Original Article

GRT JOURNAL OF EDUCATION, SCIENCE AND TECHNOLOGY

Self-acceptance and academic achievement of secondary school students in Kancheepuram District, Tamil Nadu, India

D. Sathish*[1], P. Ganesan[2]

[1]Research Scholar, Department of Pedagogical Sciences, TNTEU, Chennai-97 Tamil Nadu, India

[2]Department of Pedagogical Sciences, TNTEU, Chennai-97 Tamil Nadu, India

Article History:	Abstract
	Education is the most powerful weapon which you can use to change the world. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't. Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught. Education is the foundation stone for the development of a country. It is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical developments. Formal education is given to individuals through primary, secondary and higher secondary stages. Individual improves the skills such as reading, writing and arithmetic through primary education.

∗Corresponding Author
Name: D.Sathish
Phone: +91 9080022608
Email: dsathish4141@gmail.com

INTRODUCTION

Satisfaction in every aspect is love and happy with whom you are now. Some call it self-esteem, others self-love, but whatever you call it, you'll know when you are accepting yourself cause it feels great. It's an agreement with yourself to appreciate, validate, accept and support who you are this very moment, even those parts you'd like to eventually change. Self-Acceptance is one of the influencing factors of personality to determine the quality of one's behavior. Life Satisfaction is the fullest description of oneself of which a person is capable of at one time. The greatest in any field, in the wildest imagination possible is born with a Self-Acceptance. Self-Acceptance is something that is developed through countless learning experiences as the child interacts with others and with his environment, as he discovers himself, a he

becomes aware of what he is capable of doing and what he cannot do.

Self-Acceptance

Life Satisfaction is defined as affirmation or acceptance of self in spite of weaknesses or deficiencies. Although this term has been often understood in a common sense way, researchers have defined it formally in terms of positive and negative self-concepts. Life Satisfaction refers to an individual's satisfaction or happiness with himself, and is thought to be necessary for good mental health. Life Satisfaction involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses.

In clinical psychology and positive psychology, Life Satisfaction is considered the prerequisite for change to occur. It can be achieved by stopping criticizing and solving the defects of one's self, and then accepting them to be existing within one's self. That is, tolerating one to be imperfect in some parts.

Tips on Developing Self-Acceptance

Allow yourself to listen to other people's opinions and objections without holding grudges and learn to tolerate.

Refuse to measure yourself to people's expectations.
Take care of yourself and do not wait for others to do it for you.

Accept compliments from others and believe that they are true.
Find the good and attractive parts of you.
Reassure yourself that you are ok.

Focus on the positive about you.

Compliment yourself for the task you have accomplished and allow yourself to accept your mistakes and inadequacy.

See yourself as a whole person, a gift and of value to yourself, in the eyes of others and in the eyes of the Creator.

Stop picking yourself apart and criticizing. This Attitude is going to make you uncomfortable and unhappy.

Feel good about yourself. Affirm that you are blessed with good health, a sound mind and physically complete.

Let go off wanting approval from others.

Process of Acceptance

Acceptance exists at the core of our being. It is our default status. In order to reach this base level of acceptance, we need only remove the items laying on top. To do this, we must first identify all the things we do not accept about our self. Then, one by one, eliminate them by examining and questioning our beliefs around that issue.

- Know yourself and your beliefs
- Take a good hard look at your honesty level
- Know you are doing the best you can
- Relax your value judgments
- Examine guilt
- Understand your motivations
- Ask yourself questions about what you don't accept

Life Satisfaction is an agreement with yourself to appreciate, validate, accept and support who you are at this very moment, even those parts you'd like to eventually change. Many people have the misconception or belief that if they accepted themselves as they are, they wouldn't change or that they wouldn't work on becoming more of who they want to be. We tend to think that if we don't accept our selves then that will be a motivation to change what we don't like about ourselves.

The Self-Accepting Individual

A person, who learns self-acceptance, even when there are faults, usually displays certain characteristics and behaviors.

1. He/ She are capable of acting on her own best judgment without feeling excessively guilty or regretting her actions if others disapprove.
2. He does not spend undue time worrying about tomorrow, the past, or the present.
3. He/ She have confidence in his ability to deal with problems, even in the face of failure and setbacks.
4. He/ She take it for granted that she is a person of interest and value to others, at least to those with whom she chooses to associate.
5. He can accept praise without false modesty and compliments without guilt.
6. He /She is inclined to resist the efforts of others to dominate her.
7. He is able to accept the idea and admit to others that he is capable of feeling a wide range of impulses and desires, ranging from being angry to being loving, from being sad to being happy, from feeling deep resentment to feeling deep acceptance.
8. He/ She genuinely enjoy herself in a wide variety of activities involving work, play, creative self-expression, companionship, or loafing.
9. He is sensitive to the needs of others, to accepted social customs, and particularly to the idea that he cannot enjoy himself at the expense of others.

Meaning of Academic Achievement

Achievement test is necessary for the teacher to know about the attainment of proficiency in a particular subject.

In the Words of Waters, "Achievement tests are useful aids for diagnosing a student's specific learning needs for identifying his relative strengths and weaknesses for studying his progress and for periodicity his success in a particular curriculum."

Achievement testing is often thought of as a sample of indicators of student's knowledge taken at a particular point in time; one can also think of an achievement test as a sample of behaviour that provides an opportunity for comparison with performance standard as in criterion referenced testing.

Concept of Achievement

Achievement is the amount of knowledge derived from learning. The child gains knowledge by the instructions he receives at the school class room are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. In the course of time pupils differentiate themselves according to how well they perform a variety of tasks most of which require the use of symbolic skills.

Functions of Achievement Test

1. Achievement tests help in determining the placement of a student in a particular section
2. To motivate students before a new assignment is taken up
3. To know the students effective – doing. What is getting across students and what is not?
4. Achievement tests expose students difficulties which the teacher can help them solve.

Purposes of Achievement Test

a. Achievement tests are used to measure an individual's proficiency in a particular area, to predict how he will perform on the job.
b. They are used to determine general educational level or standing as well as knowledge of a given subject field.

c. The purpose of achievement test is to discover how much a pupil knows about the subject he has studied or is studying.

d. It is most useful when we want to measure a measure of present school standing and probable success in later school work.

e. These tests are often used for sectioning pupil's in order to improve working conditions within the class room.

f. Achievement tests in combination with course graded are useful in helping the student to choose future programmes of school work (or) vocational training.

Need for the Study

The physical punishment of pupils in students needs not to be caned, slapped, pinched, and mentally tormented to make the study. It happens because some Teachers are not patient enough and are easily irritated when handling children. Basically, it is the lack of self-control, Self-Acceptance and the unexpressed anger that leads to this form of physical outrage. Some students no doubt, are delinquent. Others are just innocent but weak in their studies. There are many pupils who are ignorant of what education.

Operational Definitions

Self-Acceptance

This factor reflects how much one feels wanted and a part of the group, and how much one likes and accepts themselves as they are. The more one feels accepted and acceptable, the more they are able to express themselves, act authentically and be fully present to others. Self- acceptance could be contrasted to self-aggrandizement or a compulsion to please.

It comes from: accepting messages from VIPs (including self-talk), practicing a positive approach and attitude, experiencing emotional safety, and the ability to separate our performance from who we are.

Objectives of the Study

1. To find out significant difference between the Government and Private higher secondary school students with respect to Self Acceptance.

2. To find out significant difference between the Government and Private secondary school students with respect to Academic Achievement.

3. To find out significant difference between the Rural and Urban secondary school students with respect to Self Acceptance.

4. To find out significant difference between the Rural and Urban secondary school students with respect to Academic Achievement.

5. To find out significant difference between the Tamil and English Medium secondary school students with respect to Self Acceptance.

6. To find out significant difference between the Tamil and English Medium secondary school students with respect to Academic Achievement.

7. To find out significant difference between the Joint and Nuclear family secondary school students with respect to Self Acceptance.

8. To find out significant difference between the Joint and Nuclear family secondary school students with respect to Academic Achievement.

9. To find out significant relationship between the Self Acceptance and Academic Achievement of secondary school students.

Hypothesis of the Study

1. There is no significant difference between the Government and Private

secondary school students with respect to Self Acceptance.

2. There is no significant difference between the Government and Private secondary school students with respect to Academic Achievement.

3. There is no significant difference between the Rural and Urban secondary school students with respect to Self Acceptance.

4. There is no significant difference between the Rural and Urban secondary school students with respect to Academic Achievement.

5. There is no significant difference between the Tamil and English Medium secondary school students with respect to Self Acceptance.

6. There is no significant difference between the Tamil and English Medium secondary school students with respect to Academic Achievement.

7. There is no significant difference between the Joint and Nuclear family secondary school students with respect to Self Acceptance.

8. There is no significant difference between the Joint and Nuclear family secondary school students with respect to Academic Achievement.

9. There is no significant relationship between the Self Acceptance and Academic Achievement of secondary school students.

Pilot Study

A pilot study was conducted to assess the reliability of the tools. Pilot study also helped in understanding the difficulties faced by the subject in answering the questionnaires. The pilot study was conducted on 50 secondary

Table 1 Showing the distribution of the sample

GENDER	Male	120	240
	Female	120	
LOCATION	Rural	132	240
	Urban	108	
MANAGEMENT	Government	120	240
	Private	120	
FAMILY TYPE	Joint	134	240
	Nuclear	106	

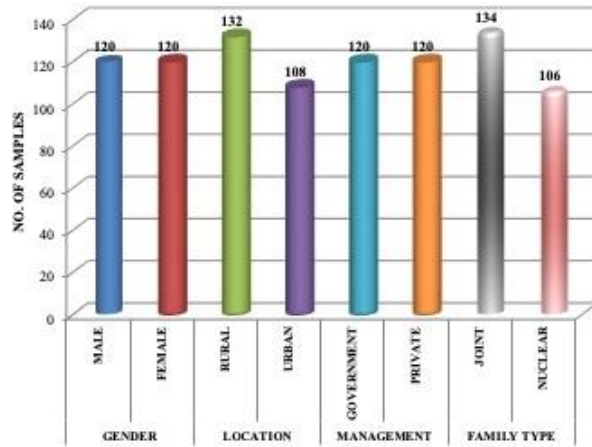**Table 2 Shows the significant difference between the male and female secondary school students with respect to self acceptance using mean scores**

VARIABLE	GENDER	N	MEAN	SD	t - value	L.S
Self Acceptance	Male	120	13.94	6.869	6.528	0.01
	Female	120	20.20	7.944		

Table 3 Shows the significant difference between the male and female secondary school students with respect to self acceptance using mean scores

VARIABLE	GENDER	N	MEAN	SD	t - value	L.S
Academic Achievement	Male	120	599.63	207.647	3.798	0.01
	Female	120	702.84	213.305		

school students to assess the reliability and validity.

Null Hypothesis

There is no significant difference between the Male and Female secondary school students with respect to Self Acceptance.
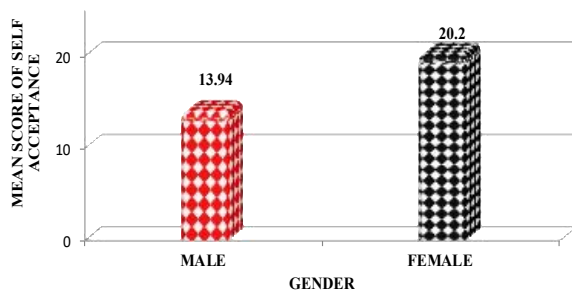
Inference

From the above table we may infer that the calculated value (6.528) is greater than the table value (2.58) at 0.01 level. Hence there is a significant difference between Male and Female secondary school students with regard to their Self Acceptance.

Therefore the above Null Hypothesis is rejected.

Null Hypothesis

There is no significant difference between the Male and Female higher secondary school students with respect to Academic Achievement.

Inference

From the above table we may infer that the calculated value (3.798) is greater than the table value (2.58) at 0.01 levels. Hence there exists a significant difference between Male and Female secondary school students with regard to their Academic Achievement.

Therefore the above Null Hypothesis is rejected.
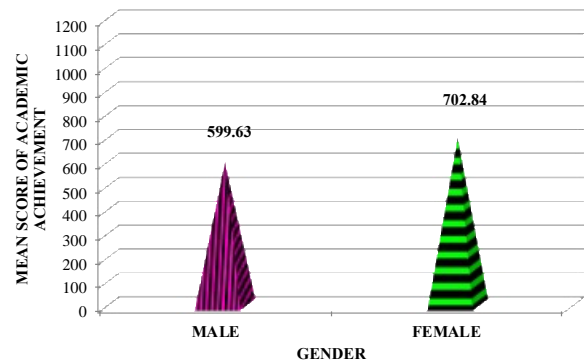
Statistical Techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

- MEAN.
- STANDARD DEVIATION.
- CRITICAL RATIO.
- ANALYSIS OF VARIANCE.
- CORRELATON COEFFICIENT.
- QUARTILE DEVIATION

Conclusion

The culture and way of living the urban student has better self acceptance behavior than the rural student. Without self-acceptance, a person can make little or no progress in effective relationships. Normally students feel that they are liked, wanted, accepted, capable, or worthy. A self-rejecting person is usually unhappy and unable to form

and maintain good relationships. The result also inferred that the level of self acceptance among private student is higher than the other management school students. 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 thinks about himself. It is important to note that self acceptance and achievement cannot be treated as separate entities, but as an interdependent collective.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

Funding Support: The Author declares that there is no funding.

Conflict of Interest: The Author declares that there is no conflict of interest.

REFERENCES

[1]   Adams, M. (2017). Self-acceptance and academic achievement: A review of the literature. *Journal of Educational Psychology*, 109(6), 783-795.

[2]   Alivernini, F., Cavicchiolo, E., & Manganelli, S. (2018). The Role of Self-Acceptance and Well-Being between Academic Satisfaction and Psychological Distress in Adolescents. *International Journal of Environmental Research and Public Health, 15*(7), 1432. DOI: 10.3390/ijerph15071432

[3]   Brown, C. R., & Johnson, R. (Eds.). (2019). *Self-acceptance and Academic Achievement in Adolescents*. Springer.

[4]   Crocker, J., & Park, L. E. (2004). The Costly Pursuit of Self-Esteem. *Psychological Bulletin, 130*(3), 392-414. DOI: 10.1037/0033-2909.130.3.392

[5]   Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to Succeed. In W. Damon & N. Eisenberg (Eds.), *Handbook of Child Psychology: Social, Emotional, and Personality Development* (Vol. 3, pp. 1017-1095). John Wiley & Sons, Inc. DOI: 10.1002/9780470147658.chpsy0315

[6]   Furrer, C., & Skinner, E. (2003). Sense of Relatedness as a Factor in Children's Academic Engagement and Performance. *Journal of Educational Psychology, 95*(1), 148-162. DOI: 10.1037/0022-0663.95.1.148

[7]   Harter, S. (2012). *The Construction of the Self: Developmental and Sociocultural Foundations*. Guilford Press.

[8]   Marsh, H. W. (2007). *Self-Concept Theory, Measurement, and Research into Practice: The Role of Self-Concept in Educational Psychology*. IAP.

[9]   Ryan, R. M., & Deci, E. L. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. *Guilford Publications*.

[10]   Schunk, D. H., & Zimmerman, B. J. (Eds.). (2012). *Motivation and Self-Regulated Learning: Theory, Research, and Applications*. Routledge.

[11]   Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring.

Journal of Educational Psychology, 89(3), 411-419.

GRT JOURNAL OF EDUCATION, SCIENCE AND TECHNOLOGY