

A Study Of Inferiority Complex On Language Learning Skills Of Scheduled Tribe Students Of KGBV Schools In Vizianagaram District

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Abstract

Feelings of inferiority are complex emotions that usually indicate perceived weakness and helplessness. A lack of timely and effective interventions may bring serious consequence to individuals with inferiority feelings. Due to privacy concerns, those pupils often hesitate to seek face to face help, but they usually spontaneous share their feelings with their mates. The study confined to ascertain the level of interiority complex on Language Learning Skills among IX Class Scheduled Tribe pupils of KGBV Schools in Vizianagaram District. The total sample consist of 400 pupils covering Sex, Locality, Sub-caste, Parental Educational Qualifications to ascertain the level of inferiority complex in respect of language learning skills. The results are drawn with reference to the hypotheses formulated for the purpose of the study - Based on the analysis of the study; the results are discussed with conclusions.

Key Words: Inferiority Complex, Language Learning Skills, KGBV Schools, Schedule Tribes, Academic Current.

Introduction

The Constitution of India has proposed rights for the upliftment of people of all sections of the society. It also provided some special rights to the people of lower castes. The Constitution of India has made special provisions for tribal students. Many development programs were undertaken for their upliftment. In particular, many programs are being undertaken to enhance the educational development among them. In this study Inferiority complex among Scheduled Tribe Students studying in KGBV Schools in

Vizianagaram District is discussed about their language learning skills. Feelings of inferiority are complex emotions that usually indicate perceived weakness and helplessness. A lack of timely and effective interventions may bring serious consequence to individuals with inferiority feelings. Due to privacy concerns, those pupils often hesitate to seek face to face help, but they usually spontaneous share their feelings with their mates. In this study it is observed that pupils considered under different categories are more prone to inferiority feeling than their counterparts. These findings will help relevant institutions and organizations better understand pupils with inferiority feelings and facilitate the development of targeted treatment for those with potential self-esteem problems.

Significance of the study:

Vizianagaram is recognized as one of the most backward districts of North Coastal Districts of Andhra Pradesh. It is known that students belonging to ST class are generally backward in education in any district. However, this research has been done to show that the language learning skills of the students studying in KGBV schools have an inferiority complex. The research message is also elaborated with comprehensive explanations. Inferiority Complex is an individual psychological problem. The purpose of this research was to find out the extent of language learning skills among disadvantaged students especially from tribal backgrounds.

Review of previous studies:

Psychological well-being refers to positive mental health. Research has shown that psychological well-being is a distinct multidimensional concept that develops through a combination of emotional regulation, personality traits and identity, and life experience. Neuroticism increases emotionality. This research shows that this psychological feeling is more prevalent in the backward districts of Uttarandhra. Considering this fact the previous investigations are also discussed, so as to evaluate the level inferiority complex in Language Learning Skills. In this context how the individual evaluate themselves in their studies. These evaluations may be in the form of cognition or in the form of effect (Alam & Kabir (2015). Further people invariable experience moods and emotions, which have a positive effect or negative effect (Kabir, Amanullah & Karim(2008). Santos Gargallo, (1999) says that the factors that determine the personality of the individual. It basically refers to the biological structure of the individual that through its inheritance, maturation process, hormonal influence, nervous system and its biotype constitution will determine a specific personality. Stern (1983) collects, in diagram form, the factors that intervene in the learning process of a second language and the relationships that exist between them and that have given

rise to the different learning models to which we eluded previously. The ST students in this research do not have much command of the language, so it does not come with a background from birth. On the other hand, ST students in high school are afraid to express themselves or have little knowledge of understanding what they say or write in other languages. Munoz, C. (2002). He said in his research that in the past there were many restrictions on language learning. For an elite "academic current", it demonstrated an ability to deal with abstract logical deductive thinking and emphasized the kind of oral learning required in school settings. According to Bernaus (2001) "Several studies on these personality traits related to language learning affirm that extroverted students achieve better results in oral tests, since they can improvise more easily than introverts. According to Psychology, William James (1890) defined psychology as "the science of mental life, both of its phenomena and their conditions"

Sample

The present sample is confined to 400 Tribal Students studying in KGBV Schools of Vizianagaram District with an object to measure the inferiority complex on language learning skills. This study made on the Tribal Students is also covered the variables like Sex (Male =204; Female = 196), Locality (Tribal = 172; Rural = 106 and Urban = 122), Tribal Sub-caste (Bagata = 88; Gadaba = 91; Jatapu = 96; Konda Dora = 65 and Savara = 60) and Parental Educational Qualifications (Post-graduates = 42; Graduates = 92; Under-graduates = 112 and Illiterates = 154). The sample was conducted in traditional methods with the details of the students and their opinions on 20 items prescribed in the copies distributed to them. Emphasis is placed only on feedback gathering without any interaction between students or students.

So far, keeping in mind the things discussed on the comparative observations of several researchers mentioned above, the objectives of the current research have been set as follows and the research has been carried forward based on those objectives.

Objectives

1. To study the significance of relationship between Tribal Students of KGVB Schools of Vizianagaram District in their Inferiority complex on language learning skills as mentioned in 20 Statements
2. To study the significance of mean difference between Tribal Students of KGVB Schools of Vizianagaram District in their Inferiority complex on language learning skills taking Sex into consideration.

3. To study the significance of mean difference between Tribal Students of KGVB Schools of Vizianagaram District in their Inferiority complex on language learning skills taking Locality into consideration.
4. To study the significance of mean difference between Tribal Students of KGVB Schools of Vizianagaram District in their Inferiority complex on language learning skills taking Tribal Sub-caste into consideration.
5. To study the significance of mean difference between Tribal Students of KGVB Schools of Vizianagaram District in their Inferiority complex on language learning skills taking Sex into consideration.

Hypotheses play an important role in any research. Hypothesis is an important tool for research. It is already the opinion of many researchers that research without a hypothesis is pointless. Therefore, the following hypotheses are formulated based on the stated objectives for the current research.

Hypotheses

1. The values of 'r' with reference to twenty statements are verified. The verification of null hypotheses is that 'there will be no significance of relationship between Tribal Students studying in KGBV Schools the in their statements of Inferiority Complex on Language Learning Skills.
2. There will be no significance of mean difference between Tribal Students studying in KGBV Schools of Vizianagaram District in their Inferiority in Language Learning Skills taking sex into consideration
3. There will be no significance of mean difference between Tribal Students studying in KGBV Schools of Vizianagaram District in their Inferiority in Language Learning Skills taking locality into consideration
4. There will be no significance of mean difference between Tribal Students studying in KGBV Schools of Vizianagaram District in their Inferiority in Language Learning Skills taking Tribal Sub-caste into consideration
5. There will be no significance of mean difference between Tribal Students studying in KGBV Schools of Vizianagaram District in their Inferiority in Language Learning Skills taking Parental Educational Qualification into consideration

After collection of the sample of statements from the subjects, the researcher has given necessary statistical treatment. Data analysis is of utmost importance for current research. Data analysis was done transparently and unambiguously by the researcher. Data analysis is crucial for research. Any flaw in the analysis spoils the entire research. The data is analyzed through the tables embedded below.

Analysis

The values of 'r' as mentioned in table 1 are statistically significant at 0.01 levels. The verification of null hypotheses, 'There will be no significance of relationship between the statements of Inferiority Complex on Language Learning Skills among Tribal Students studying in KGBV Schools. It is concluded the verification is divided into three forms like high relation, moderate relation and low relation. High relationship denoted the value of 'r's are above score of 50. Moderate relationship denotes the value of 'r's are in between 45 to 50, whereas Low relationship denotes the value of 'r's are below 45.

Further, verification of hypotheses is tested by computing significance of mean difference between Tribal Students studying in KGBV Schools in Vizianagaram in their Inferiority Complex on Language Learning Skills. The data is presented in the following tables with interpretations.

Table 2 Inferiority Complex on Learning Language Skills of different Sexes of Tribal Students of KGBV Schools

Category	S.D	N	Mean	't'	Remarks
Male Students	21.82	204	50.28	2.17	Significant at 0.05 level
Female Students	18.67	196	54.69		

The above table disclosed the Inferiority Complex on Learning Language Skills of different Sexes of Tribal Students of KGBV Schools. Female Students possessing more Inferiority Complex on Learning Language Skills than Male Students. Since, the obtained value of 't' 2.17 is greater than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, null hypothesis is stands rejected. This reveals that Male Students possessing better in their Inferiority Complex on Learning Language Skills than their counterparts.

Table 3 Inferiority Complex on Learning Language Skills of different Locality Tribal Students of KGBV Schools

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	4,417.698	2	2,208.849	5.305	0.005

Within Groups	165,303.461	397	416.382		
T o t a l	169,721.159	399			

The above table examines the level of significance in respect of Inferiority complex on Learning Language Skills of different Locality Tribal Students studying in KGBV Schools. The obtained value of 'F' 5.305 is less than the table value 19.50 (H.E.Garrette, 1961), whereas the obtained value of 'p' 0.005 is significant at 0.05 level. Hence, there needed to go for further study. The details of which are herewith furnished in the following table.

Category	S.D	N	Mean	't'	Remarks
Tribal area Students	19.97	172	52.65	1.02	Not Significant at any level
Rural area Students	22.45	106	55.36		
Tribal area Students	19.97	172	52.65	2.51	Significant at 0.05 level
Urban area Students	19.11	122	46.87		
Rural area Students	22.45	106	55.36	3.05	Significant at 0.01 levels
Urban area Students	19.11	122	46.87		

The above table disclosed the level of significance of mean difference between different Locality Tribal Students of KGBV Schools.

There is no significance of mean difference between Tribal and Rural area Tribal Students of KGBV Schools. It is concluded that though there is striking difference between these students, statistically they are not corroborated. Since, the obtained value of 'r' 1.02 is not significant at any level. Hence, the null hypothesis formulated for the purpose of present study is accepted. Further, it is observed that Inferiority complex on Learning Language Skills between Tribal and Rural area Students is one and the same.

There is significance of mean difference between Tribal and Urban area Tribal Students of KGBV Schools. Since, the obtained value of 2.51 is more than 1.96 but less than 2.58, which is significant at 0.05 level. The Inferiority complex on Learning Language Skills is more among Tribal Students than Urban students. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected.

There is significance of mean difference between Rural and Urban area Tribal Students of KGBV Schools. Since, the obtained value of 3.05 is more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. The Inferiority complex on Learning Language Skills is more among Rural Students than Urban students. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected.

Table 4 Inferiority Complex on Learning Language Skills of different Sub-caste Tribal Students of KGBV Schools

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	2,725.186	4	681.297	1.489	0.205
Within Groups	180,758.429	395	457.616		
T o t a l	183,483.615	399			

The above table examines the level of significance in respect of Inferiority complex on Learning Language Skills of different Sub-castes of Tribal Students studying in KGBV Schools. The obtained value of 'F' 0.205 is less than the table value 19.50 (H.E.Garrette, 1961), whereas the obtained value of 'p' 0.205 is also not significant at any level. The details of which are herewith furnished in the following table.

Category	S.D	N	Mean	't'	Remarks
Bagata caste Students	23.45	88	51.56	2.06	Significant at 0.05 level
Gadaba caste Students	18.78	91	58.1		
Bagata caste Students	23.45	88	51.56	2.01	Significant at 0.05 level
Jatapu caste Students	18.45	96	57.86		
Bagata caste Students	23.45	88	51.56	1.68	Not Significant at any level
Konda Dora caste Students	23.58	65	58.03		
Bagata caste Students	23.45	88	51.56	1.5	Not Significant at any level
Savara caste Students	23.74	60	57.03		
Gadaba caste Students	18.78	91	58.1	0.09	Not Significant at any level
Jatapu caste Students	18.45	96	57.86		
Gadaba caste Students	18.78	91	58.1	0.02	Not Significant at any level
Konda Dora caste Students	23.58	65	58.03		
Gadaba caste Students	18.78	91	58.1	0.29	Not Significant at any level
Savara caste Students	23.74	60	57.03		
Jatapu caste Students	18.45	96	57.86	0.05	Not Significant at any level
Konda Dora caste Students	23.58	65	58.03		
Jatapu caste Students	18.45	96	57.86	0.23	Not Significant at any level
Savara caste Students	23.74	60	57.03		

Category	S.D	N	Mean	't'	Remarks
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Konda Dora caste Students	23.58	65	58.03	2.24	Not Significant at any level
Savara caste Students	23.74	60	57.03		

From the above table it is concluded that Bagata caste students do differed significantly with the means obtained by Gadaba and Jatapu castes respectively. The mean values obtained by Gadaba and Jatapu castes students are greater than the mean value obtained by Bagata caste students. Since, the obtained values of 't' 2.06 and 2.01 of both categories are greater than 1.96 but less than 2.58, which is significant at 0.05 levels. Hence, the null hypotheses formulated for the purpose of the present study are stands rejected. This shows that the Inferiority Complex on Learning Language Skills of Bagata caste students is less than Gadaba and Jatapu caste students respectively. In the case of other caste Students though there is striking difference between the means obtained by Bagata with Konda Dora and Savara, Gadaba with Jatapu, Konda Dora and Savara, Jatapu with Konda Dora and Savara, Konda Dora with Savara statistically they are not corroborated. Since, the obtained values of 't' 1.42, 1.5, 0.09, 0.02, 0.29, 0.05, 0.23 and 0.24 are not statistically significant. Hence, the null hypotheses formulated for the purpose of this study are accepted. Further it is concluded that the Inferiority complex on Learning Language Skills among these sub-caste Tribal Students is one and the same.

Table 5 Inferiority Complex on Learning Language Skills of different Parental Educational Qualifications Tribal Students of KGBV Schools

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	22,573.944	3	7,524.648	26.358	0.000
Within Groups	113,050.815	396	285.482		
T o t a l	135,624.759	399			

The above table examines the level of significance in respect of Inferiority complex on Learning Language Skills of different Parental Educational Qualifications of Tribal Students studying in KGBV Schools. The obtained value of 'F' 26.358 is more than the table value 19.50 (H.E.Garrette, 1961), whereas the obtained value of 'p' 0.000 is also significant at 0.05 level. Hence, it is needed to go further study. The details of which are herewith furnished in the following table.

Category	S.D	N	Mean	't'	Remarks
Post-graduate Parents	22.85	42	51.28	2.15	Significant at 0.05 level

Graduate Parents	18.29	92	59.87		
Post-graduate Parents	22.85	42	51.28	1.59	Not Significant at any level
Under-graduate Parents	16.63	112	45.16		
Post-graduate Parents	22.85	42	51.28	3.11	Significant at 0.01 levels
Illiterate Parents	14.12	154	62.79		
Graduate Parents	18.29	92	59.87	5.96	Significant at 0.01 levels
Under-graduate Parents	16.63	112	45.16		
Graduate Parents	18.29	92	59.87	1.32	Not Significant at any level
Illiterate Parents	14.12	154	62.79		
Under-graduate Parents	16.63	112	45.16	9.09	Significant at 0.01 levels.
Illiterate Parents	14.12	154	62.79		

From the above table it is concluded that Tribal Students whose parents are Post-graduates and Graduates do differed significantly. Tribal Students whose parents are Graduates as possessing high Inferiority complex on Learning Language Skills than Tribal Students whose parents are Post-graduates. Since, the obtained value of 't' 2.15 is greater than 1.96 but less than 2.58, which is significant at 0.05 levels. Hence, the null hypothesis is stands rejected.

Tribal Students whose parents are Post-graduates as well as Under-graduate parents do not differed significantly. Since, the obtained value of 't' 1.59 is not corroborated. Hence, the null hypothesis is accepted. Hence, this clearly indicates that the Inferiority Complex on Learning Language Skills among these category students is one and the same.

It is interested to note that Tribal Students whose parents are Post-graduates and Illiterate Parents do differed significantly. Tribal Students whose parents are illiterate possess less mean value than Tribal Students whose parents are Post-graduates. Since, the obtained value of 3.11 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is stands rejected. Further, it is concluded that Tribal Students whose parents are Illiterates possess higher Inferiority Complex on Learning Language Skills than Tribal Students whose parents are Post-graduates.

Further, there is significant difference between Tribal Students whose Parents are Graduates as well as Under-graduates. The mean value obtained by Tribal Students whose Parents are Graduates is higher than the mean value Under-graduates. Since, the obtained value of 't' 5.96 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null

hypothesis is stands rejected. It is concluded that Inferiority complex on Learning Language Skills is more among Tribal Students whose Parents are Graduates than Tribal Students whose parents are Under-graduates.

Tribal Students whose parents are Graduates as well as Illiterate parents do not differed significantly. Since, the obtained value of 't' 1.32 is not corroborated. Hence, the null hypothesis is accepted. Hence, this clearly indicates that the Inferiority Complex on Learning Language Skills among these category students is one and the same.

It is concluded that Tribal Students whose parents are Under-graduates and Illiterates do differed significantly. It is observed that Tribal Students whose parents are illiterates possess high Inferiority complex on Learning Language Skills than Tribal Students whose parents are Under-graduates. Since, the obtained value of 't' 9.09 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is stands rejected. This research shows that children of illiterate parents have more Inferiority Complexes on Learning Language Skills. Educationists and concerned heads of departments can take this as a challenge and work for the upliftment of the disadvantaged students.

Discussion and Conclusions

The researcher has acknowledged on certain weak points while studying the Tribal Students. While the researcher was studying the tribal students in their inferiority complex learning language skills some weak points were identified. Adequate steps should be taken to prevent recurrence of these weaknesses. The Scheduled Tribe Students' Inferiority complex on Learning Language Skills has been considered in terms of Gender, School Locality. Sub-castes and Parental Educational Qualifications. Findings disclosed that higher level of Inferiority complex is found in S.T Students when taking Locality of school as well as children of Parental Educational Qualifications. Therefore, it is essential to take this as a challenge to reduce to a maximum.

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