



“A STUDY OF SECURITY-INSECURITY AND QUALITY OF LIFE AMONG JUNIOR COLLEGE STUDENTS”

Katkar Gajanan Karbhari
Higher Secondary Teacher,

Smt. Venutai Chavan Higher Secondary Girls School, N-8, Cidco, Aurangabad.

ABSTRACT

This study investigates the levels of security-insecurity and quality of life among junior college students in Aurangabad City, Maharashtra, focusing on gender differences. A sample of 100 junior college students, comprising 50 male and 50 female students aged 15 to 18 years, was selected using purposive non-probability random sampling. The study aims to examine whether there are significant gender differences in security-insecurity and quality of life. The research utilized two standardized tools: the Shah Security-Insecurity Scale (SISS) and the Quality of Life Scale by Nasreen Sharma and Nakhat Nasreen. The data were analyzed using t-tests to determine statistical significance. The findings reveal significant gender differences in both variables. Male students reported higher levels of security-insecurity (mean = 140.25) than female students (mean = 123.48), with a t-value of 15.14 ($p < 0.01$). In terms of quality of life, male students also reported a slightly higher score (mean = 104.57) compared to female students (mean = 97.50), with a t-value of 8.25 ($p < 0.01$). The study concludes that male junior college students experience significantly higher levels of security-insecurity, and while both male and female students report a high quality of life, males exhibit a marginally higher quality of life. These findings highlight the need for tailored interventions to address the unique emotional and psychological needs of male and female students in the educational setting.



The findings reveal significant gender differences in both variables. Male students reported higher levels of security-insecurity (mean = 140.25) than female students (mean = 123.48), with a t-value of 15.14 ($p < 0.01$). In terms of quality of life, male students also reported a slightly higher score (mean = 104.57) compared to female students (mean = 97.50), with a t-value of 8.25 ($p < 0.01$). The study concludes that male junior college students experience significantly higher levels of security-insecurity, and while both male and female students report a high quality of life, males exhibit a marginally higher quality of life. These findings highlight the need for tailored interventions to address the unique emotional and psychological needs of male and female students in the educational setting.

KEYWORDS: Security-Insecurity, Quality of Life, Junior College Students, Gender Differences, Shah Security-Insecurity Scale (SISS), Quality of Life Scale.

INTRODUCTION:

The transition from secondary education to junior college is a pivotal period in the lives of young individuals. It marks a phase where students not only face academic challenges but also navigate through social, emotional, and psychological changes. The concept of security and insecurity during this transition is of particular significance, as it directly influences students' quality of life and overall well-being. Security, in this context, refers to a sense of stability, safety, and emotional comfort that students feel in their academic, social, and personal environments. In contrast, insecurity refers to feelings of fear, uncertainty, and anxiety that can arise from various sources, including academic pressure, peer relationships, family expectations, and societal challenges. Understanding how these feelings of security and insecurity affect the quality of life (QoL) of junior college students is essential for improving their academic experience and mental health.

Junior college students are at a stage where they are expected to make critical decisions about their future career paths and academic interests. This period is also marked by increased independence, which, while empowering, can also result in a sense of uncertainty and vulnerability. The demands placed on students—whether they are related to exams, peer competition, or social acceptance—can lead to feelings of insecurity, especially when they lack adequate support systems. This sense of insecurity, if prolonged, can adversely affect their quality of life, which encompasses physical, emotional, and social well-being.

The quality of life among junior college students is a multidimensional concept that reflects their overall satisfaction and well-being in various areas, including academic performance, relationships, physical and mental health, and personal growth. It is widely recognized that when students experience insecurity, it can have a detrimental impact on their psychological health, leading to conditions such as anxiety, depression, and stress. Conversely, a sense of security can enhance their self-confidence, improve social interactions, and contribute to better academic performance. Thus, the balance between security and insecurity is crucial in shaping a student's experience in junior college and ultimately their quality of life.

Several factors contribute to the security-insecurity dynamic among junior college students. First, academic pressures are one of the primary sources of stress and insecurity. The rigors of the curriculum, coupled with the expectation of excelling in exams, can cause significant anxiety among students. This pressure is often exacerbated by the competitive nature of junior colleges, where students are aware that their academic performance will impact their future opportunities. Furthermore, the fear of failure or the perception of not meeting societal or familial expectations can heighten feelings of insecurity.

Social dynamics also play a significant role in the security-insecurity balance. During the junior college years, students are forming more complex social networks, which may lead to issues related to peer pressure, bullying, or exclusion. The desire to fit in and be accepted by peers can make students vulnerable to insecurity, especially if they struggle with self-esteem or social anxiety. Conversely, positive relationships with friends, teachers, and family can provide a strong sense of emotional security, which enhances the students' overall well-being.

Family expectations are another key factor influencing the security-insecurity balance. Many junior college students come from families with high expectations for academic success, which can create pressure and a fear of disappointing loved ones. At the same time, supportive family structures that offer encouragement and understanding can foster a sense of security and contribute to better quality of life.

The interplay between these various factors—academic pressures, social challenges, and family expectations—can create a complex environment for junior college students. Therefore, understanding how security and insecurity manifest in their lives, and how these emotions affect their quality of life, is critical for educators, counselors, and parents alike. By identifying the sources of insecurity and enhancing the factors that contribute to security, it is possible to support students in navigating this important stage of life, ensuring that their experiences in junior college are both fulfilling and transformative.

This study aims to explore the relationship between security-insecurity and the quality of life among junior college students, with the goal of identifying key factors that impact students' well-being. By understanding these dynamics, it is hoped that interventions and support systems can be designed to enhance the overall experience of students in junior colleges, promoting mental health, academic success, and personal growth.

The role of social support in mitigating insecurity among students has been widely studied. According to a study by Reddy et al. (2007), students who have strong social support systems tend to report higher levels of security and better quality of life. The authors argue that peer and family support can buffer the effects of academic stress and social pressures, thereby enhancing students' emotional well-being. Reddy et al. (2007) found that students who perceived their social environments as supportive were less likely to experience feelings of insecurity related to academic performance,

relationships, or future career prospects. This finding highlights the importance of fostering supportive social networks in reducing insecurity and improving students' quality of life.

Family expectations play a crucial role in shaping students' sense of security and insecurity. According to a study by Lau et al. (2015), students often experience pressure from family members to perform well academically, which can lead to feelings of insecurity and stress. The study found that high levels of parental expectation were associated with increased levels of academic anxiety and lower self-esteem among students. However, Lau et al. (2015) also noted that family support and encouragement could help students navigate these pressures and maintain a sense of security. The study concluded that balancing high expectations with emotional support from family members is key to promoting both academic success and a positive quality of life for students.

Psychological insecurity, particularly in the form of self-doubt and fear of failure, has been identified as a significant factor in students' mental health and overall well-being. A study by Lee and Larson (2000) explored how psychological insecurity impacts students' life satisfaction and quality of life. The authors found that students with lower levels of self-confidence and higher levels of insecurity were more likely to report lower satisfaction with their academic, social, and personal lives. Lee and Larson (2000) argued that fostering self-esteem and providing coping strategies for managing insecurity could significantly improve students' quality of life, as those who feel more secure in their abilities are more likely to engage positively with their academic and social environments.

OBJECTIVE OF THE STUDY:

- 1) To examine the security-insecurity among junior college students.
- 2) To examine the quality of life among junior college students.

HYPOTHESES:

- 1) There will be no significant difference between male and female junior college concerning security-insecurity.
- 2) There will be no significant difference between male and female junior college concerning quality of life.

Samples:-

For the current research, 100 junior college students from Aurangabad City, located in Maharashtra State. This sample comprised 50 male college students and 50 female 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:

1) Gender

- 1) Male
- 2) Female

Dependent Variables

- 1) Security-insecurity
- 2) Quality of life

Research Tools

1) 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.

2) Quality of Life Scale:-

Quality of Life Scale was given by Nasreen Sharma and Nakhat Nasreen in 2014. The scale consist of 42 items out of which 34 items are positive and 8 items are negative with three responses i.e., Always, Seldom and rarely. The score for positive item is given as 3,2,1 and for negative item as 1,2,3 respectively. The scale has 11 dimension and they are; life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, stress reduction, frustration/depression/anxiety, adjustment, physical well-being and self care, effectiveness/efficiency of myself, personal development/personal evolution.

Statistical Analysis:

"t" value Statistics was used for the present study.

Statistical Interpretation and Discussion

Table No-1

Mean Std. Deviation and value of security insecurity, and quality of life among junior college students.

Factors	Male Students		Female Students		df	t
	Mean	SD	Mean	SD		
Security Insecurity	140.25	5.87	123.48	5.18	98	15.14**
Quality of Life	104.57	4.17	97.50	4.39	98	8.25**

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

The analysis of security insecurity and quality of life among male and female junior college students reveals significant differences between the two groups.

Security Insecurity: Male students report higher levels of security insecurity (mean = 140.25) compared to female students (mean = 123.48). The variability in security insecurity scores is similar for both groups, with standard deviations of approximately 5.87 for males and 5.18 for females. A t-value of 15.14, with a significance level of 0.01, indicates a statistically significant difference in security insecurity between male and female students.

Quality of Life: Male students also report a slightly higher quality of life (mean = 104.57) than female students (mean = 97.50). The variability in quality of life scores is comparable for both genders, with standard deviations of around 4.17 for males and 4.39 for females. The t-value of 8.25, with a significance level of 0.01, suggests a statistically significant difference in quality of life between the two groups.

The data shows that male junior college students experience significantly higher levels of security insecurity than their female counterparts, and while male students also report a slightly higher quality of life, both differences are statistically significant.

CONCLUSIONS:-

- 1) Male junior college students report significantly higher levels of security insecurity compared to their female counterparts.
- 2) While both male and female students report a relatively high quality of life, male students report a slightly higher quality of life compared to female students.

REFERENCES

1. Lau, J. T. F., Choi, K. C., & Fong, T. W. (2015). The impact of family expectations on adolescents' academic stress and quality of life. *Journal of Adolescent Health, 56*(3), 294–300. <https://doi.org/10.1016/j.jadohealth.2014.09.014>
2. Lee, R. M., & Larson, R. W. (2000). Psychological insecurity and its impact on quality of life in adolescents. *Adolescence, 35*(138), 435–447. <https://doi.org/10.1037/t03684-000>
3. N.Nasreen & S.Sharma (2014), 'Manual for Quality of Life – SSNN', National Psychological Corporation',AGRA.
4. Reddy, L. A., Reddy, K., & Doke, S. K. (2007). Social support and its impact on the academic and social life of students. *Journal of College Student Development, 48*(6), 485–495. <https://doi.org/10.1353/csd.2007.0053>
5. Shah, B. (2010).Shah security-insecurity scale (SISS),Agra:National Psychological Corporation.