

A Study on Effect of Perceived Academic Achievement on the Level of Inferiority and Insecurity Feeling

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ABSTRACT

Background: Recently, schools have drawn attention as dominant factors for perceived academic achievement of students on the level of inferiority and insecurity feeling. However, it has limited studies on this issue. This study sought to assess perceived academic achievement of students catalyzing on the level of inferiority and insecurity feeling.

Aims: The current study aimed at exploring the effect of perceived academic achievement on the level of inferiority and insecurity feeling.

Methods: To meet the objectives, ex-post facto design was used. The sample was selected to match the study and help in achieving the purpose of the study. The researcher was used accidental sampling technique for the data collection. A sample of 100 students was selected for the present research. Students of Dev Sanskriti Vishwavidyalaya, Haridwar were selected in the sample. This was selected from two groups i.e. 50 from high academic achievement and 50 from low academic achievement. Participants were given questionnaires named as Inferiority and Insecurity Questionnaires developed by G.C. Pati (1976).

Statistical Analysis Used: Data emerging from the mentioned studies have been statistically analyzed for comparing mean scores and computing the magnitude of the effect of perceived academic achievement on the level of inferiority and insecurity feeling, respectively.

Results: The obtained t-values and the calculated t values of the entire hypothesis are greater than critical values which is considered to be extremely statistically significant at 0.05 level of confidence for $df=98$, so the means are significantly different.

Conclusions: The findings revealed that the perceived academic achievement highly effective on the level of inferiority and insecurity feeling of students.

Keywords: Perceived academic achievement and inferiority & insecurity feeling.

A Study on Effect of Perceived Academic Achievement on the Level of Inferiority and Insecurity Feeling

Introduction:

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the, whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors. Behind every achievement that we see in this world today, is the unseen hand of the human self-confidence. The material comforts scientific achievements are all the products crystallized out of the human self-confidence and determination. The human self-confidence conquered Nature and made slave for the welfare of mankind, and in the process, can even create the things which were not even available in the world before. Behind all the technological progresses are the determined efforts of hundreds of dedicated men and women, who faced all the challenges to make their dream, comes true.

Many of what we see today as solid facts of life and proof of man's achievements were only mere ideas yesterday in the minds of a few men of great self-confidence. Those ideas would not have become realities, had they not put the will and determination to their ideas into practice. Our scriptures too have given us examples of men of great self-confidence, like *Viswamitra* who could even create a new world outfit sheer out of will power & self-confidence also. All men of achievement had the blessing of tremendous will power in their makeup, and History is full of names of such men of achievement.

It is everywhere seen that in this remaking of one's destiny, there is negative and there is a positive approach. The negative approach essentially is careful observance of the quality and texture of our thoughts, detecting the dissipations within, and eradicating those false values and wrong tendencies in our thought-patterns. To have Thus, a healthy mind within-one that has learned to negate and weed out its unproductive jungles of thought-is the secret of living in physical well-being, in harmony and happiness. **Rafferty, Shinn and Weitzman (2004)** examined the school experiences and academic achievement of 46 adolescents in families who experienced homelessness and 87 permanently housed adolescents whose families received public assistance. Measures taken after the homeless students were rehoused showed that both groups valued school highly and were similar in cognitive abilities assessed with the similarities subtest of the Wechsler Intelligence Scale for Children—Revised (WISC-R). Formerly homeless students had more school mobility, more grade retention, and worse school experiences by mother report and lower plans for post-secondary education by self-report. Both groups scored poorly on standardized tests of academic achievement. Homelessness was associated with further declines in achievement during the period of maximal residential disruption, but did not have effects 5 years later. **Wagerman and Funder (2007)** examined the personality as a predictor of college achievement beyond the traditional predictors of high school grades and SAT scores. In an undergraduate sample (N = 131), self and informant-rated conscientiousness using the Big Five

Inventory (BFI; John, Donahue, & Kentle, 1991) robustly correlated with academic achievement as indexed by both freshman GPA and senior GPA. A model including traditional predictors and informant ratings of conscientiousness accounted for 18% of the variance in freshman GPA and 37% of the variance in senior GPA; conscientiousness alone explained unique variance in senior GPA beyond the traditional predictors, even when freshman GPA was included in the model. Conscientiousness is a valid and unique predictor of college performance, and informant ratings may be useful in its assessment for this purpose. **Demir (2009)** estimated the individual and combined effects of selected family, student and school characteristics on the academic achievement of poor, urban primary-school students in the Turkish context. Participants of the study consisted of 719 sixth, seventh, and eighth grade primary-school students from 23 schools in inner and outer city squatter settlements. The findings indicated that the set of variables comprising student characteristics, including well-being at school, scholastic activities and support, explained the largest amount of variance in academic achievement among the urban poor. Although the effect sizes are small, family background characteristics and school quality indicators were also found to be significantly related to academic achievement.

Hypotheses:

The present study aims to establish relationship between the effect of perceived academic achievement on the level of inferiority & insecurity feeling having following hypotheses

1. There is no significant difference between high academic achiever persons and low academic achiever persons on the level of inferiority feeling.
2. There is no significant difference between high academic achiever persons and low academic achiever persons on the level of insecurity feeling.

Material & Methods:

For this study, sample size of 100 was selected through accidental sampling technique from the Dev Sanskriti Vishwavidyalaya, Haridwar, (Uttarakhand). This was selected from two groups i.e. 50 from high academic achievement and 50 from low academic achievement. In order to study the effect of perceived academic achievement on the level of inferiority & insecurity feeling, "ex-post facto design was used. The data emerging from the above mentioned studies was statistically analyzed by standard statistical methods. Independent t-test was applied to test the hypothesis. For measurement of inferiority and insecurity feelings researcher used Inferiority and Insecurity Questionnaires developed by G.C. Pati (1976).

Procedure:

Data obtained with the prior permission of the principals. The subjects were briefed about the study and its relevance. Prior to the actual administration of the tools, significant rapport was established. They were assured that their responses kept confidential and used for the research purpose only. After obtaining consent of student, every respondent was given the questionnaire. After the data collect, they were thanked for their cooperation.

Results & Discussion:

In this research work mainly two hypotheses have been formulated. Each hypothesis will be discussed below.

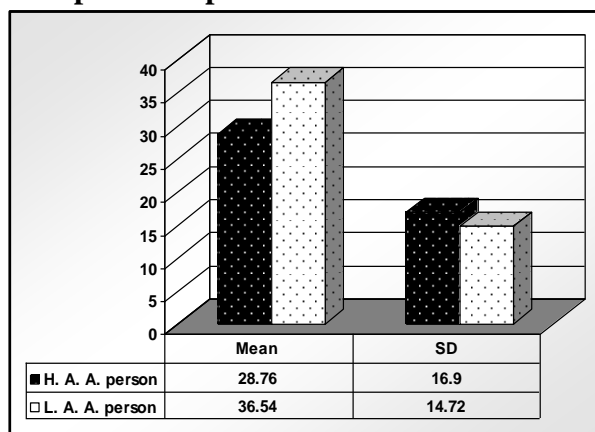
Hypotheses 1: There is no significant difference between high academic achiever persons and low academic achiever persons on the level of inferiority feeling.

Table 1: Comparison between high academic achiever persons and low academic achiever persons on inferiority feeling

Groups	N	Inferiority Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Academic Achiever Persons	50	28.76	16.90	3.17	2.45	Significant at 0.05 level
Low Academic Achiever Persons	50	36.54	14.72			

df = 98

Graphical Representation of Table 1



On the basis of the table 1 and graph, the mean scores of the high academic achiever persons and low academic achiever persons are 28.76 and 36.54 respectively on inferiority feeling. The SD's of the high academic achiever persons and low academic achiever persons are 16.90 and 14.72 respectively. The t-test was used to assess the significance of the hypothesis. The obtained C_R-value is 2.45, since the obtained C_R-value is more than the table value at 0.05 level of confidence

and less than the table value at 0.01 level of confidence for df = 98. So, there is significance difference on the level of inferiority feeling among high academic achiever persons and low academic achiever persons. Since the hypothesis 1 is rejected. So, we can say that high academic achiever persons have low inferiority feeling than low academic achiever persons.

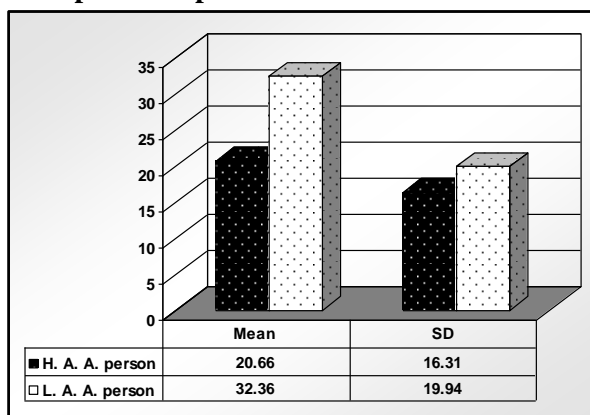
Hypotheses 2: There is no significant difference between high academic achiever persons and low academic achiever persons on the level of insecurity feeling.

Table 2: Comparison between high academic achiever persons and low academic achiever persons on insecurity feeling.

Groups	N	Insecurity Scores		SE _D	C _R	Significance Level
		Mean	SD			
High Academic Achiever Persons	50	20.66	16.31	3.64	3.21	Significant at 0.01 level
Low Academic Achiever Persons	50	32.36	19.94			

df = 98

Graphical Representation of Table 2



On the basis of the table 2 and graph, the mean scores of the high academic achiever persons and low academic achiever persons are 20.66 and 32.36 respectively on insecurity feeling. The SD's of the high academic achiever persons and low academic achiever persons are 16.31 and 19.94 respectively. The t-test was used to assess the significance of the hypothesis. The obtained C_R -value is 3.21, since the obtained C_R -value is more

than the table value at 0.01 level of confidence for $df = 98$. So, there is significance difference on the level of insecurity feeling among high academic achiever persons and low academic achiever persons. Since the hypothesis 2 is also rejected. So, we can say that high academic achiever persons have low insecurity feeling than low academic achiever persons.

Conclusion:

In present research work "A study on effect of perceived academic achievement on the level of inferiority and insecurity feeling" researcher want to examine the relationship between the inferiority and insecurity feeling with academic achievement. This research attempt to determine that academic achievement effect on the level of inferiority and insecurity feeling in school going children. It is recognized by the result of this field study that the level of the inferiority and insecurity feeling, both variables have effected to academic achievement. Hence, we can conclude that the academic achievement affects the level of inferiority and insecurity feeling of human being. But, there are many large scaled researches which are against to the result of the present study in the view of insecurity feeling of adolescents. The results indicated that there was no significant relationship between feeling of security-insecurity and academic achievement. So, we conclude that in the point of view of insecurity feeling academic achievement may be a controversial topic.

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