

Research Paper

A Study of Security-Insecurity Feeling among Boys and Girls Junior College Students

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ABSTRACT

This study explores the feeling of security and insecurity among junior college students, specifically focusing on gender differences. The objectives include examining family, school, peer group, contextual, prospective, text, self, and general security among male and female junior college students. The research employs a purposive non-probability sampling method, with 80 students (40 boys and 40 girls) from Aurangabad City, Maharashtra, aged 15-18 years. Beena Shah's (2010) Security-Insecurity Scale (SISS), with a reliability score of 0.79 and validity of 0.79, was used to measure security levels across different contexts. A t-test statistical analysis was conducted to evaluate the differences between boys and girls. The findings reveal significant gender differences in specific dimensions of security. Girls reported higher levels of peer group security ($t = 6.62^{**}$, $p < 0.01$), context security ($t = 5.15^{**}$, $p < 0.01$), and prospective context security ($t = 6.74^{**}$, $p < 0.01$), indicating a stronger sense of security in their social environment and future prospects. Conversely, boys showed significantly higher levels of self-context security ($t = 6.04^{**}$, $p < 0.01$), suggesting greater confidence in their self-perception. No significant differences were found in family security, school security, text context security, and the general perception of security. These results suggest that gender plays a role in shaping security perceptions in certain contexts among junior college students.

Keywords: Security, Insecurity, Family, School, Peer Group, Contextual, Prospective, Text, Self, General Security, Junior College Students

Adolescence is a critical developmental stage marked by rapid physical, emotional, and social changes. During this period, young people are highly susceptible to various psychological experiences, with feelings of security or insecurity often playing a significant role in shaping their overall well-being. Security, in a psychological context, refers to a sense of safety, stability, and confidence in oneself and one's environment. In contrast, insecurity involves feelings of vulnerability, self-doubt, and uncertainty about one's surroundings or relationships. These feelings can significantly impact adolescents' mental health, academic performance, and interpersonal relationships.

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Empathy in Relation to Prosocial Behaviour among College Students

In junior college, students encounter numerous challenges and pressures, from academic expectations to social acceptance, which can intensify feelings of insecurity. The sense of security or insecurity among adolescents is influenced by various factors, including family dynamics, peer relationships, academic performance, and societal expectations. Moreover, the feeling of security or insecurity can vary significantly between genders, as boys and girls may experience and respond to these factors differently due to societal norms and expectations.

This study aims to explore the prevalence and determinants of security and insecurity feelings among boys and girls in junior colleges. By examining the underlying causes and impacts of these emotions, this research hopes to provide insights that can help educators, parents, and policymakers foster a more supportive environment for adolescents, promoting mental health and resilience during this formative stage of life.

Security and insecurity are powerful emotional states that influence how adolescents perceive themselves and the world around them. In junior college, where students are navigating the transition from adolescence to early adulthood, feelings of security or insecurity can significantly impact their confidence, decision-making, and social interactions.

The feeling of security in adolescents is often linked to a sense of acceptance, support, and confidence in their surroundings, allowing them to face challenges with resilience. In contrast, feelings of insecurity may stem from self-doubt, fear of rejection, and anxiety about meeting expectations, which can lead to withdrawal, stress, and mental health struggles.

For both boys and girls, these feelings are influenced by a range of factors, including family relationships, peer interactions, academic pressures, and societal expectations. However, boys and girls may experience and react to these pressures differently. Boys might feel insecure due to expectations of strength and independence, while girls might experience insecurity related to social acceptance, appearance, or academic performance. Recognizing these nuances is essential for providing the right kind of support to young people during this formative stage.

Understanding the dynamics of security and insecurity among boys and girls can enable educators, parents, and mental health professionals to create environments that foster self-confidence, resilience, and healthy coping mechanisms, ultimately promoting a positive transition into adulthood.

Anjum, S., & Aijaz, A. (2015) This study aimed to examine the differences in security and insecurity feelings among adolescents, focusing on the influence of gender and socio-economic status. Specifically, it explored three main objectives: (1) the effect of gender on adolescents' security-insecurity feelings, (2) the impact of socio-economic status on these feelings, and (3) the interaction between gender and socio-economic status on security-insecurity feelings. A 2x2 factorial design was employed, creating four distinct groups: male and female adolescents from both high and low socio-economic statuses, each with 100 participants. To form these groups, the Socio-Economic Status Scale developed by Aggarwal et al. (2005) was used, and participants' feelings of security and insecurity were measured using the Shah Security-Insecurity Scale (SISS) developed by Beena Shah (2010). Analysis of variance (ANOVA) revealed that female adolescents displayed higher levels of insecurity compared to male adolescents, and adolescents from low socio-economic

Empathy in Relation to Prosocial Behaviour among College Students

backgrounds reported greater insecurity than those from higher socio-economic backgrounds. The findings were discussed in the context of previous research on adolescent security and insecurity.

Singh, N. M. R. (2024) conducted a study to examine the levels of self-efficacy and feelings of security/insecurity among employed and unemployed youth. The research aimed to understand how employment status impacts these psychological factors, considering the crucial role of youth in shaping a nation's future and addressing societal issues in India. The study was carried out with young people in Rajasthan and utilized a correlational research design. A total of 301 participants, aged between 18 to 30 years, were surveyed. These participants, who had at least completed their 12th grade education, included diploma holders, graduates, postgraduates, as well as some who were preparing for competitive exams. The sample included both employed and unemployed youths from rural and urban areas. To gather data, questionnaires assessing self-efficacy and feelings of security/insecurity were administered. The study found no significant difference in self-efficacy levels between employed and unemployed youth, with both groups exhibiting an average level of self-efficacy. However, significant differences were observed in their feelings of security/insecurity. Employed youth reported feeling more secure compared to their unemployed counterparts.

Objective of the study:

1. To investigate family security among boys and girls junior college students.
2. To examine the school security among boys and girls junior college students.
3. To search the peer group security among boys and girls junior college students.
4. To explore study context security among boys and girls junior college students.
5. To investigate prospective context security among boys and girls junior college students.
6. To find out text context security among boys and girls junior college students.
7. To examine self-context security among boys and girls junior college students.
8. To search the existence of security among boys and girls junior college students.

Hypotheses:

1. There will be no significant difference in family security between boys and girls in junior college.
2. There will be no significant difference in school security between boys and girls in junior college will exist.
3. There will be no significant difference in peer group security between boys and girls in junior college.
4. There will be no significant difference in context security between boys and girls in junior college.
5. There will be no significant difference in perspective context security between boys and girls in junior college.
6. There will be no significant difference in text context security between boys and girls in junior college.
7. There will be no significant difference in self-context security between boys and girls in junior college.
8. There will be no significant difference in the existence of security between boys and girls in junior college.

Empathy in Relation to Prosocial Behaviour among College Students

Sample

For the current research, 80 junior college students from Aurangabad City, located in Maharashtra State. This sample comprised 40 boys college students and 40 girls college students. The selected students fell within the age range of 15 to 18 years. The sampling method employed in this study was Purposive non-probability random sampling.

Variable:

Independents Variables:

Gender

1. Male (Boys)
2. Female (Girls)

Dependent Variables

1. Family security
2. School security
3. Peer group security
4. Context security
5. Prospective context security
6. Text context security
7. Self-context security
8. Existence of security

Research Tools

Shah Security-Insecurity Scale (SISS): The scale, developed by Beena Shah (2010), consisted of 75 items and was used to measure the level of security and insecurity of the individual. The split-half reliability was found to be 0.79 for males, 0.70 for females, 0.81 for urban students, and 0.74 for rural students. Thus, the reliability was found to be highly satisfactory. Validity was found to be 0.79, which is highly significant.

Statistical Analysis:

“t” value Statistics was used for the present study.

STATISTICAL INTERPRETATION AND DISCUSSION

Table No-1 Mean Std. Deviation and t value of security and insecurity among junior college students.

Security-Insecurity Factors	Boys		Girls		df	t
	Mean	SD	Mean	SD		
Family security	17.62	2.65	17.02	3.11	78	0.92
School security	15.39	3.31	14.85	2.94	78	0.77
Peer group Security	12.40	3.47	17.56	3.50	78	6.62**
Context security	10.35	2.70	6.71	3.56	78	5.15**
Prospective context security	7.14	2.54	11.30	2.96	78	6.74**
Text context security	5.36	2.98	5.13	3.20	78	0.33
Self-context security	14.45	3.74	9.68	3.30	78	6.04**
Existence of security	10.21	3.38	10.67	3.41	78	0.60

*Significant at 0.01** = 2.62, 0.05* = 1.98*

Empathy in Relation to Prosocial Behaviour among College Students

The table compares security and insecurity factors between junior college boys and girls. It includes mean scores, standard deviations, and t-test results for each factor. Family Security: There is no significant difference in family security between boys and girls ($t = 0.92, p > 0.05$). Both groups report similar levels of family security. School Security: Again, no significant difference is observed in school security between boys and girls ($t = 0.77, p > 0.05$). Both groups feel similarly secure in their school environment. Peer Group Security: This is where a significant difference emerges. Girls report significantly higher levels of peer group security compared to boys ($t = 6.62^{**}, p < 0.01$). This suggests that girls feel more secure within their peer groups than boys do.

Context Security: Similar to peer group security, girls also report significantly higher levels of context security than boys ($t = 5.15^{**}, p < 0.01$). This indicates that girls feel more secure in their overall social and environmental context. Prospective Context Security: Again, girls show significantly higher levels of prospective context security compared to boys ($t = 6.74^{**}, p < 0.01$). This suggests that girls feel more secure about their future prospects and aspirations.

Text Context Security: No significant difference is observed between boys and girls in terms of text context security ($t = 0.33, p > 0.05$). Both groups report similar levels of security in relation to their understanding of written texts and information. Self-Context Security: Boys report significantly higher levels of self-context security compared to girls ($t = 6.04^{**}, p < 0.01$). This suggests that boys feel more secure in their self-perception and self-understanding. Existence of Security: No significant difference is observed between boys and girls in terms of their perception of the overall existence of security ($t = 0.60, p > 0.05$). Both groups seem to hold similar beliefs about the general state of security in their environment.

The analysis reveals that there are significant gender differences in certain aspects of security and insecurity among junior college students. Girls report feeling more secure in their peer groups, social context, and future prospects compared to boys. However, boys report higher levels of self-context security. It is important to note that this study is limited to junior college students and might not generalize to other age groups or populations.

CONCLUSIONS

- Girls reported significantly higher levels of security in peer group, context, and prospective context compared to boys.
- Boys reported significantly higher levels of self-context security compared to girls.
- There were no significant differences in family security, school security, and text context security.

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Empathy in Relation to Prosocial Behaviour among College Students

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Conflict of Interest

The author declared no conflict of interest.

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