

INTER RELATIONSHIP BETWEEN INSECURITY FEELING AND LIFE SKILLS A STUDY

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Abstract

The Present study is related to insecurity feeling in relation to Life Skills among the Intermediate students. Insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation jealousy, hostility, irritability, inconsistency and tendency to accept the worst possible general pessimism and by being unhappy. This study makes an attempt to find out the insecurity feeling among adolescent students and what are the problems they face and extend counseling to those adolescent students and enable them as to how to overcome the problems in their life with the help of skills of characters. The study has been undertaken from 2500 students from the north coastal districts of Andhra Pradesh by using the standard measure of Insecurity Felling Rating scale developed by Govind Tiwari and Singh (1969) and Life Skills Measurement Inventory Scale by Suryanarayana (2010). It was observed from the major findings of the study are There is positive and significant relationship between the aspects - insecurity feeling and life skills of the respondents. It can be inferred therefore, that insecurity feelings and life skills aspects are interdependent. It was also noted that there exists a significant relation among various dimensions of insecurity feelings and various dimensions of life skills development among the respondents.

KEY WORDS: Insecurity feeling, Life Skills and Intermediate and Students

1. INTRODUCTION:

Learning and life are inseparable, continuous and go hand in hand. Learning begins with birth and continues as long as one lives, from the cradle to the grave. Some of that starts even before birth and continues after life has ended, but that depends on our conception of what life is. Learning has no pauses as long as there is life. The fundamental nature of the process of learning also continues throughout once life.

As a person matures and is called upon to operate at higher conceptual levels and to cope with ever new and complex situations he has to adopt highly sophisticated techniques of learning. The conventional division of education into different stages, such as primary, secondary, intermediate, university and the rest – is a matter of convenience and largely reflects changes in emphasis on one of the aspects of learning or another. The learning in different stages of education is more concerned with the tools of learning, acquisition of the skills of learning, cultivation of habits, and attitudes necessary for efficient acquisition of knowledge, formation of sound judgments, and skilled performance of tasks. At a later stage there may be greater emphasis on understanding of relations between abstract concepts and other refined intellectual processes. But education as a continuous process throughout life, at home and outside the school and the society at large.

A Child's formal education begins with the entry into the school. The tender mind of the child is then nurtured and the light of learning is ignited by none other than the teacher who can candle the light of learning. In the words of Tagore, the teacher is like a lamp lighting other lamps. The teacher who merely repeats bookish knowledge mechanically can never teach anything and can never inspire and without proper inspiration, independent creative faculties can never develop. An educational institution must always remember that the first and foremost aim of education is to create a path for the continuous pursuit of truth.

A number of behaviour problems may be noticed in the childhood stage such as exhibiting temper-tantrums; hyper activity, bullying etc. At a later stage in school one may notice other problems such as biting, lack of concentration, poor memory etc., which may lead the psychological problems such as feelings of insecurity and poor self-concept resulting in maladjustment and lack of self integrity. Thus an individual may fail to develop the skills necessary for facing the challenges in various situations of life. It is natural for anyone differs from person to person. The same problem for two indi-

viduals may have different values. One person reacts in an easy way and feels pleasure, while other, as he is always in disgust tries to reject or escape from it. The feeling of security has significant value in shaping and reshaping of personality, while life skills help in moulding the individual character.

Undoubtedly the ultimate purpose of any education is to make a man an individual develop good character and be a useful citizen of the society. This aim of education we can be achieved through good quality of education, an ideal teacher and the values incorporated in the teaching learning process. The development of Insecurity Feeling in relation to Life Skills seem to be most pronounced among Intermediate Students who are mostly in the adolescent stage of development. There should be enormous amount of research has to be taken place to answer the queries like – What is Insecurity Feeling? What are Life Skills? How far Insecurity feeling and life Skills are correlated? How far is insecurity feeling and self-Concept related to pupil's outcomes in different areas of classroom learning? Do the life skills influence an individual life? Thus, the impact of insecurity feeling and life skills on Intermediate students can help answer a number of problems that are encountered by this age group who may sometimes take extreme steps such as suicides, instead of solving their problems. Studies have been taken up on insecurity feeling and life skills among intermediate students.

Need and Significance of the Study:

Significance of the study is related to insecurity feeling in relation to Life Skills among the Intermediate students. Insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation jealousy, hostility, irritability, inconsistency and tendency to accept the worst possible general pessimism and by being unhappy. This study makes an attempt to find out the insecurity feeling among adolescent students and what are the problems they face and extend counseling to those adolescent students and enable them as to how to overcome the problems in their life with the help of skills of characters.

In our day to day life we come across many behavior problems which puzzle a person especially during their adolescent period. Many people at this age remain insecure in their life due to lack of life skills and the behavior problems. This study makes an attempt to make a probe into those insecurity feelings and life skills which make their behavior problematic. The discussion of insecurity feeling of not being good enough to meet the challenge of situation they face in life is core of the problem.

Sense of helplessness due to insecurity creates conflict. Almost no student is an exception in possessing behavior problems of different levels of intensity, which cause insecurity among them. The study aims at an earnest attempt to measure the level and extent of life skills as well as the insecurity feeling among adolescent students. For some, insecurity stems from having fatalistic attitudes towards life we feel that the world and our environment are unsupportive or even hostile. Felling of rejection, or being unloved, or being treated coldly without any affection evidently creates a lot of problems.

A person is said to be accentuate when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feeling. It will be clear if the skill of adjustment was considered as on all inclusive term, which established relationship between an individual and his environment through which he is needs are satisfied in accordance with social demands.

2. METHOD:

Objectives of the study:

- The aim of the present study to examine the relationship between the insecurity feeling and life skills among the intermediate students.

The formulated hypotheses based on these objectives are

Hypotheses

H1: There is no significant relationship between Insecurity Feeling and development of Life Skills.

H2: There is no significant relation among different dimensions of insecurity feelings.

H3: There is no significant relation among different dimensions of life skills development.

H4: There is no significant relationship between inter and intra dimensions of insecurity feeling and life skills.

Sample: The study has been undertaken from 2500 students from the north coastal districts of Andhra Pradesh (Srikakulam, Vizianagaram and Visakhapatnam).

Measure: In the present study two different measures were used, namely Insecurity Felling Rating Scale and Life Skills Measurement Inventory Scale.

Insecurity Felling Rating scale developed by Govind Tiwari and H.M. Singh (1969) consisting of 40 items covering three aspects viz., friendly nature, self assessment and dissatisfaction was used in the present study.

Life Skills Measurement Inventory Scale constructed and standardized by N.V.S. Suryanarayana (2010) consisting of 40 items covering skill of being , skill of caring , skill of giving, skill of living , skill of managing, skill of relating, skill of realizing, skill of thinking and skill of working was used to measure in life skills in the present study.

3. RESULTS AND DISCUSSION:

As there are few studies showing a relationship between insecurity feelings and development of life skills the researcher has formulated the null hypothesis follows:

H1: There is no significant relationship between Insecurity Feeling and development of Life Skills.

Table – 1: Correlation Significance between Insecurity Feeling and Life Skills

Variable category	N	Df	'r'	Probability
Insecurity Feeling	2500	2498	0.73	>0.01
Self-concept				

It can be observed from the above table (Table 5.1) test that 'r' value (0.73) is significant at 0.01 level. Hence, the hypothesis is rejected. This clearly indicates that there is positive and significant relationship between the aspects - insecurity feeling and life skills of the respondents. It can be inferred that insecurity feelings and life skills aspects are interdependent.

The researcher has identified different dimensions of the insecurity feelings and studied with an assumption that they are independent. Keeping this in view the hypothesis has been formulated as

H2: There is no significant relation among different dimensions of insecurity feelings.

For the purpose of testing the hypothesis, inter – correlation among different aspects of Insecurity Feelings has been calculated and presented in Table – 5.2.

Table – 2 Inter-Correlation Matrix for various dimensions of Insecurity Feelings

Particulars	Friendly nature	Self-Assessment	Dissatisfied nature	Total of IFRS
Friendly nature	1.00	0.49	0.53	0.61
Self-Assessment		1.00	0.57	0.64
Dissatisfied nature			1.00	0.58
Total of IFRS				1.00

It can be observed that there exists a significant relation among various dimensions of insecurity feelings of the respondents. Further it can be inferred that obtained 'r' values are substantially correlated and shows that there is a positive relationship. Hence, the null hypothesis is rejected. It can be concluded that there exists a significant relation among various dimensions of insecurity feelings.

The study tried to analyze various dimensions of life skills identified. The researcher has studied with an assumption that they are independent. Based on the assumption the hypothesis has been formulated.

H3: There is no significant relation among different dimensions of life skills development.

For the purpose of testing the hypothesis, inter – correlation among the variables have been calculated and tabulated in the Table –3.

Table - 3: Inter-correlation matrix for different dimensions of life skills development.

	Area-I	Area -II	Area-III	Area -IV	Area - V	Area - VI	Area - VII	Area- VIII	Area - IX	Total of LSMI
Area- I	1.0	0.41	0.38	0.49	0.56	0.61	0.51	0.42	0.46	0.63
Area-II		1.0	0.43	0.54	0.36	0.41	0.35	0.51	0.45	0.40
Area-III			1.0	0.47	0.48	0.58	0.46	0.62	0.38	0.55
Area-IV				1.0	0.42	0.57	0.45	0.37	0.39	0.43
Area-V					1.0	0.49	0.44	0.51	0.42	0.54
Area-VI						1.0	0.43	0.58	0.52	0.46
Area-VII							1.0	0.39	0.47	0.43
Area-VIII								1.0	0.54	0.57
Area-IX									1.0	0.49
Total of LSMI										1.0

Where –IFRS (Insecurity Feeling Rating Scale)

Area I. Friendly Nature

Area II. Self-Assessment

Area III. Dissatisfied

Area IV. Total of IFRS

LSMI (Life Skills Measurement Inventory)

5	Area –I (Skill of Being)	10	Area – VI (Skill of Relating)
6	Area –II (Skill of Caring)	11	Area – VII (Skill of Realizing)
7	Area –III(Skill of Giving)	12	Area – VIII(Skill of Thinking)
8	Area – IV(Skill of Living)	13	Area – IX (Skill of Working)
9	Area – V (Skill of Managing)	14	Total of LSMI

The Table-5.3 examines the significance of relationship among various dimensions of life skills development of the respondents. Further with reference to hypothesis it can be stated that there is positive and significant relationship among the dimensions of life skills development. The obtained 'r' values for all dimensions are substantially correlated. So null hypothesis is rejected. Hence it can be concluded that there is a relation among various dimensions of life skills development among the respondents.

Verification of fourth major hypothesis of the study

H4: There is no significant relationship between inter and intra dimensions of insecurity feeling and life skills.

Table - 4: Co-relation Matrix between dimensions of insecurity feeling and life skills.

		IFRS				LSMI									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
IFRS	1	1.0	0.49	0.53	0.61	0.17	0.14	0.18	0.16	0.29	0.27	0.21	0.15	0.21	0.26
	2		1.0	0.57	0.64	0.26	0.23	0.14	0.19	0.26	0.23	0.13	0.19	0.14	0.11
	3			1.0	0.58	0.21	0.28	0.16	0.27	0.20	0.22	0.13	0.17	0.22	0.16
	4				1.0	0.12	0.22	0.19	0.18	0.28	0.18	0.16	0.24	0.28	0.27
LSMI	5					1.0	0.41	0.38	0.49	0.56	0.61	0.51	0.42	0.46	0.63
	6						1.0	0.43	0.54	0.36	0.41	0.35	0.51	0.45	0.40
	7							1.0	0.47	0.48	0.58	0.46	0.62	0.38	0.55
	8								1.0	0.42	0.57	0.45	0.37	0.39	0.43
	9									1.0	0.49	0.44	0.51	0.42	0.54
	10										1.0	0.43	0.58	0.52	0.46
	11											1.0	0.39	0.47	0.43
	12												1.0	0.54	0.57
	13													1.0	0.49
	14														1.0

The researcher has studied the comprehensive inter-correlation matrix for all the dimensions of insecurity feeling as measured by the Insecurity Feeling Rating Scale (IFRS) and life skills as measured by the Life Skill Measurement Inventory (LSMI) as presented in Table-5.4. It shows that there is positive relationship between the dimensions of insecurity feeling rating scale (IFRS) and life skills measurement inventory (LSMI). The coefficients of correlation between all the values of 'r' are in accordance with the principles as stipulated by Garrette, H.E. (1981).

With reference to verification of hypothesis with the values of 'r' drawn from the above table, it may be concluded that there is positive and significant relationship between Inter and Intra-dimensions of insecurity feeling rating scale (IFRS) and life skills measurement inventory (LSMI). Hence, the null hypothesis is rejected.

4. SUMMARY AND CONCLUSION

The conventional division of education into various stages such as primary, secondary, intermediate, graduation, post-graduation, etc., is a matter of convenience and largely reflects earlier emphasis on one aspect of learning or another. The earlier stages of education are more concerned with the tools of learning, acquisition of the skills of learning, cultivation of habits of body and attitudes of mind necessary for efficient acquisition of knowledge, formation of sound judgments, and skilled performance of tasks. At a later stage there may be greater emphasis on understanding of relations between abstract concepts and other refined intellectual processes. Nevertheless education continues throughout life.

The ultimate aim of any education is to mould a child into an individual with a good character and a useful citizen. With this aim of education a child who is subjected to undergo training sometimes very vigorously, we tend to ignore the significance of insecurity feelings in relation to life skills among students especially intermediate students who are in a transition period from childhood into adolescence periods. Feelings of insecurity and the corresponding life skills that one develops to overcome depends on several factors such as the place of education, whether urban or rural, parents income level and so on.

Studies have been done separately on insecurity feeling and life skills but not much attention is drawn to correlate insecurity feeling and life skills among intermediate students. Keeping the above into consideration the present research was

confined to a study of Insecurity Feelings and Life Skills among Intermediate Students in the North Coastal Districts of Andhra Pradesh.

After careful observation of the literature and experiences of earlier researchers, it was found that Life Skills Measurement Inventory (LSMI) can be measured either on observation and interviews or use of tests including inventories and writing scales as was executed by the previous investigators. In the present study the researcher made use of the popular tool "Life Skills Measurement Inventory" duly constructed and standardized by .N.V.S.Suryanarayana (2010) and "Insecurity Feeling Rating Scale" duly constructed and standardized by H.M. Singh(1969). The researcher followed the Survey type method by distributing the questionnaire among the sample of Junior College Students.

Conclusion:

After a careful analysis of the data, the result of the present study has revealed the following:

There is positive and significant relationship between the aspects - insecurity feeling and life skills of the respondents. It can be inferred therefore, that insecurity feelings and life skills aspects are interdependent. It was also noted that there exists a significant relation among various dimensions of insecurity feelings and various dimensions of life skills development among the respondents.

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