



A STUDY ON SELF ACCEPTANCE AND DEFENSIVE BEHAVIOR OF HIGHER SECONDARY SCHOOL STUDENTS IN THIRUVALLUR DISTRICT.

K.M. KUMUDHA ¹ | P.KARNAN ²

¹ M.Ed Student, G.R.T College of Education

² Asst. Professor in Education, G.R.T College of Education

ABSTRACT

This study examined the relationship between Self Acceptance and Defensive Behaviour of higher Secondary School Students in Thiruvallur District. This Study adopted survey method of Research participants were 300 higher Secondary School students randomly selected from various higher secondary schools in Tiruvallur District. The Research instrument used for data collection was Self Acceptance inventory standardized by Dr.Kakkar (Patiala, 1984) and Defensive Behaviour Rating Scale developed by S.Sathiyagirirajan tested at 0.05 and 0.01 level of significance. The finding indicated that there is a positive relationship between Self Acceptance and Defensive Behaviour of higher Secondary School students. It is also found that the level of Self Acceptance and Defensive Behaviour of higher Secondary School Students is moderate in nature. There exists significant impact with respect to medium of Instruction, type of management, Father's Qualification, Mother's Qualification and there is no significant impact on Gender, Location, type of family on the Self Acceptance and Defensive Behaviour.

Keywords: Self-Acceptance, Defensive behaviour, Random, Sampling, Hypothesis.

INTRODUCTION

Education system in India has always been put under scanner. Until recent times, the mind set was "if you want quality education, go abroad for higher studies". Similar things could be heard in case of career and job opportunities. Many suggestions were made to improve education standards in country. These included modification of syllabus, incorporation of dynamic courses, comfortable and modern infrastructure and recruitment of experienced teachers. All these recommendations were taken in positive light and as a result, they are yielding favorable results in every respect.

SELF - ACCEPTANCE

Self acceptance is love and happy with who you are now. Some call it self - esteem, others self have 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.

Self-accepting people recognize their assests and are free to draw upon them, even if they are not all that could be desired. They also recognize. Their short-comings without

needlessly blaming themselves.

Self acceptance promotes self evaluation. Such a person can be critical about himself and has a sense of responsibility for his actions. He doesn't blame others for his destiny (or) condition. Nor does he strive to put up a show in order to win the approval of others.

DEFENSIVE BEHAVIOUR

When you are in an uncomfortable situation, your body tries to warn and protect you from what it perceives to be imminent danger. It is its way of protecting you from incidents that are damaging or ones that make you feel uncomfortable. It does not matter if these 'feelings' are real or are simply your perception of the situation.

Defensive behaviors can also be a sign of deeper communication issues. Sometimes, no matter how carefully someone addresses an issue with you, you automatically go into defense mode. This common response is often learned at a young age; when tough situations arise, each of us naturally reacts in a certain way. This reaction becomes a crutch to help us through situations where we need help coping with our own insecurities.

Defensive Behaviors, like many common communication issues often become exacerbated by poor communication skills. In relationships, it is often easier to point out how your partner needs to change than to work as a team to confront the issue together. The most important thing to remember in this situation is that people change when they want to, not when we want them to.

The key to creating change in unhealthy communication patterns is to create a supportive environment, where both

partners are working to communicate effectively. This places responsibility on both partners, allowing each to have a stake in the outcome.

OBJECTIVES OF THE STUDY

1. To find out the level of Self Acceptance among the higher secondary school students.
2. To find out the level of Defensive Behavior among the higher secondary school students.
3. To find out significant difference between the higher secondary school students with respect to Self Acceptance based on their Gender.
4. To find out significant difference between the higher secondary school students with respect to Defensive Behavior based on their Gender.
5. To find out significant difference between the higher secondary school students with respect to Self Acceptance based on their Location.
6. To find out significant difference between the higher secondary school students with respect to Defensive Behavior based on their Location.
7. To find out significant difference between higher secondary students Type of family based on their Self Acceptance.
8. To find out significant difference between higher secondary students Type of family based on their Defensive Behavior.
9. To find out significant difference between higher secondary students Type of Medium based on their Self Acceptance.
10. To find out significant difference between higher secondary students Type of Medium based on their Defensive Behavior.
11. To find out significant difference among the higher secondary school students with respect to Self Acceptance based on their type of management.
12. To find out significant difference among the higher secondary school students with respect to Defensive Behavior based on their type of management.
13. To find out significant difference among the higher secondary school students with respect to Self Acceptance based on their Fathers Qualification.
14. To find out significant difference among the higher secondary school students with respect to Defensive Behavior based on their Fathers Qualification.
15. To find out significant difference among the higher secondary school students with respect to Self Acceptance based on their Mothers Qualification.
16. To find out significant difference among the higher secondary school students with respect to Defensive Behavior based on their Mothers Qualification.
17. To find out significant relationship between the Self Acceptance and Defensive Behavior of higher secondary

students.

HYPOTHESES OF THE STUDY

1. The level of Self Acceptance among the higher secondary school students is low.
2. The level of Defensive Behavior among the higher secondary school students is low.
3. There is no significant difference among the higher secondary school students in Self Acceptance based on their Gender.
4. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Gender.
5. There is no significant difference among the higher secondary school students in Self Acceptance based on their Location.
6. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Location.
7. There is no significant difference among the higher secondary school students in Self Acceptance based on their Type of family.
8. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Type of family.
9. There is no significant difference among the higher secondary school students in Self Acceptance based on their Medium of instruction.
10. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Medium of instruction.
11. There is no significant difference among the higher secondary school students in Self Acceptance based on the type of management.
12. There is no significant difference among the higher secondary school students in Defensive Behavior based on the type of management.
13. There is no significant difference among the higher secondary school students in Self Acceptance based on their Fathers Qualification.
14. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Fathers Qualification.
15. There is no significant difference among the higher secondary school students in Self Acceptance based on their Mothers Qualification.
16. There is no significant difference among the higher secondary school students in Defensive Behavior based on their Mothers Qualification.
17. There is no significant relationship between the Self Acceptance and Defensive Behavior of higher secondary students.

Research Design:-

- **Methodology**

The study was conducted through normative survey method of research and it is most suitable for the present study.

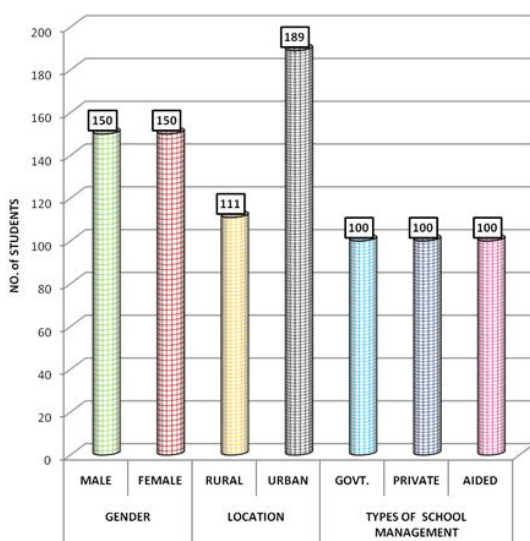
- **Sample**

A stratified random sampling technique was adopted for the selection of sample 300 higher secondary school students were taken for the study.

TABLE-SHOWING DISTRIBUTION OF THE SAMPLE

S.NO	VARIABLES		TOTAL
1	MALE	150	300
	FEMALE	150	
2	RURAL	111	300
	URBAN	189	
3	GOVT	100	300
	AIDED	100	
	PRIVATE	100	

GRAPH SHOWING DISTRIBUTION OF THE SAMPLE

**RESEARCH TOOLS:**

To vary the by prosing from ulated inthe study. The Following tools have been used.

a) The Self Acceptance inventory standardized by Dr.Kakkar (Patiala, 1984)

b) Defensive Behaviour Rating Scale developed by

S.Sathiyagirirajan

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.

MAJOR FINDINGS

1. It is found that the level of Self Acceptance among the higher secondary school students is moderate in nature.
2. It is found that the level of Defensive Behavior among the higher secondary school students is moderate in nature.
3. It is found that there is no significant difference between Male and Female students among higher secondary school students with regard to their Self Acceptance.
4. It is found that there is no significant difference among Male and Female in Defensive Behavior among higher secondary school students.
5. It is found that there is no significant difference between the urban and rural students on their Self Acceptance mean scores.
6. It is found that there is no significant difference among the urban and rural students on their Defensive Behavior mean scores.
7. It is found that there is no significant difference among the higher secondary school students Self Acceptance based on their Type of family.
8. It is found that there exists significant difference among the higher secondary school students Defensive Behavior based on their Type of family.
9. It is found that the difference is significant among the mean scores of Self Acceptance of higher secondary school students in the Type of Medium.
10. It is found that the difference is significant among the mean scores of Defensive Behavior in higher secondary school students with respect to the Type of Medium.
11. It is found that there exists significant difference between Government vs. Aided and Aided vs. Private higher secondary school students based on their Self Acceptance.
12. It is found that there there exists a significant difference between Government vs. Aided and Government vs. Private higher secondary school students based on

their Defensive Behavior.

13. It is found that there exists no significant difference among the higher secondary school students in Self Acceptance based on their Father's Qualification.

14. It is found that there exists significant difference between below 12 vs. Degree and Below 12 vs. others Fathers Qualification of higher secondary school students based on their Defensive Behavior.

15. It is found that there is no significant difference among the higher secondary school students in Self Acceptance based on their Mothers Qualification.

16. It is found that there exists a significant difference between below 12 vs. other qualification and Degree vs. other Mother's Qualification of higher secondary school students based on their Defensive Behavior.

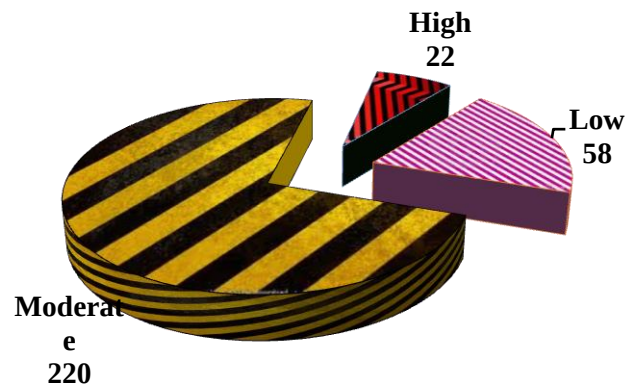
17. It is found that there is a positive relationship between Self Acceptance and Defensive Behavior of Higher secondary school students.

TABLE 4.01

Showing the Frequency and Percentage for the Variable Self Acceptance among the higher secondary school students

Variable	No. of Samples	RANGE	Category	Frequency	Percentage
Self Acceptance	300	Below 12	Low	58	19.33 %
		12-28	Moderate	220	73.33 %
		Above 28	High	22	7.33 %

GRAPH SHOWING THE FREQUENCY OF SELF ACCEPTANCE AMONG THE HIGHER SECONDARY SCHOOL STUDENTS

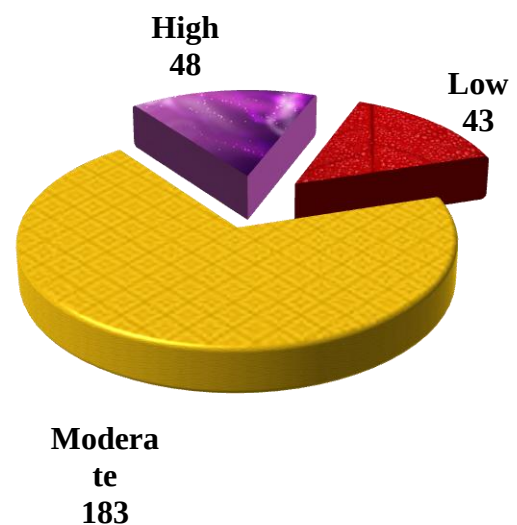


TABLE

Showing the Frequency and Percentage for the Variable Defensive Behavior among the higher secondary school students

Variable	No. of Samples	RANGE	Category	Frequency	Percentage
Defensive behavior	300	Below 41	Low	43	14.33 %
		41-112	Moderate	209	69.66 %
		Above 112	High	48	16.00 %

GRAPH SHOWING THE FREQUENCY OF DEFENSIVE BEHAVIOUR AMONG THE HIGHER SECONDARY SCHOOL STUDENTS



EDUCATIONAL IMPLICATIONS

Researchers assume that an individual's correct development including the formation of personality, self image, self acceptance and the relation to oneself as well as to other people results from family experience. Family experience can either help develop an individual or, in cases of adverse and very strong influences, impede the process of psychical and social development, not letting an individual form desirable human values. In the educational scenario it is found that the higher secondary 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 higher secondary School students. The teen age starts and matured here in the form of adults. 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 of self acceptance and Defensive behavior of higher secondary School students will throw more light on the impact on their education. If the self acceptance is high Defensive behaviour 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.

CONCLUSION

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 leadership. So they help man to live smoothly and at peace with one another. If the leadership is not good then the person cannot live freely in the society especially in the present fast developing world. So it is extremely necessary to develop high self acceptance, which is turn, would positively complements defensive behaviour. Carl Rogers observed that, normally, those feel that they are liked, wanted, accepted, capable, or worthy who are found in prisons or mental hospitals. Those who are confined in such institutions often feel deeply inadequate, unliked, unwanted, unacceptable, or unable. A self-rejecting person is usually unhappy and unable to form and maintain good relationships. 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. Defense mechanisms are specific archetypal patterns of behavior that result when human systems whether on the individual, family, social, cultural, national or global levels take on particular suboptimal structural configurations. An entire nation can similarly develop dysfunctional relationships between the ethnic groups, interest groups or regional populations that comprise it. We have seen many times how particular members of a nation often literally called extremists can take on extreme roles

characterized by undue power within the country, while other members are exiled or oppressed. Hence the study is very significant in the present scenario.

REFERENCES

1. AL Zyoudi, Mohammed (2010) Differences in Self Acceptance among Student with and without Learning Disabilities in Al Karak District in Jordan. *International Journal of Special Education*, v25 n2 p72-77 2010.
2. Chang, Lei; Li, Kin Kit; Lei, Li; Liu, Hongyun (2005) Self Acceptance and Self-Perceptions of Verbal and Behavioural Aggression and Social Withdrawal. *International Journal of Behavioral Development*, v29 n1 p48-57 2005.
3. Collins, Randolph J. (2005) Defensive Design. *American School & University*, v78 n9 p41-43 Apr 2005.
4. Doss and Raj B (2004) Breaking the Cycle of Office Referrals and Suspensions: Defensive Management. *Educational Psychology in Practice*, v20 n2 p103-115 Jun 2004.
5. Edens, John F.; Ruiz, Mark A. (2006) On the Validity of Validity Scales: The Importance of Defensive Responding in the Prediction of Institutional Misconduct. *Psychological Assessment*, v18 n2 p220-224 Jun 2006.
6. Gest, Scott D.; Domitrovich, Celene E.; Welsh, Janet A. (2005) Peer Academic Reputation in Elementary School: Associations with Changes in Self Acceptance and Academic Skills. *Journal of Educational Psychology*, v97 n3 p337-346 Aug 2005.
7. Goldsmith, H. H.; Van Hulle, C. A.; Arneson, C. L. (2006) A Population-Based Twin Study of Parentally Reported Tactile and Auditory Defensiveness in Young Children. *Journal of Abnormal Child Psychology*, v34 n3 p378-392 Jun 2006.
8. Johnson, Christine; Ironsmith, Marsha (2000) Self Acceptance and Social Adjustment in Preschool and Kindergarten. *Early Childhood Education Journal*, v27 n4 p207-12 Sum 2000.
9. Kistner, Janet; David, Corinne; Repper, Karla (2007) Self-Enhancement of Self Acceptance Implications for Children's Self-worth and Interpersonal Functioning. *Social Development*, v16 n1 p24-44 Feb 2007.
10. Lillemyr, Ole Fredrik; Sobstad, Frode; Marder, Kurt; Flowerday, Terri (2010) Indigenous and Non-Indigenous Primary School Students' Attitudes on Play, Humour, Learning and Self Acceptance : A Comparative Perspective. *European Early Childhood*

Education Research Journal, v18 n2 p243-267 Jun 2010.

11. Martin, Andrew J.; Marsh, Herbert W.; Debus, Raymond L. (2001) *Self-Handicapping and Defensive Pessimism: Exploring a Model of Predictors and Outcomes from a Self-Protection Perspective*. *Journal of Educational Psychology*, v93 n1 p87-102 Mar 2001.

12. Stacks, Ann M. (2007) *Defensive Dysregulation in Preschool Children's Attachment Story Narratives and Its Relation to Attachment Classification and Externalizing Behaviour*. *School Psychology International*, v28 n3 p294-312 2007.

13. Thomson, Deborah M. (2008) *Teaching Gibb's Taxonomy of Defensiveness through Performance*. *Communication Teacher*, v22 n3 p89-92 Jul 2008.

14. Yau, Hon Keung; Cheng, Alison Lai Fong (2011) *The Influence of Organisational Defensive Patterns on Innovation Capacity and Learning of Information and Communication Technology: An Empirical Study in Hong Kong Transport Sector*. *International Journal of Learning and Change*, v4 n4 p335-354 2011.