INFERIORITY AND INSECURITY FEELINGS IN RELATION TO ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

Dr.A.BlessingMary, Assistant Professor in Education

Mother Teresa Women's University, Kodaikanal

Abstract:

According to Adler all humans experience feelings of inferiority as children and spend the rest of their lives trying to compensate for those feelings. As people replace the dependence of childhood with the independent of adulthood, the feelings of inferiority persist in varying intensity in different people. For some people, the sense of inferiority serves as a positive motivating factor, as they strive to improve themselves in an effort to neutralize the negative feeling of inferiority some, however, become dominated and, as a result, crippled – by an over whelming sense of inadequacy. These people, whose thoughts are so overtaken by these feelings that they cannot function normally, are said to have an inferiority feeling.

Subsequent success or failure is determined by the ability to adjust the inferiority feeling to the demands of life. Normal development requires the recognition of one's limitations and capacities in order to achieve a profitable balance in emotional maturity. The inferiority complex is different from the inferior feeling of which the former is the master but the later can become a servant to the individual. The deeper insecurity has nothing to with identifiable threats. But perhaps we prefer to project our uncaused precariousness on to some definite danger in the world, because it is more acceptable to fear crime, cancer or cartheft than to admit that we are scared and insecure for no particular reason. But mind can neither comprehend nor control this deepest insecurity of being.

Achievement test is one of the tools of examination used for diagnosis and prognosis. The diagnostic aim is achieved when the teacher is able to find out the specific learning difficulties of the pupils. From this the teacher is able to predict their readiness for proceeding to new areas of knowledge. Thus, the teacher is able to guide the pupils and can engage in profitable remedial teaching as it gives him detailed general impression about the academic achievement of the students. The level of regard of self and one's own ability predicts the level of school success, only the child who doesn't have the feelings of inferiority and insecurity shines in the academic career.

Keywords: Education, Inferiority, Insecurity, Academic Achievement etc.

Introduction:

Inadequacy of childhood is mainly responsible for the development of feeling of inferiority in the beginning. Adler notices in his patients that they become sick or affected in a particular region of the body. They seemed to localize their complaints which were not associated with their actual condition of the organic system. Thus, he developed the theory of organic inferiority. In the case of paired or related organs the deficiency in one is often compensated by increased activity of the other. A person without a right hand is able to perform most of the work with left hand. One without arms can play instruments, write and even take food with his feet. The feeling of inferiority helps to strive for higher level of development. This development brings only a temporary satisfaction as bigger things again create a feeling of inferiority, and inferiority again leads to further effort. Thus, the feeling of inferiority introduced at birth keeps the upwards movement going.

Everyone starts life with some feelings of inferiority. Subsequent success or failure is determined by the ability to adjust the inferiority feeling to the demands of life. Normal development requires the recognition of one's limitations and capacities in order to achieve a profitable balance in emotional maturity. The inferiority complex is different from the inferior feeling of which the former is the master but the later can become a servant to the individual. As a master, the complex may cause a person to have ultimate failure and maladjustment; as a servant, the feeling may produce success in achieving valuable goals in life. No one succeeds without some inferior feeling and almost everyone who fails does so because of an inferiority complex.

Adler says that," Insecurity can be defined as emotional instability, feeling or rejection, inferiority, anxiety, isolation, Jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism or unhappy". The deeper insecurity has nothing to with identifiable threats. But perhaps we prefer to project our uncaused precariousness on to some definite danger in the world, because it is more acceptable to fear crime, cancer or cartheft than to admit that we are scared and insecure for no particular reason. But mind can neither comprehend nor control this deepest insecurity of being. Rather than resulting from thinking, it is existentially disclosed from within. It often intrudes when we know that everything is safe and sound.

An inferiority feeling is an emotional feeling of incapability common to all in varying degrees, inherited at birth from the fallen adamic nature. It may be intensified by circumstances in

early life and become an inferiority complex. It finds manifestation in symptoms of withdrawal or aggression and seeks compensation by defense mechanisms in reaction to reality.

One of the many functions of school is to motivate students for academic achievement. A teacher who can keep his/her students well motivated has more than half the battle. Achievement test is one of the tools of examination used for diagnosis and prognosis. The diagnostic aim is achieved when the teacher is able to find out the specific learning difficulties of the pupils. From this the teacher is able to predict their readiness for proceeding to new areas of knowledge. Thus the teacher is able to guide the pupils and can engage in profitable remedial teaching as it gives him detailed general impression about the academic achievement of the students.

OBJECTIVES OF THE STUDY

1. To investigate the relationship between.
   - (i)   Inferiority and insecurity feelings
   - (ii)   Inferiority feelings and Academic achievement
   - (iii) Insecurity feelings and Academic achievement

2. To explore the difference in inferiority and Insecurity feelings respect to
   - (i)   Gender
   - (ii)   Medium of instruction
   - (iii) Types of schools
   - (iv)   Socio- economic status

3. To evaluate the association between inferiority feelings and Insecurity Feelings and Academic Achievement on
   - (i)   Gender
   - (ii)   Medium of instruction
   - (iii) Types of schools
   - (iv)   Socio- economic status

Review of Related Literature:

Dievabalan (2003) studied on self – concept and security – insecurity feeling among the street children, with the objective to find out the influence of gender, age,

type of school and the birth order on self-concept and security – insecurity feeling of street children. The sample consisted of 150 street children's facts within the age group of eleven to eighteen years. The tools used were the Self- concept Inventory prepared by the investigator and Security- Insecurity Inventory. The major findings were that the self-concept and security – insecurity feelings were negatively related to each other in case of street children and sex, age, type of school and the birth order had no significant influence on self- concept and security – insecurity feeling of street children.

Hitesh (2003) conducted a study on the feeling of security – insecurity of adolescent in relation to gender, intelligence, region and SES, 687 adolescent pupils of grade X were taken as the sample. The tools used were the Security – Insecurity Inventory by Hitesh, P. Patel socio-economic status scale by Dr. Pallavi P.Patel and the General Ability Test by Dr. Pallavi P. Patel. The major findings were that i) There was no significant difference between the feeling of security – insecurity of boys and girls; of urban and rural adolescent pupils ii) Pupils having high I.Q are more secured compared to pupils having how I.Q iii) Pupils having high SES are more secured compared with the pupils having low SES.

HYPOTHESIS

1. There is no significant difference in inferiority and Insecurity feelings owing to their difference in
   1. Gender
   2. Medium of instruction
   3. Types of schools
   4. Socio -economic status

2. There is no significant association between inferiority and Insecurity feelings with regard to difference in
   1. Gender
   2. Medium of instruction

14

3. Types of schools

4. Socio- economic status

3. There is no significant difference and association in academic achievement owing to their difference in

1. Gender

2. Medium of instruction

3. Types of schools

4. Socio- economic status

4. There is no significant association between inferiority feeling and insecurity feelings

5. There is no significant association between inferiority feelings and academic achievement

6. There is no significant association between insecurity feelings and academic achievement

7. There is no significant relationship between inferiority feelings and insecurity feelings.

8. There is no significant relationship between inferiority feelings and academic achievement.

9. There is no significant relationship between insecurity feelings and academic achievement

Description of the Tool:

VALIDITY

15

Both questionnaires are framed on the bases of psychological testing rational.

To find out their empirical validity, self-rating by the subjects were obtained on a six point scale as the criterion is employed. This method is used because no other suitable criterion was available for the purpose.

RELIABILITY: Statistics of "test-retest" reliability was used for measuring consistency coefficients of inferiority and insecurity questionnaires for that both questionnaires were administered twice at the interval of three weeks to a group of eighty under graduate and post graduate students. The following are the findings:

Test	Restest interval	N	Product moment Reliability
Inferiority questionnaire	3 weeks	80	0.920
Insecurity questionnaire	3 weeks	80	0.936

These above figures indicate very high reliability coefficients. Such high reliability coefficients might be questioned, because in the filed of psychological testing such is not a common occurrence. These high reliability coefficients might have been in some way effected by the variability of the group. The group of subjects was drawn from college classes and from both sexes. Heterogeneity itself apart from test accurancy is known to affect the correlation coefficient (reliability in this case) in raising it to a certain extent. (Therefore , when due allowance is made for the effect of heterogeneity, these high reliability coefficient might be accepted as reliability).

ACADEMIC ACHIEVEMENT: The total marks obtained by the students in the secondary school leaving certificate examination were taken as the achievement scores.

PERSONAL DATA SHEET: To collect the information on selected variables such as Gender, Medium of instruction, Types of schools and Socio-economic status, Personal Data Sheet was prepared by the investigator. It was distributed among the students and 10 minutes was given to fill the same.

SOCIO- ECONOMIC STATUS: It is the ranking of an individual in terms of his parents status with regarded to their educational and economic condition. It is assessed in terms of parent's educational level, occupational status and monthly income. This information is collected from the personal data sheet.

THE SELECTION OF SAMPLE: The sample of the study was selected randomly. Representative sample of 450 students who have joined in XI standard were selected from Aided schools, Unaided schools and Government Schools in Kancheepuram District.

Table showing the Critical Ratio of the difference in inferiority feelings of female and male

Gender	Samples size	Mean	S.D	't'value	df	LOS
Female	225	47.36	12.59	1.36	448	NS
Male	225	46.97	14.49			

Note: LOS refers Level of Significance

Since the calculated value of't' (1.36) is less than the table value (1.96) for degree of freedom 448, the null hypothesis is accepted at 5% level. Hence there is no significant difference between female and male with respect to their inferiority feelings.

Table one way ANOVA showing the difference in inferiority feelings of students studying in difference Types of schools

Types of Schools	df	SS	MSS	'F'value	LOS
Between group	2	1342.59	671.28	3.69	0.01
With in group	447	82601.57	181.78		
Total	449	82601.57			

Since the calculated value of 'F' (3.69) is greater than the table value (3.02) for degree of freedom 449, the null hypothesis is rejected at 1% level. Hence there is significant difference between inferiority feelings of students belonging to difference types of schools.

Since 'F' is significant post HOC tests are used to analyses the sub-categories and those value which are significant are presented.

Table showing the multiple comparision of Inferiority feelings belonging to different Types of Schools

Types of Schools	Mean	S.D	't' value	LOS
Aided	49.48	12.22	1.74	NS
Unaided	46.66	15.66		
Aided	49.48	12.22	2.93	0.01
Government	45.34	12.27		
Unaided	46.66	15.66	0.82	NS
Government	45.34	12.27		

The computes mean differences presented in table indicate significant difference in inferiority feelings. There is no significant difference between aided and unaided schools. There is significant difference between aided and government schools. There is no significant difference between unaided and government schools.

Table one way ANOVA showing the difference in insecurity feelings of students studying in different types of schools

Types of Schools	df	SS	MSS	'F'value	LOS
Between group	2	9753.59	4876.76	18.22	0.01
Within group	447	119650.16	267.67		
Total	449	129403.75			

Since the calculated value of 'F' (18.22) is greater than the table value (4.66) for degree of freedom 449, the null hypothesis is rejected at 1% level. Hence there is significant difference between insecurity feelings of students belonging to different types of schools. Since' F' is significant post HOC tests are used to analyses the sub-categories and those value which are significant are presented in the table(4.15.1)

Table showing the multiple comparisons of insecurity feelings belonging to different types of schools

Types of Schools	Mean	S.D	't' value	Level of Significance

Aided	35.94	15.69	0.10	NS
Unaided	36.13	18.32		
Aided	35.94	15.69	5.54	0.01
Government	26.15	14.86		
Unaided	36.13	18.32	5.18	0.01
Government	26.15	14.86		

The computes mean differences presented in table indicate significant difference in inferiority feelings. There is no significant difference between aided and unaided schools. There is significant difference between aided and government schools. There is significant difference between unaided and government schools.

Chi-Square table showing the association between academic achievement and socio- economic status

Socio-economic status	Level of Academic Achievement			Row total	Chi-square value	df	LOS
	Low	Average	High				
Low	41 (30.9)	57 (59.4)	23 (30.6)	121	79.42	4	0.01
Average	65 (58.0)	130 (111.4)	32 (57.5)	227			
High	9 (26.0)	74 (50.0)	59 (25.8)	102			
Column total	115	221	114	450			

Since the calculated value Chi Square (79.42) is greater than the table value (13.277) for degree of freedom 4, the null hypothesis is rejected at 1% level. Hence there is significant association between academic achievement and socio-economic status.

Table Karl Pearson's moment co-efficient of correlation between Inferiority and Insecurity Feelings

Variable	Sample Size	'r' value	df	LOS
Inferiority feelings				
Insecurity feelings	450	0.68	448	0.01

The calculated correlation co-efficient r=0.68 is significant at 1% level. Hence the null hypothesis is rejected. The relationship between inferiority and insecurity feelings is nearly 68%. Thus, there is positive correlation between inferiority and insecurity feelings.

Table Karl Pearson's moment co-efficient of correlation between Inferiority feelings and academic achievement

Variable	Sample	'r' value	df	Level of Significance
Inferiority feelings				
Academic achievement	450	0.068	448	NS

Since the calculated correlation co-efficient r=0.068 is not significant at 01% level. Hence the null hypothesis is accepted. Thus, there is no correlation between inferiority feelings and academic achievement.

Table Karl Pearson's moment co-efficient of correlation between Insecurity feelings and academic achievement

Variable	Sample	'r' value	df	Level of Significance
Insecurity feelings				
Academic achievement	450	0.11	448	NS

Since the calculated correlation co-efficient r=0.11 is significant at 1% level. Hence the null hypothesis is accepted. Thus, there is no correlation between insecurity feelings and academic achievement.

MULTIPLE REGRESSION OF ACADEMIC ACHIEVEMENT ON DEMOGRPHIC VARIABLES

Dependent variable : Academic Achievement (YY)

Independent variables : 1. Gender (X_1)

2. Types of schools (X_2)

3. Medium of instruction (X_3)

4. Socio-Economic Status (X_4)

5. Inferiority (X_5)

6. Insecurity (X_6)

Multiple R value = 0.432

R Square value = 0.187

F Value = 16.986

Level of Significance = 0.01

Values in the regression equation

Variables	Unstandardised co-efficient (B)	SE of B	Standardized co-efficient (β)	't' Value	LOS
X1	-10.059	4.640	-0.093	2.168	0.05
X2	-6.830	3.143	-0.103	2.173	0.05
X3	-13.165	6.835	-0.122	1.926	NS
X4	5.412	0.735	0.445	7.354	0.01
X5	0.196	0.238	0.049	0.821	NS
X6	-0.015	0.199	-0.004	0.077	NS
Constant	364.116	16.821	0	21.646	0.01

In this Multiple Regression Analysis the dependent variable Academic Achievement and the independent variables or gender, Types of schools, Medium of instruction, Socio economic status, Inferiority feelings and Insecurity feelings.

The Multiple correlation co-efficient (R) value is 0.432 which measures the degree of relationship between the actual value and the predicted values of academic achievement. The 'R' value indicates that the relationship between academic achievement and six Independent variables is 43% and is quite strong and positive.

The co-efficient of determination (R2) is 0.187 means that about 19% of the variation in academic achievement is explained by the six independent variables. This information is quite useful in assessing the overall accuracy of the model. Also the R2 is significant at 1% level.

The Multiple Regression Equation is

$Y = 364.12 - 1.06 X_1 - 6.83 X_2 - 13.16 X_3 + 5.41 X_4 + 0.19 X_5 - 0.02 X_6$

From the Multiple regression equation, the Independent variables gender types of school, socio economic status is significant to improve the academic achievement. But medium of instruction, inferiority feelings and insecurity feelings are not statistically significant to improve the academic achievement.

MAJOR FINDING OF THE STUDY

The present study revealed that there was significant difference between inferiority feelings and types of schools, hence the teacher have to motivate the students to have right self image and to know the self worth.

The present study revealed that there was a significant difference between insecurity feelings and medium of instruction. This may be due to the reason that students hail from rural background and hence they do not have any one to motivate or help them regarding language at home. So the teachers have to pay more attention towards such students.

The present study revealed that there was a significant difference between insecurity feeling and types of schools defective teaching methods and disapproval of teachers may lead to insecurity among the children. This should be recognized by all types of schools for the educational workers have to take initiative.

The present study revealed that there was significant difference in insecurity feelings and SES among students. Special care and attention must be given to such students to over come that feelings and create a self respect among them. The teacher must identify and understand this and provide support and affection to child.

The present study revealed that there was significant difference in academic achievement owing to the difference in medium of instruction, types of schools and SES. This reveals that there are many factors which is very much result oriented and rate a students to based on his/her academic performance, should consider the factors that's affect the children's performance.

The present study revealed that there was significant association between insecurity and inferiority feelings, hence it is the duty of the teachers to ensure that proper care and affection is given to the student's in order to remove the feelings of insecurity and also the teachers should provide proper encouragement well.

The fundamental desire of life is the desire to exist and grow which means that security superiority is the most fundamental need. This require not only freedom from physical wants but acceptance by group whose affection, approval and admiration are necessary to whole some group and which is the fundamental aim in education.

HOW TO DEAL WITH INSECURITY FEELINGS

1. The parent and teachers have to give guidance to the child in judging and discrimination in the complex world of today.

2. Child also needs freedom to day dream and play as these are the fountain heads of imagination and creation.

3. Teachers and parents should remember that while too much criticism is damaging the child's self concept, unwarranted compliments may also be counter productive.

4. Value of praise is relative to the source of praise and the manner in which it is administered and meaningful criticism from a friendly teacher may be welcomed by pupils.

5. Help pupil to recognize that insecurity is not uncommon. For insecure pupils though, the slightest change to a routine can lean them worried. Reassure them, that nothing awful will happen, but try making a point of seeing them later to reinforce the fact that nothing went wrong.

6. Help them find paths to security by giving them some responsibility, which will give them confidence, particularly one which means that others will look to them for a sense of security perhaps fixing the time and date for a class activity.

7. Reassure but don't treat term as infantile they will often double check with you the detail of some task they have been asked to do or repeatedly check details of dates, time and places.

REECOMMENDATIONS FOR FURTHER STUDY

➢ For the present study caste, religion and stream of subject was not taken as variable. Further research can be done in this direction considering religion and caste.

➢ The present study had been done only in the school of Kancheepuram District. Similar study can be done comparing different districts.

➢ Utilization of stratifying randomized techniques is sampling may yield better result so as to have equal proportion of all the groups in the investigation.

> ➢ It would be interesting to replicate the study by selecting samples based on delinquents and also samples based on children's with working and non – working mothers.

> ➢ The present study was conducted for 450 numbers of samples. The same study can be attempted on a large sample and in different states.

CONCLUSION

The purpose of the present investigation was to study the Inferiority and Insecurity feelings and Academic Achievement with reference to some selected variables and the study indicated significant relationship among the variables. The study may find some usefulness in the field of education and the findings of this study may serve as a data base for the future research.

BIBLIOGRAPHY

> ➢ Annie Ward, Howard W. Stoker, Mildred Murray-Ward, **"Achievement and Ability Tests - Definition of the Domain",** Educational Measurement **2**, University Press of America,1996.

> ➢ Best J. W., **"Research in Education"**, 3ed Edition, New York, Prentice Hall, 1999.

> ➢ Barr., **"Educational Research: An Introduction",** New Delhi, Mc. Crow Hill Book Company, 1995.

> ➢ Bossaert, G; S. Doumen; E. Buyse; K. Verschueren (2011). **"Predicting Students' Academic Achievement After the Transition to First Grade: A Two-Year Longitudinal Study".** Journal of Applied Developmental Psychology, 2011.

> ➢ Gates, A.S, Jerslid, A.T, **"Educational Psychology",** New York: Macmillan, 1970.

> ➢ Mangal, S.K., **"Advanced Educational Psychology",** Edition –II, PHI Learning Private Limited, 2013.

> ➢ Magnuson, Katherine (November 2007). **"Maternal Education and Children's Academic Achievement During Middle Childhood".** Developmental Psychology, Sangam Publications. UP, 2007.

> ➢ Nagarajan, K., **"Education in the Emerging Indian Society",** Ram Publishers, Chennai, 2009.

> ➢ Nagarajan, K.,**"Psychology of Learning and Human Development",** Ram Publishers, Chennai, 2013.

➢ Russell, D.W. (December 2002). **"In search of underlying dimensions: The use (and abuse) of factor analysis in Personality and Social Psychology Bulletin".** Personality and Social Psychology Bulletin, 2002.

➢ Sternberg, R. J. **"Metaphors of Mind: Conceptions of the Nature of Intelligence".** New York: Cambridge University Press, 1977.

➢ Sophie; Hell, Benedikt; Chamorro-Premuzic, Tomas. **"The Hungry Mind: Intellectual Curiosity Is the Third Pillar of Academic Performance".** Perspective on Psychological Science, 2011.

➢ Tomporowski, Phillip; Catherin Davis; Patricia Miller; Jack Naglieri. **"Exercise and Children's Intelligence, Cognition and Academic Achievement".** Educational Psychology, 2008.