scale for Higher Secondary School students by Dr. (Miss) Beena Shah to study the security/ insecurity of hundred students in ten schools. The selection of the students was done from Govt. schools of Durg district. The study of the student was done on - family, school, peer group, study, perspective test context, self context, existence, spirit, of security/insecurity of boys and that of girls and significant differences were found in between these variables.

Singh, Madhuri, Sharma, Pushpa and Shukla, Anuradha (2011). A comparative study of spirit of security insecurity of higher secondary school students. *Asian Sci.*, 6(1 & 2):9-11.

Key Words : Security/insecurity, Peer group, Perspective, Existence, Spirit

INTRODUCTION

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 the feeling of insecurity and security among the people which, influences very significantly in shaping and reshaping the personality of an individual.

The condition of being in safety or free threat of danger to life on in which power or conquest is attained without struggle. A person who feels himself secured must have tendency to accept other human being, which refer cooperativeness, kindness, sympathy and sociability. Thus, insecurity may be defined as emotional instability feeling of anxiety, inferiority, rejection, isolation, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism or sorrow. An insecured person always feels disturbances due to various self-esteem complexes.

They show more neurotic or psychotic tendencies. The feeling of security insecurity can be measured by assessing ones responses to the basic needs with frustration or without frustration. It is obvious that the level of feeling of security and insecurity in different person is different. So this difference should be also in boys and girls.

Some investigator had studied over the spirit of

security and insecurity in different context. Mishra (1993) conducted a research over level of confidence, spirit of security/insecurity in context of personality of adolescents relating to Indian minority and majority citizens. Singh *et al.* (2000) conducted a research over feeling of security and insecurity in different context and confidence of adolescents, personality of adolescents. Srivastava (1999) conducted a comparative study of children of working and non-working mothers in relation to feeling of security. In 2000 William conducted a research of understanding attachment security in family context. Trivedi (2000) conducted a study over development of education of handicapped and models of aspiration level personality and feeling of security and insecurity. Vyas (2008) conducted a study of anxiety, emotional maturity, security insecurity among adolescent of co-education schools. They find no significant difference in anxiety, emotional maturity and security/insecurity of boys and girls from coeducation school.

RESEARCH METHODOLOGY

Survey method was used to collect data under the present study.

Sample- 00 students were taken as sample. 50 girls and 50 boys were selected from Higher Secondary School of Durg district. Random sampling method was used for collection of data from 100 students of Durg district.

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SIS Test (Security/Insecurity scale) was used.

RESEARCH FINDINGS AND ANALYSIS

The results obtained from the present investigation are summarized below:

For the dimension of family security:

There was significant difference at level 0.01 per cent between boys and girls of 'family security' dimension of security/insecurity between boys and girls. 50 Hypothesis (1) is Rejected. William (2000) also supported this conclusion in his research. Girls scored higher than boys in this regards because girls always feel secured in

Table 1: Dimention of family security

Statistics	Boys	Girls	Level	Hypotheses
M	16.45	19.82	significant	Reject
S.D.	2.814	2.410	at .01 Level	
C.R.	7.287			

family more than outside by nature.

For the dimension of school security:

There was significant difference at .01 level for dimension of school security between boys and girls so hypothesis is rejected. Girls scored higher in this area than boys because boys are naturally went to free in adolescents age. They want total freedom. Shah (1998)

Table 2: Dimention of school security

Statistics	Boys	Girls	Level	Hypotheses
M	15.97	18.42	Significant	Reject
S.D.	3.22	2.215	at .01 Level	
C.R.	7.32			

study also supported this conclusion.

For the dimension of peer group security:

There was significant difference at .01 level for group security dimension between boys and girls so hypothesis is rejected. Boys scored higher in this area

Table 3: Dimension of peer group security

Statistics	Boys	Girls	Level	Hypotheses
M	18.24	15.87	Significant	Reject
S.D.	1.76	2.35	at .01 Level	
C.R.	8.07			

than girls. Goel and Bhargare (2000) research also supported this conclusion.

For the dimension of study context security:

There was significant difference at 0.01 level for the dimension of study context security. Feeling of security/insecurity was between boys and girls.

Table 4: dimension of study context security

Statistics	Boys	Girls	Level	Hypotheses
M	13.28	11.40	Significant	Reject
S.D.	1.57	1.65	at .01 Level	
C.R.	6.27			

Hypothesis is rejected.

For the dimension of pererspective context security:

There was no significant difference in score of boys

Table 5: Dimension of pererspective context security

Statistics	Boys	Girls	Level	Hypotheses
M	11.82	12.31	Significant	Reject
S.D.	2.15	1.28		
C.R.	1.281			

and girls for perspective context security. So hypothesis in selected.

For the dimension of test context security:

There was significant difference at .01 level for test

Table 6: Dimension of test context security

Statistics	Boys	Girls	Level	Hypotheses
M	14.45	16.36	Significant	Reject
S.D.	1.68	1.60	at .01 Level	
C.R.	5.81			

context security. Hypothesis is rejected.

For the dimension of self context security:

There was significant difference at .01 level for self context security. Hypothesis is rejected. Girls always have self concept for each of their observable and experience,

Table 7: Dimension of self context security

Statistics	Boys	Girls	Level	Hypotheses
M	14.28	16.30	Significant	Reject
S.D.	1.62	1.74	at .01 Level	
C.R.	5.78			

so feel more secure.

For the dimension of existence context:

There was significant difference at .01 level for dimension of existence context security. Hypothesis is

Table 8: Dimension of existence context

Statistics	Boys	Girls	Level	Hypotheses
M	13.34	12.32	Significant	Reject
S.D.	1.67	1.63	at .01 Level	
C.R.	3.34			

rejected.

For total spirit of security/insecurity:

There was no significant difference for the spirit of security/insecurity between boys and girls. So, hypothesis

Statistics	Boys	Girls	Level	Hypotheses
M	13.58	13.98	Significant	Select
S.D.	1.08	1.12	at .01 level	
C.R.	0.2			

selected. Vyas (2008) research also supported this conclusion.

Thus, we finally find that there is a significant difference between all of the areas of security/insecurity in boys and girls except 'Perspective Context Security' and 'Total spirit of security/insecurity' it indicates that in the present time there is a lack of confidence in the mind of girls about her security and there are some causes for

it.

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Received: May, 2011 ; **Revised:** July, 2011; **Accepted:** September, 2011