

DEFENSIVE BEHAVIOR AND ITS IMPACT IN ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY LEVEL

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Abstract

A Defense mechanism is an adjustable behavior used by human beings naturally to overcome the critical situations. It also helps the students to balance their stress and cope up based on the problems. In schools, students consciously or unconsciously using various defense mechanisms to escape from the critical classroom situation. It will help the students to maintain their mental health in good condition, but the effect of using defensive mechanisms causes a negative result in their academic achievements. This study highly focuses on the student's academic performances and its impact in using the defensive behavior particularly in doing homework, asking questions in between the classroom teaching, coming late or compensating low academic progress over-achieving high level in other field like sports, competitions, social service, leadership quality, cultural, etc. and so on.

Students studying in the 11th and 12th standards are in the adolescence stage. They are often using defensive mechanisms regularly inside the classroom and using 3F's simultaneously, namely Fight, Flight, Frustration. The investigator in these study select 11th and 12th students and to identify how students use defensive mechanism and react like "shock absorption" in their school activities. Famous psychologist Sigmund Freud stated out three levels of mind, namely Conscious, Subconscious, and Unconscious level. Students are in the adolescent stage using the defensive mechanism in an unconscious level. The researcher of this study focuses on the type of defensive behavior in their 11th and 12th standard level.

Keywords: *Behavior, Mental Health, Academic Performances, Compensating Progress, Adolescence Stage, Shock Absorption.*

Introduction

Mentally healthy persons with high intelligence and will power to act with courage and determination resolve their conflicts according to reason and their ideals and view of life, as teenage students cannot cope up with their mental conflicts, frustration, and anxiety for a long time. So, they strongly instinct to do something to eradicate their mental stress and discomfort. In particular, immature and young who cannot directly tackle conflicts resort to coping strategies known as "Defensive Mechanism" (or) adjustment behavior.

'Defensive mechanism can be defined as any habitual process or method of overcoming blocks or barriers, in reading goal or substituting new goal satisfying needs, motives and desires, thus reliving frustration, reducing tension and maintaining equilibrium or balance.'

Defensive mechanism helps a person to "resolve the conflict" and "reduce the stress," and anxiety associated with it. It helps the individual to maintain internal balance and live comfortably when more adaptive measures to resolve the conflicts are

not to the individual. It helps to enhance life with a balanced mental health. But if they become dominant, they indicate a serious mental ill-health and cause a variety of undesirable behavior.

Review of Related Literature

Sandstrom & Cramer (2003) conducted a study on *“Girls use of defense mechanism following peer rejection.”* In this study, the findings revealed that girls often using a defensive mechanism like rejection, projection in the participation of lab activities

Cramer, P., & Tracy, A. (2005) analyzed a study on *“The pathway from child personality to adult adjustment: The road is not straight.”* The findings highlighted that defense mechanism could be linked to certain personality traits such as attribution and Locus of the standing of individuals. These personality types are related with the way individuals view things that happen around them and events that occur in their lives. The way individuals utilize psychological defense mechanism depends on their personality traits.

Parekh. Majeed, Khan, Khalid (2007) & Frued (1937) conducted a study on *“The Ego and the mechanisms of defense.”* The study revealed that defensive mechanism reflect how an individual deals with conflict and stress. To avoid shame and disgrace or the trauma associated with the inability to achieve a certain degree of success that individuals involve themselves in the utilization of defense mechanisms.

Cramer (2009) did a study on *“Seven Pillars of defense mechanism theory.”* The researcher revealed that to preserve their person from unnecessary humiliation and dissolutions. The issue of the personal ego becomes visible. In order to defend their ego, they involve themselves in the use of the defense mechanisms. In this case, they prefer their ego to their academic success. They, therefore indulge in the use of mechanisms that will defend their ego. The ego defense mechanism has been defined as unconscious resources used by the ego to reduce conflict between the id and superego.

Rizqui and Jehan (2010) examined a research study on *“Ego defense mechanisms in Pakistani medical students: A cross-sectional analysis.”* The findings of the study revealed that defense mechanisms are unconscious mental operations in which individuals involvethem unconsciously; there is a need then to consider how students utilize these mechanisms to achieve some academic objectives or how they encounter problems or face challenges that arise in the course of their academic engagement. Their action is intended to resolve a certain level of conflict that arises as a result of tempering with their much-cherished ego and dignity.

Conceptual Frame Work of the Study

Types of Defense Mechanisms

Each individual may have his unique way of escaping from conflicts or defending himself from anxiety. Some of the common defense occur frequently are,

Rationalization

Rationalization is self-deception, whereas lying is to deceive others. In this, we attribute a reason for our impulsive actions, rather than placing the true or real reason. This involves blaming others or circumstances as an excuse for our actions. For example:- A student who failed in Maths examination may say that, the day, the examination hall was dark due to power cut, and hence he could not write well.

Projection

Projection is a tendency to force on another person; one's own unrealized frustrated ambitions. It can also indicate the attribution of one's own faults or inadequacies to another. Some individuals blame others for faults that are manifested in their behavior. By maintaining their social status and personal worth. For example, Student who caught of malpractices in the exam may try to escape by saying everyone cheats in examination; his actions are minimized as nothing when compared to what everyone else is doing.

Identification

One's feeling with personal worth through identification of one's self with their higher authority is called identification. For example:- In the absence of a class leader, other students take responsibility, and they identify their worth when the teacher appreciates them.

Compensation

Compensation behavior of an individual attempts to overcome weaknesses or limitations by drawing attention to a strong characteristic. For example, A girl who is less than average in studies tries to gain recognition by her good look. It may also transfer into; a school girl who is not attractive may study very hard and get recognition through academic excellence.

Fantasy

In day-dreaming or fantasy, an individual allows his mind to wander among pleasant imagery and wishes that are unreal in life. This dream world is limited by the individual's imagination. What they could not achieve in real life they accomplish in their world of fantasy. Due to day-dreaming, the individual may not be in a position to differentiate facts from fantasy and the real from unreal. When it continued, results in the cause of individual personality. For Example:- A low achieving student may dream that he has obtained first-class marks in all the subjects or that he is the best award-winning debater in the school.

Displacement

Displacement is one particular motive or emotion is turned that is from its natural object to some other object that is in no way connected with the normal and

natural one. For example:- The student who has been shouted by their parents snubs his friend to displace her anger.

Belittling

Minimization is a type of deception involving denial coupled with rationalization in situations where complete denial is implausible. Minimization—downplaying the significance of an event or emotion—is a common strategy in dealing with feelings of guilt. Minimization may also take the form of cognitive distortion:

- That avoids acknowledging and dealing with negative emotions by reducing the importance and impact of events that give rise to those emotions.
- That avoids conscious confrontation with the negative impacts of one's behavior on others by reducing the perception of such impacts.
- That avoids interpersonal confrontation by reducing the perception of the impact of others' behavior on oneself.

For Examples: saying that a taunt or insult was only a joke

- A customer receiving a response to a complaint to a company for poor service being told that complaints like his from other customers were very rare when in fact they are common.
- Suggesting that there are just a few bad apples or rogues in an organization when in reality problems are widespread and systemic.

Conversion

Conversion as a defense mechanism occurs where cognitive tensions manifest themselves in physical symptoms. The symptom may well be symbolic, and dramatic and it often acts as a communication about the situation. Extreme symptoms may include paralysis, blindness, deafness, becoming mute, or having a seizure. Lesser symptoms include tiredness, headaches, and twitches. For Example:-A person's arm becomes suddenly paralyzed after they have been threatening to hit someone else.

Objectives

- To identify the percentage level of the defensive mechanism used by the Hr. Sec. Students.
- To find out the significant difference between the biographical variables of gender, standard... etc., in using the defensive mechanism.
- To find out the intensity level of the specific defensive mechanism among adolescents.

Operational Definition of the Key Terms

1. The Defensive is very anxious to challenge or avoid criticism.
2. A Defensive mechanism is a mental process initiated unconsciously to avoid experiencing conflict or anxiety. The Defensive mechanism plays a crucial facet

in higher education, and it affects speculative achievement, thereby harvest unfavorable behavior.

3. Impact means influences (or) effects of using the defensive mechanisms.
4. Academic achievement – students performance in the form of outcome
5. Hr. Sec. Students – The students those who are studying in the +1 & +2 Level

Hypothesis

- The percentage level of using defensive mechanism varies according to biographical variables such as Gender, Standard, location, parental qualification, parental occupation, and self-learning.
- There is a significant difference between the use of defensive mechanisms based on the biographical variables such as Gender, Standard, location, parental qualification, parental occupation, and self learning.
- The intensity level of using defensive mechanism differs between male and female, rural and urban.

Methodology

The researchers were adopting normative survey method.

Sampling Techniques

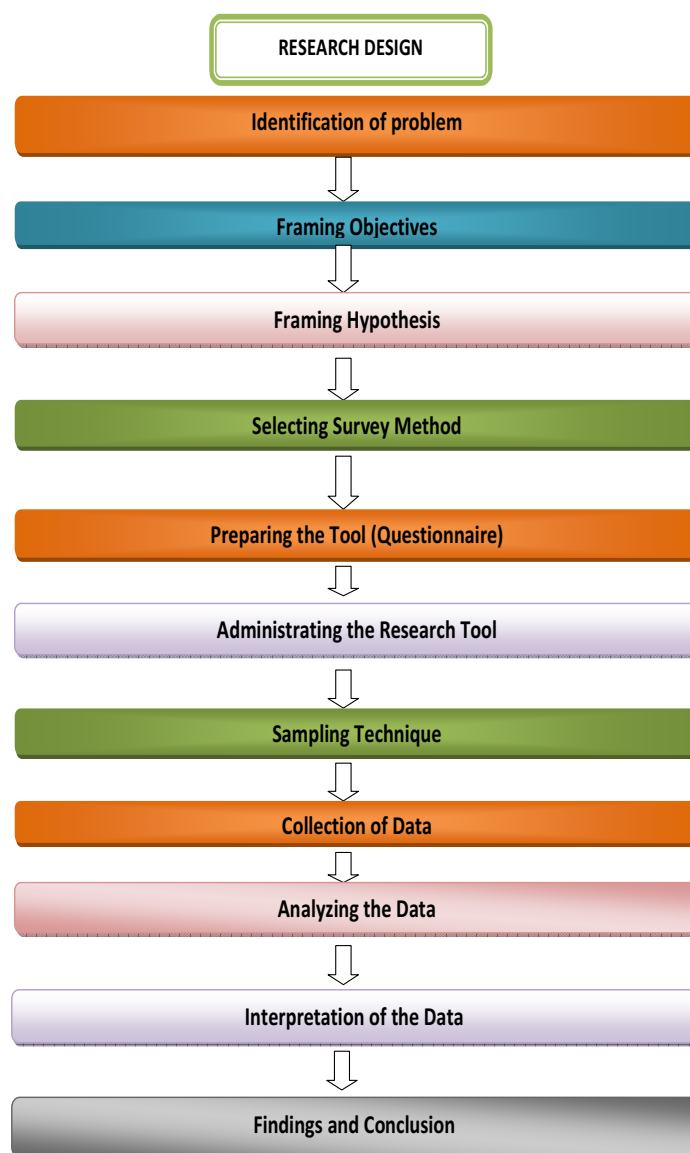
The investigators adopting simple random sampling techniques for collecting data.

Sample Population

The researchers select 100 No. Of students studying in the 11th and 12th standard in KNOP Pillamar Sangam Higher Secondary School.

Research Tool

The Standardized research tool is administrated - Dr. Sathiyagri Rajan



Data Analysis and Interpretation

Table 1 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior, and Its Impact in the Academic Achievement among the Students in Relation to the Gender

Category	N	Mean	Standard Deviation	"t" value	Level of Significance
Gender	Male	24	83.5417	2.854*	Significant at 1%
	Female	76	91.1316		

*Indicate 1% level of significance

From the above table, it revealed the calculated t value is greater than the table value. Hence, It is significant at 1% level; further the table revealed that the null hypothesis is rejected research hypothesis is accepted. The following conclusions are, there is a significant difference between usage of defensive mechanism between male and female and female students use the high level of the defensive mechanism when compared to male.

Table 2 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior, and Its Impact on Academic Achievement among the Students in Relation to the Standard of Studying

Category		N	Mean	Standard Deviation	"t" value	Level of Significance
Standard	11	62	90.3065	13.130	1.071***	Not Significant
	12	38	87.6842	11.055		

***Not Significant at 1% and 5% level

From the above table, it revealed that calculated value is equal to table value. Hence, there is no significant level. Further, the table revealed that null hypothesis is accepted research hypothesis is rejected. The following conclusion is there is no significant difference between 11th and 12th standard students and hence the level of using the defensive mechanism both 11th & 12th std students is the same.

Table 3 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior and Its Impact in the Academic Achievement among the Students in Relation to the Area of Location

Category		N	Mean	Standard Deviation	"t" value	Level of Significance
Location	Rural	20	92.2500	16.75795	1.961**	Significant at 5%
	Urban	80	88.5750	11.05198		

**Indicate 5% level of significance

From the above table, it revealed the calculated value is equal to table value. Hence, there is no significant level, Further, the table revealed that the null hypothesis is accepted research hypothesis is rejected. The following conclusions is, there is no significant difference between rural, and urban students and hence the intensity level of using defense mechanism is high among rural students when compared with urban students.

Table 4 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior and Its Impact in the Academic Achievement among the Students in Relation to the Parental Qualification

Category		N	Mean	Standard Deviation	"t" value	Level of Significance
Parental Qualification	Literate	79	88.6709	12.83097	1.124***	Not Significant
	Illiterate	21	91.7143	10.50306		

***Not Significant at 1% and 5% level

From the above table, it revealed that the calculated value is equal to table value. Hence, there is no significant level. Further the table revealed that the null hypothesis is accepted research hypothesis is rejected. The following conclusions are, there is no significant difference between students of literate and illiterate parents and hence the level of using the defensive mechanisms by the students the same related to their parental qualification.

Table 5 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior, and Its Impact in the Academic Achievement among the Students in Relation to the Parental Occupation

Category		N	Mean	Standard Deviation	"t" value	Level of Significance
Parental Occupation	Coolly	89	89.7303	11.87699	1.965**	Significant at 5%
	Private Job	11	85.9091	16.26318		

**Indicate 5% level of significance

From the above table, it revealed that the calculated 't' value is higher than the table value. Hence, there is a significant difference between the level of using defensive behavior among the students and their parental occupation.

Further, the table revealed that the research hypothesis is accepted, and the null hypothesis is rejected. The following conclusions are, there is a significant difference between students of coolly and private Job parents and hence the parents working as a coolly and their children using a high level of the defensive mechanism when compared to parents working in the private sector.

Table 6 Distribution of Mean, Standard Deviation of Defensive Mechanism Behavior and Its Impact in the Academic Achievement among the Students in Relation to the Self -Earning

Category		N	Mean	Standard Deviation	"t" value	Level of Significance
Self Earning	Yes	15	84.667	17.730	1.664**	Significant at 5%
	No	83	90.241	11.226		

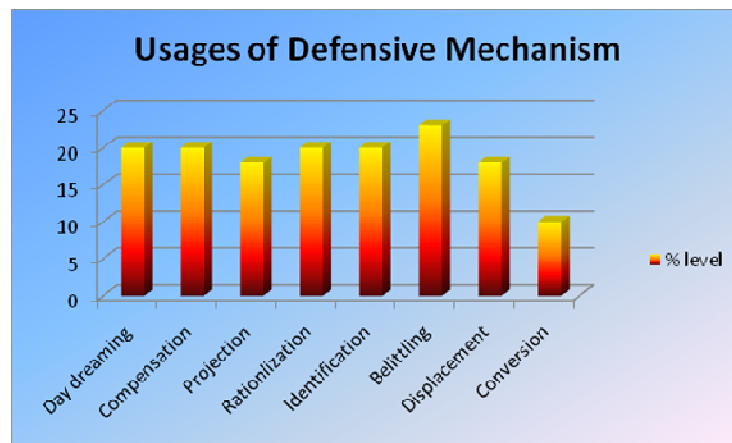
**Indicate 5% level of significance

From the above table, it revealed that the calculated 't' value is greater than the table value. Hence, It is significant at 1% level; further the table revealed that the null hypothesis is rejected research hypothesis is accepted. The following conclusions are that there is a significant difference between self-earning and non-self earning students and hence the students who are earning self-using high level of the defensive mechanism when compare to students who are not involved in self earning.

Graphical Representation of Data

Table 7 Distribution of Percentage Level of using Defense Mechanism among Hr. Sec. School Students

S. No.	Defensive Mechanism Behavior	Score	% Level
1	Day Dreaming	20	66.66
2	Compensation	20	66.66
3	Projection	18	60
4	Rationalization	20	66.66
5	Identification	20	66.66
6	Belittling	23	76.6
7	Displacement	18	60
8	Conversion	10	33.33



The above percentage analysis indicated that the students using belittling defensive behavior a high level (76.66%) and low conversion level (33.33).

Findings of the Study

- Female students use the high level of the defensive mechanism when compare to male
- The level of using the defensive mechanism both 11th & 12th Std students are the same.
- The intensity level of using defense mechanism behavior is high among rural students.
- The level of using the defensive mechanism by the students is the same related to their parental qualification.
- The parents working as a coolly and their children using high level of defensive mechanism Students those who are earning self-using high level of defensive mechanism.

Suggestions for Further Research

The present study has focused on defense styles influencing higher secondary students (11th&12th). The study may further concentrate on other vital areas in respect to disabled children. This study can be conducted by comparing school and college students on the basis of their psychological, sociological problems.

Limitations of the Study

- The present study is focused on 11th and 12th standard students.
- The sample of the study is confined with 12B1, 12B2 and 11A2, and 11B.
- The investigator is limited to the total sample of 100 students of the higher secondary class in school.

Conclusion

Normally human beings using defensive mechanism in developing their adjustment character. The investigators made a unique attempt to develop and provide

self-awareness among higher secondary students in developing their self-confidence and self-realization to face future academic challenges. The above findings revealed that female students are using a high level of a defensive mechanism. Once they avoid using defensive mechanism, it will further improve their academic performance. The result of the study indicates the effect of defense styles among teenage students from rural areas and also the students who are earning by self. Parental occupation also makes an impact on their academic performance. The students were often blaming their critical situation and using defensive behavior to compensate their negative performance in learning. On the whole, the findings explores the influence of defensive mechanisms and their impact of using the defensive mechanisms to an extent in their studies.

Defense mechanisms become permanent methods of response through human personality development, and affect all aspects of life, including the studying activities. Therefore, the identified connection between performance at school and defense mechanisms demonstrates that a specific psycho correctional work is required, taking into account the individual set of psychological defenses, social development situation and leading activities in adolescence.

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