

A Study On The Influence Of Security-Insecurity On The Academic Achievement Of Both Male And Female Students In Their Higher Secondary Final Examination Of Junior Colleges Of Guwahati, Assam

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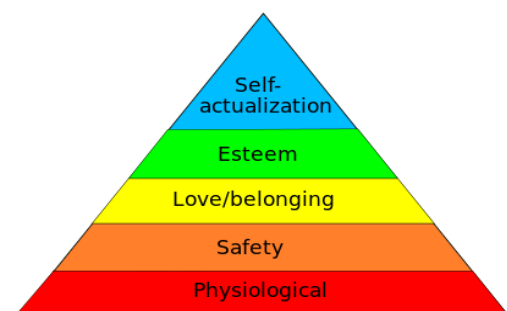
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Abstract: Security or lack of it, is one of the main factors that surround the psycho educational problems. It has been often been cited as the prime issue leading to scholastic underachievement. In fact many students with good educational career perform poorly in important examination only because of different levels of insecurity. The study was conducted with the objective to study the influence of security on the academic achievement of both Male and Female students of Higher Secondary level. The sampling group covered 300 Higher Secondary Final Examinees of 5 Junior Colleges of Guwahati. Purposive Sampling was used for collecting the sample of the study. To collect the data SHAH SECURITY INSECURITY SCALE (SSIS) by Prof. Beena Shah was used. Simple statistical method of percentages were used for analyzing the data and to draw inferences. The major findings of the study are that security affects the Academic Achievement of both Male and Female students and that test content insecurity influenced the male more while family context insecurity affected the Females.

Keywords: Security, Academic Achievement, Higher Secondary stage, Junior College, Guwahati.

I. INTRODUCTION

While study the influence of security-insecurity on Academic Achievement of the students it is always important to understand the importance of feeling secured in one's life. And for this, understanding of Maslow's Hierarchy of needs is an indispensable theory to be mentioned. Abraham Maslow proposed his theory of Maslow's hierarchy of needs in his 1943 paper "A Theory of Human Motivation". It is portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization and self-transcendence at the top.



Maslow's hierarchy of needs, represented as a pyramid with the physical basic needs at the bottom and slowly moving upward with lesser important need.

Feeling of security is one of the basic needs of the individual. It is well known that one cannot think for higher order needs if his or her basic needs remain unfulfilled.

Feeling of security brings mental strength, comfort, confidence and peace to one's life. In Maslow's Theory at the hierarchy of needs Security belongs to second position only next to Physiological needs of food, water, shelter. Feeling of security lessens our anxiety and insecurity increases it. In the life of any student several variables are there that affects the feeling of security of the students particularly during adolescence stage. These variables are related to parental behavior, teachers' behavior, peer group, lack of self confidence etc.

SHAH SECURITY INSECURITY SCALE (SSIS) by Prof. Beena Shah is a test where the items were included from different variables that may affect the feeling of security of the students. Feeling of security may help or hamper in the normal activities and performance of the individuals. This is especially true for the students appearing in their higher secondary examination for whom development of insecurity before the examination is very normal. This test is therefore helpful to find out the level of security in the students and how it influences their academic performance. Here it has been used to assess the influence of the feeling of security on the the academic achievement of the male and female students in higher secondary final examination of Guwahati.

The sampling group covered 300 Higher Secondary Final Male and Female Examinees of Junior Colleges of Guwahati. Purposive sampling was used for collecting the sample of the study. To collect the data, SHAH SECURITY INSECURITY SCALE (SSIS) by Prof. Beena Shah. was used. Simple statistical methods like percentages were used for analyzing the data and to draw inferences.

II. NEED OF THE STUDY

The present paper investigated the influence of security and insecurity on the academic achievement of Male and Female students in Higher Secondary Examination of Guwahati. Higher secondary stage is one of the most important stage in the field of education. This period is considered as a highly critical period of a student's life as it determines his future course of studies. During this period, students and parents take critical decisions pertaining to career for a better future. And the academic result of this stage is regarded as the measuring gauge for a student's success and failure. But it has often been seen that due to various factors, insecurity crops up during this stage. And this may adversely affect the academic performance of the students. Therefore in this study an attempt has been made to study the influence of security insecurity of the students appearing in high secondary final examination.

OBJECTIVES

- ✓ To study the influence of security on the academic achievement of the students in higher secondary final examination.
- ✓ To make a comparative study of the influence of security on the academic achievement of Male and Female students in higher secondary final examination.

HYPOTHESES

- ✓ There is influence of security on the academic achievement of the students in higher secondary final examination of Guwahati.
- ✓ There is influence of security on the academic achievement of Male and Female students in higher secondary final examination of Guwahati.

III. METHODOLOGY

The Descriptive Survey method was used to collect the relevant data for the present study. Purposive random sampling was done to collect the data. Simple statistical method like percentages were used for analyzing the data and to draw inferences.

SAMPLE

The sampling group covered 300 Male and Female Students of 5 Junior Colleges of Guwahati. Purposive sampling was used for collecting the sample of the study. Therefore the sample covered 150 Male students and 150 Female students.

TOOL USED

In this study, for the purpose of collecting the data, the following tool has been used:-

SHAH SECURITY INSECURITY SCALE (SSIS) by Prof. Beena Shah.

INFORMATION SCHEDULE to collect the academic results of the sampled students in their Higher Secondary Final Examination.

SHAH SECURITY INSECURITY SCALE (SSIS) by Prof. Beena Shah contains 75 items and measures security in eight areas: Family, school, peer group, study content, prospective context, test context, self context and existence context.

Here the different levels of security- insecurity were distributed into 7 categories according to the different ranges of raw scores.

- ✓ Extremely high security level
- ✓ Very high security level.
- ✓ High security level.
- ✓ Average security level.
- ✓ Low security level or High insecurity level.
- ✓ Very low security level or Very high Insecurity level
- ✓ Lastly is the Extremely low security level or Extremely High Insecurity level.

IV. DELIMITATIONS OF THE STUDY

- ✓ The study is delimited to Guwahati only.
- ✓ The study is delimited to medium of instruction. The samples were selected only from English medium junior colleges. Other mediums like Assamese, Bengali or Hindi medium were not included.

- ✓ Stream wise stratification of the sampled group has not been done in the study. The study is delimited to only the higher secondary students and not included according to the streams i.e. arts, science and commerce stream.
- ✓ It is delimited to Urban colleges only, rural colleges is not considered here.
- ✓ In this study Academic Achievement has been confined only to the traditional concept which describes it as only bookish or textual knowledge, measured or evaluated by examinations or different sets of tests.
- ✓ Lastly it is delimited to the Final examination conducted by only Assam Higher Secondary Council. CBSC and ICSC boards were not included.

V. DATA COLLECTION

300 students from these 5 Junior colleges were collected as the population of the sample students.

The study was conducted in two phases-

PHASE 1: Before the commencement of Higher Secondary Examination 2016 i.e. December 2011 and January 2012

PHASE 2: After the declaration of Higher Secondary Examination 2012 results i.e. 4th June 2012.

In the First Phase; Before the commencement of Higher Secondary Examination 2012, i.e. in the months of December 2011 and January 2012,

The investigator distributed the questionnaires of SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT) and SHAH SECURITY INSECURITY SCALE (SSIS) to the students in the classrooms during free periods or leisure time.

Then in the Second Phase, the academic achievement or the academic results of the sampled group in their Higher Secondary Examination 2012 were collected in the form of Pass/ Fail. with the help of a Self Prepared Information Sheet

The data thus collected were analyzed and after that treatment of the raw data were done, and were arranged in tabular form for further analysis and interpretation

ANALYSIS AND INTERPRETATION OF THE DATA:

It has been analysed and interpreted that among 300 sampled students 245 students belonged to Average Security and 55 students were found to belong to Low security. And none was found to fall under the categories of extremely high security, very high security, high security, very low security, and extremely low level.

Objective wise analysis and interpretation of data was done in this study.

OBJECTIVE 1: To study the influence of security on the academic achievement of the students in higher secondary final examination.

HYPOTHESIS 1: There is influence of security on the academic achievement of the students in higher secondary final examination.

To look into the influence of Security on the Academic Achievement of the sampled students, the student's academic achievement in the Higher Secondary Final Examination thus collected was carefully scrutinized. Accordingly the number of students passed and failed in the Higher Secondary final

examination were entered against their respective security levels.

Accordingly the number of students passed and failed in the Higher Secondary final examination were entered against their security levels, which can be seen in Table ----- given below:

Total samples=300	Total		Pass		Fail	
	No.	%	No.	%	No.	%
Average Security	245	81.67%	201	82.04%	44	17.96%
Low Security	55	18.33%	32	58.18%	23	41.82%

Table 1: Total number and Percentage of students and their Academic Achievement belonging to Average and Low Security levels

From the above Table No.1 ... it is observed that:

- ✓ The table no. 1 clearly shows that the pass percentage of students belonging to Average Security level is 82.04% and that of Low Security level is 58.18% and vice versa in case of Fail percentage. This indicates that more students failed in their Higher Secondary Final Examination due to their loss of the feeling of security; here Low Security.

Graphical representation of academic achievement of the students in High Secondary Final Examination belonging to different security levels is shown in Fig 1 below:

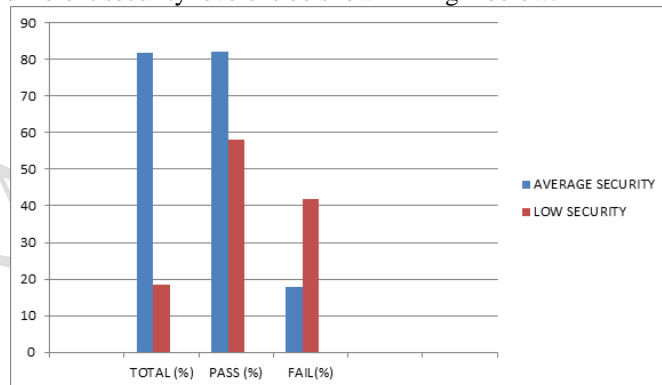


Figure 1: Total Percentage of students and their Academic Achievement belonging to Average and Low Security levels

The SSIS distributes the security levels into 8 areas. The investigator in order to see how these 8 categories of Security-Insecurity has its reflection on the security insecurity of the 300 students, the following table has been formulated.

Serial no.	Total Students	Areas	No. of Students	Percentages
1.	300 students	Family Security	45	15 %
2.		School Security	37	12.3 %
3.		Peer Group Security	38	12.6%
4.		Study Context Security	31	10.3%
5.		Prospective Context Security	33	11%
6.		Test Context Security	46	15.3%
7.		Self- Context Security	42	14%
8.		Existence Context Security	28	9.3%

Table 2: Number and Percentages of students falling under each area of Security-Insecurity

It has been observed from the table 2 that:

- ✓ It has been observed from the above mentioned data that insecurity related to test content (46 out of 300 students)

is a more influential area towards the development of insecurity among the students.

OBJECTIVE 2: To make a comparative study of the influence of security on the academic achievement of Male and Female students in higher secondary final examination.

HYPOTHESIS 2: There is influence of security on the academic achievement of Male and Female students in higher secondary final examination of Junior College of Guwahati.

In Objective 2, the investigator made a detailed analysis of the influence of Security on the Academic Achievement of the students of Higher Secondary Final Examination based on Gender: Male and Female.

The following table showed the influence of Security on the Academic Achievement based on Gender: Male and Female.

Total Sample = 300	MALE STUDENTS (150)				FEMALE STUDENTS (150)			
	TOTAL		PASS		TOTAL		PASS	
	NO	%	NO	%	NO	%	NO	%
Average Security	108	36%	93	86%	105	35%	78	74%
Low Security	42	14%	31	74%	45	15%	31	69%

Table 3: The number and percentage of Male and Female students and their Academic Achievement belonging to different Security Levels

From the table no. 3 the following observations can be noted:

- ✓ Table 3 shows the two distinct levels of Security – Average Security and Low Security within which the entire range of 300 sampled students are distributed.
- ✓ The table also indicates the distribution of the number of male and female students falling different levels of Security. The table shows that 150 students are Males and 150 students are Females.
- ✓ The above table indicates that 108 male students (36% of 300) falls under Average Security and 42 male students (14 % of 300) falls under Low Security; explaining the point that majority of male students fall under Average Security level.
- ✓ Similarly, the table shows that majority of the female students fall under Average Security level i.e 105 females (35% of 300) and 45 female students (15 % of 300) fall under Low Security.
- ✓ In table 2, it has been observed that the pass percentage of the both Male and Female students falling under Average Security is 86% and 74% respectively.
- ✓ Again, it has been observed that the pass percentage of the both Male and Female students falling under Low Security is 74% and 69% respectively.
- ✓ Further analysis of the table shows that the pass percentage of the Male students falling under Average Security (86%) is more than the pass percentage of Male students falling under Low Security (74%).
- ✓ Similarly the table clearly shows that pass percentage of the Female students falling under Average Security (74%) is more than the pass percentage of the female students of the falling under Low Security (69%).
- ✓ It explains that higher the insecurity level, lower is the pass percentage.

Graphical representation of the number and percentage of the Male and Female students in Higher Secondary Examination belonging to Average and Low security levels are clearly presented with the help of the following bar diagram given below in figure no. 2

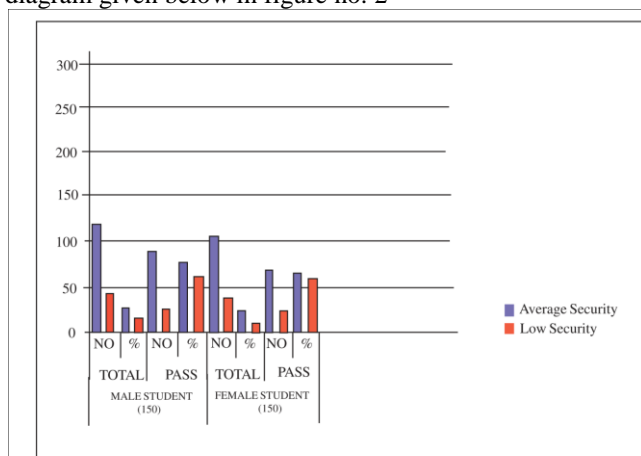


Figure 2: The number and percentage of Male and Female students and their Academic Achievement belonging to different Security Levels

The Figure 2 represents the number and percentage of Male and Female students belonging to different Security levels along with their Academic Achievement.

Again to observe how these 8 areas has its reflection on the security of both Male and Female students, the following table has been formulated.

Serial No.	Areas of Security and Insecurity	No. of students under different variables	Male Students		Female Students	
			No. of students	% of students	No. of students	% of students
1.	Family Security	45	20	44%	25	56%
2.	School Security	37	19	51%	18	49%
3.	Peer group security	38	18	47%	20	53%
4.	Study Context Security	31	14	45%	17	55%
5.	Prospective Context Security	33	20	61%	13	39%
6.	Test Context Security	46	23	50%	23	50%
7.	Self Context Security	42	19	45%	23	55%
8.	Existence Context Security	28	14	50%	14	50%

Table 4: Number and percentages of Male and Female students falling under each area of the students' Security Insecurity

It has been observed from the table that:

- ✓ It has been observed from the table that more Male students are prone to Perspective context insecurity than the other areas. (61% of 33 students) showed their insecurity in relation to future perspective content.
- ✓ While on the other hand the table is indicative that that a Female students showed more insecurity in the area of

Family context. Here (56% of 198 students) had insecurity due to the insecurity in the family associations.

VI. CONCLUSION

The following conclusions can be drawn from the present study:

- ✓ Low Security has negative influence on Academic Achievement. It can be assumed that high anxiety deter ones performance.
- ✓ Test context security is the most influential variable to affect the security level of the children.
- ✓ The pass percentage of Female students is better than the Male students in their Higher Secondary Examination at different levels of security.
- ✓ It has been found that Male students are more prone to Perspective context insecurity than the other areas.
- ✓ While on the other hand Female students showed more insecurity in the area of Family context.
- ✓ Therefore it can be concluded that Security has a significant influence on the academic achievement of both Male and Female students in their Higher Secondary examination, of Guwahati.

VII. SUGGESTIONS FOR FURTHER STUDY

- ✓ It can be suggested to make further investigation, in different districts of Assam.

- ✓ It can further make a comparative analysis among the different communities, religions, castes, creeds etc.
- ✓ The study further can be done among the students of by comparing different streams Arts, Science and Commerce.
- ✓ The study can be conducted taking Location and medium of instruction as its base.

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