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A STUDY OF INFERIORITY COMPLEX AMONG THE ENGINEERING COLLEGE STUDENTS

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ABSTRACT

The present study reveals that inferiority complex among the engineering college students its show that there is a inferiority complex of the high school students the t value 01.45 of male and female have slight normal inferiority complex then male students. No significant difference in the inferiority complex of male and female students.

INTRODUCTION:

Inferiority feeling is an unpleasant feeling and unfavorable attitude towards the self nevertheless it is an under valuation or under estimation of the self by the self person with inferiority one's own abilities blind to one's own worth and superiors doubts one's own abilities blind to one's own worth ender he is supposed to assert he submits or withdraws from such situations he has a strong hunger for importance , admiration and appreciation from other but feels shy when it comes to him he has a strong urge to do something to cover up his inferiority feeling but hesitates to processed and to pursue his action felling of inferiority may serves as a stimulant to healthy normal striving and development they become pathological condition only when only individual is overwhelmed and become depressed and incapable of development hearth roller in her biography alder Adler the man and his work explains that the normal inferiority complex prevents them from doing so roller state that Adler found that inferiority complexes can develop from three sources organ inferiority spoiling and neglect when feeling of inferiority result in avoiding participation in the community they become a complex.

According to Adler every behavior heather normal abnormal or supernormal it is inferiority feeling this being an unpleasant feeling prompt from within to develop superiority feeling to attain self perfection and the will to power this is only effort to cover up or to compensate ones handicap the fruits of their effort is useful to the society and satisfaction to themselves for example president Roosevelt of USA napoleon have achieved great highest in theory attempt to compensate their defect.

if the person fails in his attempt a number of times successively the inferiority feeling turns out to be inferiority complex and forces him to shirk from everything. Scholars who have written about adolescence from a psychoanalytical perspective have viewed this developmental period as a time storm and stress when extreme level of conflict with parents results in a reorientation towards peers.

This describes an empirically based framework for understanding adolescent developments. This framework is based on the notion that there are primary changes that occur during adolescence: puberty, cognitive and social role changes.

PRIMARY CHANGES OF ADOLESCENCE

Biological /puberty changes: changes in body properly on voice, body hair, strength and coordination are found in males and changes in body preparation, body hair and menstrual status are found in girls.

PSYCHOLOGICAL COGNITIVE CHANGES:

Jean Piaget has provided us with a comprehensive theory of cognitive development that has general applicability in infants' children and adolescents'. Piaget has enumerated a series of four stages of cognitive development each of which a new assumed to be.

According to Piaget the sensory motor period (birth to 2 year of age) involves series of sub stage whereby the infant develops from a bundle of reflexes to one who can physically manipulate his world with a set of organized and progressively more advanced set behavior.

CHANGES IN SOCIAL ROLE

A variety of changes in the social status children occurs during adolescence although such social redefinition is universal the specific changes vary greatly across different cultures in some non industrial society. Public rituals take soon after the onset of puberties changes. Norms for appropriate social behaviors are altered at this time and the adolescent is now viewed as an adult. In western industrial societies, the transition is less clear, but analogous changes in social status do take place. Changes can occur across four domains, interpersonal, political, economic, and legal. In addition, adolescents are able to obtain a drivers permit can get married. Home leaving in late adolescent also serves to redefine own social role.

changes in peer relationship: most now agree that an adolescent peer relationship are necessities rather than luxuries and that this relationship have a positive impact on cognitive, social, linguistic, sexual, and moral development. indeed there is considerable support for the hypothesis that children and adolescents with poor peer relations are at risk for later personal and social difficulties one might argue that quality relationship with parents can take the place of poor relationship or at least buffer any negative effects of problematic relationship with other adolescence.

EFFECT OF SOCIAL CONTEXT

Another context of adolescent development is the school environment the scalar have agreed not only that we should be interested in the schools effect on cognition and achievements but that we should also look at the school as an important environment for the development of one's personality value and social relationship with increasing age children are exposed to more complex school environment. Movements between schools can be viewed as a stresses with multiple school transaction producing more delirious affects.

SECONDARY CHANGES OF ADOLESCENCE

There are a number of psychological issues that are impacted upon by the primary changes of adolescence as well as the nature of the adolescences contextual environments the secondary changes that will be discussed in this section are as follows.

Identity,

Achievements

Sexuality

Intimacy

Autonomy and

Attachment

METHODOLOGY:

An inferiority complex in field of psychology and psychoanalysis is a dealing that one is inferior to other in some way such feeling can arise from an imagines or actual inferiority in afflicted person. It is often subconscious and is thought to drive afflicted individuals to over compensate resulting either in spectacular achievement or extreme antisocial behavior or both.

Problems:

To study the inferiority feeling among the high school students.

Variables:

Dependent variable

Inferiority feeling

Independent variable

Gender

OBJECTIVES:

To find out the inferiority feeling of high school students

To find out the gender difference in inferiority feeling of engineering college students.

Hypothesis:

There is no significant difference in inferiority feeling between the male and female college students.

DISCUSSION:

every person eighth inferiority feeling feel uneasy to be with stingers and superiors doubts one's own abilities blind to one's own under value and one's own his own achievements and virtues when he is supposed to assert he submits or withdraws from such situations.

Every person on earth irrespective of age experience sex and of any nationality will have inferiority feeling but it varies in degree and not kind.

In the present study an attempt is made to find out the inferiority feeling of among high school students and the important of feeling of inferiority complex male and female are treated differently.

The mean value of male is 25.44 and female students are 26.48. This clearly indicates that there is difference among the male and female students in their inferiority feeling.

The result shows that there is slight difference in the inferiority feeling of high school students.

the score of male is 11.92 and female is 13.73 this shows that there the scores below 25% indicates normal inferiority feeling which does not require counseling it acts as a motive to achieve something and to compensate the deficiency or delete which is haunting the individual low normal deviation in inferiority of male students female students show that there is high deviation in inferiority feeling.

The t value is 1.45 which indicates that there is normal inferiority feeling no significant difference in the inferiority complex of male and female high school students.

CONCLUSION:

Female students have slight normal inferiority complex than male students. There is no significant difference in the level of inferiority feeling among male and female college students.

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