A STUDY ON SELF-ACCEPTANCE AND ACADEMIC ACHIEVEMENT

AMONG HIGH SCHOOL STUDENTS IN VELLORE DISTRICT

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ABSTRACT

This study examined the Self-Acceptance and the academic achievement of the High school students in Vellore District. This study adopted different method of research. Participants were 300 9th standard students randomly selected from 3 different schools in Vellore District. The research instruments used for data collection was Self-Acceptance inventory constructed and standardized by Dr. Kakkar (Patiala, 1984) andAverage marks obtained by the High school students in their Half yearly examination were the data obtained. The findings indicated that there is a positive thinking developed by Self-Acceptance and Academic achievement of High school students. There exists significant impact with respect to students location, type of management, medium of instruction, order of birth, family monthly income. And there is no significant impact on gender ,family types on the self-acceptance and academic achievement of high school students.

KEYWORDS: Academic Achievement, Database, Hypothesis, Sampling & Self-Acceptance

Original Article

INTRODUCTION

According to **Jerlslid** (1963) "The adolescent who realistically accept himself has treasures. Self-accepting adolescent recognize their assets and their shortcomings without blaming".

According to **Kuppuswami** (1974) "Self-acceptance requires a perception of one's assets and limitations. It is a constructive use of his abilities whether they are high (or) low.

Securing excellence in subjects is said to be an achievement. Excelling in the academic area by putting ability and interest would result in greater achievement in tests. There is a strong relationship between ability and academic achievement. Japanese children oriented 'towards effort' is believed to be the cause of their high achievement. The ability model of American students resulted in greater achievement.

School achievement may be related to ethnic identity. Family, high expectation, belief, direct and indirect help and encouragement in the role of child could foster children's school achievement. Parents are facilitators and they ensure educational attainment.

Self-Acceptance

Self-Acceptance is being loving and happy with who you are now. some call itself esteem, others self but whatever you call it, you will know, when you are accepting yourself feels great. It is an agreement with yourself to appreciate validate, accept and support who you are at this very moment.

Self-Acceptance is the degree to which an individual having considered his personal characteristics is able

and willing to live with them.

The self - accepting person has a realistic appraisal of his resources contained with appreciation of his own worth; Assurance about standards and convictions of his own without being a slave to the opinions of others and realistic assessment of limitations without irrational self re-approach.

Academic Achievement

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sports, behaviour, confidence, assertiveness, communication skills, punctuality, Arts, Culture, and the like.

An academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement

Statement of the Problem

Formally the problem can be stated as follow

"A Study on Self-Acceptance and Academic Achievement among High School students in Vellore district"

OBJECTIVES OF THE STUDY

- To find out significant difference between the high school students Self-Acceptance based on their Gender.

- To find out significant difference between the high school students Academic Achievement based on their Gender.

- To find out significant difference between the high school students Self-Acceptance based on their Students Location.

- To find out significance of difference between high school students Academic Achievement based on their Students Location.

- To find out significant difference among the high school students Self-Acceptance based on their Type of Management.

- To find out significant difference among the high school students Academic Achievement based on their Type of Management.

- To find out significant difference between the high school students Self-Acceptance based on their Medium of instruction.

- To find out significant difference between the high school students Academic Achievement based on their Medium of instruction.

- To find out significant difference between the high school students Self-Acceptance based on their Family Types.

- To find out significant difference between the high school students Academic Achievement based on their Family Types.

- To find out significant difference among the high school students Self-Acceptance based on their Order of Birth.

- To find out significant difference among the high school students Academic Achievement based on their Order of Birth.

- To find out significant difference between the high school students Self-Acceptance based on their Family monthly income.

- To find out significant difference between the high school students Academic Achievement based on their Family monthly income.

- To find out significant relationship between the Self-Acceptance and Academic Achievement among High school students.

HYPOTHESES OF THE STUDY

- There is no significant difference between the high school students Self-Acceptance based on their Gender.

- There is no significant difference between the high school students Academic Achievement based on their Gender.

- There is no significant difference between the high school students Self-Acceptance based on their Students Location.

- There is no significance of difference between high school students Academic Achievement based on their Students Location.

- There is no significant difference among the high school students Self-Acceptance based on their Type of Management.

- There is no significant difference among the high school students Academic Achievement based on their Type of Management.

- There is no significant difference between the high school students Self-Acceptance based on their Medium of instruction.

- There is no significant difference between the high school students Academic Achievement based on their Medium of instruction.

- There is no significant difference between the high school students Self-Acceptance based on their Family Types.

- There is no significant difference between the high school students Academic Achievement based on their Family Types.

- There is no significant difference among the high school students Self-Acceptance based on their Order of Birth.

- There is no significant difference among the high school students Academic Achievement based on their Order of Birth.

- There is no significant difference between the high school students Self-Acceptance based on their Family monthly income.

- There is no significant difference between the high school students Academic Achievement based on their Family monthly income.

- There is no significant relationship between the Self-Acceptance and Academic Achievement among High school students.

Research Design

- **Methodology**

Researchers use different methods in their activities. On the basis of given purpose educational research is classified as fundamental research, applied research, and action research. On the basis of the method adopted educational research is classified as historical research, survey research and experimental research.

- **Variables**

Independent variables: Academic Achievement

Dependent variable: Self-Acceptance

- **Sample**

Data was collected from 9th standard students adopting random sampling method. The total sample size 300 and 3 schools were selected for the study belonging to different Type of Management Government Schools, Government-Aided Schools and Private Schools in Vellore district.

Table 1: Category-Wise Distribution of Samples

Variable	Category	No. of. Sample
Gender	Male	150
	Female	150
Location	Urban	137
	Rural	163
Types of School Management	Govt.	100
	Govt. Aided	100
	Private	100
Medium of Instruction	Tamil	200
	English	100
Family type	Joint	139
	Nuclear	161

- **Research Tools**

To verify the hypothesis formulated in the study, the following tools have been used.

- Self-Acceptance inventory constructed and standardized by Dr.Kakkar (Patiala, 1984)

- Academic achievement - Average marks obtained by the High school students in their Half yearly examination.

Statistical Techniques

The following statistical techniques are used in the study

- Descriptive Analysis

- Differential Analysis

- Relational Analysis

Major Findings

- It is found that there exists no significant difference between the high school students Self-Acceptance based on their Gender.

- It is found that there exists no significant difference between the high school students Academic Achievement based on their Gender.

- It is found that there exists significant difference between the high school students Self-Acceptance based on their Students Location.

- It is found that there exists significance of difference between high school students Academic Achievement based on their Students Location.

- It is found that there exists significant difference among the high school students Self-Acceptance based on their Type of Management.

- It is found that there exists significant difference among the high school students Academic Achievement based on their Type of Management.

- It is found that there exists significant difference between the high school students Self-Acceptance based on their Medium of instruction.

- It is found that there exists significant difference between the high school students Academic Achievement based on their Medium of instruction.

- It is found that there exists no significant difference between the high school students Self-Acceptance based on their Family Types.

- It is found that there exists no significant difference between the high school students Academic Achievement based on their Family Types.

- It is found that there exists significant difference among the high school students Self-Acceptance based on their Order of Birth.

- It is found that there exists significant difference among the high school students Academic Achievement based on their Order of Birth.

- It is found that there exists significant difference between the high school students Self-Acceptance based on their Family monthly income.

- It is found that there exists significant difference between the high school students Academic Achievement based on their Family monthly income.

- It is found that there exists a positive relationship between Self-Acceptance and Academic Achievement among High school students.

**Table 2: Shows the Significant Difference between the High School
Students Self-Acceptance Based on their Gender Mean Scores**

VARIABLE	GENDER	N	MEAN	SD	T - Value	L.S
Self-Acceptance	Male	150	15.19	6.672	1.004	NS
	Female	150	14.38	7.341		

**Table 3: Shows the Significant difference between the High School Students
Academic Achievement Based on their Gender Mean Scores**

VARIABLE	GENDER	N	MEAN	SD	T - Value	L.S
Academic Achievement	Male	150	54.14	14.499	1.900	NS
	Female	150	50.79	15.972		

**Table 4: Shows the Significant difference between the High School Students
Self-Acceptance Based on their Students Location Mean Scores**

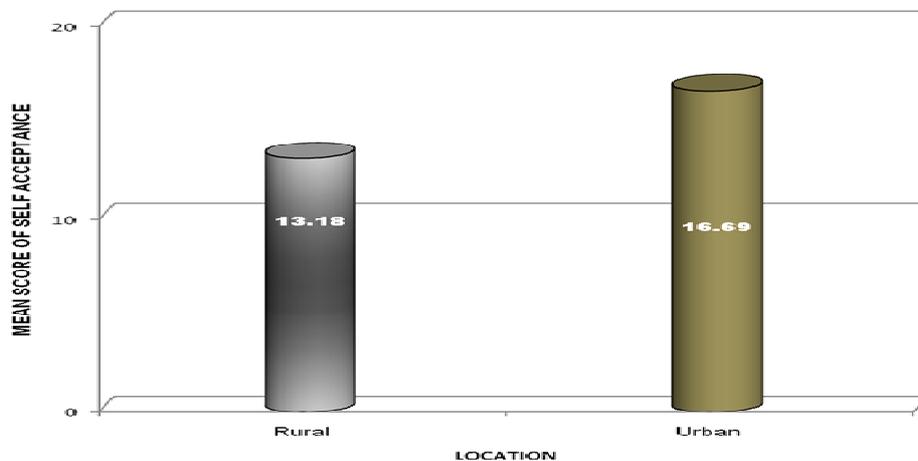| VARIABLE	STUDENTS LOCATION	N	MEAN	SD	T - Value	L.S
Self-Acceptance	Rural	163	13.18	6.770	4.450	0.01
	Urban	137	16.69	6.844		

**Figure 1: Difference between the High School Students
Self-Acceptance Based on their Student's Location**

**Table 5: Shows the Significance of Difference Between High School Students
Academic Achievement Based on their Students Location Mean Scores**

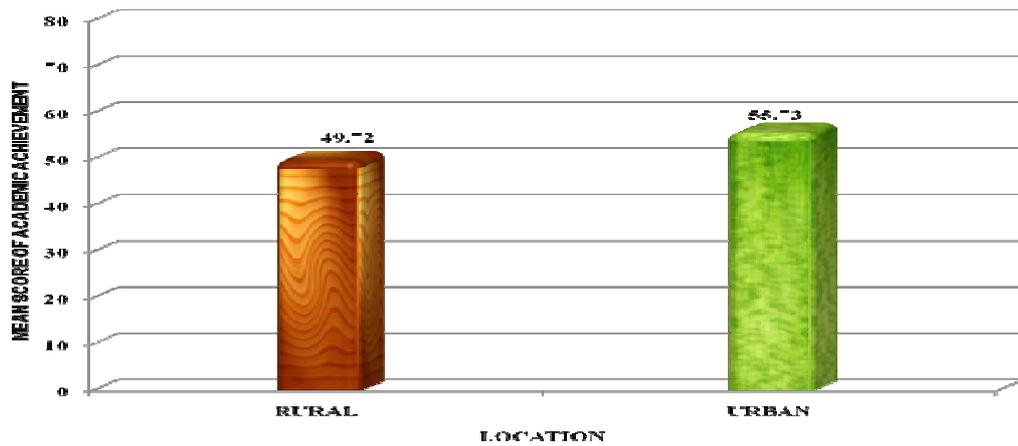| VARIABLE	STUDENTS LOCATION	N	MEAN	SD	t - value	L.S
Academic Achievement	Rural	163	49.72	15.184	3.443	0.01
	Urban	137	55.73	14.887		

**Figure 2: Difference between the High School Students Academic
Achievement Based on their Student's Location**

CONCLUSIONS

Education is always in a state of flux. Ideas, instructional methods and strategies for educators are constantly changing. Currently, most teachers are experiencing the need to reintegrate learning disabled students into regular classrooms on a full-time basis. Teachers are faced with the challenge to meet the needs of gifted, average and learning disabled students all in one classroom. The traditional classroom setting can be overwhelming for students with special needs. Often, they may feel like they are incapable of achieving success. Also, the gifted student may feel unchallenged in the regular classroom and fail at achieving success.

Self-acceptance plays a vital role in every human being. Self-acceptance requires consistency, stability, and tends to resist change. If self-acceptance changed readily, the individual would lack a consistent and dependable personality. Man is a social being thus self-acceptance helps him to understand the self and what other think about himself. When there is an available in self-acceptance it may tend to lead the academic achievement. So they help man to live smoothly and at peace with one another. If the academic achievement is not good, then the person cannot survive competitively in the present fast developing world. So it is extremely necessary to develop high Self-Acceptance, which is turn, would positively complements academic achievement.

Educational Implications

One of the world leading practitioners, thinkers and teachers in the field of psychotherapy and counseling here presents an account of how to run brief, structured, educationally oriented groups which aim to develop self-acceptance as a step in helping students who have emotional problems. In the educational scenario it is found that the High School part of education in the schools are very significant milestone of a student. This is due to some psychological aspects like emotional, mental, physical changes of High School students. This change gives or paves the way for various problems. During the adolescent stage the students normally find it difficult to adjust with home, school, peer and social setting. They normally possess on unstable self-acceptance. Since the Self-Acceptance is a personality variable the high school students must possess this in their behavior.

This study in Self-Acceptance and academic achievement of High School students will throw more light on the impact of Self-Acceptance and academic achievement in relation to their education. If the Self-Acceptance is high

academic achievement also would be better and thus it is found that the students also learn and perform better in their school subjects. Further the students are well adjusted to the school and also develop good habits.

- Although we want children to strive for self-acceptance, it doesn't mean they should avoid self-improvement activities. Self-acceptance means accepting who you are despite your behaviors. Self-improvement is about changing behaviors, not fundamental qualities. Children can view self-improvement as a way to become the best versions of themselves.

- **Some Educational Self-Improvement Activities Your Child can Try Are:**

  - Thinking creatively

  - Studying effectively

  - Taking good notes

  - Using computers

  - Creating efficient school schedules

  - Setting deadlines

  - Showing compassion

  - Resolving conflict

  - Gaining independence and becoming an adult

  - Exercising better manners on social media

  - Managing money

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