



---

## A Study of Relationship Between Self-Acceptance and Academic Achievement of Dalit and Non-Dalit Students

Arvind Kumar<sup>1</sup>, Dr. Sanjeeva Kumar Pandey<sup>2</sup>

1. Research Scholar, Department of Education, Magadh University Bodhgaya, Bihar.

2. Associate Professor, Department of Education, Magadh University Bodhgaya, Bihar.

### Abstract

*This study studied the relationship between self-acceptance and academic achievement among ninth graders in the Begusarai District. Stratified random sampling was employed by the investigator to choose the sample. Participants were 300 ninth-grade students from 4 schools in the Begusarai District. The research instruments utilized for data collection were the Self-Acceptance inventory developed and standardized by Dr. Kakkar (Patiala, 1984), and the data acquired consisted of the IXth grade students' average quarterly examination scores. The t-test and Pearson's product-moment correlation coefficient were utilized for data analysis. Standard IX Dalit and Non-Dalit students exhibited no significant link between Self-Acceptance and Academic Achievement.*

Keywords: Self-Acceptance, Academic Achievement, Dalit, Non-Dalit

### Introduction

According to Dewey (1926), "education is an ongoing process of experiencing and rewriting or not reviewing experiences." The individual's development of all these capacities enables him to influence his surroundings and realize his potential (Y.K. Singh, p.22). The environment begins to influence a person's growth and development as soon as he or she is in the womb. The educational development process takes place in a physical, social, cultural, and psychological context. A proper and adequate setting is essential for a child's successful education. In particular, the home and the school should supply the appropriate learning stimuli. The child spends most of his time at school, where his curriculum, teaching methods, and relationships all affect how well he does.

According to **Jerlsid (1963)**, "the teenager who accepts himself realistically possesses treasures." Self-accepting adolescents understand their strengths and weaknesses without assigning blame.

According to **Kuppuswami (1974)**, self-acceptance necessitates an awareness of one's

Strengths and weaknesses. It is a productive use of his abilities, regardless of their level.

Achieving academic success is referred to as an accomplishment. Test performance would improve if academic excellence was achieved by combining talent and interest. There is a strong correlation between intelligence and academic success. It is considered that Japanese children's orientation "towards effort" accounts for their high success. The achievement of American pupils increased under the ability model.

School performance may be connected to ethnicity. Families, high expectations, beliefs, direct and indirect assistance, and encouragement in the role of a kid can promote academic progress in youngsters. Parents facilitate and guarantee an educational achievement.

### **Significance of Study**

Everyone wants to achieve success in life. We live to win every competitive aspect of life. Basically, people live to win their bread, and ultimately to win happiness. But the business of earning one's living and the business of ultimately leading a happy life depends entirely on a person's capacity to live life to its fullest. For this, the person must know who he is, what his strengths and weaknesses are, and how best he can conquer the struggle for a happy living with the means he is equipped with for the battle. The period of adolescence being the most significant in a person's growth, the present study aims to analyse the relationship between Self-acceptance and academic achievement. The study is intended to examine the nature and meaning of Self-acceptance in relation to how the idea of Self-acceptance plays a vital role in the achievement of goals in IX standard student's life.

### **Statement of the Problem**

The statement of the problem is entitled "A STUDY OF RELATIONSHIP BETWEEN SELF-ACCEPTANCE AND ACADEMIC ACHIEVEMENT OF DALIT AND NON-DALIT STUDENTS". The investigator adopted the following definitions for the terms used in this title.

## **Self-Acceptance**

Self-Acceptance means loving and being content with who you are right now. Some call it self-respect, while others call it self-evident, but regardless of what you call it, you will know when appreciating yourself feels fantastic. It is an agreement with yourself to value, accept, and support who you are in the present.

Self-acceptance is the extent to which an individual is able and willing to live with his or her personal qualities. The self-accepting individual has a realistic assessment of his resources coupled with an understanding of his own value; confidence in his own standards and convictions without being a slave to the judgments of others; and a rational assessment of his limitations without irrational self-re-approach.

## **Academic Achievement.**

Academic achievement can be characterized as excellence in all academic fields, both in and out of the classroom. It consists of excellence in athletics, behaviour, self-assurance, assertiveness, communication skills, punctuality, the arts, and culture, among other things.

Academic achievement is something you perform or accomplish at school, college, or universities, such as in the classroom, the laboratory, the library, or the field. It does not contain music or sports. An academic achievement, such as graduating first in one's class, is sometimes a simple quantitative affair, although publishing the results of extensive, lengthy research in a reputable publication is likewise a remarkable academic achievement. Being named department head or chairman at a university is both a professional and an academic accomplishment.

### **Standard IX Students**

The education is given in the school at 9<sup>th</sup> standard.

### **Objective**

To find the relationship between self-acceptance and Academic Achievement of IX standard Dalit and No-Dalit students.

## **Null Hypothesis**

**H1:** There is no significant difference among government, aided, and self-financing schools Dalit students in their Self-acceptance and academic achievement of IX standard students.

**H2:** There is no significant difference among rural, urban, and sub rural Dalit students in their Self-acceptance and academic achievement of IX standard students.

**H3:** There is no significant difference among government, aided, and self-financing schools of non-Dalit students in their Self-acceptance and academic achievement of IX standard students.

**H4:** There is no significant difference among rural, urban, and sub rural non-Dalit students in their Self-acceptance and academic achievement of IX standard students.

**H5:** There is no significant relationship between the self-acceptance and academic achievement of standard IX Dalit students.

**H6:** There is no significant relationship between the self-acceptance and academic achievement of standard IX Non-Dalit students.

## **Research Methodology**

Self-acceptance scale was developed by the investigators were used for the collection of data. Reliability and validity have been established. Test - retest reliability based on a sample of 100 students was found to be 0.84. For academic achievement the investigator collected the quarterly marks of the students from their class teacher.

Population for this study was student's IX standard in high and higher secondary schools in Begusarai District.

The investigators used stratified random sampling technique for selecting the sample. The sample consists of 300 students studying IX standard.

For analysing data 't' test and Pearson's product moment correlation were used as the statistical techniques.

## **Data Analysing and Findings**

Findings based on the hypotheses and followed by data analysis as given as follows:

**H1:** There is no significant difference among government, aided, and self-financing schools Dalit students in their Self-acceptance and academic achievement of IX standard students.

**Table:1** Difference between Dalit students in their Self-acceptance and academic achievement of IX standard government, aided and self-financing

	Types of School	N	Mean	SD	Calculated 't' value	Table Value	Remark at 5% Level of significance
<b>Academic Achievement &amp; Self-acceptance</b>	<b>Government</b>	110	119.11	11.14	1.39	1.96	Not Significant
	<b>Aided</b>	100	117.36	9.33			
	<b>Self-financing</b>	90	104.42	7.20			

Table 1 shows that the calculated value is more than the table value there is significant difference between standard IX government, aided and self-financing Dalit students in their academic achievement and self-acceptance. Hence, null hypothesis is rejected as there exists a significant relationship.

**H2:** There is no significant difference among rural, urban, and sub rural Dalit students in their Self-acceptance and academic achievement of IX standard students.

**Table:2** differences between the Dalit students in their Self-acceptance and academic achievement of IX standard Rural/Urban/sub rural students

	Locality of School	N	Mean	SD	Calculated 't' value	Table Value	Remark at 5% Level of significance
<b>Academic Achievement &amp; self-acceptance</b>	<b>Rural</b>	105	113.12	10.34	2.38	1.96	Significant
	<b>Urban</b>	125	103.07	8.39			
	<b>Subrural</b>	70	119.21	11.98			

Table 2 shows that the calculated value is more the table value there is significant difference between standard IX rural, urban and sub rural Dalit school students in their academic achievement and self-acceptance.

**H3:** There is no significant difference among government, aided, and self-financing schools non-Dalit students in their Self-acceptance and academic achievement of IX standard students.

**Table: 3 Difference between non-Dalit students in their Self-acceptance and academic achievement of IX standard government, aided and self-financing**

	Types of School	N	Mean	SD	Calculated 't' value	Table Value	Remark at 5% level of significance
<b>Academic Achievement &amp; Self-acceptance</b>	<b>Government</b>	80	119.11	11.14	1.27	1.96	Not Significant
	<b>Aided</b>	118	117.36	9.33			
	<b>Self-financing</b>	102	104.42	7.20			

Table 3 shows that the calculated value is less than the table value there is no significant difference between standard IX government, aided and self-financing non-Dalit students in their academic achievement and self-acceptance. Hence, null hypothesis is accepted as there exists no significant difference.

**H4:** There is no significant difference among rural, urban, and sub rural non-Dalit students in their Self-acceptance and academic achievement of IX standard students.

**Table:4 differences between the non-Dalit students in their Self-acceptance and academic achievement of IX standard Rural/Urban/sub rural students**

	Locality of School	N	Mean	SD	Calculated 't' value	Table Value	Remark at 5% Level of significance
<b>Academic Achievement &amp; self-acceptance</b>	<b>Rural</b>	90	115.63	9.11	2.19	1.96	Significant
	<b>Urban</b>	130	119.45	10.09			
	<b>Subrural</b>	80	111.33	6.2			

Table 4 shows that the calculated value is more than the table value there is significant difference between standard IX rural, urban and sub rural non-Dalit school students in their academic achievement and self-acceptance. Hence, null hypothesis is rejected.

**H5:** There is no significant relationship between the self-acceptance and academic achievement of standard IX Dalit students.

**Table:5 Relationship between self-acceptance and academic achievement of standard IX Dalit Students**

Self-Acceptance and academic achievement	N	Calculated 't' value	Table Value	Remark at 5% level of significance
	300	0.024	0.098	Not Significant

Table 5 shows that calculate value is less than table value. Null hypothesis is accepted that there is no significant relationship between the self-acceptance and academic achievement of standard IX Dalit students.

**H6:** There is no significant relationship between the self-acceptance and academic achievement of standard IX Non-Dalit students.

**Table:6 Difference in the Academic achievement of standard IX Non-Dalit Students**

Self-acceptance and Academic Achievement	N	Calculated 't' value	Table Value	Remark at 5% level of significance
	300	0.037	0.098	Not Significant

Table 6 shows that calculate value is less than table value. Null hypothesis is accepted that there is no significant relationship between the self-acceptance and academic achievement of standard IX Non-Dalit students.

### Major Findings

- It is found that there exists no significant difference between the IX standard Dalit students in their self-acceptance and academic achievement based on their type of school.
- It is found that there exists significant difference between the IX standard Dalit students in their self-acceptance and academic achievement based on their locality of school.
- It is found that there exists no significant difference between the IX standard non-Dalit students in their self-acceptance and academic achievement based on their type of school.
- It is found that there exists significant difference between the IX standard non-Dalit

students in their self-acceptance and academic achievement based on their locality of school.

- It is found that there exists relationship difference between the IX standard Dalit students in their self-acceptance and academic achievement.
- It is found that there exists relationship difference between the IX standard non-Dalit students in their self-acceptance and academic achievement.

### **Conclusion**

Based on the analysis of data the investigators conclude the finding that there is no significant difference in the self-acceptance of standard IX Dalit and Non-Dalit students in term types of school. At the same time, there is significant difference in the self-acceptance and academic achievement of standard IX Dalit students in terms of locality of school. The urban students have better self-acceptance and academic achievement than the rural Dalit and non-Dalit students. This is because urban students are having very much stressful environment in their day-to-day life because they are living in the mechanical and hurry burry life. So, they feel school environment is very convenient for their studies.

Education is continuously in transition. Educators' ideas, instructional methods, and strategies are continually evolving. Most teachers are currently faced with the requirement to fully reintegrate learning challenged kids into mainstream classrooms. Teachers face the difficult task of meeting the needs of genius, average, and learning-disabled children in the same classroom. For students with exceptional needs, the regular classroom setting can be intimidating. They may frequently believe that they are incapable of obtaining achievement. In addition, the brilliant student may feel unchallenged in the regular classroom, leading to failure.

Every human being benefits from self-acceptance. Self-acceptance necessitates constancy, stability, and a resistance to change. If self-acceptance fluctuated frequently, the person's personality would be inconsistent and unreliable. Because man is a social being, self-acceptance aids in his understanding of himself and what others think of him. When there is an available in self-acceptance, academic accomplishment may tend to follow. As a result, they assist man in living in harmony and peace with one another. If a person's academic performance is poor, he or she will struggle to compete in today's fast-paced world. As a result, it is critical to cultivate a high level of self-acceptance, which will benefit academic accomplishment.



## Education Implications

One of the world's foremost practitioners, philosophers, and teachers in the field of psychotherapy and counselling explains how to organise brief, structured, educationally focused groups aimed at developing self-acceptance as a first step in assisting students with emotional problems. In the educational context, it is discovered that the High School portion of a student's education is a major milestone. This is related to psychological changes in high school children, such as emotional, mental, and physical changes. Various difficulties arise because of this adjustment. Adolescents often struggle to acclimatise to their new surroundings, including family, school, peers, and social situations. They usually have a shaky sense of self-acceptance. Since the Self-Acceptance is a personality variable the high school students must possess this in their behavior.

This research on school kids' self-acceptance and academic accomplishment will shed more insight on the impact of self-acceptance and academic achievement on their education. Academic achievement will improve if self-acceptance is high, and pupils will study and perform better in their school courses as a result. Furthermore, the pupils are well- acclimatized to school and establish positive behaviours.

Although we encourage our children to strive for self-acceptance, this does not exclude them from participating in self-improvement activities. Self-acceptance entails accepting yourself regardless of your actions. Changing actions, not inherent qualities, is the goal of self-improvement. Self-improvement can be viewed as a means for children to become the best versions of themselves.

Your child can participate in the following educational self-improvement activities:

- Studying effectively
- Taking good notes
- Setting dead lines
- Showing compassion
- Thinking Creatively
- Creating efficient school schedules

## References

1. Anna M. T. Bakker, Joep T. A.; Bosman, (2003) "Self-Image and Peer Acceptance of Dutch Students in Regular and Special Education". *Learning Disability Quarterly*, v26 n1 p5-14 Win 2003.
2. Butler, Rory (2011) "A Quantitative Examination of User Experience as an Antecedent to Student Perception in Technology Acceptance Modelling" ProQuest LLC, Ph.D. Dissertation, Capella University.
3. Chen, Qi; Hughes, JanN.; Liew, Jeffrey; Kwok, Oi-Man (2010) "Joint Contributions of Peer Acceptance and Peer Academic Reputation to Achievement in Academically At-Risk Children: Mediating Processes". *Journal of Applied Developmental Psychology*, v31 n6 p448-459 Nov-Dec 2010.
4. Crow, Rene; Kohler, Patty A.; Cooper, Mark; Atkins, Kathleen (2010) "Strategies for Developing Self-Acceptance when Parenting Children Who Challenge". *Exceptional Parent*, v40 n12 p14-15 Dec 2010.
5. Gallagher, James J. (2015) "Peer Acceptance of Highly Gifted Children in Elementary School". *Journal for the Education of the Gifted*, v38 n1 p51-57 Mar 2015.
6. Hassan (2010) "Determinants of Mobile Learning Acceptance: An Empirical Investigation in Higher Education". ProQuest LLC, Ph.D. Dissertation, Oklahoma State University.
7. Hoffman, Rose Marie (2006) "Gender Self-Definition and Gender Self-Acceptance in Women: Intersections with Feminist, Womanist, and Ethnic Identities". *Journal of Counselling & Development*, v84 n3 p358-372 Sum 2006.
8. Lan, William (2005) "Self-Acceptance and Its Relationship with Educational Level and Task Importance". *Educational Psychology*, v25 n1 p109-127 Feb 2005.
9. Lee, Eunju J. (2014) "The Relationship between Self-Acceptance and Aggression: Differences in Reactive and Proactive Aggression". *Journal of Early Adolescence*, v34 n8 p1075-1093 Nov 2014.
10. Leung, Kim Chau; Marsh, Herbert W.; Craven, Rhonda G.; Yeung, Alexander S.; Abduljabbar, Adel S. (2013) "Domain Specificity between Peer Support and Self-Acceptance". *Journal of Early Adolescence*, v33 n2 p227-244 Feb 2013.
11. Liu, Su-Houn; Liao, Hsiu-Li; Pratt, Jean A. (2009) "Impact of Media Richness and Flow on E-Learning Technology Acceptance". *Computers & Education*, v52 n3 p599-607 Apr

2009.

12. Lynette K. (2011) "Predicting Student Persistence in Adult Basic Education Using Interaction Effects among Academic Self-Acceptance and Students Participation and Academic Variables". ProQuest LLC, Ph.D. Dissertation, Capella University.
13. McDonald, Betty (2010) "Self-Assessment for Socializing". Online Submission.
14. Mendenhall, Betty Joan (1998) "Developing Self-Acceptance and Reading Achievement Among Second Grade Chicano Children".
15. Nelson, L.J.; Rubin, K.H.; Fox, N.A. (2005) "Social Withdrawal, Observed Peer Acceptance, and the Development of Self-Perceptions in Children Ages 4 to 7 Years". *Early Childhood Research Quarterly*, v20 n2 p185-200 2005.
16. Nishikawa, Saori; Hagglof, Bruno; Sundbom, Elisabet (2010) "Contributions of Attachment and Self-Acceptance on Internalizing and Externalizing Problems among Japanese Adolescents". *Journal of Child and Family Studies*, v19 n3 p334-342 Jun 2010.
17. Pardini, Dustin A.; Barry, Tammy D.; Barth, Joan M.; Lochman, John E.; Wells, Karen C. (2006) "Self-Perceived Social Acceptance and Peer Social Standing in Children with Aggressive-Disruptive Behaviours". *Social Development*, v15 n1 p46- 64 Feb 2006.
18. Punnoose, Alfie Chacko (2012) "Determinants of Intention to Use Learning Based on the Technology Acceptance Model". *Journal of Information Technology Education: Research*, v11 p301-337 2012.
19. Randolph, Elizabeth (1993) "Developing Self-Awareness and Self-Acceptance in Emotionally Handicapped Students through the Bibliotherapeutic Process".
20. Schmidt, Majda; Cagran, Branka (2008) "Self-Concept of Students in Inclusive Settings". *International Journal of Special Education*, v23 n1 p8-17 2008.
21. Wang, Hsiu-Yuan; Wang, Yi-Shun (2008) "Gender Differences in the Perception and Acceptance of Online Games". *British Journal of Educational Technology*, v39 n5 p787-806 Sep 2008.
22. Yuan, Frances (1993) "Moving toward Self-Acceptance: A Course for Students with Learning Disabilities". *V11 n2 p36-102 Feb 1993*.