



A STUDY ON SELF ACCEPTANCE AND LOCUS OF CONTROL AMONG HIGHER SECONDARY STUDENTS IN VELLORE DISTRICT

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ABSTRACT

This study examined the relationship between self acceptance and locus of control among higher secondary students in vellore district. This study adopted normative survey method of research. Sample for 300 students were taken for the study .100 students were drawn from government schools, 10 from aided schools and 100 from private schools in vellore district . the research instruments used for data collection was the self acceptance inventory constructed and standardized by Dirkakkar and the locus of control inventory constructed and standardized by Stephen nowkki and strkkland tested at 0.05 and 0.01 level of significance. The findings indicated that there is no positive relationship between self acceptance and locus control of higher secondary students.

Keywords: Self Acceptance, Locus Of Control, Inventory.

INTRODUCTION:

Education is a lifelong process that begins at birth and continues throughout our life. Knowledge or information is nothing but the experiences based on the sense of perception. The bodily faculties that give an ability to gain experience in this universe are called senses, viz. the senses of sight, hearing smell, taste and touch. It is during this educational life many of the adolescents face different problem. To lead a secure life everyone needs to adjust with the present environment and have the ability to control effectively. In order to arrive at such a level of positive interaction the individual needs to possess a positive self acceptance of himself during their educational period requires their ability of accepting himself as he is in order to live effectively and dynamically with the environment.

Adolescence is a period when the students need proper motivation to reach the goals set in the academic field. Thus motivation is closely related to locus of control. The focus on the two types of locus of control would enable the adolescence to develop the right mode of thinking leads to positive self acceptance

SELF ACCEPTANCE:

According to **Jerkily (1963)**, the sum total of a person's view of what he wishes he were or think he ought to be, as distinguished from what he is generally is called **self acceptance**. The adolescent's self acceptance has many facts, It includes aspirations he is vigorously striving to attain, or hopes dimly some day to relays

According to **Roger (1951)**, self-acceptance comprises what the person would like to be or holds out as a goal for individual development and achievement.

Your self 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. Self –Acceptance is the fullest description of oneself of which a person is capable of at one time. No one, not even 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.

LOCUS OF CONTROL

Originally developed within the framework of **Ratter's (1954)** Social Learning theory, the Locus of Control construct refers to the degree to which an individual believes the occurrence of reinforcement is contingent on his or her own behavior. The factors involved with reinforcement expectancy are labeled "external" and "Internal" control. In short, internal locus of control refers to the perception of positive or negative events as being a consequence of one's own actions and thereby under one's own personal control. In contract, external locus of control believes that her behavior is guided by fate, luck. A locus of control orientation is a belief about whether the outcome of our actions is contingent on what we do (Internal control orientation) or on events outside our personal control (external control orientation) (**Zimloardo, 1985**).

Thus the locus of control is conceptualized as referring to a undimensional continuum ranging from external to internal

STATEMENT OF THE PROBLEM

A study on self acceptance and locus of control among higher secondary students in vellore district.

OBJECTIVE OF THE STUDY

1. To study the level of self acceptance among higher secondary students.
2. To Study the level locus of control among higher secondary students
3. To find out the significant difference between boys and girls of higher Secondary students in their self Acceptance.
4. To find out the significant difference between boys and girls of higher secondary students in their locus of control.
5. To find out the significant difference between difference between different ages among higher secondary students in their self acceptance.
6. To find out the significant difference between different ages among higher secondary students in their locus of control.
7. To find out the significant difference between higher secondary students studying in different management in their self acceptance.
8. To find out the significant difference between higher secondary students studying in different management in their locus of control.
9. To find out the significant difference between joint and nuclear family of higher secondary students in their self Acceptance.
10. To find out the significant difference between joint and nuclear family of higher students secondary in their locus of control.

HYPOTHESES OF THE STUDY

1. The level of Self Acceptance among higher secondary students is Average.
2. The internal locus of Control is predominant among higher secondary students.
3. There is a significant difference between boys and girls of higher secondary students in their self acceptance.
4. There is a significant difference between boys and girls of higher secondary students in their locus of control.
5. There is a significant difference between different ages among higher secondary student in their self acceptance.
6. There is a significant difference between different ages among higher secondary students in their locus of control.

7. There is a significant difference between the higher secondary students studying in different management in their self acceptance.
8. There is a significant difference between the higher secondary students studying in different management in their locus of control.
9. There is a significant difference between joint and nuclear family of High School students in their self Acceptance.
10. There is a significant difference joint and nuclear family or higher secondary students in their locus of control.
11. There is a significant difference between rural and urban area higher secondary students in their self acceptance.
12. There is a significant difference between rural and urban area higher secondary students in their locus of control.
13. There is a significant difference between English and Tamil Medium of higher secondary students in their self acceptance.
14. There is a significant difference between English and Tamil Medium of higher secondary students in their locus of control.
15. There is a significant relationship of self acceptance and locus of control among higher secondary students.

RESEARCH DESIGN**METHODOLOGY**

The study was conducted through narrative 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 students were taken for the study.

TABLE AND GRAPH

S i n o	NAME OF THE SCHOOL	GENDER		TYPE OF SCHOOL			MEDIUM		LOCALITY OF SCHOOL	
		Boys	Girls	Govt	Aided	Private	English	Tamil	Urban	Rural

1	Govt.Hr.Sec School, Uthukottai.	47	47				47		47
2	Govt.Hr.Sec. School, Pondavakkam		53	53			53		53
3	Vivekananda matriculation Hr.Sec school, Uthukottai	34	16			50	50		50
4	Don Bosco matriculation Hr.Sec.school, Tiruvallur	12	38			50	50		50
5	Goudie Horse school, Tiruvallur	77	23			100	50	50	50
	Total	170	130	100	100	100	150	100	200

RESEARCH TOOLS

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

The self acceptance inventory constructed and standardised by Dr.Bakker.

The locus of control inventory constructed and standardized by Stephen Nowicki and Strickland in 1973.

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.

MAJOR FINDINGS

1. It is found that the level of self acceptance among higher secondary students are average in nature.

2. It is found that the level of Locus of control is high (external) in nature.
3. It is found that boys and girls of higher secondary students has no significant difference in their self acceptance.
4. It is found that boys and girls of higher secondary students has significant difference in their self acceptance.
5. It is found that the different ages of higher secondary students has significant difference in their self acceptance.
6. It is found that the different ages of higher secondary students has no significant difference in their Locus of control.
7. It is found that the type of school higher secondary students has no significant difference in their self acceptance.
8. It is found that type of schools of higher secondary students has significant difference in their locus control.
9. It is found that type of family of higher secondary students has no significant difference in their self acceptance.
10. It is found that type of family of higher secondary students has no significant difference in their local of control.
11. It is found that the locality of higher secondary students has no significant difference in their self acceptance.
12. It is found that locality makes no significant difference in their locus of control.
13. It is found that the medium of instruction of higher secondary students has significant difference in their self acceptance.
14. It is found that the medium of instruction of higher secondary students has significant difference in their locus of control.
15. It is found that self acceptance and locus control of higher secondary students correlation is not significant.

Table 1

Significance of difference in the self acceptance mean scores of higher secondary students based on their gender

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Self Acceptance	Male	170	17.10	2.72	1.221	N.S
	Female	130	16.68	3.12		

Significance of difference in the locus of control mean scores of higher secondary students based on their gender

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Locus of Control	Male	170	21.30	3.01	3.487	0.01
	Female	130	20.05	3.13		

Table 2

Significance of difference between self acceptance mean scores of higher secondary students based on their type of family

VARIABLE	TYPE OF FAMILY	N	MEAN	SD	C.R	L.S
Self Acceptance	Joint	139	16.83	2.23	0.47	N.S
	Nuclear	161	16.99	2.97		

VARIABLE	TYPE OF FAMILY	N	MEAN	SD	C.R	L.S
Locus of Control	Joint	139	21.02	3.23	1.35	N.S
	Nuclear	161	20.53	3.02		

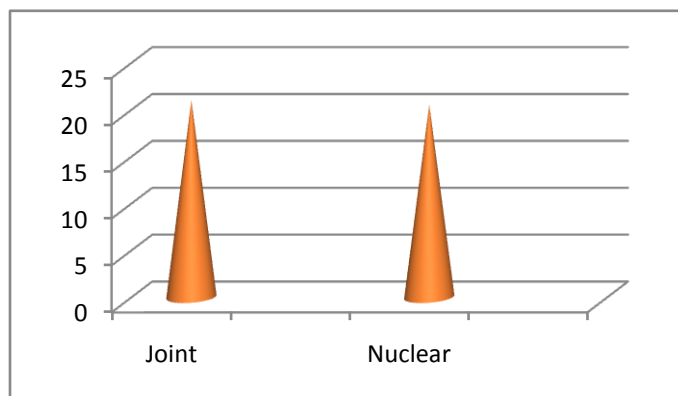


Table 3

Significance of difference between locus of control mean scores of higher secondary students based on their location

VARIABLE	LOCATION	N	MEAN	SD	C.R	L.S
Self Acceptance	Rural	200	16.68	2.42	1.78	N.S
	Urban	100	17.40	3.66		

Significance of difference between locus of control mean scores of higher secondary students based on their location

VARIABLE	LOCATION	N	MEAN	SD	C.R	L.S
Locus of Control	Rural	200	20.78	2.98	0.15	N.S
	Urban	100	20.72	3.40		

EDUCATIONAL IMPLICATIONS

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 locus of control of High school students will throw more light on the impact of self acceptance and locus of control in relation to their education. If the self acceptance is high locus of control also would be better in their school subjects. Further the students are well adjusted to the school and also develop good habits.

CONCLUSION

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 locus of control. So they help man to live smoothly and at peace with one another. If the locus of control 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 in turn, would positively complements locus of control.

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