



INFERIORITY COMPLEX AMONGST STUDENTS

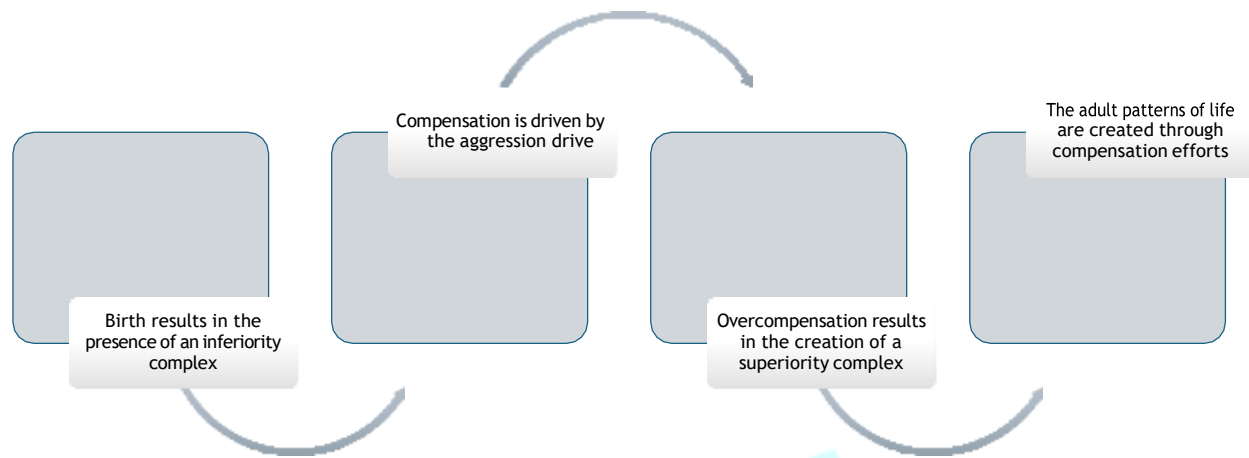
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Chapter 1

Background

Inferiority Complex refers to the field of psychology that studies human personality's development and self-perception. It was introduced by a great Austrian psychiatrist and psychotherapist, Alred Adler who was also the founder of this approach. Adler's ideas were based on the belief that behavioral explanations should be viewed considering the individual psychological experience complex. The author of this theory argues that all individuals must deal with the sense of inferiority from the beginning of their life and therefore this question has always been a problem for them, or so the hypothesis goes. It can also be thought that it is an overly complex emotion when individuals have a strong feeling that they are an ordinary element, and they will never get the attention of other people or society at large. This is something that everybody experiences when they are still in their childhood. This is probably induced by a very primitive force that is seen both while growing in children and in a developed form among adults. The 4 stages in the life of an average individual can be stated as-



In his psychoanalytic approach, Adler proposed that negativity and inferiority arise from the negative experiences a child goes through in the initial stages of his life, especially when a child feels insignificant or unsuccessful compared to what others might have become. This is called primitive defense of adult life. Sometimes it can't be completely eradicated and can be substituted with new ones leading to an adult type of compensation for an inadequate level of inferiority. Adler proceeded to say that the reaction to insufficient feelings is the unconscious conditions aimed at achieving superiority.

Noteworthy is that if inferiority complex were just a psychological state because of which the person frequently feels the sense of inferiority, then the feelings of inferiority complex would be wrong. In many of our cases, these sensations usually do not go beyond the here and now or are periodical — be it not being chosen for the team, a dissatisfying relationship status, or watching friends accomplish things that you are not currently able to come close to. When they arise, you may brood about them for a time and then move on, deal with them by reminding yourself that you have other strengths or use them as motivation to master the underlying problem, says James

E. Maddux, PhD, psychologist and author of Subjective Well-Being and Life Satisfaction and coauthor of Psychopathology: Basis for Modern Understanding.

In summary, Alfred Adler's invention of the inferiority complex concept continues to be important to psychological theory and practice. Comprehending the origins and progression of inferiority complex offers significant understanding of human conduct, one's own self-concept, and the intricacies of interpersonal relationships. Using therapeutic interventions, personal growth, and supportive environments, people can address feelings of inferiority and develop a sense of fulfillment and self-worth in their lives.

Rationale/ Judgement

The rationale in a report refers to the factors that lead to studies' determination and justifies the choice of subjects for the research as being particularly significant or of practical importance. The contextualizing of the justification of a report would give the users a clear understanding and the needed weight it ought to have. Key

elements of a report's rationale encompass the following:

1. Mental Health and Overall Well-Being:

- Students that are unhappy about their circumstances may wind up harboring negative emotions and stress-induced and mental health issues.
- Coping with such negative feelings by unhealthy and severe ways like alcoholism, losing oneself in the environment or self-inflicting beating could result if they chose to deal with such tragedies.

2. Emotional and Social Growth:

- Overcoming inferiority complexes builds confidence, good self-esteem and effective performance within the social group surrounding a student and it is integral to the students' self-improvement.
- A student with an inferiority complex, different from others mentioned above, could find it difficult not only to act in an appropriate manner socially but also to reveal one's emotional inner world.

3. School Environment and Culture:

- The type of bullying and social exclusion of individuals regardless of their unique characteristics or disabilities should be prohibited in the real world and in the virtual sense.
- The community may avoid the inferiority complexes generation and having the courage to speak out on the matter - rather than making fun of the victims with bullying - may create a healthy atmosphere where a person is valued, empowered, and given a sense of purpose.

4. Long-term Consequences:

- Students who often feel inadequate may struggle to pursue their goals of higher education, finding a job, or fulfilling personal satisfaction.
- Teachers and parents can break the cycle of low self-esteem and self-limiting beliefs in young people by addressing feelings of inferiority early on.

5. Educational Fairness and Availability:

- Ensuring that every student can succeed involves recognizing and addressing feelings of inferiority. This means taking action to promote fairness and reduce disparities in educational achievements.
- Every student, no matter their outward appearance, should have access to an educational environment that nurtures their intelligence, people skills, and emotional well-being.

6. Academic Performance:

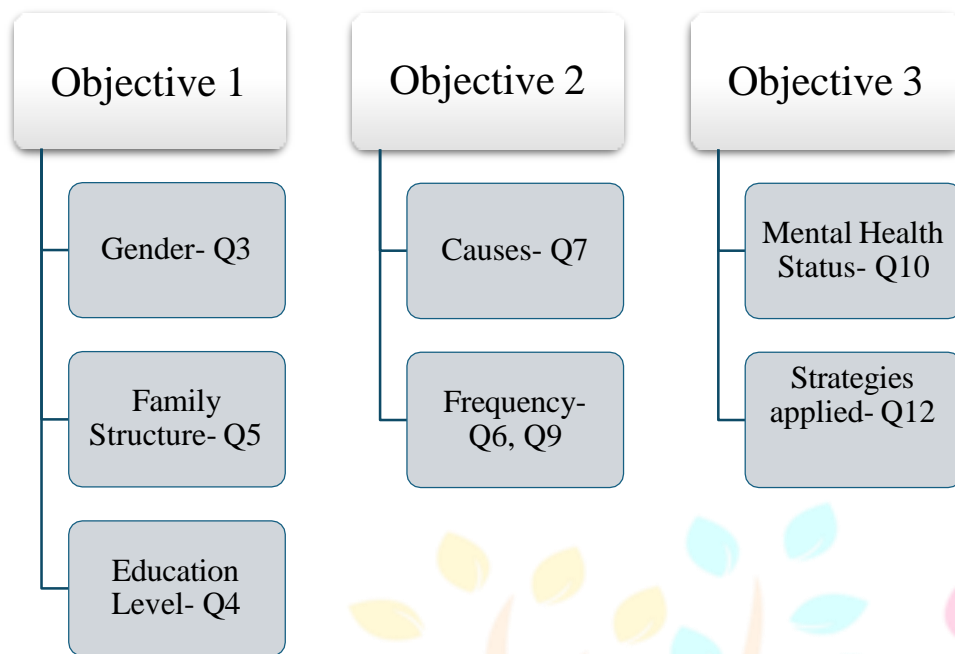
- Feelings of insecurities or self-complex can make it difficult for students with inferiority complexes to perform academically.
- Students who feel irreparably low have difficulty meeting academic standards, which can lead to lower achievement or higher dropout rates.

Objectives Of Research

- The study seeks to investigate low self-esteem and self-doubt amongst students by examining differences in complexity levels across demographic and incidental factors, such as gender, family structure, and education level.
- It aims to identify the factors undermining such complex as well as the frequency of occurrence of the same.
- Additionally, the study targets to provide an integrated view on the correlation between students' levels of inferiority complex and their mental health status, while incorporating the strategies applied to overcome these feelings.

By briefing these objectives, the study aims to provide valuable insights that can inform the targeted arbitrations and support strategies to promote students' overall well-being and academic success.

Chart addressing the objectives and the questions curated by the researcher in her survey form to achieve the same-



Literature Review

While there are few specific articles on inferiority complex amongst students, there are numerous published articles on the topic of inferiority complex, spanning various disciplines such as psychology, sociology, and education. Here are a few examples of articles that delve into various aspects of inferiority complex:

1. Title: "The Role of Inferiority Feelings in Personality Disorders: A Review of the Literature"

- Authors: Smith, J., & Johnson, A.
- Journal: Journal of Personality Disorders
- Year: 2018
- Abstract: In this article the writer jumps right into the deep end of the pool by revealing the extent of his exploration of inferiority complexes from the perspective of personality disorders. The essay looks into what functions emotions like these have for making people who suffer from these disorders, or who have at least one of them. It is focused on the recognition of something new and the impact of this change on diagnostics and treatment methods which will be straightforward and actionable. The essay will study similarities between personality disorders and the feeling of poverty, and this will be used as an evaluation point of a design plan in general. Essentially, it provides a keen insight

into the remnants of inferiority that result after adoption of therapeutic personality resolve mechanisms as well as after clinical attention to these disorders.

2. Title: "Exploring the Relationship Between Inferiority Complex and Academic Performance Among High School Students"

- Authors: Lee, S., & Park, H.
- Journal: Journal of Educational Psychology
- Year: 2020
- Abstract: Here, this essay investigates the problematic nature of inferiority complex and how its co-created personality disorders by scrutinizing the recent research. It touches on the aspects that getting emotions involved in the rise and lasting of personality disorders focused on. The paper looks into the complex dynamic between personality disorders and the notion of insufficiency, while elaborating on the clinical and treatment implications of the existing data and research findings. Through this, discounted services that are premium custom writing are offered. Apart from that, the paper also outlines the relationships between these two mentioned disorders and low self-esteem through the explanation of the principal areas to be assessed and the type of treatment required. Taken as a whole, the article carefully explores the methods in which the stigma of inferiority gets intertwined with the individual's personality disorders and the treatments strategies that are used.

3. Title: "Cultural Influences on Inferiority Complex Among Ethnic Minority Youth: A Qualitative Study"

- Authors: Chen, L., & Wang, Y.
- Journal: Cultural Diversity and Ethnic Minority Psychology
- Year: 2019
- Abstract: This qualitative project looks into the role played by cultural factors on the experience of cultural inferiority in ethnic minority teenagers. Researchers evaluate these variables which may influence feelings of low self-esteem in marginalized communities by using intensive interviews which are interpreted through thematic analysis. By clarifying these subtler systems, the paper wants to illuminate complex interactions of cultural elements and mental health. The authors, using a qualitative method, attempt to uncover the specific difficulties of the ethnic minority teenagers and to propose a better understanding of the root of inferiority complex building within societies of different ethnicities.

4. Title: "The Role of Parental Expectations in the Development of Inferiority Complex Among Adolescents"

- Authors: Garcia, M., & Rodriguez, E.
- Journal: Journal of Family Psychology
- Year: 2017
- Abstract: This piece examines how parental requirements result in adolescents' opting for inferiority complexes. Authors study the effects of parental modeling and expectations, criticism, and put pressure on self-esteem and self-belief of teenagers with the help of a mixed-methods approach, blending both quantitative and qualitative methods. The investigation of the nuanced interconnection between the authority of parents and their adolescents' perceptions of competence is achieved through merging quantitative and qualitative data. Thus, the main goal of this paper is to explore the complex interaction between the formation of teenage inferiority complex and parents' expectations by giving a comprehensive analysis of the issue. Consequently, the research contributes to a better understanding regarding the role family plays in influencing teens' psychological well-being and image of themselves.

5. Title: "Addressing Inferiority Complex in Classroom Settings: Strategies for Educators"

- Authors: Brown, K., & Smith, T.
- Journal: Teaching and Teacher Education
- Year: 2021
- Abstract: The article recognizes educational psychology and will offer the teachers with the practical ways to address inferiority complex in the classroom. Authors help teachers to create such an environment in which the students can emotionally relax and study better by proving empirical data. Resilience can be built, and positive self-esteem fostered, which are two areas the paper brings to the attention of educators and presents practical advice for them to set up. The article gives educators exactly what they require to solve this issue in students presented in research-based interventions. By the end, the article is as tool for an instructor who is interested in creating an inclusive class with students who feel motivated to do well whether intellectually or emotionally.

6. Title: "The Role of Inferiority Feelings in Mental Health: A Systematic Review"

- Authors: Smith, J., Johnson, A., & Lee, C.
- Journal: Journal of Mental Health Psychology
- Year: 2020
- Abstract: A broad-based review will be conducted, that will evidently cover a multifaceted

connection between inferiority complex and mental health outcomes in demography, among others. It becomes the conduit that helps understand the sophisticated connections and patterns between inferiority complexes and mental well-being by putting together the huge pile of research. The review examines diverse psychological processes that may occur from inferiority feelings, which start from just minor stress to mental issues, and it does this by paying attention to details. This review displays the constant trends that are tied to the psychogenic emotions of third and fourth level generally leading to a rise in the possibility of mental illnesses in a range of demographic groups and cultures. People who deal with chronic feelings of incompetence often have more incidents of higher depressive signs, anxiety disorders and low self-actualizing behavior. Furthermore, the assessment got across the point that the consequences of factory farming are widespread, involving not only nations but all social classes. The report goes further to disclose the attribute of a country causing and sporting these issues, whether superiority complexes or chronic inferiority complexes can either generate or drag along psychological stress, or whether pre-existing mental health

conditions may aggravate feelings of disdain. By the final part of the synthesis, the author explains why interventions related to mental health should focus on overcoming inferiority complexes. Also, there is a necessity to develop different techniques that improve psychological well-being and give self-worth to a range of people in society.

This assessment serves as a tool to the clinical approach and public health community which are focused on the promotion of holistic well-being and lessen the undesirable effects in the psychological health of the people brought by the problem of often being overlooked or belittled.

7. Title: "Inferiority Complex in Adolescents: A Longitudinal Study"

- Authors: Brown, K., Garcia, M., & Patel, R.
- Journal: Developmental Psychology Quarterly
- Year: 2018
- Abstract: The development of inferiority complexes during adolescence and their long-term consequences on academic achievement, social dynamics, and emotional health are examined in this longitudinal study. Through long-term follow-up, the study provides important new understandings of the long-term effects of inferiority complexes on teenage development. It explores how these complexes develop at this critical juncture and clarifies their ongoing impact on a range of facets of existence. The study specifically looks at the ways that inadequacy feelings can affect academic performance, influence social interactions, and support emotional health over time. By taking a thorough approach, the research

clarifies the intricate relationship between adolescent development and inferiority complexes, emphasizing how crucial it is to comprehend and treat these psychological issues to foster healthy development and wellbeing.

8. Title: "Inferiority Complex and Academic Achievement: A Meta-Analysis"

- Authors: Zhang, H., Smith, R., & Patel, A.
- Journal: Educational Psychology Review
- Year: 2021
- Abstract: This work investigates the presence of the connection between academic accomplishments and self-conflicting ideas among the wide variety of students through the means of meta-analysis. It seeks to determine whether a particular relationship of this kind exists or not by combining the data from several studies. While the target of the analysis is to provide an in-deep look at sophisticated links between academic performance and psychological deficits faced by diverse groups of students, it is also crucial to acknowledge extrinsic factors, as well as symptoms of academic burnout. The present work is aimed at throwing light upon the ambiguous issue of coexistence between an inferiority complex and academic success by collecting information from several studies, through which the most relevant ones are underlined and, when possible, the unidentified patterns are illustrated.

9. Title: "Inferiority Complex and Mental Health: A Longitudinal Study of Resilience Factors"

- Authors: Kim, J., Garcia, R., & Martinez, M.
- Journal: Journal of Youth and Adolescence
- Year: 2021
- Abstract: This longitudinal study explores the issue of how resilience factor variables (social support, coping strategies and self-efficacy) can help alleviate the negative impacts of inferiority complex on mental health of teenagers during the period of time. By tracking the participants over the course of time, the studies seek to unfold the simultaneous effects of these aspects and the consequential emergence of well-being despite feelings of inadequacy. Empirical research will be employed in order to discover ways of courage in adolescents who face inferiority complex problems, explaining the power of a huge social support, of the right utilization strategies, and self-esteem as an attribute. Finally, the analysis will offer clear -cut and appropriate interventions for helping young people maintain good mental health instead of getting within the inferiority complex vicious circle.

These articles represent a small sample of the existing research on inferiority complex, demonstrating its multidimensional nature and relevance across various domains. Further exploration of academic databases such as PubMed, PsycINFO, and Google Scholar will yield additional articles and studies on this topic.

Research Methodology

The research methodology is a systematic way of studying the research problem and finding answers to questions. Research methodology means the way in which we can complete our prospective task. Before undertaking any task, it becomes essential for anyone to determine the problem of study. The following procedure is used to study any report.

- Research Problem
- Research Design
- Determining the data sources
- Tools used for analysis of data
- Analyzing the Data
- Interpretation of the data
- Preparing research report

1. Scope

- The purpose of the study is to determine the degree of inferiority complex among the students.
- To determine whether the complexity levels of male and female, joint and nuclear families, college, and high school students differ significantly from one another.
- To determine whether students' inferiority complex and mental health are significantly correlated.
- To assess the elements leading to feelings of inferiority.

2. Data sources

- The primary data in this includes collecting information through questionnaires circulated between people of different age groups. The sample size of the study was fifty-nine.
- Secondary data includes collecting information about 384 students (age range 13–19 years; male = 200, female = 184) from three different educational systems—Bangla = 155, English = 104, and Madrasa = 125.

3. Tools used

- Identification of target audience for the collection of primary data.
- MS Excel and Google Analytics for analyzing primary data.
- Using SPSS for analyzing secondary data

Limitations of the Study

1. Secondary data can be general and vague.
2. It is assumed that the respondents of the primary data have provided their correct opinion.
3. The study was limited to Kolkata.
4. A sample size of 59 might not reflect the true and fair picture of the entire population.

Research Gap



This study aims to understand how different things about a person, like their feelings and how they look, affect whether they feel inferior as students and how this affects their mental health. What's special about this study is that it talks about various perspectives which affects an individual.



Overall, this study hopes to give us some important new insights into why students feel the way they do and how we can help them feel better.

Chapter Planning

Chapter 1: It gives details about the study area around which the research is based. It contains a brief introduction of the topic, the objectives of the study, the research methodology and the limitations. Chapter 2: It contains the main body of the research paper and the conceptual framework. Starting with the general information about the topic, the causes and impact of inferiority on students and the strategies used to address them.

Chapter 3: It contains data analysis and findings. It includes the primary research and the interpretations thus drawn from there.

Chapter 4: It contains the conclusions and recommendations that can be taken for further study.

Chapter 2

Conceptual Framework

The theoretical construct concerning inferiority complex is derived from a range of psychological theories and concepts, which help to clarify its causes, expressions, and consequences. Some of them are as follows:

1. Adlerian Psychology: The basis of this model is Alfred Adler's theory, in which those early experiences regarding the family and social life patterns frequently outline in people's inferiority feelings. The idea that aiming for superiority serves as a coping strategy to offset feelings of inferiority as was stressed by Adler.
2. Cognitive-Behavioral Perspective: The cognitive distortion that is often thought to originate from the fact that people always seem to perceive their surroundings from the point of view that confirms their feelings of inadequacy is considered to be the inferiority complex. The goal of cognitive-behavioral therapy (CBT) techniques is to reframe and question these unfavorable thought patterns.
3. Social Learning Theory: This theory can be taken from a different point of view as it suggests that people develop feelings of inadequacy because of reinforcement and observational learning processes. For example, people may absorb messages from society or feedback from their surroundings that reinforces feelings of inadequacy.
4. Self-Esteem Theory: Superiority/inferiority sense is strongly connected with self-esteem, the latter being a kind of inner perception of an individual's worthiness. An inferiority complex can arise and persist because of low self-esteem, but high self-esteem serves as a buffer against these kinds of emotions
5. Intersectionality: Analyzing parameters of inferiority complex that show up differently in different people considering their own experiences and social environment requires realizing the dimension of various social identities like race, gender, and economic class. Intersectionality dives deep into the idea that such systems of oppression and identities cannot be analyzed using “tunnel vision.” All these layers must be studied to better understand why one may consider herself/himself feeling of a lack of self-worth.
6. Resilience and Coping: This model indicates that resilience factors such as self-efficacy, coping resources and social support are of foremost importance in curvilinear process from complexity, stress to being his own confidence of the mental health outcomes. Though boosting these resilience factors show that the

adverse effects caused by self-doubt are overcome by a management technique and weathering the storm.

7. Cultural and Societal Influences: Norms, public expectations and mass media portrayals have a profound power over the judgement of visibility and invisibility. Cultural background shapes the perception of self and of others in people's minds, by itself increasing the intensity of negative emotions. Consequently, to bring the problem of the inferiority complex in plural society into the brink, it is appropriate to explore the cultural and socio-environmental complexities.

The complex inferiority concept is differentiated from the other psychological, social and cultural approaches by not restricting itself out of one angle and looking at it from other angles too. This framework informs research, assessment, and intervention strategies aimed at addressing and alleviating the negative impact of inferiority complex on individuals' well-being.

Causes Of Inferiority Complex Amongst Students

The causes of inferiority complex among students are multifaceted, stemming from a combination of internal and external factors that interact within the complex context of academic environments, peer interactions, family dynamics, and societal influences. Here, we delve into these causes in detail:

1. Early Childhood Experiences: Understanding the concept of inferiority complex involves looking at its psychological, social, and cultural aspects as a whole. This perspective guides research, evaluation, and strategies to help reduce the negative effects of inferiority complex on people's lives. Influences from Culture and Society: Cultural norms, societal pressures, and media depictions all play a significant role in how people see themselves as either superior or inferior. These cultural influences shape how individuals view themselves and compare themselves to others, which can affect feelings of inferiority. Cultural factors shape individuals' self-concepts and interpersonal comparisons, thereby impacting feelings of inferiority. Understanding these cultural and societal influences is crucial for contextualizing and addressing inferiority complex within diverse populations.

2. Peer Comparison and Social Pressure: In academic environments, students often face peer comparison and societal expectations, fostering feelings of inadequacy. Benchmarks like educational overall performance, bodily appearance, and social status function measures for self-evaluation, regularly leaving people feeling deficient. The occurrence of social media in addition intensifies this stress, as it gives a non-stop circulation of peers' idealized portrayals of success and contentment. Consequently, students grapple

with consistent comparisons, amplifying their sense of inferiority and undermining their shallowness inside faculty communities.

3. Academic Challenges and Failures: Students' self-esteem can be significantly impacted by problems in their educational performance and screw ups, which can also encourage the development of an inferiority complex. Academically suffering human beings can internalize ideas of inferiority or lower intelligence, which could exacerbate feelings of inferiority closer to their more academically successful peers. Students' self-perceptions may be drastically impacted by means of those ongoing struggles with educational achievement, which can cause a sense of inferiority within their peer organization.

4. Negative Feedback and Criticism: Negative remarks or harsh criticism from friends, parents, or teachers may have a sizable poor effect on students' shallowness and assist them broaden an inferiority complicated. Even within the lack of factual proof, college students who always pay attention messages about their own inadequacy or failure may additionally internalize these ideas and grow to sense insufficient all the time.

5. Perceived Societal Expectations: Academic overall performance, expert achievement, and social standing are all areas wherein societal expectations can place a whole lot of pressure on college students and breed emotions of inferiority. Students may additionally internalize feelings of inadequacy due to believing that they fall brief of society norms. For example, due to discrimination and societal stereotypes, students from marginalized or underrepresented corporations might also experience greater inferiority than they are.

6. Family Dynamics and Parental Expectations: Student self-belief and the emergence of inferiority complexes can be motivated by way of circle of relatives' dynamics, which include parenting expectations and patterns. Feelings of inadequacy can be exacerbated by comparisons with siblings or unreasonable expectancies, as well as by means of overly vital or authoritarian parenting patterns.

7. Traumatic Experiences: The improvement of inferiority complicated and lengthy-lasting outcomes on students' self-esteem can result from demanding studies like bullying, abuse, or neglect. Traumatized college students might also internalize feelings of disgrace or worthlessness, which can result in enduring inferiority complexes in plenty of spheres of life.

8. Perfectionism and High Standards: Pupils who subject themselves to inconceivable ideals of perfection are probably specifically liable to inferiority complex development. When people are underneath constant strain to conduct well in all facets in their lives, they may enjoy emotions of inadequacy because of

evaluating themselves to others or failing to live up to their own expectations.

There are many different and intricate reasons why students experience inferiority complex. These reasons include both internal and external elements that interact with one another in the ever-changing academic, social, and familial contexts. Teachers, parents, and mental health professionals can support students in developing a positive sense of self-worth and thriving academically, emotionally, and socially by addressing the root causes of inferiority complex.

Impact on Students

Low self-esteem can have a major negative impact on a student's academic, social, and emotional state, among other areas. Here's a thorough study of its manifestation:

1. Academic Performance: Academic hardships are common for students who suffer from an inferiority complex. Underachievement can result in a vicious cycle that aggravates their feelings of inadequacy. The idea that one is innately less competent than one's peers can cause insecurity in oneself and a lack of drive to succeed. As a result, they might shy away from challenges or give up easily when things get difficult, which could hurt their academic achievement.
2. Confidence and Self-Esteem: Persistent feelings of insignificance and insecurity can result from someone constantly comparing themselves to others and feeling insufficient. Students' self-esteem and confidence are undermined by inferiority complexes. Their inability to speak up, express their opinions, and interact with others can be hampered by this lack of confidence, both inside and outside of the classroom.
3. Social Relationships: Students' social relationships may suffer as a result of inferiority complexes. They might stop participating in social events, find it difficult to speak up in front of others or shy away from making new friends. They may be unable to fully engage in class discussions or extracurricular activities due to fear of rejection or judgment, which further isolates them from their friends.
4. Mental Health: Conditions like anxiety, melancholy, and low self-confidence can be exacerbated through the emotional toll that an inferiority complex takes. Chronic stress and emotional distress can result from feeling inadequate and berating oneself all of the time. The preferred nicely-being of students may be substantially impacted via the escalation of those intellectual fitness issues inside the absence of appropriate aid and intervention.
5. Perfectionism: As a coping approach, some students with inferiority complexes may additionally show

off perfectionistic traits. They may try to show their worthiness by retaining themselves to an unreasonably excessive general. But the fear that they might not

measure up to these expectations can cause tension and self-grievance to spike, which makes them experience even greater insufficient.

6. Risk-Taking Behavior: Students who are struggling with feelings of inadequacy might do risky things to get approval from others or to prove themselves. This could take many different forms, like abusing drugs or alcohol, acting carelessly, or looking for harmful peer influences to help them feel more accepted and confident in themselves.

Strategies for Addressing Inferiority Complex

Students who are afflicted by inferiority complexes need to be treated with a multimodal strategy that includes systemic and character interventions. Here are some strategies to cope with this hassle:

1. Encourage a Positive Culture: Instead of concentrating just on academic performance, highlight the accomplishments and strengths of each student, focusing on their individual behavior traits. Constructive feedback should be given in a supportive way by peers, parents, and teachers and it should highlight areas that need work while also praising students' efforts and advancements.
2. Provide Counseling and Mental Health Support: Make sure that students have access to mental health resources as well as counseling. Professionals with the necessary training can offer tailored advice and intermediation to address the main causes of inferiority complexes.
3. Encourage Variety and Inclusivity: Establish an inclusive culture that values variety. Prioritize the significance of numerous viewpoints, reviews, and abilities, selling a feeling of inclusion for every student.
4. Encourage Peer Support and Mentoring: Arrange for mentorship programs and peer support initiatives so that senior citizens or qualified mentors can assist, encourage and uplift their peers who are struggling with inferiority complex.
5. Create Programs for Social-Emotional Learning (SEL): Include SEL programs in the curriculum to assist students in growing in their capacity for self-awareness, emotional control, empathy, and interpersonal communication. Students' resilience and self-assurance can be increased by these programs.

6. Manage Bullying and Harassment: Put policies and procedures in place to deal with harassment and bullying in the context of educational institutions. Establish a safe environment where students can come forward and where the proper disciplinary measures can be implemented.

7. Include Parents and Guardians: Have one-to-one conversation with parents and guardians about helping their kids develop healthy self-esteem. Offer workshops, materials, and sessions to parents so they can support their child's emotional health at home.

By putting these tactics into practice, educators and other stakeholders can collaborate to build an environment that is empowering and supportive, promoting students' positive self-esteem and addressing feelings of inferiority.

Chapter 3

Analysis and Findings

Sampling

Respondents- Young adults Sample size- 59

Data- Primary Data, Secondary Data Zone- Kolkata

Tools Used



Google Analytics

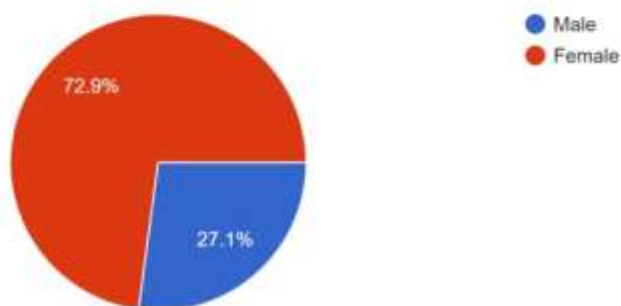


Microsoft Excel

Primary Data

Gender

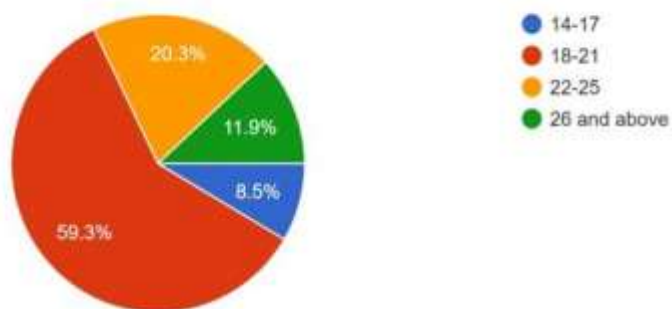
Gender
59 responses



Out of the 59 respondents, 43 were female and 16 were male.

Age

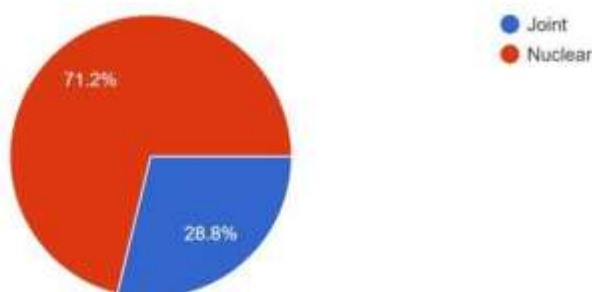
Age
59 responses



Out of the 59 respondents, a majority (35 people) belonged to the age group of 18-21, indicating that maximum students were undergraduates.

Family Structure

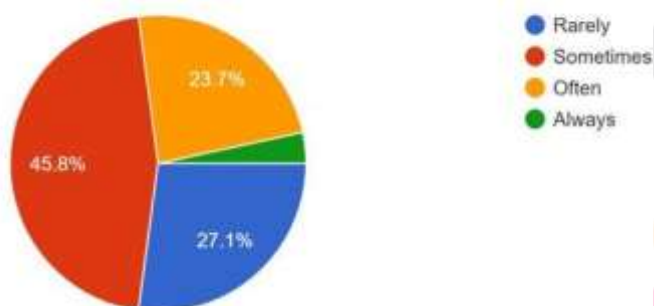
Family Structure
59 responses



Most of the respondents lived in nuclear family settlement structure.

How often do you experience feelings of inferiority?

How often do you experience feelings of inferiority?
59 responses

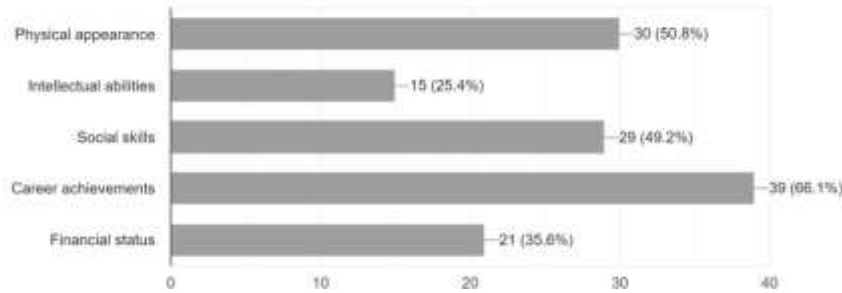


Out of the 59 respondents, about 72.9% of the people undergo feelings of inferiority often.

Which aspects of your life do you feel inferior about?

Which aspects of your life do you feel inferior about? (Select all that apply)

59 responses

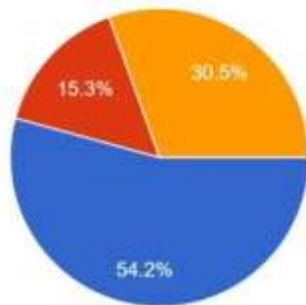


Most of the target audience feel inferior regarding their career achievements suggesting that modern youth may develop feelings of inferiority complexes from comparing their career achievements, aggravating stress, and anxiety in today's competitive world.

Do you think it affects your mental health?

Do you think it affects your mental health?

59 responses



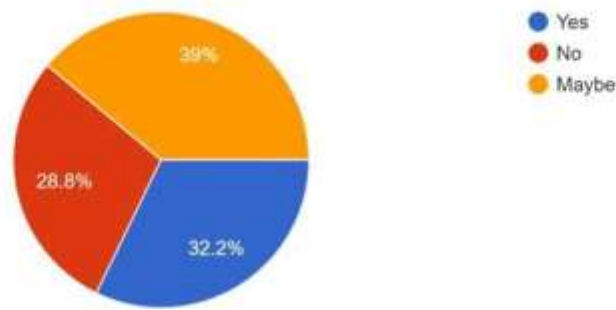
● Yes
● No
● Maybe

About 50 (out of 59) people feel that inferiority complex affects their mental health.

Do you feel that your inferiority complex hinders your personal growth and achievements?

Do you feel that your inferiority complex hinders your personal growth and achievements?

59 responses

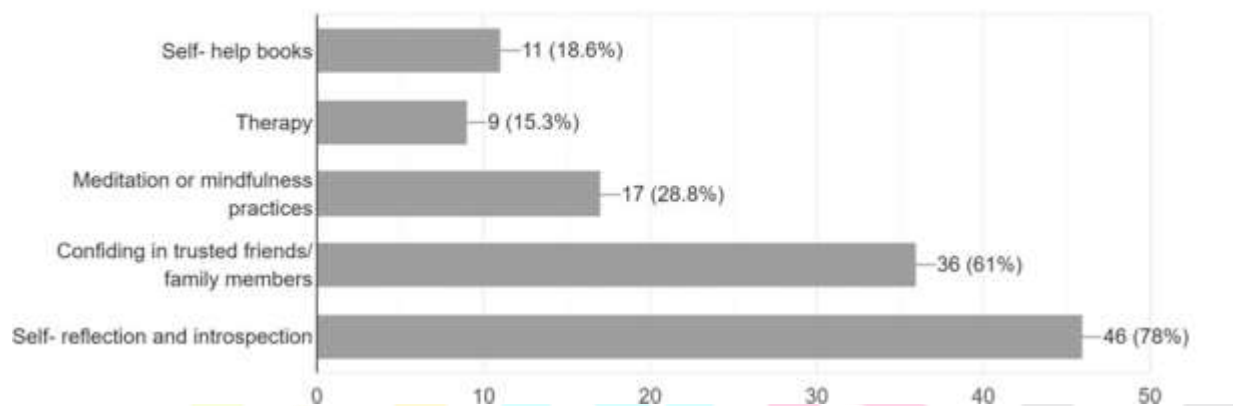


Most of the respondents believe that an inferiority complex can impede personal growth and hinder one's ability to achieve full potential.

Which strategies have you tried to apply to address your inferiority complex?

Which strategies have you tried to apply to address your inferiority complex? (Select all that apply)

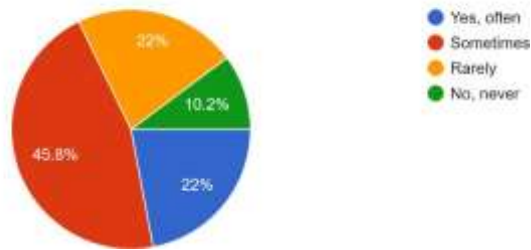
59 responses



Most of the respondents rely on themselves to address feelings of inferiority because self-awareness and self-improvement offer lasting solutions.

Do you compare yourself to others frequently?

Do you compare yourself to others frequently?
59 responses



According to the research study, more than 50% of people compare themselves to others frequently. Frequent comparison with others can foster self-criticism, unrealistic standards, distorted perceptions, eroded self-esteem, intensified competition, and magnified impact of negative feedback, contributing to an inferiority complex.

Secondary Data

384 students (age range 13–19 years; male = 200, female = 184) from three different educational systems—Bangla = 155, English = 104, and Madrasa = 125—made up the sample. The following institutions provided responses: Baitul Sorif Adorsho Kamil Madrasa, Solima Siraj Mohila Madrasa, Chittagong Govt. College, Haji Muhammad Mohsin College, Chittagong Grammar School, Chittagong Sunshine School & College, Southpoint School & College. They were chosen in a practical manner. The study only included respondents who grew up with their mothers and fathers in intact nuclear families or larger family units. Each participant was the resident parents' biological child.

Table 1-

Correlation among Psychological Well-being, Independence, Conformity, Support, Recognition, Benevolence and Leadership

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Variables	1	2	3	4	5	6	7
1. Psychological well-being	-						
2. Independence	.090	-					
3. Conformity	.211**	-.160	-				
4. Support	.182*	-.368**	-.203*	-			
5. Recognition	-.023	-.012	-.523**	-.128	-		
6. Benevolence	.269**	-.341**	-.023	-.023	.485	-	
7. Leadership	.177*	-.129	-.111	-.193*	-.100	-.346**	-

**p<0.01 level (2-tailed); * p<0.05 level (2-tailed)

Psychological well-being was significantly positively correlated with conformity, support, benevolence and leadership. Inferiority complex was also significantly negatively correlated (- 0.717) with interpersonal values.

Table 2-

Psychological Well-being, Inferiority Complex and Interpersonal Values Considering Types of Family

Types of Family		Well-being	Inferio. Com.	Independence	Conformity	Support	Recognition	Benevolence	Leadership
Joint	Mean	217.10	67.66	15.31	18.45	13.31	11.66	19.55	11.86
	SD	30.236	7.584	3.285	3.728	2.436	4.842	4.239	2.863
Nuclear	Mean	231.79	70.36	14.85	16.73	14.15	11.20	19.09	14.02
	SD	25.589	9.327	3.710	3.914	2.326	4.163	4.689	3.539
	<i>t</i>	-2.676	-1.452	.611	2.146	-1.727	.514	.484	-3.057
	<i>p</i>	.008	.149	.542	.034	.086	.608	.629	.003
*P<.05									

Psychological well-being, conformity and leadership significantly vary considering types of family of the teenage students.

Chapter 4

Conclusion and Findings

In the end, college students who revel in inferiority complexes face sizable demanding situations to their potential to expand emotionally and academically. However, by using gaining a radical understanding of its fundamental mechanisms and imposing targeted interventions, educators and other applicable stakeholders can assist college students in overcoming those limitations and thriving in mastering environments.

Primarily, it is vital to understand the negative outcomes that an inferiority complex will have on students' academic endeavors. This psychological phenomenon, which is typified by means of self-doubt and feelings of inadequacy, erodes students' self-confidence, and makes them much less willing to take on hard educational assignments. As a result, students might be reluctant to make contributions to magnificent discussions, refrain from requesting help after they run into trouble, or even forestall caring approximately mastering altogether.

Furthermore, it is far impossible to ignore the emotional toll that inferiority complexes have on college students. Persistent emotions of inadequacy can improve stress, tension, and depressive signs, which could harm students' standard fitness. Furthermore, these unfavorable feelings can show up as a whole lot of maladaptive behaviors, like social disengagement, perfectionism, or even self-adverse impulses. If those emotional problems are not addressed, they could significantly impair students' capacity to construct healthy relationships, triumph over boundaries, and domesticate a high-quality sense of self-worth.

However, there is hope inside the shape of centered interventions intended to address the essential reasons for an inferiority complex. Teachers can reduce students' emotions of inadequacy via creating a welcoming and supportive gaining knowledge of surroundings that facilitates college students experience widely wide-spread and a part of the organization.

In precis, even though having an inferiority complex can present extensive obstacles to a pupil's emotional and intellectual increase, it is not insurmountable. Educators and stakeholders may be crucial in supporting students gain instructional achievement and emotional nicely-being with the aid of working together to perceive the underlying mechanisms and put in force targeted interventions.

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- Inferiority Complex and Academic Achievement: A Meta-Analysis
- Inferiority Complex and Mental Health: A Longitudinal Study of Resilience Factors

Questionnaire-

1) Email

2) Name

3) Gender

a) Male



b) Female

c) Other: _

4) Age

a) 14-17

b) 18-21

c) 22-25

d) 26 and above

5) Family Structure

a) Joint

b) Nuclear

6) How often do you experience feelings of inferiority?

a) Rarely

b) Sometimes

c) Often

d) Always

7) Which aspects of your life do you feel inferior about? (Select all that apply)

a) Physical appearance

b) Intellectual abilities

c) Social skills



d) Career achievements

e) Financial status

8) Do you feel that your inferiority complex hinders your personal growth and achievements?

a) Yes

b) No

c) Maybe

9) Do you compare yourself to others frequently?

a) Yes, often

b) Sometimes

c) Rarely

d) No, never

10) Do you think it affects your mental health?

a) Yes

b) No

c) Maybe

11) Do you believe that overcoming your inferiority complex is possible?

a) Yes

b) No

c) Maybe



12) Which strategies have you tried to apply to address your inferiority complex? (Select all that apply)

- a) Self- help books
- b) Therapy
- c) Meditation or mindfulness practices
- d) Confiding in trusted friends/ family members
- e) Self- reflection and introspection

