

INFERIORITY COMPLEX, ADJUSTMENT PROBLEM AND ACADEMIC PERFORMANCE OF DIFFERENTLY-ABLED STUDENTS IN THE STATE OF WEST BENGAL

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Abstract

Purposes of the Study: The main purpose of the present study was to explore the Level of Inferiority Complex and Adjustment Problems of the Differently-Abled students. Besides this, the other purposes of the present study were to find out the relation of Inferiority Complex with Adjustment Problems and Academic Performance of the Differently-Abled students in the state of West Bengal.

Methodology: The investigators used Survey based Quantitative method for the present study. The sample consists of 86 Differently-Abled Students from 14 (fourteen) selected special and normal schools which were situated in the district Hooghly, Bankura & Purulia in the state of West Bengal. The simple random sampling technique has been used for the selection of samples. The investigators have developed two tools, namely Questionnaire for Measuring Inferiority Complex and the Adjustment Problem Inventory by themselves to measure the Level of Inferiority Complex and Adjustment Problem of Differently-Abled Students. The present investigators have used SPSS (Version-20) followed by MEAN; S.D.; 't'-Test; ANOVA and Graph for analyzing the data.

Major Findings of the Study: The overall results indicate that the Levels of Inferiority Complex and Adjustment Problem of the Differently-Abled students were Moderate. It was found that Gender, Age and Reading Class had no significant influence on the Inferiority Complex of the Differently-Abled students. It was also explored that the Inferiority Complex and Academic Performance of the Differently-Abled students were negatively interrelated with each other. It means that Academic Performance is decreased by increasing the level of Inferiority Complex of the Differently-Abled students.

Applications of the Study: This study will be helpful for the parents, teachers, administrators, counsellors, educational policymakers as well as our society to treat the Differently-Abled students in a better way.

Novelty/Originality of the Study: Through the present study, it was found that the level of Inferiority Complex of the Differently-Abled students can be influenced by their Nature of Disability and the Number of Sisters & Brothers. It was a novel finding of the study.

Keywords: *Inferiority Complex, Adjustment Problem, Academic Performance, Differently-Abled Student.*

INTRODUCTION

Most people in the world suffer from various physical and mental pains. They often suffer from Inferiority because of their inability to adapt properly to the environment for various reasons (Han, 2011). Different types of suffers are observed among people; one of them is an inferiority complex. Inferiority is a conscious or unconscious feeling that is almost invariably not preferable to a person (Jayapaul, 2015). We know that it is possible to notice differences between one person to another as well as we see differences among physically challenged persons on their various aspects (Banerjee, 2018). The physical defect is one kind of impairments or disabilities that may be visual, hearing, Orthopaedically, deaf and dumb, or some combination of these. Disability or impairment may be from birth, or an accident occurred in the life of a person. (Varghese, 2016; Kuppuswamy & Jebaseelan, 2017). Impairment of an individual may appear in his different mental and emotional behaviours, leading to discrimination in their educational ability (Aqil & Ahamad, 2015). Every person starts their life with some sense of Inferiority. The feelings of inferiority help accelerate someone's subsequent failure or success (Lin, 1997). A child who has no sympathy and love of his family or the parent then can find adaptive problems in his life. Such a child behaves differently, problematic accusations, and develop fear and anger (Rajalekshmi, 2017). According to WHO (World Health Organization), differently able people are those who have different functional limitations and have limited activities, but they have fulfilled their demand in another way. It is very challenging for a person to be able to interact or an adjustment between features of the body and the different types of society in which the person lives. One of the main aims of this paper is to show the difference between physically impaired students and general students and also show different special school students with normal school students on their various dimensions (Ibrahim & Okopi, 2014). Inferiority is a psychological symptom which observes in many people. When emotions of a person are on the subconscious level, it can be seen as staggering in people's performances. As a result, the outstanding achievement will be seeing in the person's life, as well as antisocial behaviour, which will be seeing in his behaviour and conflict arising in his mind (Kalaivani, 2017). Inferiority is one kind of emotions. Various emotional effects help to increase Psychological behaviours, healthy Relationships, beautiful

life, control physical health, etc. An inferiority complex makes an opposing frustration (Kabir, 2016). Especially Inferiority effects to a person's conduct. The Inferiority Complex can arise when an individual expresses that he is not able to adjust to something well, or when that individual expresses that he is not able to solve a problem. An Inferiority Complex is an emotion that arises when an individual judges himself abnormally. It ultimately means that one's self-esteem is low. Inferiority Complex effects on human behaviours like overcompensation, success, and Inferiority. While excessive anxiety, oversensitivity to criticism, extreme showing off devaluing others, etc.

In 1912, Psychologist Alfred Alder wrote a book titled '*The Neurotic Character*' in which his work founded a popular area of psychology known as the '*inferiority complex*' (Adler, 2005). The term is used to describe the inferior tendency to feel oneself or inferior to others. The feeling of Inferiority develops in the person on the subject of social status, power, ego, achievement, etc. When a person thinks that other people are far ahead of him in different ways, a feeling of Inferiority develops in his mind.

While the government is trying to make Education for all, many times, the inferiority complex disturbs students from properly adapting to School (Devi & Reddy, 2016). Adjustment Problem refers to the problem of an individual which creates so many difficulties in adjusting with others and environmental situations. An adjustment problem is when a person is unable to adapt at home, at school, and in other social environments (Zupancic & Kavcic, 2011). Adjustment problems can also be described as maladjusted behaviour. A maladjusted person refers to a person who does not properly adapt to different organizations of his environment. (Maureen & Arrika, 2019). The exposition of adjustment problems includes self-injuries, illusion, depression, destructive and violent behaviour, etc. (Lander et al., 2013). Psychologists have pointed out various causes related to the Adjustment Problem. Some of the problems are Sense of Insecurity, Holistic Attitude, Mental Conflict, Ineffective families, etc. (Bond, 2014).

NEED AND SIGNIFICANCE OF THE STUDY

In order to organize the present society in a healthy and normal way, the present study can be useful for administrators, teachers, parents, planners, and members of the society who deal with Differently-Abled Students. Generally, common people look at the differently-abled child hatefully and avoid talking with them. For this reason, the inferiority complex comes out in their mind, and they cannot adjust themselves with others. Today Differently-Abled Students are losing their self-worth and self-esteem through the daily comparison and competition that they experience. So that the opinions of common people regarding Differently-Abled Students may be changed, the researchers think this study will help a researcher dealing with the topic, to a great extent.

1. This study will help to know the level of Inferiority Complex of the Differently-Abled Students in the state of West Bengal.
2. This study will help to know the level of Adjustment Problem of the Differently-Abled Students in the state of West Bengal.
3. This study will also help to know the effects of the Inferiority Complex on the Adjustment Problem and Academic Achievement of the Differently-Abled Students in the state of West Bengal.

REVIEW OF RELATED LITERATURE

Kabir (2018) through his study observed that there was a significant difference in psychological well-being and also leadership between the male and female in the case of the university students and there was no statistically significant difference in inferiority complex, independence, conformity, support, recognition, and benevolence in respect of Gender. Mishra (2018), in his study, showed that the negative influence of the practice of inferiority complexity based on theoretical as well as an empirical study of the corresponding data. Naz (2017), in his study, explored that there were significant differences among visually impaired, orthopedically impaired, and hearing impaired students who have the lowest level on their Self-esteem and academic achievement. Kabir (2016) has asserted a study on "Interpersonal values, inferiority complex, and psychological well-being of teenage students" to explore the difference and relation in psychological well-being, inferiority complex, and interpersonal values among the teenage students considering Gender, family, residence, and medium. In this research, the researcher revealed that psychological well-being and inferiority complex were negatively correlated, interpersonal values and inferiority complex were also negatively correlated. But interpersonal values and psychological well-being were positively correlated. Kong & Wang (2016) have conducted a study on "The Relationship between Interparental Conflict Perception and Inferiority Complex of Junior School Students". This study aimed to explore the relationship between interparental conflict perception and the inferiority complex of junior school students. This study was one kind of descriptive approach. In this study, the researchers have been observed a significant correlation that showed between interparental conflict perception and inferiority complex of junior school students and the interparental conflict perception of junior school students had a positive predictive effect on their inferiority complex. Saeed (2016) has carried out a study on "Identify problems of special needs students with disabilities in special schools". The main purpose of this study is to assess the actual problems faced by special needs students with disabilities in special schools. Problems will be traced out of students with disabilities and guidance for teachers, parents, and policymakers by addressing problems of students with special needs. This study revealed that all three parties have a similar opinion about; the inability of the curriculum to accommodate all students; deficiency of

training for teachers of special schools to handle SWSN and the inappropriateness of the examination system. [Aqil & Ahamad \(2015\)](#) have conducted "A Comparative Study of IQ and EQ in Physically Disabled and Abled Adults" to study the level of Intelligence quotient and emotional quotient among disabled males and females. The results reveal that there is a significant difference in the level of Intelligence Quotient (IQ) and Emotional Quotient between physically disabled and abled females. Also found that there is a significant difference in the level of Intelligence Quotient (IQ) between physically disabled and abled males. [Jayapaul \(2015\)](#) has carried out a study on the "Inferiority Complex concerning their academic achievement among Higher Secondary Students" to find out the level of Inferiority Complex and Academic Achievement of Higher Secondary Students based on Gender, Medium, and Locality. In this study, descriptive design was employed for data collection and analysis. The researcher explored that the level of Inferiority Complex and Academic Achievement of Higher Secondary Students were moderate and no significant difference was found in the Inferiority Complex of Higher Secondary Students based on Gender and medium. [Mishar et al. \(2014\)](#) have conducted a study on Analyzing the Educational Status of Children with Disabilities and Identifying Critical Intervention to promote their Enrollment, Retention, and Success in Schools. The study found the eight different causes behind remaining the children out of School. They were the low level of consciousness of the parents; parents related problems like migration, negligence, etc; a far distance of the School from home; lack of publicity of the resource class and special schools; and geographical complexity. This study has also found some promoting factors for enrollment, retention, and success in school. Such promoting factors for the enrollment were children's interest to study at School; disable friendly school structure and learning environment; admission campaign- the home visit, counseling, awareness-raising, community mobilization; provision of well facility hostel; free of cost vehicle support to the children; disability-specific skill-based learning contents; incentives for the children based on their Disability; and both reward and punishment to the parents. [Nair & Sathiyaseelan \(2014\)](#) have conducted a study on Self-esteem among physically disabled and visually disabled late adolescents. Results revealed that their exited a significant difference in self esteems between physically disabled and visually disabled late adolescents and visually disabled late adolescents having more self-esteem. Also, there was no gender difference in the self-esteem of physically disabled and visually disabled late adolescents. [Kiamarsi & Abolghasemi \(2014\)](#) have conducted a study on "The relationship of procrastination and self-efficacy with Psychological vulnerability in students". The present study aimed to determine the relationship between procrastination and self-efficacy with psychological vulnerability in students. This study was conducted by employing a correlation method and cluster random sampling was used for data collection by Psychological Symptoms Inventory, Procrastination Scale, and Self-efficacy Scale. It revealed that there was a significant relationship between self-efficacy and psychological vulnerability. [Idrees & Ilyas \(2012\)](#) have examined a study on "Discrimination and Stigmatization of Physically Disabled Students in a General Educational Environment in Pakistan: A Case Study" to analyze the stigmatization and discrimination with physically disabled students and to access the impact of stigmatization and discrimination with physically disabled students. The finding of the study revealed that the stigmatization and discrimination attitude has existed in the general education system. [Kenchappanavar \(2012\)](#) has asserted a study on the "Relationship between Inferiority complex and Frustration in Adolescents" to investigate the Relationship between Inferiority complex and Frustration in adolescents. It is one kind of descriptive study. In this study, revealed that the Inferiority complex in adolescents was positively correlated with Frustration. [Farooq \(2012\)](#) has indicated a study on "Problems faced by students with special needs in ordinary Pakistani schools" to explore the problems faced by SWSN studying in ordinary schools in Pakistan as perceived by students with special needs, their parents, and teachers. This study found that all groups of participants agreed that there were structural problems faced by students with special needs in general education schools. [Hussain \(2006\)](#) has conceived a study on "Self Concept of Physically Challenged Adolescents" to compare the level of self-concept among the physically challenged adolescents with the normally developed peers. This study found that the level of self-concept among physically challenged adolescents was significantly lower than their normal counterparts. Similarly, the level of self-concept among the girls was also found significantly lower than the boys in general, whereas the category wise significant difference was found only in the case of blind subjects.

The present study has been conducted to fulfill the following Objectives and hypotheses:

OBJECTIVES OF THE STUDY

1. To determine the level of Inferiority Complex of Differently-Abled Students.
2. To determine the level of Adjustment Problem of Differently-Abled Students.
3. To determine the level of Academic Performance of Differently-Abled Students.
4. To determine the significant differences in the levels of Inferiority Complex and Adjustment Problems of Differently-Abled Students with reference to their Gender, Type of School they are studying, Age, Basis of Class in which they are learning, Nature of Disability, and Number of Sisters & Brothers.
5. To find out the relationships between and among the Levels of Inferiority Complex, Adjustment Problems, and Academic Performance of Differently-Abled Students.

HYPOTHESES OF THE STUDY

H0₁: There would not have a high level of Inferiority Complex among the Differently-Abled Students in the state of West Bengal.

H0₂: There would not have a high level of Adjustment Problem among the Differently-Abled Students in the state of West Bengal.

H0₃: There would not have a high level of Academic Performance among the Differently-Abled Students in the state of West Bengal.

H0₄: There are no significant differences in the levels of Inferiority Complex and Adjustment Problems of Differently-Abled Students when grouped according to their Gender, Type of School they are studying, Age, Basis of Class in which they are studying, Nature of Disability, and Number of Sisters & Brothers.

H0₅: There are no significant relationships between and among the Levels of Inferiority Complex, Adjustment Problems, and Academic Performance of Differently-Abled Students.

METHODOLOGY OF THE STUDY:

The present study was survey-based Quantitative research. The present study was conducted only among 86 Differently-Abled Students from normal (Nine Schools) and special (Five Schools) both types of Schools of West Bengal state. The Simple Random sampling technique was employed in the selection of the sample. For conducting the present study, the researchers applied two self-made questionnaires, one for measuring the Inferiority Complex and another for measuring the Adjustment Problem of the Differently-Abled students. The investigators developed the Inferiority Complex measuring questionnaire based on Likert's five-point Scale, i.e., Always=5, Often=4, Sometimes=3, Rarely=2, Not at All=1 (for Positive Items). Reverse scoring was assigned for Negative Items. This Questionnaire consisted of 30 Items, out of which 19 Items were Positive and 11 Items were Negative. On the other hand, the investigators developed another tool for measuring the Adjustment Problem. This Inventory was constructed on the basis of Likert's five-point Scale, i.e., Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, and Strongly Disagree=1 (for Positive Items). In the case of Negative Items, reverse scoring was assigned. The Adjustment Problem Inventory consisted of 30 Items which were distributed into six dimensions namely Social Dimension (6 Items), Family Dimension (5 Items), School Dimension (8 Items), Friend Dimension (3 Items), Emotional Dimension (5 Items), and Health Dimension (3 Items). In this Inventory, 17 Items were Positive and 13 Items were Negative. Both questionnaires were highly reliable. The values of Cronbach's Alpha (α) were 0.89 and 0.87 for the Inferiority Complex Questionnaire and Adjustment Problem Inventory respectively which indicates the highly reliable internal consistency of both the tools. And in the case of measuring the validity of the tools, the expert judgment method was applied in the present study (Singh, 2009). Academic Performance of the Differently-Abled students has been measured based on their obtained marks in the last examination. The obtained marks of the students have been converted into a standard score for making homogeneity among their scores.

Two variables, i.e., Adjustment Problem and Academic Performance were considered as Dependent variables in the present study. On the other hand, Inferiority Complex, Gender, Age, Types of School, Class (in which they were reading), Nature of Disability, and Number of Sisters & Sisters were considered as Independent Variable in the present study.

The present investigators employed SPSS (Version-20) followed by MEAN; S.D.; 't'-Test; ANOVA and Graph for analyzing the data.

RESULTS AND DISCUSSION

Level of Inferiority Complex of Differently-Abled Students

Table 1: Shows the Number, Mean and S.D of the Total Differently-Abled Students on Inferiority Complex

Group	Number	Mean	S.D
Students	86	73.19	15.45

$M \pm \sigma$

$$M + \sigma = 73.19 + 15.45 = 88.64$$

$$M - \sigma = 73.19 - 15.45 = 57.74$$

Table 2: Shows the Level of Inferiority Complex of the Differently-Abled Students on the basis of Cut-off Point

Scores	Frequency	Percentage	Level of Inferiority Complex
Above-88.64	18	20.93%	High
Between-57.74 to 88.64	50	58.14%	Moderate
Below-57.74	18	20.93%	Low

Total	86	100%
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Based on Cut off Point, from the [Table 2](#), we can see that out of the total 86 Differently-Abled Students, 20.93% Students have scored Above 88.64, 58.14% Students have scored Between 57.74 to 88.64, and 20.93% Students have scored Below 57.74 on the Inferiority Complex measuring Questionnaire constructed by the researchers for the Differently-Abled Students. Therefore, it can be said that the maximum percentage (58.14%) of Students have scored Between 57.74 to 88.64, which indicates that the level of Inferiority Complex of the Differently-Abled Students is Moderate in the state of West Bengal.

Level of Adjustment Problems of Differently-Abled Students

Table 3: Shows the Number, Mean and S.D of the Total Differently-Abled Students on Adjustment Problem

Group	Number	Mean	S.D
Students	86	82.00	13.10

$M \pm \sigma$

$$M + \sigma = 82.00 + 13.10 = 95.10$$

$$M - \sigma = 82.00 - 13.10 = 68.90$$

Table 4: Shows the Level of Adjustment Problem of the Differently-Abled Students on the basis of Cut-off Point

Score	Frequency	Percentage	Level of Adjustment Problem
Above-95.10	15	17.44%	High
Between-68.90 to 95.10	59	68.61%	Moderate
Bellow-68.90	12	13.95%	Low
Total	86	100%	

On the basis of Cut off Point, from the [Table 4](#), we can see that out of the total 86 Differently-Abled Students, 17.44% Students have scored Above 95.10, 68.61% Students have scored Between 68.90 to 95.10 and 13.95% Students have scored Below 68.90 on the Adjustment Problem Inventory constructed by the researchers for the Differently-Abled Students. Therefore, it can be said that the maximum percentage (68.61%) of Students have scored Between 68.90 to 95.10, which indicates that the level of Adjustment Problem of the Differently-Abled Students is Moderate in the state of West Bengal.

Level of Academic Performance of Differently-Abled Students

Table 5: Shows the Number, Mean and S.D of the Total Differently-Abled Students on Academic Performance

Group	N	Mean	Std. Deviation
Students	86	513.47	134.079

$M \pm \sigma$

$$M + \sigma = 513.47 + 134.07 = 647.54$$

$$M - \sigma = 513.47 - 134.07 = 379.39$$

Table 6: Shows the Level of Academic Performance of the Differently-Abled Students on the basis of Cut-off Point

Scores	Frequency	Percentage	Level of Academic Performance
Above-647.54	16	18.60 %	High
Between-379.39 to 647.54	58	67.44 %	Moderate
Below-379.39	12	13.95 %	Low
Total	86	100%	

On the basis of Cut off Point, from the [Table 6](#), we can see that out of the total 86 Differently-Abled Students, 18.60% Students have scored Above 647.54, 67.44% Students have scored Between 379.39 to 647.54 and 13.95% Students have scored Below 379.39 on their last final examination. Therefore, it can be said that the maximum percentage (67.44%) of Students have scored Between 379.39 to 647.54, which indicates that the level of Academic Performance of the Differently-Abled Students is Moderate in the state of West Bengal.

Comparison of the Level of Inferiority Complex of Differently-Abled Students when grouped according to their Demographics

Table 7: Results of t-Test between different groups of Differently-Abled Students regarding their Inferiority Complex and Adjustment Problem

Variables	Groups	N	Mean	SD	df	Mean Difference	S _{ED}	t-value
Inferiority Complex								
Gender	Boys	63	75.14	15.77	84	7.32	3.70	1.98@
	Girls	23	67.83	13.43				
Type of School	Special School	38	77.05	15.65	84	6.93	3.29	2.11*
	Normal School	48	70.13	14.74				
Adjustment Problem								
Gender	Boys	63	82.30	12.93	84	1.13	3.21	0.35@
	Girls	23	81.17	13.84				
Type of School	Special Schools	38	83.68	12.36	84	3.02	2.84	1.06@
	Normal Schools	48	80.67	13.64				

*Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of 't' against df-84 at 0.05 level and 0.01 level are 1.99 & 2.64 respectively]

From [Table 7](#), it is observed that the calculated 't'-value (**1.98**) is less than the table value at the 0.05 level of significance (1.99 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on Gender. From [Table 7](#), it is observed that the calculated 't'-value (**2.11**) is greater than the table value at the 0.05 level of significance (1.99 at 0.05 level of significance). Therefore, the result is significant and it indicates that there is a significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on their type of school in which they were Studying. From [Table 7](#), it is observed that the calculated 't'-value (**0.35**) is less than the table value at the 0.05 level of significance (1.99 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on Gender. From [Table 7](#), it is observed that the calculated 't'-value (**1.06**) is less than the table value at the 0.05 level of significance (1.99 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on their type of school in which they were studying.

Table 8: Shows the Descriptive Statistics of Different Groups of Differently-Abled Students

ANOVA on Inferiority Complex			
Based on Age			
	N	Mean	S.D
Below 13 Years	17	72.12	15.18
Between 13 to18 Years	53	74.09	15.99
Above 18 Years	16	71.25	14.57
Total	86	73.19	15.45
Based on Class which They were Studying			
V-VI	27	78.19	16.16
VII-IX	46	71.72	15.44
X-XII	13	68.00	11.69
Total	86	73.19	15.45
Based on Nature of Disability			
Deaf	20	76.30	12.74
Dumb	9	68.11	7.75
Deaf & Dumb	7	58.29	4.07
Orthopedic	29	68.48	16.61
Visionless	21	83.86	13.93
Total	86	73.19	15.45

Based on Number of Sisters & Brothers			
One	15	63.40	10.13
Two	46	72.00	15.60
Three	21	80.62	14.62
Above Three	4	84.50	12.12
Total	86	73.19	15.45
ANOVA on Adjustment Problem			
Based on Age			
Below 13 Years	17	82.94	13.00
Between 13 to 18 Years	53	82.38	12.86
Above 18 Years	16	79.75	14.59
Total	86	82.00	13.10
Based on Class which They were Studying			
V-VI	27	84.93	9.49
VII-IX	46	81.65	14.74
X-XII	13	77.15	12.72
Total	86	82.00	13.10
Based on Nature of Disability			
Deaf	20	87.20	12.14
Dumb	9	77.33	4.21
Deaf & Dumb	7	67.43	6.32
Orthopedic	29	79.66	13.99
Visionless	21	87.14	12.24
Total	86	82.00	13.10
Based on Number of Sisters & Brothers			
One	15	76.47	13.92
Two	46	80.33	12.98
Three	21	88.81	11.26
Above Three	4	86.25	6.70
Total	86	82.00	13.10

Table 9: Shows the results of ANOVA on different groups of Differently-Abled Students regarding their Inferiority Complex and Adjustment Problem

Results of ANOVA on Inferiority Complex					
Different Aspects	Sum of Squares		Mean Square		F-value
	Between Groups	Within Groups	Between Groups	Within Groups	
Age	121.02	20164.00	60.51	242.94	0.25@
Class which They were Studying	1123.62	19161.40	561.81	230.86	2.43@
Nature of Disability	5012.69	15272.33	1253.17	188.55	6.65**
Number of Sisters & Brothers	3173.47	17111.55	1057.82	208.68	5.07**
Results of ANOVA on Adjustment Problem					
Age	103.61	14492.39	51.80	174.61	0.30@
Class which They were Studying	542.02	14053.98	271.01	169.33	1.60@
Nature of Disability	2937.96	11658.04	734.49	143.93	5.10**
Number of Sisters & Brothers	1634.17	12961.83	544.72	158.07	3.45*

*Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of 'F' against df-83/2, 81/4, 82/3 at 0.05 and 0.01 level are 3.11, 2.49, 2.72 and 4.88, 3.56, 4.04 respectively]

From [Table 9](#), it is observed that the calculated 'F'-ratio is **0.25** which is less than the table value at both levels of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on their Age. From [Table 9](#), it is observed that the calculated 'F'-ratio is **2.43** which is less than the table value at both levels of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on the class in which they were studying. From [Table 9](#), it is observed that the calculated 'F'-ratio is **6.65** which is greater than the table value at both levels of significance. Therefore, the result is significant and we can say that there is a significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on their nature of Disability. From [Table 9](#), it is observed that the calculated 'F'-ratio is **5.07** which is greater than the table value at both levels of significance. Therefore, the result is significant and we can say that there is a significant difference among the Differently-Abled Students with respect to their level of Inferiority Complex based on their number of Sisters and Brothers. From [Table 9](#), it is observed that the calculated 'F'-ratio is **0.30** which is less than the table value at both levels of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on their Age. From [Table 9](#), it is observed that the calculated 'F'-ratio is **1.60** which is less than the table value at both levels of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on the class in which they were studying. From [Table 9](#), it is observed that the calculated 'F'-ratio is **5.10** which is greater than the table value at both levels of significance. Therefore, the result is significant and we can say that there is a significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on their nature of Disability. From [Table 9](#), it is observed that the calculated 'F'-ratio is **3.45**, which is greater than the table value at the 0.05 level of significance. Therefore, the result is significant and we can say that there is a significant difference among the Differently-Abled Students with respect to their level of Adjustment Problem based on their number of Sisters and Brothers.

Relationships between and among the Inferiority Complex, Adjustment Problems and Academic Performance of Differently-Abled Students

Table 10: Shows the Relationship between Inferiority Complex, Adjustment Problem & Academic Performance

Variables		Value of Correlation (r)	Results	Interpretation	
Independent	Dependent				
Inferiority Complex	Adjustment Problem	0.71**	S	High	Positive Correlation
	<i>Social Adjustment Problem</i>	0.63**	S	High	Positive Correlation
	<i>Home Adjustment Problem</i>	0.43**	S	Moderate	(Average) Positive Correlation
	<i>School Adjustment Problem</i>	0.54**	S	Moderate	(Average) Positive Correlation
	<i>Friends Adjustment Problem</i>	0.37**	S	Low	Positive Correlation
	<i>Emotional Adjustment Problem</i>	0.46**	S	Moderate	(Average) Positive Correlation
	<i>Health Adjustment Problem</i>	0.15@	NS	Very Low	Positive Correlation
Inferiority Complex	Academic Performance	-0.22*	S	Low	Negative Correlation

*Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of 'r' against df-84 at 0.05 and 0.01 level are 0.217 and 0.283 respectively]

From [Table 10](#), it is observed that the calculated value of 'r' that is **0.71** is significant at 0.01 level of significance. Therefore, the result is significant and it can be said that there is a significant relationship between the level of Inferiority Complex and Adjustment Problem among the Differently-Abled Students. The 'r'-value shows a High Positive Correlation between the Inferiority Complex and Adjustment Problem among the Differently-Abled Students. Hence, the null hypothesis is rejected and it can be said that when one's Inferiority Complex will increase, the Adjustment Problem of that person will also be increased. From [Table 10](#), it is observed that the calculated value of 'r' that is **-0.22** is significant at 0.05 level of significance. But the 'r'-value shows Low Negative Correlation between Inferiority Complex and Academic Performance among the Differently-Abled Students. Hence, the null hypothesis is rejected and it can be said that when one's Inferiority Complex will increase, the Academic Performance of that person or student will be decreased and vice versa.

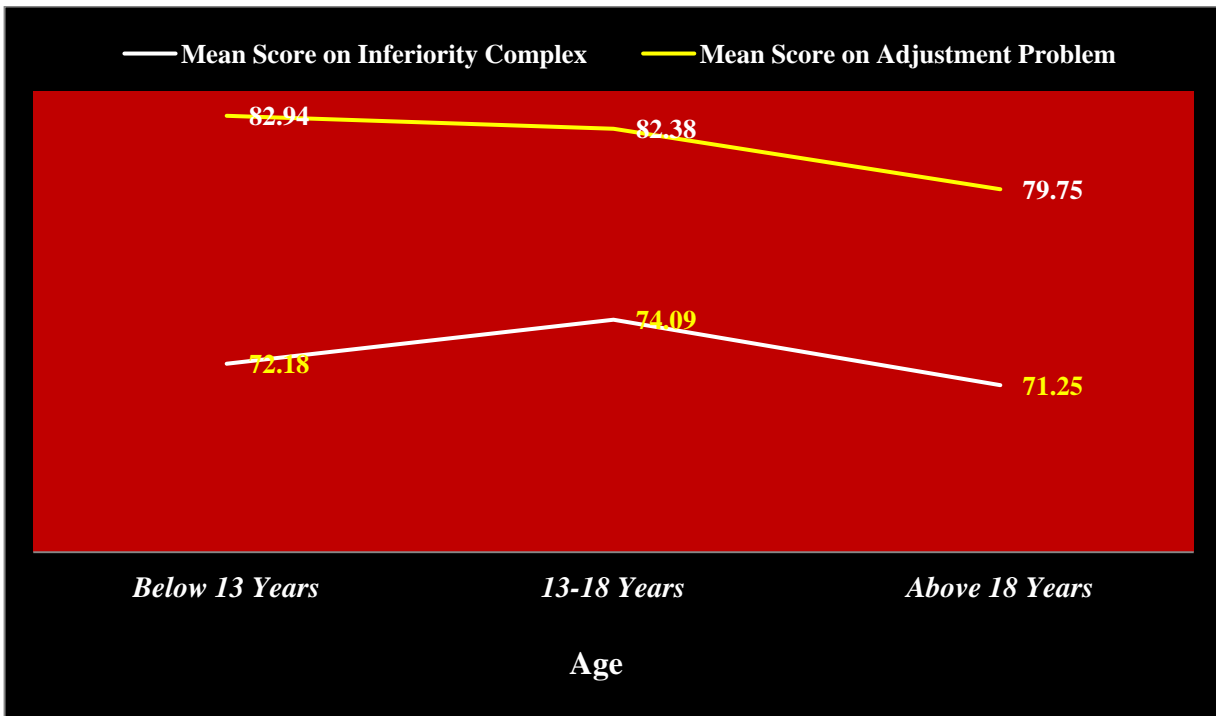


Figure 1: Shows the Curve Line on the Relationship between the Mean Score on Inferiority Complex and Adjustment Problem of the Differently-Abled Students on the Basis of their Age

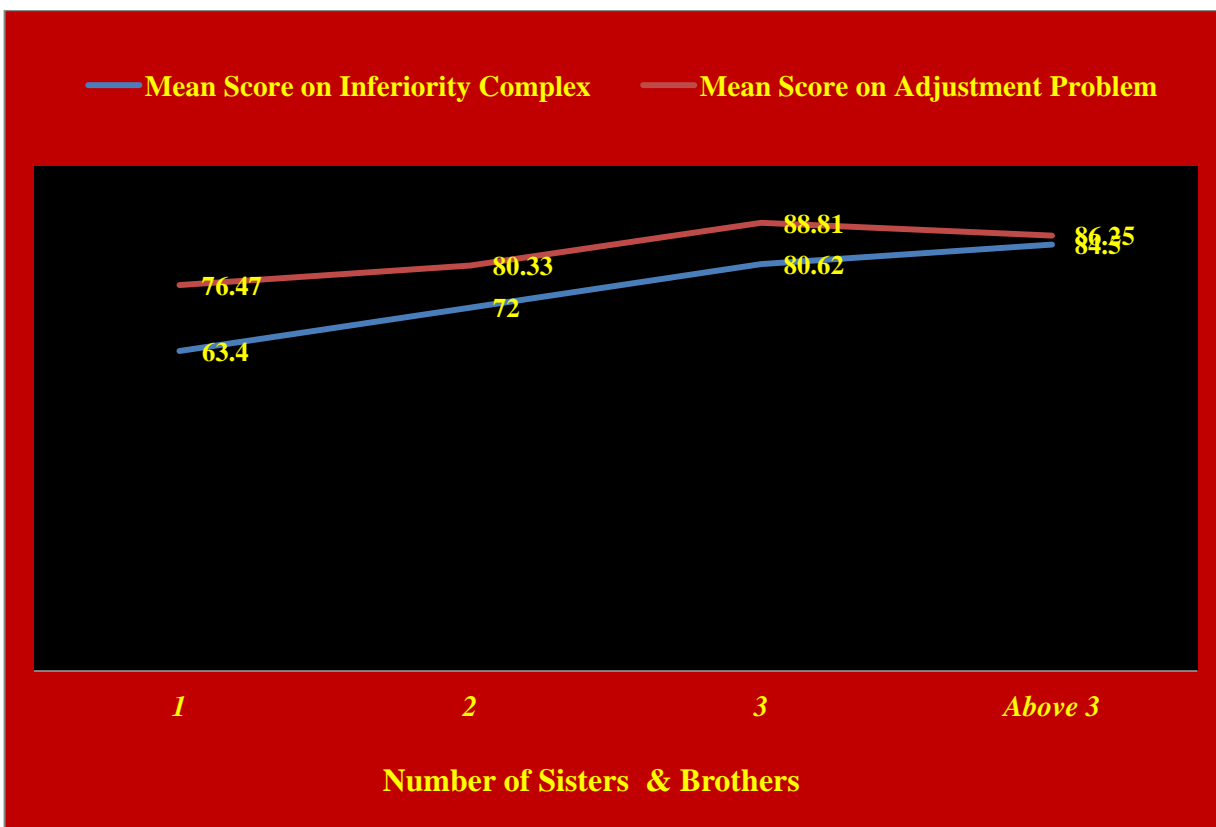


Figure 2: Shows the Curve Line on the Relationship between the Mean Score on Inferiority Complex and Adjustment Problem of the Differently-Abled Students on the basis of their Number of Sisters & Brothers

Major Findings and Discussion of the Results:

Through the present study, it is found that there exists a Moderate level of Inferiority Complex and Adjustment Problems among the Differently-Abled Students in the state of West Bengal. This finding of the study is supported by [Mishra \(2018\)](#).

The study explored that the Inferiority Complex of the Boys Differently-Abled Students is comparatively higher than that of the Girls Differently-Abled Students on the basis of their obtained mean score. This finding of the present study is followed by [Nair & Sathiyaseelan \(2014\)](#) and also found that the Inferiority Complex of the Differently-Abled Students of Special Schools is comparatively higher than that of the Differently-Abled Students of Normal Schools. This finding is supported by [Saeed \(2016\)](#).

In the study revealed that the Inferiority Complex of the Differently-Abled Students with the Age of between 13 to 18 Years is comparatively higher than that of the other age groups of Differently-Abled Students on the basis of their obtained mean score. This finding of the present study is supported by [Hussain \(2006\)](#).

The present study interestingly explored that the Inferiority Complex of the Differently-Abled Students who are reading in the class of V to VI, is comparatively higher than that of the other groups of Differently-Abled Students. This finding of the present study is supported by [Mishar et al. \(2014\)](#) and also explored that the Inferiority Complex of the Differently-Abled Students who are visionless is comparatively higher than that of the other groups of Differently-Abled Students on the basis of their obtained mean score ([Table 8](#)). This finding of the present study is supported by [Naz \(2017\)](#). In a study found that the Inferiority Complex of the Differently-Abled Students whose Number of Brothers and Sisters are Above Three is comparatively higher than that of the other groups of Differently-Abled Students on the basis of their obtained mean score. This finding of the study is followed by [Kong & Wang \(2016\)](#).

It is showed that the Adjustment Problem of the Boys Differently-Abled Students is comparatively higher than that of the Girls Differently-Abled Students on the basis of their obtained mean score. This finding of the present study is supported by [Kabir \(2018\)](#) and also explored that the Adjustment Problem of the Differently-Abled Students of Special Schools is comparatively higher than that of the Differently-Abled Students of Normal Schools. This finding of the present study is followed by [Farooq \(2012\)](#), and [Idrees & Ilyas \(2012\)](#).

It is found that the Adjustment Problem of the Differently-Abled Students with the Age of below 13 Years is comparatively higher than that of the other age groups of Differently-Abled Students. This finding of the present study is supported by [Kenchappanavar \(2012\)](#) and it is also found that the Adjustment Problem of the Differently-Abled Students who are reading in the class of V to VI, is comparatively higher than that of the other groups of Differently-Abled Students on the basis of their obtained mean score.

In this study observed that the Adjustment Problem of the Differently-Abled Students who are Deaf and Visionless is comparatively higher than that of the other groups of Differently-Abled Students. This finding of the present study is supported by [Nair & Sathiyaseelan \(2014\)](#) and it is also observed that the Adjustment Problem of the Differently-Abled Students whose Number of Brothers and Sisters are Three and Above Three, is comparatively higher than that of the other groups of Differently-Abled Students on the basis of their obtained mean score. This finding of the present study is supported by [Kabir \(2018\)](#).

Through the present study, it was revealed that Inferiority Complex and Adjustment Problems of the Differently-Abled students were positively interrelated with each other ([Table 10](#)). It was found that the problems of Adjustment of the Differently-Abled students were high as the level of Inferiority Complex was high at the early age of below 13 years ([Figure 1](#)). On the other hand, the problems of Adjustment of the Differently-Abled students were comparatively less as the level of Inferiority Complex was less at the age of above 18 years ([Figure 1](#)). It means that as the level of Inferiority Complex is decreased by increasing the ages, at the same time the problems of Adjustment is even decreased by increasing the ages.

It was found that the problems of Adjustment of the Differently-Abled students were high as the level of Inferiority Complex was high due to their large number of sisters and brothers ([Figure 2](#)). On the other hand, the problems of Adjustment of the Differently-Abled students were comparatively less as the level of Inferiority Complex was less due to their small number of sisters and brothers ([Figure 2](#)). It means that as the level of Inferiority Complex is increased by increasing the number of sisters and brothers in their family, at the same time the problems of Adjustment is even increased by increasing the number of sisters and brothers.

The present study revealed that Low Negative Correlation between Inferiority Complex and Academic Performance among the Differently-Abled Students ([Table 10](#)). It can be said that when one's Inferiority Complex will increase, the Academic Performance of that person or student will be decreased and vice versa. This finding of the present study is supported by [Jayapaul \(2015\)](#), [Kiamarsi & Abolghasemi \(2013\)](#), and [Aqil & Ahamad \(2015\)](#).

CONCLUSIONS

Through the present study, it is found that the Inferiority Complex of the Differently-Abled Students of Special Schools is comparatively higher than that of the Differently-Abled Students of Normal Schools and the Adjustment Problem of the Differently-Abled Students of Special Schools is comparatively higher than that of the Differently-Abled Students of Normal Schools. The same boy's Inferiority Complex and Adjustment Problem are comparatively higher than that of Disabled Girls Students. In this study is found that the Inferiority Complex of the Differently-Abled Students between the Age group 13 to 18 is comparatively higher than that of the Differently-Abled Students of other groups of Age and the Adjustment Problem of the Differently-Abled Students below the Age group 13 is comparatively higher than that of



the Differently-Abled Students of other groups of Age in the State of West Bengal. The present study shows that the Inferiority Complex and Adjustment Problem of the Differently-Abled Students between the Class V to Vi is comparatively higher than that of the Differently-Abled Students of other groups of Class.

The present study also supports that the Inferiority Complex of the Differently-Abled Students of visionless is comparatively higher and the Adjustment Problem of the Differently-Abled Students who are Deaf is comparatively higher than the other types of Differently-Abled Students. It has also been shown in the present study that Differently-Abled Students, the number of Brothers and Sisters are Above Three, their inferiority complex is higher and their Adjustment Problem is higher in the State of West Bengal.

LIMITATIONS AND STUDY FORWARD

Due to some problems, a limited number of Differently-Abled students (only 86) were selected in the present study. To find out the actual causes of Inferiority Complex and Adjustment Problems of the Differently-Abled students have not been studied in the study. A study may be conducted to find out the causes of the Inferiority Complex and Adjustment Problems of the Differently-Abled students. A number of studies can be conducted to find out the relation between Inferiority Complex & Adjustment Problems and Inferiority Complex & Academic Performance with a large sample of the Differently-Abled students.

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CONFLICT OF INTEREST

The authors confirm that there is no conflict of interest in the data used in the present study.

AUTHORS CONTRIBUTION

Dr. Pranab Barman played his role as a supervisor in this paper regarding every step of conducting, preparing and writing the manuscript. On the other hand, Mr. Ranajit Dhara surveyed and collected data from the sample in conducting the present study. He has also prepared and written the manuscript.

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