



A STUDY ON INFERIORITY COMPLEX OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT" IN VELLORE DISTRICT

G. Kalaivani ¹

¹ M.Ed Student

ABSTRACT

This study examined the relationship between Inferiority complex and Academic achievement of high school students in Vellore district. The study adopted survey method of research. Participants were 200 high school students randomly selected in various schools in Vellore district. The research instrument used for data collection was Inferiority complex developed by Sorenson tested at 0.05 and 0.01 level of significant. The findings indicated that there is a positive relationship between inferiority complex and academic achievement of high school student. The level of inferiority complex and academic achievement of high school student is high in nature. There exist significant impact with respect to gender, type of family and medium of instruction. And there is no significant on subject and location on the inferiority complex and academic achievement of high school students.

Keywords: Inferiority complex, survey method, hypotheses, academic achievement.

INTRODUCTION

At one time or another, many of us feel inferior compared to our peers. However, for those suffering from an inferiority complex, the psychologically-perceived comparison is so harsh it can lead to a debilitating life.

An inferiority complex, as defined by psychiatrists, is a feeling of inadequacy stemming from either real or imaginary sources. While the emotions are often subconscious, it often compels its victims to overcompensate in their performance. This can take the form of either outstanding achievement or severe antisocial antics - or in severe cases, the individual can fluctuate between the two extremes.

While a regular human feeling of inferiority can drive someone to healthy success, a person suffering from the complex can reach such a heightened stage of discouragement, they can become a danger to themselves.

Inferiority complex

Inferiority complex- has been taken with the definition as, "An unrealistic feeling of general inadequacy caused by actual or supposed inferiority in one sphere, sometimes marked by aggressive behaviour in compensation".

The concept of inferiority complexes was developed by Alfred Adler, who credited Napoleon as the first to have suffered from such a condition. Since then, many sociologists have even suggested that inferiority complex symptoms can affect entire culture groups. This is defined as a "cultural cringe", and is used to describe societies that feel threatened by others, and act out in negative ways to overcome that feeling of inadequacy. It can also refer to the way a people group embraces their own culture, and Australia is often presented as a prime example. Their entertainment has been heavily influenced by American television, almost to the point where they have no media

concepts of their own. This inward self-defeat of creativity is an example of the controversial cultural cringe.

Academic achievement

Academic performance is a measure of the ability of a learner to recall appropriate learned facts and information at a particular time. The degree of recall of learned experiences seem to depend on the influence of some psychological factors. These psychological factors that affect the academic performance of students in Secondary Schools, include, phobia, stress, depression, delinquency and inferiority complex Academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals.

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.

An academic achievement is something a person achieves at school, college or university - in class, in a laboratory, library or fieldwork.

STATEMENT OF THE PROBLEM

Formally stated the problem stands as follows:

"A study On Inferiority Complex of High School students in relation to their Academic Achievement" in Vellore District

OBJECTIVES OF THE STUDY

The present study has the following objectives:-

1. To find out the Students' level of Inferiority complex.
2. To find out the High School Students' level of

Academic achievement.

3. To find out whether there is any significant difference between Male and Female High School Students' Inferiority complex.
4. To find out whether there is any significant difference between Rural and Urban High School Students' Inferiority complex.
5. To find out whether there is any significant difference between Joint and Nuclear family High School Students' Inferiority complex.
6. To find out whether there is any significant difference among High School Students' Inferiority complex with respect to type of management of School (Govt./Aided/Private).
7. To find out whether there is any significant difference between Male and Female High School Students' Academic achievement.
8. To find out whether there is any significant difference between Rural and Urban High School Students' Academic achievement.
9. To find out whether there is any significant difference between Joint and Nuclear family High School Students' Academic achievement.
10. To find out whether there is any significant difference among High School Students' Academic achievement with respect to type of management of School (Govt./Aided/Private).
11. To find out whether there is a significant relationship between High School Students' Inferiority complex and their Academic achievement.

HYPOTHESES OF THE STUDY

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

1. High School Students' are having high level of Inferiority complex.
2. High School Students' are having high level of Academic achievement.
3. There is no significant difference between Male and Female High School Students' Inferiority complex.
4. There is no significant difference between Rural and Urban High School Students' Inferiority complex.
5. There is no significant difference between Joint and Nuclear family High School Students' Inferiority complex.
6. There is no significant difference among High School Students' Inferiority complex with respect to type of management of School (Govt./Aided/Private).
7. There is no significant difference between Male and Female High School Students' Academic achievement.
8. There is no significant difference between Rural and Urban High School Students' Academic achievement.

9. There is no significant difference between Joint and Nuclear family High School Students' Academic achievement.
10. There is no significant difference among High School Students' Academic achievement with respect to type of management of School (Govt./Aided/Private).

There is no significant relationship between High School Students' Inferiority complex and their Academic achievement.

RESEARCH DESIGN

METHODOLOGY

The study was conducted through Normative Survey method of research and

it is most suitable for the present study.

VARIABLES

Dependent variable: Inferiority complex

Independent variable: Academic achievement

SAMPLE

The present study consists of 200 High School Students, Vellore District, Tamil Nadu.

Research tools

The following tools were selected and used in this study:

- Inferiority complex Scale Constructed and validated by **Sorensen (2006)**
- Academic Achievement IX standard students' Percentage of marks at Second Term

STATISTICAL TECHNIQUES

For the analysis of the data, the following statistical techniques have been used.

- a. Descriptive analysis (Mean & S.D)
- b. Differential analysis ('t' test & 'F' test)
- c. Co-relation analysis

MAJOR FINDINGS OF THIS STUDY

- High School Students have high level Inferiority complex.
- High School Students have high level of Academic achievement.
- There is significant difference between Male and Female High School Students' Inferiority complex.
- There is no significant difference between Rural and Urban High School Students' Inferiority complex.
- There is no significant difference between Joint and Nuclear family High School Students' Inferiority complex.
- There is no significant difference among High School Students' Inferiority complex with respect

to type of management of School (Govt./Aided/Private).

- There is significant difference between Male and Female High School Students' Academic achievement.
- There is significant difference between Rural and Urban High School Students' Academic achievement.
- There is no significant difference between Joint and Nuclear family High School Students' Academic achievement.
- There is no significant difference among High School Students' Academic achievement with respect to type of management of School (Govt./Aided/Private).
- There is a significant of negative relationship between High School Students' Inferiority complex and their Academic achievement.

Table No: 1

Significance of difference between Mean Inferiority complex scores of Male and Female High School students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Male	92	64.95	11.43	3.44	Significant
Female	108	59.83	9.22		

Table No: 2

Significance of difference between Mean Academic achievement scores of Male and Female High School students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Male	92	65.28	10.88	2.22	Significant
Female	108	68.80	11.45		

Table No: 3

Significance of difference between Mean Academic achievement scores of Rural and Urban High School students

Sub Sample	N	Mean	SD	't' value	Significance at 0.05 level
Rural	127	68.76	11.07	2.62	Significant
Urban	73	64.44	11.26		

Table No: 4

Relationship between High School students' Inferiority complex and their Academic achievement

Variables	N	'r' value	Significance at 0.5 level
Inferiority complex and Academic achievement	200	-0.609	Significant

EDUCATIONAL IMPLICATIONS

The present study gives analysis about the Inferiority complex and Academic achievement. Based on the important findings stated earlier the following recommendations are suggested for the betterment:

There is significant negative relationship found between Inferiority complex and Academic achievement. Hence, Special programme to reduce Inferiority complex should be conducted among the students.

The students should be given counselling about the need of achievement, instead of thinking inferior to other. Their positives should be given focus during class hours.

Parents also should be given proper counselling to grow their child with the attitude of standing on their own legs without Inferiority complex.

Government should employ guidance counsellors in all Secondary Schools to counsel delinquent and phobic students in order to adjust and conform to the challenges of secondary education.

CONCLUSION

- The High School Students' Inferiority complex and Academic achievement has been considered in terms of Type of family, Gender, Locality of School and Type of Management. The present study has shown that the High School Students have high level of Inferiority complex and

high level of Academic achievement also, further shown that there is significant negative relationship between the Inferiority complex and Academic achievement of High School Students.

Based on the result of the present study and comparing the results with the previous studies, the investigator feels that the administrators, teachers and parents may concentrate on the other factors with the view to improve the students' Academic achievement to the higher level by reducing Inferiority complex further.

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