INFERIORITY COMPLEX OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

This study was intended to find Inferiority Complex of High School students in relation to their Academic Achievement. It is found that the High School students have high level of Inferiority complex. Further the students have moderate level of Academic achievement. Normative survey method was adopted for this study and the sample were selected by random sampling from Cuddalore District of Tamilnadu, India.

KEYWORDS: *Inferiority Complex, Academic Achievement & High School Students*

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INTRODUCTION

An unrealistic feeling of inadequacy caused by actual or supposed inferiority in one sphere, sometimes marked by aggressive behaviour in compensation is called as inferiority complex. An inferiority complex, as defined by psychiatrists, is a feeling of inadequacy stemming from either real or imaginary sources. The concept of inferiority complexes was developed by Alfred Adler, who credited Napoleon as the first to have suffered from such a condition. In this competitive world factors affecting learning has to be given due response to be competitive with peers. Hence, Parents and Teachers are striving to overcome these problems among their children.

Succeeding the Inferiority Complex

In most cases, successfully learning to overcome inferiority complex comes from a lot of hard work of the individual. A psychologist can help a person realize their own unique gifts. The psychologist works with this individual to cultivate their own special capabilities, and can then encourage them to focus on this skill set when feelings of inferiority and discouragement begins.

Academic Achievement

Academic Achievement is a yardstick of one's learning. The degree of recall of learned experiences seem to depends on the influence of some psychological factors. These psychological factors those affect the academic achievement of students in includes inferiority complex. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts.

Inferiority Complex and Academic Achievement

The problem of Inferiority complex among adolescents is becoming increasingly alarming. Adolescent years are the prime years of bearing the burden of inferiority feelings. Inferiority complex is a kind of psychological obstacle that occurs usually in puberty and its reasons are complicated and its effects negative and harmful. Adolescents who consistently fail or repeat classes are found to develop inferiority complex and a non progressive attitude towards school and peers. High degree of parental demands and expectations may lead to inferiority feelings. Inferiority complex is an exaggeration of normal inferiority feelings and individuals with inferiority complex display a tendency towards overcompensation and over reaction.

Inferiority complex or lack of self-esteem leads to negative or risk seeking behaviors in young people. Theoretical and correlational analyses have yielded tenuous associations between low self-esteem and socially problematic outcomes or risk taking behaviors like substance abuse, aggression & poor school achievement. Frustration is a response to low self – esteem. Inferiority complex generates hostile frustration.

REVIEW OF RELATED LITERATURE

Manoranjan Tripathy and S.K. Srivastava (2011) attempted to determine that academic achievement can effect on the level of inferiority & insecurity feeling in school going children. It is recognized by the result that the level of inferiority & insecurity feeling, have been effected by the academic achievement. Mandeep Kaur and Puneet Kaur (2013) explained that Parental education provides a robust indicator of parental functioning. The family in which the child grows markedly influences the child's attitude and behaviour. The child imitates his parents as a model. Findings revealed that children of high educated parents were high in achievement motivation, good in study habits and low on Study habits as compared to children of low educated parents. Md Shahinoor Rahman and Lailun Nahar (2013) explored aggression in boys and girls as related to their academic achievement and residential background in Bangladesh. Claudia Ferreira et al., (2013) examined sex differences relative to the expression and consequences of feeling under pressure to compete to avoid a threatening social position. For both men and women, the need to strive is associated with general psychopathological symptoms.

Manju Deorari et al., (2014) examined the efficacy of Meditative-Prayer on the feelings of Guilt, Inferiority and Insecurity among college going students. Experimental and control group design was used. The result of the study shows that Meditative Prayer is significantly effective in reducing the levels of Guilt, Inferiority and Insecurity Feelings. Wang, Zhenhong et al., (2014) assessed Chinese on their abilities to freely label facial expressions and emotional situations. Results indicated that the overall accuracy of free-labeling facial expressions increased relatively quickly in children aged 3-5 years, but slowed down in children aged 5-7 years. In contrast, the overall accuracy of free-labeling emotional situations increased continuously in children aged 3-7 years.

NEED FOR THE PRESENT STUDY

The problem of Inferiority complex among adolescents is becoming increasingly alarming. People who suffer from inferiority complex always have the need to achieve in order to compensate for their inferiority and that's why a great number of achievers who changed the world suffered from inferiority complex. A mentally healthy person wouldn't feel inferior even if he didn't have anything in comparison to his peers. Inferiority is an internal feeling that comes from within and that's why doing our best to change the external world might not be of help. Hence the investigator decided to take up

study on Inferiority Complex of High School students in relation to their Academic Achievement.

OBJECTIVES OF THE STUDY

The present study has the following objectives:-

- To find out the Students' level of Inferiority complex.
- To find out the High School Students' level of Academic achievement.
- To find out whether there is any significant difference between Male and Female, Rural and Urban, Joint and Nuclear family, Govt./Aided/Private, High School Students' Inferiority complex.
- To find out whether there is any significant difference between Male and Female, Rural and Urban, Joint and Nuclear family, Govt./Aided/Private, High School Students' Academic Achievement.
- To find out whether there is any significant relationship between High School Students' Inferiority complex and their Academic achievement.

HYPOTHESES OF THE STUDY

Investigator of the present study framed suitable null hypotheses based on the previous studies.

METHOD OF THE STUDY

For this study the investigator adopted Normative Survey method.

Dependent Variable

For the present study, was taken **Inferiority complex** as a dependent variable.

Independent Variable

For this study, the investigator took **Academic achievement** as the independent variable.

SAMPLE AND SAMPLING TECHNIQUE

The present study consists of 200 High School Students, Cuddalore District, Tamil Nadu. The samples were selected by using simple random sampling technique. The sample forms a representative sample of the Total population.

Tool Used

To find out the Inferiority complex, Inferiority complex Scale Constructed and validated by Sorensen (2006) was used. For the Academic Achievement IX standard students' Percentage of marks at Second Half yearly has been used.

DESCRIPTIVE ANALYSIS

To find out the Inferiority complex of High School students, the Mean and S.D have been calculated.

Table 1: Mean and SD of Inferiority Complex Scores

Demographic Variable	Sub Sample	N	Mean	SD
Gender	Male	88	66.98	12.3
	Female	112	61.86	10.09
Locality	Rural	137	63.17	11.75
	Urban	63	66.03	10.72
Type of family	Joint	132	64.36	12.01
	Nuclear	68	63.98	10.51
Total Sample		200	64.22	11.45

Total Sample

It is evident from the above Table that the calculated Mean score of Total sample indicates that the High School students have high level of Inferiority complex.

In order to find out the Academic achievement of High School students, the Mean and S.D have been calculated.

Table 2: Mean and SD of Academic Achievement Scores

Demographic Variable	Sub Sample	N	Mean	SD
Gender	Male	88	67.58	11.96
	Female	112	71.1	12.53
Locality	Rural	137	71.06	12.15
	Urban	63	66.74	12.34
Type of family	Joint	132	69.56	12.75
	Nuclear	68	69.34	11.81
Total Sample		200	69.48	12.38

Total Sample

The calculated Mean score of Total sample indicates that the students have moderate level of Academic achievement.

Differential Analysis- Inferiority complex**Null Hypothesis -1**

For the testing of the Null hypothesis 't' value is calculated.

Table 3: Inferiority Complex Scores of Male and Female Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Male	88	66.98	12.3	2.89	Significant
Female	112	61.86	10.09		

From the above table, since the 't' value is significant at 0.05 level, the formulated Null hypothesis is rejected and it is concluded that there is no significant difference between Male and Female students' Inferiority complex.

Null Hypothesis -2

For the testing of the Null hypothesis 't' value is calculated.

Table 4: Inferiority Complex Scores of Rural and Urban Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Rural	137	63.17	11.75	1.87	Not significant
Urban	63	66.03	10.72		

From the above table, since the 't' value is no significant at 0.05 level, the formulated Null hypothesis is accepted and it is concluded that there is no significant difference between Rural and Urban students' Inferiority complex.

Null Hypothesis -3

For the testing of the Null hypothesis 't' value is calculated.

Table 5: Inferiority Complex Scores of Joint and Nuclear Family Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Joint family	132	64.36	12.01	0.87	Not significant
Nuclear family	68	63.98	10.51		

From the above table, since the 't' value is no significant at 0.05 level, the formulated Null hypothesis is accepted and it is concluded that there is no significant difference between Joint and Nuclear family students' Inferiority complex.

Differential Analysis- Academic Achievement

Null Hypothesis -4

For the testing of the Null hypothesis 't' value is calculated.

Table 6: Academic Achievement Scores of Male and Female Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Male	88	66.98	12.3	2.16	Significant
Female	112	61.86	10.09		

From the above table, since the 't' value is significant at 0.05 level, the formulated Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female students' Academic achievement.

Null Hypothesis -5

For the testing of the Null hypothesis 't' value is calculated.

Table 7: Mean Academic Achievement Scores of Rural and Urban Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Rural	137	71.06	12.15	2.31	Significant
Urban	63	66.74	12.34		

From the above table, since the 't' value is significant at 0.05 level, the formulated Null hypothesis is rejected and it is concluded that there is significant difference between Rural and Urban students' Academic achievement.

Null Hypothesis -6

For the testing of the Null hypothesis 't' value is calculated.

Table 8: Academic Achievement Scores of Joint and Nuclear Family Students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Joint family	132	69.56	12.75	1.31	Not significant
Nuclear family	68	69.34	11.81		

From the above table, since the 't' value is not significant at 0.05 level, the formulated Null hypothesis is accepted and it is concluded that there is no significant difference between Joint and Nuclear family students' Academic achievement.

CORRELATION ANALYSIS

Null Hypothesis -7

For the testing of the 'r' value is calculated.

Table 9: Relationship between Inferiority Complex and their Academic Achievement

Variables	N	'r' value	Significance at 0.5 level
Inferiority complex and Academic achievement	200	-0.802	Significant and Negative

It is inferred from the, since the 'r' value is significant and negative at 0.05 level. the Null hypothesis is rejected and concluded that there is significant negative relationship exists between students' Inferiority complex and their Academic achievement.

RECOMMENDATIONS

The recommendation based on the findings of this study are: There is significant negative relationship found between Inferiority complex and Academic achievement, hence, Psychologists should be appointed for giving counselling about the need of achievement.

Teachers and Parents also should be given proper counselling to grow their children with more confidence.

CONCLUSIONS

The High School Students' Inferiority complex and Academic achievement has been considered in terms of Type of family, Gender and Locality of School. Findings of The high level of Inferiority complex and moderate level of Academic achievement, shows a peculiarity of the relationship. The education system should add activities to check and modify inferiority complex towards positive side.

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