

FEELING OF INSECURITY AND LEVEL OF TOLERANCE AMONG UNIVERSITY STUDENTS

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ABSTRACT

The purpose of the present study was to explore whether there is any relation between insecurity feeling and tolerance level of university students as a function of types of university, study year and family structure. This study was conducted on 240 respondents purposively selected from different areas of Chittagong district. The Bangla version of Insecurity Questionnaire and Tolerance level scale used indicated that private university students showed more insecurity than public university students ($F = 229.06, df = 1, 228, p < .001$), First year student had more insecurity than Second-Fourth year and MS students ($F = 15.04, df = 2, 228, p < .001$). A significant interaction effect was found between types of university and study year ($F = 04.04, df = 2, 228, p < .02$) and types of university and family structure ($F = 8.39, df = 1, 228, p < .01$) in insecurity feeling. On the other hand, students in public university showed more tolerance level than private university students ($F = 341.78, df = 1, 228, p < .001$), MS student had more tolerance level than First year and Second year to Fourth year students ($F = 7.13, df = 2, 228, p < .001$). A significant interaction effect was found between types of university and study year ($F = 13.08, df = 2, 228, p < .001$) in tolerance level. Finally, result also showed significant negative correlation between insecurity and tolerance level ($r = -.64, p < .01$).

Key words: Feeling of Insecurity, Tolerance level, University Students

INTRODUCTION

University students are paramount assets for a country. It consists of different groups of students such as science, arts and commerce who reside in residential halls or out of residential halls. In campus life, especially, hall life, a student encounters different types of fear, hazards, academic pressure, political violence and abuses. Thus critical situations may hinder a student's academic and personal life and increase the feeling of insecurity. Maslow (1942) defined the insecurity

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state of a person as an emotional problem, a state of being in disturbance due to the feeling of tension, strain and conflict together with other consequences of tension, e.g., nervousness. Psychologically insecure people perceives the world as threatening, and see life itself as insecure (Maslow *et al.*, 1945). People feel insecure in several practical dimensions, i.e. emotional insecurity, financial insecurity, job insecurity and insecurity in relationship. An and Cong (2003) observed that insecurity can produce difficult interpersonal relationships and obsessive-compulsive tendencies.

Insecurity feeling of students influences the tolerance level as well. Tolerance is a very vague and complex concept. It is a virtue much needed in our turbulent world. According to Chlewinski (1992) tolerance is a desirable feature which every human should be taught about and prepared for in early childhood by the demonstration of unconditional love to a child and the use of mild and warm educational methods. Selman and Byrne (1974) described that tolerance means how far we would go in confronting the issues that have been questionable and rejected. Avery (1988) described the first level is when tolerance is connected with being generous, or being patient without feeling the need to intervene in managing the social differences. Tolerance happens when an individual calms himself or herself from the things he or she disfavors, fearful of and that involve negative feelings. As stated by UNESCO (2013), tolerance requires respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human.

A previous study on security-insecurity feelings on 240 adolescents students in relation to sex, family system, and ordinal position suggested that girls had more insecure feelings than the boys; adolescents of nuclear families were more insecure than those of joint families; the first born adolescents showed more insecurity in comparison to last born; the middle born adolescents showed more insecurity than the last born (Raina and Bhan 2013). Insecure attachments to parents have also been reported to the development of severe depressive symptoms among young adolescent of 12-14 years (Sund and Wichstrom 2002). Similarly, mothers' employment may also contribute to the insecurity among adolescents, for example, adolescents of working mother possess more insecurity feeling as well as depression than the adolescents of non-working mother (Bhattacharjee and Bhattacharjee 2014).

Sarosieket *et al.*, (2014) reported a moderate to high level of tolerance among medical university; students of age over 25 years had high level of tolerance over students of age below 24 years. Similarly, a study on 1075 random samples (faculty and staff working at a university) indicated that age had a positive

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influence on household financial risk tolerance (Grable 2000). On the other hand, average pain tolerance decreases with age while blacks occupy an intermediate position (Kenneth *et al.*, 1972). Mark (2007) worked on tolerance as a function of sex and age of respondents in Dhaka city and found that the main effect of tolerance according to age and sex were not significant but their interaction effect was significant, with increasing ages females seemed to be more tolerant than males.

University student life is very critical because of their physical and mental adjustments are too diverse and difficult as well. Besides, there are different kinds of stressful events among students including political violence, insecurity, aggression, physical and psychological stress etc. which may influence a student's life making irritable and hopeless. Sometimes, university students may fall down from their academic goals because of insecurity feeling, power, anger, stress and lack of confidence which is threatening to their self-esteem tolerance level. Sometimes, students involve in drug addiction or anti-social activities. Therefore, we aimed at understanding the feelings of insecurity and tolerance level of university students which may helpful and perhaps essential for mental health worker (psychologist, counselor, clinical psychologist) and policy maker to provide intervention programs and make an effective step to facilitate their development. Here, we report the relation between feelings of insecurity and level of tolerance among university students as a function of types of university, study year and family structure.

MATERIALS AND METHODS

Participants

The present study was conducted to know the feeling of insecurity and level of tolerance among public and private university students in Chittagong, Bangladesh. For the present study two stages sampling procedure was used-

A) University selection

University was taken purposively from Chittagong district in Bangladesh. Two types of universities, one public university (University of Chittagong) and two private universities (Port City International University and Premier University) were included in this study.

B) Respondent selection

A total of 240 students were selected conveniently from the above mentioned institutions. Among them 120 were public university students and 120 were

private university students (under two family structures, 60 from nuclear family and 60 from joined family under three groups, 20 MS students, 20 First year, 20 Second year, 20 Third year and 20 Fourth students).

Measuring Instruments

Two questionnaires adapted in Bangla version were used for the present study-

A. Feeling of Insecurity Questionnaire

Bangla version of (Uzzaman, Sultana and Hossain 2010) Insecurity Questionnaire was used for the insecurity related data collection. The translating reliability of the questionnaire was .62. The original scale reliability and validity found to be .94 and .71m, respectively. The instrument was first developed by Pati (1974). Including 20 items, each item was four point continuums as Likert type scale. The score for each negative statement was formed 4 to 1 for “always”, “often”, “sometimes” and “never”, respectively. The scores were reversed for the positive statements i.e. from 1 to 4 for ‘always’ to ‘never’. Total scores of the scales were obtained from sum of total of scores on 20 statements. The maximum possible score for this scale is 20 and the endpoint being 80. A high total score indicated high insecurity and low total scores indicated low insecurity.

B. Tolerance Level Scale

The Bangla scale of the tolerance level scale used was developed and used by Mark (2007). This scale is comprised of 29 items where 20 items were positive (items 2,3,5,6,10,11,13,14,16,17,18,20,21,24,25,26,27,28 and 29) and 9 were negative (items 1,4,7,8,9,12,15,22, and 23). Each of the items have four responses, point 1 for ‘Strongly Disagree’, points 2 for ‘Disagree’, point 3 for ‘Agree’, and point 4 ‘Strongly Agree’. For negative items the scoring was in the the reversed order, points 4, 3, 2 and 1 were assigned for ‘Strongly Disagree’, ‘Disagree’, ‘Agree’ and ‘Strongly agree’, respectively. The summation of points indicates the tolerance level of the respondents; higher score higher tolerance level. Cronbach’s alpha was computed as a measure of the reliability for the test. The value of alpha was .84, which is highly significant. Split half reliability value of .82 was also found for the test. The face validity of the scale checked and judged by the teachers of different departments (Sociology, Psychology, Social Welfare, and Political Sciences).

Design

A cross-sectional survey research design was followed for conducting present study-

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Procedure

The main purpose was to collect information about the feelings of insecurity and tolerance level of university students. For this reason, participants were selected purposively from different public and private universities in Chittagong district. Respondents were also told that the investigation would be conducted only for academic purposes and their responses would be kept confidential. Before administration of the questionnaires, necessary rapport was established with respondents. Then the questionnaires were administered to each of the 240 respondents individually. The participants were requested to express their actual feelings and thoughts regarding to the feelings of insecurity and tolerance level. They were also requested not to omit any item in the scale and they were encouraged to answer all the items by telling that, there is no right or wrong answer to any item. All possible clarifications were made to the problems whenever faced by any respondent. There was no time limit for the respondents to answer all the items of the scale. After completing of their tasks, the questionnaires were collected and they were given thanks for their sincere co-operation.

RESULTS AND DISCUSSION

Obtained data were analyzed by using F-test and Pearson product moment correlation. All statistical analyses were carried out using the statistical program SPSS version 16.0 for window (Table 1).

TABLE 1: DESCRIPTIVE STATISTICS OF INSECURITY SCORES ACCORDING TO TYPES OF UNIVERSITY, STUDY YEAR AND FAMILY STRUCTURE.

Types of University	Study Year			Family Structure		
	First Year	Second-Fourth Year	MS	Nuclear	Joint	Total
Public	<i>M</i> = 42.20 <i>SD</i> = 7.47	<i>M</i> = 42.50 <i>SD</i> = 5.25	<i>M</i> = 37.61 <i>SD</i> = 8.44	<i>M</i> = 40.19 <i>SD</i> = 7.89	<i>M</i> = 40.85 <i>SD</i> = 7.42	<i>M</i> = 40.53 <i>SD</i> = 7.63
Private	<i>M</i> = 57.30 <i>SD</i> = 7.31	<i>M</i> = 51.93 <i>SD</i> = 4.71	<i>M</i> = 51.15 <i>SD</i> = 4.71	<i>M</i> = 55.31 <i>SD</i> = 6.96	<i>M</i> = 51.63 <i>SD</i> = 4.87	<i>M</i> = 53.50 <i>SD</i> = 6.28
Total	<i>M</i> = 49.75 <i>SD</i> = 10.5	<i>M</i> = 47.92 <i>SD</i> = 6.79	<i>M</i> = 43.36 <i>SD</i> = 9.76	<i>M</i> = 47.87 <i>SD</i> = 10.6	<i>M</i> = 46.15 <i>SD</i> = 8.28	<i>M</i> = 47.01 <i>SD</i> = 9.53

The insecurity feeling score

The mean insecurity feeling score of public university and private university students were (40.53 ± 7.63), and (53.50 ± 2.28), respectively, suggested that students in private university has more insecurity feeling than students in public university (Table 1). Similarly, first year students had more insecurity feeling over other higher grade students. However, there was no significant difference between students in nuclear and joint families (47.87 ± 10.6 versus 46.15 ± 8.28) (Table 1).

To determine whether the differences observed between the means were statistically significant, three-way analysis of variance (ANOVA) was computed (Table 2).

TABLE 2: THE VARIANCE OF INSECURITY SCORES ACCORDING TO TYPES OF UNIVERSITY, STUDY YEAR AND FAMILY STRUCTURE.

Sources of Variations	SS	df	MS	F	Sig. Level
Types of University (A)	9334.53	1	9334.53	229.06	.001
Study Year (B)	1225.62	2	612.81	15.04	.001
Family Structure	147.45	1	147.45	3.62	.06
A* B	329.17	2	164.59	4.04	.02
A* C	341.81	1	341.81	8.39	.01
B*C	220.73	2	110.36	2.71	.07
A* B*C	100.45	2	50.23	1.23	.29
Error	9291.28	228	40.75		
Total	552163.00	240			

The ANOVA analysis clearly suggested that types of university ($F = 229.06$, $df = 1$, 228, $p < .001$) and study years ($F = 15.04$, $df = 2$, 228, $p < .001$) had significant effect on insecurity feeling. However, the family structures did not have any significant effect on insecurity feeling. Furthermore, there was a interaction effect between types of university and study year ($F = 04.04$, $df = 2$, 228, $p .02$ and types of university and family structure ($F = 8.39$, $df = 1$, 228, $p < .01$). Moreover, the the mean differences (Table 3) at 0.5 level of significance through post hoc test (LSD) were found between MS and first-fourth years students (Table 3).

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These observations clearly indicated no significant interaction effect between study year and family structure according to insecurity feeling. Similarly, there was no significant interaction effect among types of university, study year and family structure according to insecurity feeling (Figure 1).

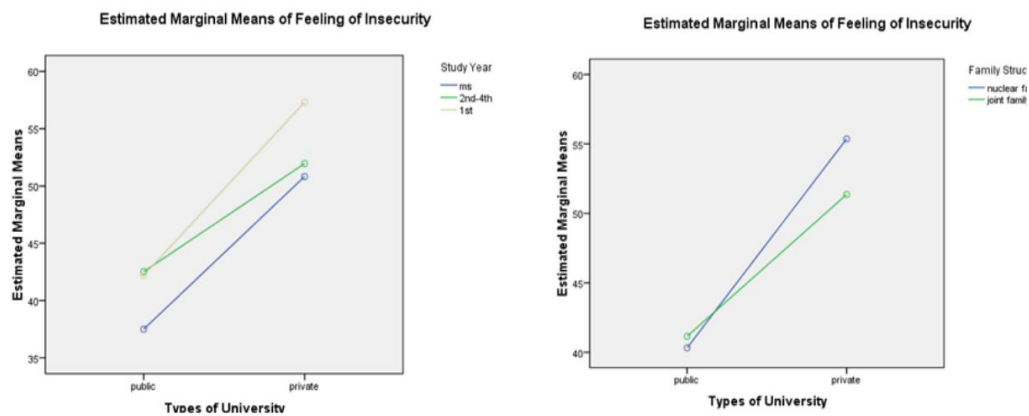


FIGURE 1: TWO-WAY INTERACTION EFFECT BETWEEN TYPES OF UNIVERSITY AND STUDY YEAR; TYPES OF UNIVERSITY AND FAMILY STRUCTURE.

TABLE 3: POST HOC TEST (LSD) FOR STUDY YEAR OF UNIVERSITY STUDENT’S INSECURITY SCORES.

(I) Study Year	(J) Study Year	Mean Difference (I-J)	SE	Sig. Level
MS	Second -Fourth Year	-4.56*	1.01	.001
	First Year	-6.39*	1.01	.001
Second - Fourth Year	MS	4.56*	1.01	.001
	First Year	-1.83	1.01	.17
First Year	MS	6.39*	1.01	.001
	Second -Fourth Year	1.83	1.01	.17

The tolerance level of university students

Data compilation on the tolerance level of university students showed that the students in public university has more tolerance level than students in private university (tolerance scores 91.86 ± 11.97 versus 53.55 ± 18.07). Similarly, and as expected, the MS students had more tolerance level than first-fourth year students (Table 4). Furthermore, a three-way analysis of variance (ANOVA) clearly suggested that types of university and study year had significant effect on tolerance, however, family structure had no significant effect on tolerance level (Table 5). To be more precise, the students of private student had less tolerance than public university students and first year students had less tolerance than second year-MS students. The result also showed significant interaction effect between types of university and study year ($F = 13.08$, $df = 2, 228$, $p < .001$) (Table 5; Figure 2). The mean differences in tolerance level were significant at the .05 level among the study groups (Table 6); the mean differences at .05 level of significance through post hoc test (LSD) were found between MS and second-fourth year students and MS and first year students (Table 6).

TABLE 4: DESCRIPTIVE STATISTICS OF TOLERANCE SCORES ACCORDING TO TYPES OF UNIVERSITY, STUDY YEAR AND FAMILY STRUCTURE.

Types of University	Study Year			Family Structure		
	First Year	Second-Fourth Year	MS	Nuclear	Joint	Total
Public	$M = 81.77$ $SD = 9.31$	$M = 91.68$ $SD = 9.57$	$M = 100.76$ $SD = 8.06$	$M = 90.56$ $SD = 11.22$	$M = 93.11$ $SD = 12.61$	$M = 91.86$ $SD = 11.97$
Private	$M = 53.07$ $SD = 17.62$	$M = 56.67$ $SD = 20.19$	$M = 49.88$ $SD = 15.08$	$M = 47.20$ $SD = 13.88$	$M = 53.93$ $SD = 17.45$	$M = 53.55$ $SD = 18.07$
Total	$M = 67.42$ $SD = 20.11$	$M = 71.55$ $SD = 23.95$	$M = 79.14$ $SD = 27.79$	$M = 71.56$ $SD = 24.32$	$M = 73.85$ $SD = 24.81$	$M = 72.70$ $SD = 24.54$

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TABLE 5: ANALYSIS OF VARIANCE OF TOLERANCE SCORES ACCORDING TO TYPES OF UNIVERSITY, STUDY YEAR AND FAMILY STRUCTURE.

Sources of Variations	SS	df	MS	F	Sig. Level
Types of University (A)	85024.86	1	85024.86	431.78	.001
Study Year (B)	2809.46	2	1404.73	7.13	.001
Types of Family ©	61.27	1	61.27	.31	.58
A* B	5151.66	2	2575.83	13.08	.001
A* C	27.09	1	27.09	.14	.71
B*C	992.34	2	496.17	2.52	.08
A* B*C	1189.50	2	594.75	3.02	.06
Error	44897.08	228	196.92		
Total	1412591.00	240			

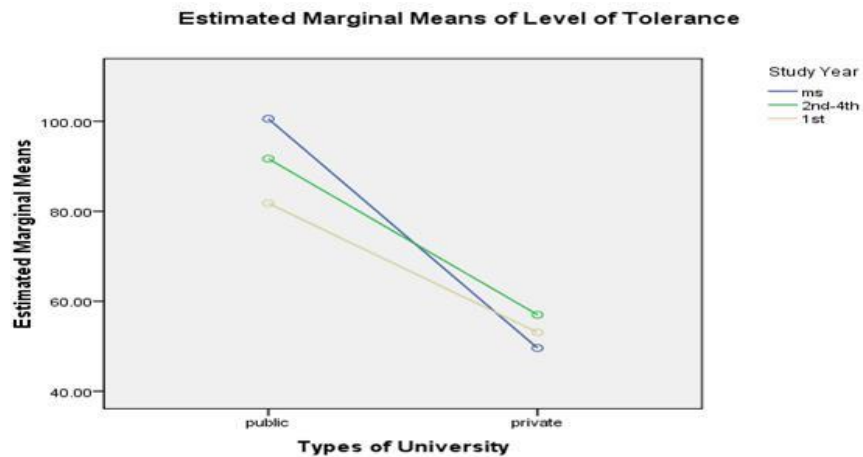


FIGURE 2: TWO-WAY INTERACTION EFFECT BETWEEN TYPES OF UNIVERSITY AND STUDY YEAR.

TABLE 6: POST HOC TEST (LSD) FOR STUDY YEAR OF UNIVERSITY STUDENT'S TOLERANCE LEVEL.

(I) Study Year	(J) Study Year	Mean Difference (I-J)	SE	Sig. Level
MS	Second -Fourth Year	7.59*	2.22	.002
	First Year	-11.71*	2.22	.001
Second -Fourth Year	MS	-7.59*	2.22	.002
	First Year	4.12	2.22	.15
First	MS	-11.71*	2.22	.001
	Second -Fourth Year	-4.12	2.22	.15

The correlation between insecurity feeling and tolerance level

The negative correlation ($r = -.64$) between insecurity feeling and level of tolerance among university students with an alpha level of $p < .01$ indicates for a significant relationship between insecurity and tolerance of university students (Table 7). More specifically, this statistics clearly indicates that increase of insecurity among university students is accompanied with decrease in the tolerance level. The insecurity feeling directly affected the tolerance level, which may lead development of irritability, aggression, maladjustment and other deviant behaviors like drug abuse depression, anxiety and stress. Ensuring student's security is the precondition for any institution and family that helps a student to grow in full satisfaction and productivity. They become a capable of being tolerable person in later life.

TABLE 7: PEARSON'S CORRELATION BETWEEN INSECURITY FEELING AND TOLERANCE SCORES OF UNIVERSITY STUDENTS.

Variables	N	Correlation Coefficient ®
Feeling of Insecurity		
Level of Tolerance	240	-.64*

**Significant at the .01 level (two-tailed)

DISCUSSION

Data on insecurity feeling and tolerance clearly suggest that types of university had significant effect on level of insecurity (Table 2), very much consistent with Naushad *et al.*, (2014). This study suggests that in order to reach satisfactory level, private universities must guarantee a high quality education (Mamun 2011). On the other hand, public university offers better education, teacher, teaching material and technique, playground, large campus, and halls than private university where a student flourishes his/her talent and efficiency. So these facilities create security feeling among public university students.

Study year had significant effect on student's insecurity feeling (Table 2). First year students feel more insecure than Second to Fourth and MS students. This is may be due to new environment placed challenges on them and lacking of appropriate coping strategy and practical experience making them feeling unsafe. Therefore, First year students have to adapt with new curriculum, friends, hall or other residents which are challenging to adjust for them. Other students group such as Second to Fourth and MS students feels safer in their campus because already they have spent lot of time compared to First year students. So First year students may feel higher insecurity than Second to Fourth and MS students.

Findings also revealed that family structure may not have any significant effect on student's insecurity feeling (table 2). This result is similar with the finding of Gavit (2017) who found no significance difference between nuclear and joint family according to insecurity feeling. This finding is contradictory with the findings Raina and Bhan (2013) who found that nuclear families adolescents feel more insecurity than those of joint family's adolescents.

Significant interaction effect was found between types of university and study year. That means, First year students who come from private university showed more insecurity feeling than Second to Fourth and MS students who come from public university. Actually First year students has to face different challenging environments than Second and Fourth year student especially students in private university. Because, private university has some problems such as quality of education, hall facility, canteen facility, high living costs etc. than public university. Findings also revealed significant interaction effect between types of university and family structure. That means, students in private university who come from nuclear family showed more insecurity feeling than students in public university who come from joint family. The result is consistent with earlier research (Bayder and Brook-Gunn 1991) who found children behavior problem is

more in nuclear family than in joint family. In joint family, most of the children can get the opportunity to interact and play with other family members especially grandparents and they can also share their emotion with them. But in nuclear family, children cannot get these opportunities especially if parents are both service holder. So their insecurity feeling is higher than joint family. Student who comes from nuclear family has prone to insecurity feeling. When they are admitting into private university, their level of insecurity feeling further increases because of difficulty and problematic circumstances in private university.

Result also revealed (Table 5) significant difference in the mean tolerance score of public and private university students. Public university students showed more tolerance than private university students. This result is similar to the findings of Bobo and Licari (1989). Socio-economic background is one of the most important aspects in any sphere of life, and in Bangladesh it is common scenario that private university offers lots of tuition fee which is nearly impossible to cover by any low socio-economic background family. For that reason, only student with higher class can afford to study in private university. Majority of the public university student belong to low or middle socio-economic background. Low or middle class family background student had to adjust their many of wishes because of financial condition, so they are grown up as a tolerant child compared to those from high socio-economic background. This is the reason; public university students are more tolerant than private university students.

MS student showed more tolerance than First year Second-Fourth Year students (table 5). The result is similar with other finding (Lawrence 1976). This explanation may be, the more years of education an individual experienced, the more tolerant the individual become. First year is the beginning of new journey of life for a student. Here new environment, new class, unknown faces, teachers and lots of senior students challenge ones coping ability, because they are totally unaware of how to deal with all situations. They got become emotional and sometimes intolerant and cannot adapt to the situation smartly which makes them less tolerant compared to final year students.

Findings also revealed that family structure has no significant effect on student's tolerance (table 5). This result is contradictory with findings of Srivastava (1984) who found that nuclear family members had significantly lower manifest anxiety and higher tolerance than members of joint family.

The result also revealed significant interaction effect between types of university and study year. MS students in public university showed more tolerance level

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than MS students in private university. Most of the students in public university come from middle class and different areas of country. They are industrious, arduous, mature and tolerant, especially when they are in MS students. So their level of tolerance is better. Present study has some limitations such as; a. sample size was relatively small which is not sufficient to make valid generalization about types of university, study year and family structure differences on university student's insecurity feeling and tolerance level; b. the study was administered to some specific areas of Chittagong district.

The recommendations of the present study are- a) further research should be done using random sampling techniques with a larger sample size b) a broad based and well controlled nationwide research on insecurity and tolerance level of students needs to be conducted to confirm the findings and c) universities authority work on removing raging, political violence, and others obstacle. So, these findings will be helpful for the university, job provider authority in taking initiative for student's social and psychological development.

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