

Emotional Integration and Social Security of Adolescents at Higher Secondary Level

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Manuscript ID:
EDU-2020-09013490

Volume: 9

Issue: 1

Month: December

Year: 2020

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 10.10.2020

Accepted: 25.11.2020

Published: 01.12.2020

Citation:

Veena, KP, and P. Noufal. "Emotional Integration and Social Security of Adolescents at Higher Secondary Level." *Shanlax International Journal of Education*, vol. 9, no. 1, 2020, pp. 86-91.

DOI:

<https://doi.org/10.34293/education.v9i1.3490>



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Abstract

Quality Education will be considered for the holistic improvement of the human race. Education is the most valuable key to success for an individual. It will be considered for the lifelong learning process. Adolescence is a major period in all human life. A major change takes place during the transitions from childhood to adulthood. It is considered as a period of storm and stress. The present study focused on understanding the relationship between Social security and Emotional Integration among adolescents in the Kannur district of Kerala. Through this study, researchers need to know the role and level of social security and emotional integration among adolescents. The investigators adopted a stratified survey method considering the nature of the study random sampling technique was employed to select the sample. The investigator has used as a social security inventory and emotional integration scale for collecting the data. The sample of the present investigation has been selected from 300 higher secondary students, using a random sampling method. The samples are taken from the 4 Government and 4 aided higher secondary schools in the Kannur district of Kerala. The result of the study reveals that there was no relationship between social security and emotional integration among adolescents in Kannur. Adolescents are faced with security and emotional problems in their lives. This study suggests the urgent need to conduct counseling and guidance programs in school to improve student's emotional integration and social security, especially during the adolescent period.

Keywords: Emotional Integration, Social security, Adolescents, Emotional maturity.

Introduction

Quality Education will be considered for the holistic improvement of the human race. Education is the most valuable key to success for an individual. It will be considered a lifelong learning process. Its consequence has been actualizing since ancient times and it pursues correct up to this scenario of information exploration. It has been considering as one of the fundamental right of each individual in our country. Education is the most powerful weapon. The goal of education should be the full flowering of the human in this world. Education is a deliberate motive to train the children for attaining the accountability of their life. The children have to get in an involved community when they grew up adults; education gives training to grown-up life. An individual needs training to use his/her reason, so that thereby he/she may learn to live orderly life or moral life. Accurately, education means training the person to differentiate between 'good and evil', both on the quantity of physical reaction and psychological reaction. Education is the training of the mind, body and spirit; it is an instruction in co-operation, intimacy and consolation. (Narasimha M L, L.K.Reddy, 2017).

Adolescence is a major period in the human life of an individual. A major change takes place during the transitions from childhood to adulthood. Adolescents' period is considered as a period of stress and storm. It's a time of rapid total changes in the individual's physical, moral, mental, spiritual, sexual and social aspects. It is the spell of anxieties, worries, ambitions, conflicts and complexity. The fast growth of the physique brings about temper, angry, psychic stress and nervousness. Peer pressure illustrates an important role in an adolescent's life. Adolescents have a strain in regulate to the needs and order of parents and peer group standards which leads to the different problem like Social and Psychological, especially involving behavior and school matters, are more common during adolescence than at any other time in childhood. The major changes occur biological, cognitive, moral, emotional and social, etc. Adolescents should be asses for inhibition by a psychoanalyst. In certain, sadness, worry, and eating mess are common during adolescence.

Social Security is the feeling of dignity, self-confidence and acceptance by the group, growth in the child through giving sufficient of acceptance by paying awareness to his/her needs and by authorized him/her to become aware of his/her abilities. Insecurity is the lack of confidence, unpredictability and feeling of unproductiveness. It involves being unsafe, care of not being good ample to meet the challenge of a situation.

Social security is the security that society brings to individuals and families to establish access to health care and security, particularly in cases of old age, unemployment, illness, debility, wound, motherhood. House is the social unit shaped by a family life together and parents are the main frame of the family. The domain of the family or home is needed to be kindred to develop the nature of the child. At most well, regulate and evolve personalities can become superior members of society.

Emotional integration is the capacity of adolescents to balance emotions that cover their competence for Emotional progression, Independence, Social adjustment, Emotional stability, Personality integration, etc. Emotional Integration is to carefully feel and notice an event, most of the time, one of hurt. It is the process of

completely experiencing our feelings, which break down their ability over us. Our ideas are feelings born from the body, the brain and the heart. The outcome of this process is to sit in the accurate self, living without play, on the way to understanding.

Social security and emotional integration development are of utmost importance for all pupils in school and society. In school, there is an important need for children to tasks together friendly. It is indeed difficult to work with others in a rude and nefarious environment. Where hatred abounds, it is certainly difficult to concentrate and achieve. The researcher will highlight the importance of emotional integration in adolescent development, at both physical and mental level.

Need and Significant of the Present Study

Adolescences are well known as a period of strain and storm and they undertake a vast level of stress and conflicts in this period. Social security is the feeling of security in a child in society. An adolescent who suffers secure fulfill him/her proper burden towards the community. On the other hand, an unconfident individual always feels unstable and anger due to his/her uncertainty. Children may become maladjusted personalities. Emotional integration is the process of fully experiencing our emotions, which dissolves their power over us. Our ideas and feelings are born from the body, the mind and the heart. Thus there is a need to correlate social security and emotional integration among adolescents. Security feelings are mainly related to parental care and society. If there is any lack in these adolescents develops insecurity feelings. During this period, adolescents don't like to stay under parental care; they like to fly on their world. Even though social security is essential for adolescents, if they didn't get care from their parents, society and teachers, it may make them feel insecure.

Emotional Integration is to carefully feel and notice an event, most of the time, one of hurt. It is the process of completing experiencing our feelings, which break down their ability over us. Through this study, researchers need to know the role and rate of social security and emotional integration among adolescents. The goal of the study is an attempt to discover the relationship between social security and emotional integration among adolescents.

Objectives of the Study

- To find out the level of social security among adolescents in Kannur.
- To find out the level of emotional integration among adolescents in Kannur.

Hypotheses of the Study

H1: There exists a significant difference in social security among adolescents.

H2: There exists a significant difference in emotional integration among adolescents.

Methodology

The present study is to find out the Social Security and Emotional Integration of Adolescents in Kannur. In the present study stratified survey method was used. Considering the nature of the study, random sampling techniques were employed for the selection of the sample. The survey method provides the opportunity to gather data from a large number of students at a particular period. The population of the study includes Higher Secondary School Students in the Kannur district of Kerala. The sample for the present study consists of eight higher secondary schools from two sub-districts of Kannur. The sample size consisted of 300 students enrolled for the first year of their higher secondary course.

Tools used for the Study

The following research tools were developed and administered to collect the relevant data for the study.

Social security inventory (Prepared by Noufal P & Veena K P)

Emotional integration scale (Prepared by Noufal P & Veena K P)

To collect the data required for the study, the investigator administered inventory for analyzing social security among adolescents. The inventory is divided into two parts. The first part contains general information such as the name of the school, gender, locality, class, age. The second part inventory is constructed based on three areas of sense of security which include a sense of emotional security, a sense of security in physical health, and a sense of security in interaction with others. A pilot test was administered for standardization. The draft

inventory consist of 35 items was administered. The 60 responses sheet obtained is scored and the total scores for each student were calculated. The responses were arranged in descending order of the total score. From the 60 responses sheet the top 27% and the bottom, 27% were used for item analysis. After this standardization procedure and the experts' advice four items were removed and the final inventory included 31 items. It included positive and negative statements. The difficulty index and discriminatory power for the tool were found as an indicator of the standardization procedure.

Emotional Integration Scale (Prepared by Mr. Noufal & Veena K P)

Statements were prepared by various elements of emotional maturity. The investigators prepared statements based on the following components as Emotional stability, Social adjustment, Independence, Emotional progression, and Personal integration. A pilot test was administered for standardization. The draft scale consists of 38 items that were administered to 60 higher secondary students. After this standardization procedure and the experts' advice, nine items were removed and the final scale included 29 items. It included positive and negative statements. Difficulty index and discriminatory power for the tool were found as an indicator of the standardization procedure.

Data Analysis and Interpretation

The raw score obtained from 300 higher secondary students were done through Statistical Package for Science (SPSS). The various statistical techniques that were used are given below.

Percentage analysis and Karl Pearson product moment correlation coefficient have been found to estimate the extent of social security and emotional integration.

Table 1: Statistical contribution for the score distribution on social security

Sample size	Mean	Median	Mode	Standard Deviation
300	19.25	19	19	3.261

From table it is clear that the mean, median and mode of social security for the total sample found to

be 19.25, 19 and 19, respectively. The mean, median and mode are approximately equal. SD of scores on social security for the total sample is 3.261.

Table 2: Statistical Contribution for the Score Distribution on Emotional Integration

Sample Size	Mean	Median	Mode	Standard deviation
300	71.68	72	70	5.966

From table 2, it is clear that the mean, median and mode of emotional integration for the total sample were found to be 71.683, 72 and 70, respectively. The standard deviation of the score of emotional integration for the total sample is 5.966.

Analysis of the Level of Social Security among Adolescents

To find out the level of social security among adolescents high, Average, and Low, investigators analyzed the collected data by using the formula Mean+Standard Deviation ($M+\sigma$) and Mean-Standard Deviation ($M-\sigma$). Those falling above $M+\sigma$ were considered as high social security and those falling below $M-\sigma$ were considered as low social security in between $M+\sigma$ And $M-\sigma$ were considered as average social security. The details of the analysis are presented in Table 3 given below.

Table 3: Mean Score of Social Security among Adolescents

Variable	Total no. of samples	Mean	SD	$M+\sigma$	$M-\sigma$
Social security	300	19.256	3.261	22.517	15.995

From table (3), it is clear that the Mean Score and Standard Deviation of social security among adolescents are 19.256 and 3.261. The $M+\sigma$ is 22.517 and $M-\sigma$ is 15.995. It means that the score lies above 22.517 has High social security; those lies below 15.995 have Low social security and the cases lie in between 22.517 and 15.995 have Average social security. Detailed analysis of social security is presented in table 4.

Table 4: Level of Social Security among Adolescents Level of social security

Level of social security	No. of Students	%
High	32	10.67
Medium	181	60.33
Average	87	29
Total	300	100

Analysis of the level of Emotional Integration among Adolescents

To determine the level of emotional integration among adolescents, High, Average, and Low, the investigator analyzed the collected data by using the formula Mean + Standard Deviation ($M+\sigma$) and Mean- Standard Deviation ($M-\sigma$). Those falling above $M+\sigma$ considered as high emotional integration, and those falling below $M-\sigma$ were considered low emotional integration in between $M+\sigma$ And $M-\sigma$ were considered as average emotional integration. The details of the analysis are presented in Table 5.

Table 5: Mean Emotional Integration Security among Adolescents Students

Variable	Total no. of samples	Mean	SD	$M+\sigma$	$M-\sigma$
Emotional Integration	300	71.683	5.966	77.649	65.717

From table 5 it is clear that the Mean Score and Standard Deviation of emotional integration among adolescents' are 71.683 and 5.96616. The $M+\sigma$ is 77.649 and $M-\sigma$ is 65.717. It means that the score lies above 77.649 has High emotional integration; those lies below 65.717 have Low emotional integration and the cases lie in between 77.649 and 65.717 have Average emotional integration. Detailed analysis of emotional integration is presented in table 6.

Table 6: Emotional Integration among Adolescents Students

Level of Emotional Integration	Number of Students	Percentage
High	146	48.67
Medium	143	47.67
Average	11	3.66
Total	300	100

Table 6 shows that out of 300 higher secondary students, 146(48.67%) have High emotional integration, 11(3.66%) students have low emotional integration and 143(47.67%) students have Average emotional integration.

Discussion

The present study reveals the total sample of 300 higher secondary students; in the first part of the analysis the investigator attempt to find out the level of Social Security and emotional integration among adolescents. Investigators analyzed social security and emotional integration as High, Average and Low by using the formula $M+\sigma$ and $M-\sigma$. The relationship between social security and emotional integration among adolescents for the total sample was analyzed. The relationship between social security and emotional integration was calculated using Karl Pearson's product moment coefficient of correlation. The correlation between social security and emotional integration for the total sample is $-.094$, which is not significant at 0.05 levels. The result of the correlation analysis shows that there exists no significant relationship between social security and emotional integration.

In this study, the investigators had collected the data in two different tools; they are a Social security inventory and an Emotional integration scale. From the review of related literature, the investigator could understand that no studies related to Social Security and Emotional Integration among Adolescents. Only a few related studies with components of social security and emotional integration.

Educational Implications of the Study

The findings of the study revealed that social security and emotional integration are positively related to each other. It can help orient counseling and guidance programs in school to improve students' self and social security. Results would be helpful to psychologists, counselors, social workers, parents, and teachers so that they can help adolescents to overcome their anxiety, fear, emotional problems and can achieve academic success. Counseling and guidance programs in schools can be planned to lower their academic fear, emotional problems and raises their academic performance. The focus should

be given to a sense of emotional security, a sense of security in physical health, and a sense of security in interaction with others.

Conclusion

The main objective of the study was to identify the relationship between social security and emotional integration among adolescents in the Kannur district of Kerala. Hence the study was conducted on a representative sample of higher secondary students attending standards class XI in Government and Aided school from two sub-districts in Kannur district. It is hoped that the study would help to identify social security and emotional integration among higher secondary schools. The components selected for the emotional integration were as follows: Emotional stability, Social adjustment, Independence, Emotional progression and Personal integration and the components selected for social security were as follows: the sense of emotional security, sense of security in physical health, and sense of security in interaction with others. The findings of the study would help the students, parents, and teachers to solve problems related to social security and emotional integration. Social security and emotional integration are closely related to the overall development of the child. Social security and emotional integration played an important role in the academic achievement and well being of the individuals.

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