



**SELF-ACCEPTANCE AND ADJUSTMENT AMONG THE SECONDARY SCHOOL  
STUDENTS-AN ANALYSIS**

**K.Vanajhaa<sup>1</sup> & P.Pachaiyappan<sup>2</sup>**

<sup>1</sup>*Ph.D., Research Scholar, Department of Curriculum Planning and Evaluation, Tamilnadu  
Teachers Education University, Chennai-60005.*

<sup>2</sup>*Assistant Professor, Department of Education GRT College of Education Thiruttani-  
631209.Tamilnadu, India.*

***Abstract***

*The main objective of this study is to find out the level of self-acceptance and adjustment among secondary school students. Survey method was adopted to collect the relevant data for the present study. The 300 secondary school students were randomly selected in and around the Chennai and Thiruvannamalai districts of tamilnadu. Self-acceptance Scale Constructed and Standardized by Berger and Adjustment inventory Constructed and Standardized by Bhattacharya was used for collection of the data. To analyze the data mean, standard deviation, test-test and Correlation was used. The major findings of the study reveals that most of the secondary school students have moderate level of self-acceptance and adjustment. Self acceptance of girls has been found to be higher than that of boys. Self acceptance and adjustment of urban students has been found to be higher than that of rural students. The results reveal that the Government school students have higher self-acceptance compared to their counterparts and also the Private school students have higher adjustment compared to their counterparts. The study reveals that the positive and significant relationship between self-acceptance and adjustment of secondary school students.*

***Key words:*** *Self-acceptance, Adjustment, Secondary School Students, Dimensions of Adjustment and Self-acceptance, Social and School adjustment.*

## **Introduction**

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture from this perspective, education is serving primarily as individual development function. Education begins at birth and continues throughout life. Somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skill and complete cites that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished however, in today's information age quite often learning informal setting throughout their working lives and even into retirement. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills, and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verna, 1990).

## **Self Acceptance and Adjustment**

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Kiuru, et al. 2009). Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. (Vasalampi et al. 2009; Raju & Rahamtula 2007). Rogers and Dymond (1954) stated that the degree of self-acceptance an individual experiences is positively related to his level of psychological adjustment. Although Rogers and his associates related adjustment positively and linearly to the degree of self-acceptance an individual experiences, research results have often been contradictory. A number of studies have found the postulated positive relationship between self-acceptance and adjustment (Axelrod, & Alexander, 1957; Hanlon, Hofstaetter, & O'Connor, 1954; Martire & Hornberger, 1957; Shlien, Mosak, & Dreikurs, 1962; Turner & Vanderlippe, 1958; Williams, 1962).

## **Need and Significance of the Study**

There are certain factors that indirectly improve the adjustment. They are the school environment, social factors, education factors and psychological factor in concerned, self-

acceptance and adjustment are positively related. It has been assumed that self-acceptance and adjustment most of our present students population remains under achievers because they play less time for their educational tasks and they are not able to perform activities. Some crucial emotional competencies lack of self-acceptance which impress their education attainment is not all good both at the micro level and as well as the macro level.

Adjustment means reaction to the demands and pressures of social environment imposed upon an individual. The individual has to react to internal or external demands. Conflict among the various needs or demands of a person present a special problem of adjustment. Adjustment refers to active, creative efforts to live effectively. This requires gaining skills through interaction with one's world, acquiring a degree of control over one's daily life successfully meeting life's challenges, self-understanding and the ability to make accurate judgments about people and places. The adjustment first start from home and after that school is the main place as the student spends nearly twelve years in the school. When children begin school, their level of adjustment is evident and often flourishing. Today's children must be given a proper environment so as to provide the chance to develop their adjustment behavior to the fullest extent possible; not only for the benefit of their own academic performance and future but also for the society. Thus a need for the study is to analyze self-acceptance and adjustment of school students.

Hence it becomes very essential for the researches to ascertain the influence of these, very vital psychological variables like self-acceptance on educational variable of students. Self-acceptance can improve by adjustment; the teacher plays an important role in molding the student, teacher has to provide facilities for adjustment in the class room. Adjustment level of the influence in estimated empirically, then the researches can authentically persuade the authorities and agencies involved in planning implementing and evaluating the school education to take appropriate steps in cultivate emotional competency and self-acceptance. Hence the present seems to be necessary.

### **Objectives of the Study**

1. To find out the level of Self-acceptance among Secondary School Students.
2. To find out the level of Adjustment among Secondary School Students.
3. To analyze whether there is any difference between boys and girls students

in their

- a. Self-acceptance
  - b. adjustment
4. To find out whether there is any difference between the rural and urban students in their
    - a. Self-acceptance
    - b. adjustment
  5. To explore whether there is any different among the secondary school students in different types of management in their
    - a. Self-acceptance
    - b. adjustment
  6. To find out the relationship between self-acceptance and adjustment among the secondary school students.

### **Hypotheses of the Study**

1. The level of self-acceptance among secondary school students is moderate in nature.
2. The level of adjustment among secondary school students is moderate in nature.
3. There will be no significant difference between boys and girls in their
  - a. Self-acceptance
  - b. adjustment
4. There will be no significant difference between the rural and urban students in their
  - a. Self-acceptance
  - b. adjustment
5. There will be no significant difference among the students in different types of management in their
  - a. Self-acceptance
  - b. adjustment
6. There will be a significant relationship between self-acceptance and adjustment of Secondary school students.

### **Methodology of the Study**

Survey method was adopted in the present study. 300 secondary school students were randomly selected as the sample of present study.

**Tools Used:** The following tool was administered by the Researchers.

- (i) Self-acceptance Scale (1995) Constructed and Standardized by Berger.
- (ii) Adjustment inventory (1967) Constructed and Standardized by Bhattacharya.

### **Sample**

The target population a sample of 300 students was chosen from the secondary schools studying in different system of education namely government, government-aided and private schools by adapting random sampling techniques. The chosen sample comprise of 100 students from government school, 100 students from government-aided school and 100 students from private school.

### **Research Design**

The present study deals with the analyses of self-acceptance and adjustment of students studying in different system namely, government, govt-aided and private schools, at the secondary school level. The 2x3x2 factorial designs were chosen for the present study to verify the various hypotheses.

### **Statistical Technique Used**

The statistical techniques such as Mean, Standard deviations, t- test and 'F-test, correlation was used.

### **Data Analysis and Interpretation**

**Table 1: Shows the Level of Self-Acceptance among Secondary School Students**

<b>Levels of Self-Acceptance</b>	<b>Frequency</b>	<b>Percentage</b>
Low	95	31.62%
Moderate	113	37.66%
High	92	30.72%
Total	300	100%

From the above table it is clear that the most of the secondary school students have (37.66%) moderate level of Self-Acceptance. The study also reveals 30.72% of students have high and the 31.62% of students have low level of Self-Acceptance. Hence the null hypothesis is accepted.

**Table 2: Shows the Level of Adjustment among Secondary School Students**

Levels of Adjustment	Frequency	Percentage
Low	101	33.66%
Moderate	117	39.00%
High	82	27.33%
Total	300	100%

From the above table it is clear that the most of the secondary school students have (39.00%) moderate level of Adjustment. The study also reveals 27.33% of students have high and the 27.33% of students have low level of Adjustment. Hence the null hypothesis is accepted.

**Table 3: Showing Self-Acceptance and Adjustment among Secondary School Students with respect to Gender**

Variables	Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Self- Acceptance	Boys	150	103.77	14.365	7.312	0.01
	Girls	150	115.13	12.478		
Adjustment	Boys	150	121.72	7.600	1.874	NS
	Girls	150	123.61	9.711		

Form the above table, the calculated ‘t’ value is 7.312 greater than the table value. It is found that there is a significant difference between the boys and girls students self-acceptance. Hence the null hypothesis is rejected. Form the above table, the calculated ‘t’ value is 1.874 less than the table value (1.96). It is found that there is no significant difference between the boys and girls students adjustment. Hence the null hypothesis is accepted.

**Table 4: Showing Self-Acceptance and Adjustment among Secondary School Students with respect to Locality**

Variables	Locality	N	Mean	Standard Deviation	t-value	Level of Significance
Self-acceptance	Rural	150	107.17	16.185	2.736	0.01
	Urban	150	111.73	12.433		
Adjustment	Rural	150	121.31	8.577	2.712	0.01
	Urban	150	124.02	8.750		

Form the above table, the calculated ‘t’ value is 2.736 greater than the table value. It is found that there is a significant difference between the rural and urban students self-acceptance. Hence the null hypothesis is rejected. Form the above table, the calculated ‘t’ value is 2.712 greater than

the table value (1.96). It is found that there is a significant difference between the rural and urban students adjustment. Hence the null hypothesis is rejected.

**Table 5: Showing Mean, S.D values of Self-acceptance and Adjustment among secondary students with respect to Type of Management**

Variables	Types of Management	N	Mean	Standard Deviation
Self-acceptance	Government	100	114.78	13.578
	Government -Aided	100	103.09	15.724
	Private	100	110.49	11.850
Adjustment	Government	100	121.43	8.702
	Government Aided	100	121.89	7.084
	Private	100	124.67	9.972

From the above table, it is clear that the Government school students have higher self-acceptance compared to their counterparts and also the Private school students have higher adjustment compared to their counterparts.

**Table 6: Showing ANOVA for Self-Acceptance among secondary students with respect to Type of Management**

Variable	Source of Various	Sum of Squares	Df	Mean Squares	'F'-value	Level of significance
Self-acceptance	Between groups	6994.007	2	3497.003	18.340	0.01
	With in groups	56630.340	297	190.675		
	Total	63624.347	299			
Adjustment	Between groups	614.587	2	307.293	4.091	0.01
	With in groups	22308.410	297	75.112		
	Total	22922.997	299			

The F-value from the table 6, is 18.340, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in the Self-acceptance among the secondary school with regard type of management. Hence the null hypothesis is rejected. The F- value from the table 6, is 4.091, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in the adjustment among the secondary school with regard type of management. Hence the null hypothesis is rejected.

**Table 7: Shows Relationship between Self Acceptance and Adjustment among the Secondary School Students**

<b>Variables</b>	<b>r-value</b>
Self acceptance Vs Adjustment	0.226

From the above table, it is evident that there is a positive correlation between self-acceptance and adjustment. The correlation co-efficient between the self acceptance and adjustment is 0.226 which is significant at 0.01 level. Hence the null hypothesis is rejected.

### **Major Findings of Study**

- The study reveals that the most of the secondary school students have moderate level of self-acceptance.
- It was found that the most of the secondary school students have moderate level of adjustment.
- Self acceptance of girls has been found to be higher than that of boys.
- There is no significant difference in the adjustment of boys and girls.
- Self acceptance of urban students has been found to be higher than that of rural students.
- It has been found that the adjustment of urban students is higher than that of rural students.
- The findings of the study reveal that the Government school students have higher self-acceptance compared to their counterparts and also the Private school students have higher adjustment compared to their counterparts.
- The study reveals that the positive and significant relationship between self-acceptance and adjustment of secondary school students.

### **Educational Implications**

Self-acceptance and adjustment is a key factor to succeed academic as well as personal life of the individual. Self-confidence is like a ripple when children feel capable in one area; the feeling is likely to spread to other areas of their lives. This ripple often begins when the child receives encouragement for parents. Encouragement builds and restores a child's self-confidence. Misbehavior is the usual outcome of discouragement .It is so much more satisfying to behave properly that most children would if they had confidence in their ability to succeed.



Our methods of disciplining (training) children are often a sequence of discouraging experiences, through impossible demands, humiliations, indulgences, over permissiveness or neglect.

Parents have to be careful in use of power. It is important for parents to establish and enforce reasonable rules and limits. Responsible children who are self-disciplined have parents who teach decision making and who allow children to learn from the consequences of their choices. If parents dominate children and use superior knowledge and strength to suppress the natural need for influence, children are stripped of self-respect and experience a loss of self-esteem. The study may be said to have educational implications in particular another disciplines in general regarding the relevant aspects of issues; for teacher trainees, student teachers, administrator, research worker, curriculum developers and not the least, the students.

Teacher plays an important role in moulding the students. Teacher has to provide facilities for adjustment in the class room. Teacher, management of school and parents should involve in the educational process. Education for the students must be knowledge oriented and need based curricular activities and co-curricular activities it should be given to them. For which the school management should can provide extra coaching classes for the students weak in their self-acceptance. Parents should use their power wisely they should act as role model to their children and should help them in developing self-determination and there by self-acceptance. Adjustment is a refine human nature and a major outcome of using Self-acceptance effectively.

### **Conclusions**

Self-acceptance begins in-fancy, with the influence of parents and siblings and other important people. As a child, there has been an overwhelming need for over and approve and acceptance from the important people in every one's life. A developing child requires this emotional support, the way roses need rain. Healthy personality growth is absolutely dependent upon it. A person grows up straight and strong and happy to the degree to which he receives an abundance of nurturing in his formative years, prior to the age of five. Almost all of our problems, as both children and adults, can be traced back to "love withheld". There is nothing more destructive to the evolving and emerging personality than being unloved or unaccepted for any reason by someone whom we consider important. As adults we always strive to achieve what we felt we were deprived of in childhood. If a child grows up feeling, for any reason, which he/she was not to fully accept by her parents, she will be in motivated throughout her life to compensate for that lack of acceptance by seeking it in her relationships with other people. To the growing child,

perception is reality. To the growing child, perception is reality. Reality is not what the parents feel forwards the child, but what the child feels that the parents feel. The child's evolving personality is shaped largely by his perception of how he is seen and thought about by his parents, not by the actual fact of the matter. If our parents were unable to express a high degree of unconditional acceptance to us, we can grow up feeling unacceptable- even interior and inadequate.

Adjustment is the process by which a person tries to strike a balance between his requirements (needs, desires, drives and urges) and varying life situations. All well-adjusted people will have sound physical health, free from psychological diseases, conflict, anxiety, worries, depression and tension, efficient in his occupation or profession and he is able to get along with others or is socially accepted. The purpose of the present study was to study the relationship among the variables, like self- acceptance and adjustment the study is sure to find some usefulness in the field of education and findings of the study can serve as a data base for further research.

## **References**

- Emanuel, M.Berger (1952). The relationship expressed acceptance of self and expressed acceptance of between others. Journal of Abnormal and Social Psychology. XLVI, pp.778-82.*
- Hiralal, D and Adhock, P. (2012). A Study of Self-Concept, Adjustment and Academic Achievement of Std-10th and Std-12th Students, Research Expo International Multidisciplinary Research Journal, Vol.2 (3).*
- Hoffman,S. and Rose Marie,P.(2006). How gender is self -confidence related to subjective well-being. Journal of Humanistic Counseling and Education and Development, Vol.45(2),pp.186.*
- Hussain, A, Kumar, A and Husain, A. (2008). Academic Stress and Adjustment among High School Students, Journal of the Indian Academy of Applied Psychology, Vol.34, pp.70-73.*
- Knyaze, G.G., Slobodskaya, H.R., Safronova, I.A. (2002). School Adjustment and Health in Russian Adolescents. Psychology, Health and Medicine, Vol.7 (2) pp. 143 –155.*
- Koul, Lokesh (2009). Methodology of Educational Research. Fourth Revised and Enlarged Edition, Vikas Publishing House Private Ltd.*

Malik, R.K (1978). *A study of self disclosure, self-acceptance and ancient among college students. Fourth survey of research in education, National Council of Educational Research and Training .Vol.2, pp: 13-67.*

Winga Maureen Adhiambo et al (2011). *The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya. Journal of Emerging Trends in Educational Research and Policy Studies .Vol.2 (6): 493-497.*