



Role Of Level Of Security-Insecurity On Academic Achievement Of Adolescent Students

Seema Juneja, Ph.D. Research Scholar, Department of Education, Jagannath University,
Bahadurgarh (Jhajjar) Haryana

&

Dr. Suman Bala, Assistant Professor, Department of Education, Jagannath University,
Bahadurgarh (Jhajjar) Haryana

Abstract

This study investigated the impact of security on the academic achievement of school-going students in Haryana, India. The objective was to compare academic performance across varying levels of security and examine the relationship between security and academic success. The hypotheses proposed that there would be no significant differences or relationships between these variables. A descriptive survey design was used, focusing on 10th-grade students from four districts in Haryana. A sample of 800 students was selected through stratified random sampling. The Shah Security Insecurity Scale (2005) assessed perceived security, while academic achievement was measured using students' previous academic scores. Data were analyzed using descriptive and inferential statistics, including mean comparison and correlation analysis. The findings revealed that students with a higher sense of security demonstrated better academic performance, and a strong positive relationship existed between security and academic success. These results underline the critical role of a secure environment in fostering students' academic potential. The study recommends implementing robust security measures in schools, offering psychological support, and training teachers and parents to recognize and address insecurity.

Keywords: Security, Insecurity, Academic Achievement, School-Going Students, Education Policy

Introduction

Academic achievement is a fundamental indicator of educational success, reflecting the degree to which a student meets predetermined learning objectives. It encompasses the attainment of knowledge, skills, and competencies within a structured educational framework and serves as a barometer for the efficacy of both teaching methodologies and curriculum design (Narula & Sindhvani, 2016). In modern societies, academic achievement is not limited to individual success but is also seen as a critical determinant of national progress and social advancement (Nyström, Jackson, & Karlsson, 2019).

The term "academic achievement" broadly refers to the quantifiable outcomes of educational endeavors, typically measured through grades, standardized test scores, or completion rates (Goegan & Daniels, 2019). It signifies a student's ability to assimilate and apply learned material to solve problems, innovate,

and contribute effectively to their fields. Narula and Sindhvani (2016) conceptualized academic achievement as the extent to which students realize educational goals, which are critical in assessing not only individual performance but also the overall success of educational systems. Importantly, academic achievement is a multifaceted construct influenced by intrinsic factors such as intelligence, motivation, and self-efficacy, and extrinsic factors like teaching quality and parental support (Arini & Fakhurrozi, 2010). Cachia, Lynam, and Stock (2018) emphasized that beyond grades, academic achievement reflects the development of critical thinking, ethical reasoning, and lifelong learning skills essential for personal and professional growth.

The significance of academic achievement extends beyond classroom performance to encompass career prospects, social mobility, and individual well-being. Academic success is foundational for accessing higher education opportunities and professional fields, acting as a bridge to economic stability and personal fulfillment (Kushwaha, 2023). For nations, academic achievement is an indicator of human capital development, which drives innovation and competitiveness in a globalized economy (Navisatun, 2018).

Studies such as those by Nathani, Mathur, and Dwivedi (2019) highlighted that academic performance fosters a sense of social responsibility among students, preparing them to meet societal challenges effectively. Furthermore, academic achievement contributes to psychological well-being, with students experiencing greater satisfaction and confidence when excelling in their studies (Das & Singh, 2019).

In the Indian context, Guroo (2018) observed that academic achievement is particularly significant in bridging socio-economic disparities, offering students from disadvantaged backgrounds a pathway to success. Globally, Nyström et al. (2019) argued that academic achievement is a determinant of societal equity, as it provides a metric for ensuring that education systems fulfill their role in fostering inclusivity and equal opportunity.

Security-Insecurity in Students and Its Impact on Academic Achievement

Security and insecurity among students represent their subjective experiences of safety and vulnerability within academic and social environments. Psychological security refers to a student's sense of stability, confidence, and freedom from fear in educational settings (Liu, Lin, Shi, & Wang, 2014). Conversely, insecurity is characterized by feelings of instability, fear of harm, or uncertainty, often stemming from environmental factors such as crime, bullying, or lack of supportive relationships (Connell, 2018).

These experiences influence students' mental health and their ability to focus and perform academically. While security fosters confidence and cognitive engagement, insecurity diverts mental energy towards self-protection, reducing the capacity for academic exploration (Schreck & Miller, 2003).

Importance of Security-Insecurity in Academic Settings

The significance of security extends beyond physical safety to include emotional and social dimensions, which are crucial for academic success. Secure students are more likely to exhibit resilience, motivation,

and academic engagement, while insecure students may struggle with concentration, attendance, and performance (Maamri & Saadawi, 2017).

In India, the importance of a secure learning environment is underscored by the need to bridge socio-economic disparities. Psychological security is seen as a key factor in enabling disadvantaged students to thrive academically (Pau, 2019). Globally, fostering security in schools has been linked to lower dropout rates and improved educational outcomes (Española & Savandal, 2016).

Impact of Security-Insecurity on Academic Achievement

The impact of security and insecurity on academic achievement is multifaceted, encompassing cognitive, emotional, and behavioral dimensions:

1. **Cognitive Impact:** Security facilitates better focus and information processing, leading to enhanced learning outcomes (Liu et al., 2014). Insecure students, on the other hand, may experience cognitive overload due to persistent worry or fear, which hampers their ability to engage with academic content effectively (Connell, 2018).
2. **Emotional Well-Being:** Emotional security is crucial for sustaining motivation and self-confidence, both of which are essential for academic success. Students who feel insecure may exhibit symptoms of anxiety or depression, further impairing their academic performance (Schreck & Miller, 2003).
3. **Behavioral Effects:** Insecurity often manifests as avoidance behaviors, such as skipping classes or disengaging from academic activities. Such patterns can lead to poor academic outcomes and limit long-term educational and career opportunities (Morrison & Mensah, 2021).
4. **Social and Institutional Factors:** Inadequate security measures in schools and colleges can exacerbate feelings of insecurity, leading to dissatisfaction and reduced academic engagement. Effective institutional support systems are vital for promoting a sense of safety and fostering positive academic environments (Española & Savandal, 2016).

Review of Literature

Schreck and Miller (2003) investigated how fear of crime at schools impacts student focus and learning, proposing a re-evaluation of security implementations to reduce anxiety. **Vornanen et al. (2009)** examined how personal, social, and environmental aspects of insecurity influence adolescents' academic achievement, urging a holistic understanding of these dynamics. **Maamri and Saadawi (2017)** study revealed a positive correlation with academic achievement, especially in adolescents from different gender and specialization groups. **Connell (2018)** highlighted how heightened security measures in schools can inadvertently increase students' fear, affecting their academic engagement. The study stressed understanding students' perceptions of safety for optimal educational outcomes. **Sharma (2018)** studied the role of family dynamics in shaping the psychological security of Indian adolescents, revealing a strong link to their academic motivation and outcomes. **Pau (2019)** identified higher levels of insecurity among urban adolescents compared to their rural counterparts, emphasizing the role of parental attitudes

and self-perception in shaping security levels. The findings linked these factors directly to adolescents' academic outcomes. **Nguyen et al. (2019)** explored how security measures affect academic performance, particularly through their influence on students' avoidance behaviors and perceived fairness in school rules. **Kumar (2020)** explored the impact of school security policies in India, emphasizing how perceived security in schools positively correlates with academic engagement. This study particularly focuses on government versus private schools. **Cuellar and Fisher (2022)** explored the role of school security measures in influencing behavior and academic performance, particularly in urban school systems. **Shobur (2022)** addressing the psychological and social impact of insecurity, this literature highlights how insecurity negatively affects academic performance and mental health, suggesting the need for targeted interventions to enhance student outcomes.

Significance of the Study

This study is significant for several reasons. First, it sheds light on the intersection of psychological well-being and academic performance, particularly focusing on adolescents—a critical developmental phase. Insecure environments can disrupt the learning process by impacting students' mental health and engagement levels. By addressing security-insecurity as a determinant of academic achievement, this study contributes to the formulation of holistic educational policies and interventions.

In the Indian context, the findings can inform the design of culturally sensitive programs to enhance adolescents' sense of security. Globally, the study provides insights into universal patterns and localized nuances of security's impact on academic outcomes. The research underscores the importance of fostering environments that not only ensure physical safety but also promote psychological resilience among students.

Objectives

1. To study and compare academic achievement of school going students in relation to level of security.
2. To find the relationship between academic achievement and security among school going students.

Hypotheses

1. There is no significant difference in academic achievement of school going students having high and low level of security.
2. There is no significant relationship between academic achievement and security among school going students.

This study adopted a descriptive survey design to investigate the relationship between security, adjustment, and academic achievement of school-going students in relation to gender and locality.

Population & Sample

The population for the study included all male and female students enrolled in the 10th grade across senior secondary schools in four districts of Haryana within the Delhi NCR region. The districts selected were Jhajjar, Rohtak, Gurugram, and Bhiwani, representing diverse socio-economic, cultural, and geographical contexts. A sample of 800 students was drawn using stratified random sampling. The sampling method ensured equal representation of gender (male and female students) and locality (rural and urban areas). By dividing the population into homogeneous subgroups, this approach minimized selection bias and ensured a representative sample.

Tools Used

1. **Shah Security Insecurity Scale (SSIS, 2005):** This tool was utilized to measure the perceived security and insecurity levels of the students.
2. **Academic Achievement Scores:** Students' marks from their previous class were used as indicators of academic achievement.

Statistical Techniques Used

Mean, SD, 't' test and Coefficient Correlation were used to analyse the data.

Data Analysis

Table 1: Comparison of Academic Achievement in relation to Security

Types of Security	N	Mean	Std. Deviation	"t" value
Students with low level of security	129	64.66	8.171	16.502**
Students with high level of security	306	81.86	7.304	

** Significant at 0.01 level

Note: The students with average level of security did not considered

The data in Table 1 compares academic achievement between students with low and high levels of security. There are 129 students with a low level of security, who have a mean academic achievement score of 64.66 and a standard deviation of 8.171. In contrast, there are 306 students with a high level of security, showing a higher mean score of 81.86 with a standard deviation of 7.304. The calculated "t" value for this comparison is 16.502, which is significant at the 0.01 level. This significant "t" value indicates a substantial difference between the two groups. This significant difference suggests that students who perceive a higher level of security in their environment tend to perform better academically than those who feel less secure. The substantial gap in mean scores between the two groups highlights the importance of security in influencing academic performance. This implies that a secure environment may contribute to better focus, lower stress levels, and improved learning outcomes, ultimately leading to higher academic achievement. The statistical evidence reinforces the critical role that security plays in students' academic success.

Table 2: Relationship of Academic Achievement with Security among students

Variables	N	"r" value
Academic Achievement	300	.891**
Security	300	

** Significant at 0.01 level

Table 2 examines the relationship between academic achievement and security among students, with a sample size (N) of 300 for each variable. The correlation coefficient ("r" value) is 0.891, which is significant at the 0.01 level. An "r" value of 0.891 indicates a strong positive correlation between academic achievement and security. This strong correlation suggests that as students' sense of security increases, their academic achievement also tends to increase. The strength of this relationship implies that security is a significant factor in influencing students' academic performance. A higher sense of security may enable students to focus better on their studies, reduce stress, and enhance their overall learning experience, leading to higher academic outcomes. The statistical significance of this correlation at the 0.01 level confirms that this relationship is not due to random chance, reinforcing the importance of fostering a secure environment for students to support their academic success. This finding highlights the crucial role that a supportive and secure environment plays in promoting higher levels of academic achievement among students.

Findings

The study found that security significantly influences the academic achievement of school-going students. Students with a higher sense of security performed better academically compared to those with lower levels of security. The analysis also revealed a strong positive relationship between security and academic achievement, indicating that students who feel secure are more likely to excel in their studies. These findings emphasize the importance of a secure environment in enhancing students' focus, emotional well-being, and overall academic performance.

Conclusion with Implications and Recommendations

The study concluded that creating a secure environment is essential for improving academic performance among school-going students. A sense of security allows students to concentrate on learning and reduces stress, fostering emotional stability. Schools and parents play a critical role in ensuring physical, emotional, and psychological security. Schools must integrate security measures into their infrastructure and programs, including physical safety protocols and emotional support systems. Parents should create a stable and supportive home environment, reinforcing students' confidence. Policymakers should design strategies to address security issues in both rural and urban schools, ensuring equity in learning conditions. Educational institutions should implement both physical security measures and psychological support mechanisms to promote a safe learning environment. Training programs for teachers and parents can help identify and address signs of insecurity among students. Future research could explore how

security interacts with other factors, such as socio-economic status and parental involvement, to provide a broader understanding of its impact on academic success.

References

- Arini, N. K. S., & Fakhurrozi, M. (2010). The influence of motivation and intelligence on academic achievement of the grade 2 students of SMA Negeri 99 Jakarta. *Journal of Education Studies*.
- Cachia, M., Lynam, S., & Stock, R. (2018). Academic success: Is it just about the grades? *Education Review*, 3(2), 1–14.
- Connell, N. M. (2018). Fear of crime at school. *Crime & Delinquency*, 64(4), 486–508.
- Cuellar, M., & Fisher, B. W. (2022). Securing schools? Examining the longitudinal relationships between student behavior and engagement with security measures in urban school systems. *Journal of Interpersonal Violence*, 37(13), 10136–10161.
- Das, S., & Singh, M. (2019). Correlates of academic achievement. *Journal of Indian Psychological Science*.
- Española, R. P., & Savandal, A. M. C. (2016). Campus crimes and student safety precautions: Implications to campus security processes. *Philippine Journal of Education Policy Studies and Social Research*, 5(2), 214–220.
- Goegan, L., & Daniels, L. (2019). Academic success for students in postsecondary education: The role of student characteristics and integration. *Journal of Higher Education Studies*, 42(3), 567–582.
- Guroo, T. (2018). Gender analysis of academic achievement among high school students of urban Srinagar and rural Bandipora districts. *Scholarly Journal of Educational Studies*, 5(1), 45–62.
- Kumar, S. (2020). Impact of school security policies on academic engagement in Indian schools. *Journal of Educational Policies and Practices*, 45(2), 99–112.
- Kushwaha, A. (2023). Study of awareness about academic achievement of student teachers. *International Journal of Future Multidisciplinary Research*, 5(5), 7–14.
- Liu, H., Lin, L., Shi, Y., & Wang, J. (2014). The study on college students' security and its influencing factors. *Chinese Journal of Behavioral Medicine and Brain Science*, 23(3), 222–227.
- Maamri, H., & Saadawi, M. (2017). The relationship of psychological security with academic achievement in secondary school students. *Journal of Psychological Studies*, 42(4), 137–145.
- Morrison, S., & Mensah, A. (2021). Students' perception of campus safety and security at Accra Technical University, Ghana. *The International Journal of Humanities and Social Studies*, 9(4), 45–55.
- Narula, R., & Sindhvani, A. (2016). Construction of achievement test in English for XI class students. *Journal of Educational Measurement and Evaluation*, 24(2), 45–53.
- Nathani, N., Mathur, G., & Dwivedi, G. (2019). Social responsibility and academic achievement: A perceptual learning. *Journal of Multidisciplinary Research Studies*, 42(5), 67–78.
- Nguyen, K., Yuan, Y., & Mcnealey, S. (2019). School security measures, school environment, and avoidance behaviors. *Victims & Offenders*, 14(7), 869–890.
- Nyström, A. S., Jackson, C., & Karlsson, M. S. (2019). What counts as success? Constructions of achievement in prestigious higher education programmes. *Educational Research*, 61(3), 356–371.
- Pau, R. K. I. (2019). Efficacy of habitat and gender on adjustment and security insecurity level of adolescents. *The International Journal of Indian Psychology*, 7(4), 837–852.
- Schreck, C. J., & Miller, J. M. (2003). Sources of fear of crime at school. *Journal of Contemporary Criminal Justice*, 19(4), 386–402.
- Sharma, P. (2018). Family dynamics and academic motivation: Implications for adolescent psychological security. *Indian Journal of Development Studies*, 14(3), 45–58.
- Shobur, S. (2022). Insecure in adolescent: Study literature. *Child Professions Review*, 1(3), 28–40.
- Vornanen, R., Törrönen, M., & Niemelä, P. (2009). Insecurity of young people. *Youth & Society*, 17(4), 277–295.