Abstract

Self Acceptance and Defensive Behaviour give us a solid information upon which to build ourselves into who we want to become. This paper attempts to find out the Self Acceptance and Defensive Behaviour among XI students of Thiruvallur district. A survey was conducted on a sample of 300 students in Thiruvallur district. Self Acceptance Inventory scale and Defensive Behaviour Rating Scale were the tools used for data collection. The findings of the present study reveal that there is a positive relationship between Self Acceptance and Defensive Behaviour.

I. INTRODUCTION

In clinical psychology and positive psychology self acceptance is considered as the prerequisite for change to occur it can be achieved by stopping unitizing and solving the defects of one’s self and then accepting them to be existing within one’s self. People who are acting defensively are essential trying to protect themselves from feeling a certain uncomfortable way and form viewing themselves as a failure or otherwise in negative light.

II. NEED AND SIGNIFICANCE OF THE STUDY

Self accepting people are more aware of their environment with human and non human. Real self acceptance gives us a solid foundation upon which to build ourselves into whom we want to become. The concept of defensive behaviour is to be adapted not because it is totally new, but it captures essence what our children of us need to know for being productive and successive.

III. OBJECTIVES OF THE STUDY
1st: To find out the level of Self Acceptance among the XIth std students in thiruvallur district with respect to their,
   a. Gender
   b. Type of management
   c. Annual income
   d. Type of family

2nd: To find out the level of defensive behaviour among XIth std students in thiruvallur district with respect to their
   a. Gender
   b. Type of management
   c. Annual income
   d. Type of family

IV. HYPOTHESES
1. The level of self acceptance and defensive behaviour among XIth std students is low.
2. There is no significant difference between self acceptance and defensive behaviour among XIth std students based on their Gender.
3. There is no significant difference between self acceptance and defensive behaviour among XIth std students based on their type of management.
4. There is no significant difference between self acceptance and defensive behaviour among XIth std students based on their annual income.
5. There is no significant difference between self acceptance and defensive behaviour among XIth std students based on their type of family.

V. RESEARCH METHODOLOGY
Normative survey method has been adapted for the present study. Private, Aided and Government schools were selected using Random sampling technique.

5.1 Sample
The sample consisted of 300 students of higher secondary school students. 100 students from private, 100 students from aided and 100 students from Government school. Tool for

5.2 Data collection
- For self acceptance, Self Acceptance Inventory scale was used which was constructed and standardized by Dr. S.B. Kakkar, 1984.
- For Defensive Behaviour, Defensive Rating Scale was used, which was developed by S. Sathiyagirirajan, 2008.

5.3 Scoring procedure
The self acceptance inventory scale consists of 34 items. The Score allotted as 1, 0 (True and False). The defensive rating scale has 40 items. The score allotted are 4, 3, 2, 1, 0 respectively. It is in terms of Always, Often, Sometimes, Rarely, Never.
VI. DATA ANALYSIS

Hypothesis 1: The level of the self-acceptance of the students in Thiruvallur district is moderate with respect to the demographic variable.

Table 1: Distribution of the self acceptance with respect to demographic variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Variable</th>
<th>Level Of Self-Acceptance</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>37</td>
<td>87</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>23</td>
<td>80</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Type Of Management</td>
<td>Private</td>
<td>19</td>
<td>41</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Aided</td>
<td>32</td>
<td>56</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>9</td>
<td>70</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Monthly Income</td>
<td>Below 10,000</td>
<td>16</td>
<td>87</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10,000-20,000</td>
<td>27</td>
<td>56</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above 20,000</td>
<td>17</td>
<td>27</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Type Of Family</td>
<td>Joint</td>
<td>21</td>
<td>61</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nuclear</td>
<td>39</td>
<td>106</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Over All Percentage</td>
<td></td>
<td>10.00%</td>
<td>24.00%</td>
<td>66.80%</td>
<td>29.20%</td>
</tr>
</tbody>
</table>

Interpretation

The overall percentage of the level of self—acceptance is, the majority of the students (66.80%) have moderate level of self-acceptance, 29% of students have high level of self-acceptance and 24% of students have low level of self-acceptance hence, the level of self—acceptance of XIth std student in thiruvallur district is moderate with respect to demographic variable.

Hypothesis 2: There is signification difference between male and female with respect to self—acceptance of XIth std student in Thiruvallur district.

Table 2: T Test for significant difference between male and female with respect to self-acceptance of students

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T-Value</th>
<th>Los</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>150</td>
<td>20.21</td>
<td>2.862</td>
<td>3.269</td>
<td>0.01</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>21.31</td>
<td>2.999</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation

Since the calculated value of t is signification at 1% level, null hypothesis is rejected. Hence, there is significant difference between male and female with respect to self—acceptance of student. Based on mean score, the female student have better—self—acceptance than male students.

Hypothesis 3: There is no signification difference among in type of management with respect to self—acceptance of XIth std. student.
Table-3: ANOVA test for significant difference in the type of management with respect to self acceptance of XIth std. students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sum Of Square</th>
<th>Df</th>
<th>Mean Square</th>
<th>F Value</th>
<th>LOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type Of Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>273.140</td>
<td>2</td>
<td>136.570</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Group</td>
<td>2379.580</td>
<td>297</td>
<td>8.012</td>
<td>17.046</td>
<td>0.01</td>
</tr>
<tr>
<td>Total</td>
<td>2652.720</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation**

Since the calculate value of F is significant at 1% level, null hypothesis is rejected hence, there is significance difference among type of management with respect to self – acceptance of student. Therefore, the above table is subjected for further analysis.

Table 4: T-test for significant difference between type of management with respect to self acceptance of XI th std. students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>LOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Aided</td>
<td>21.00</td>
<td>2.055</td>
<td>4.440</td>
<td>0.01</td>
</tr>
<tr>
<td>Government Private</td>
<td>21.00</td>
<td>2.055</td>
<td>1.934</td>
<td>NS</td>
</tr>
<tr>
<td>Aided Private</td>
<td>19.49</td>
<td>2.710</td>
<td>5.167</td>
<td>0.01</td>
</tr>
</tbody>
</table>

**Interpretation**

The calculated value of t is signification at 1% level there is significance difference between government and government aided with respect to self – acceptance than aided school student. Based on mean score, the government school students have better self-acceptance than Aided school students. Since the calculate value of t is not signification at 5% level there is no significant difference between government and private school students with respect to self-acceptance of XI th std students. Based on mean score the private school students have better self-acceptance than government school students. Since the calculate value of t is signification at 1% level there is no significant difference between government Aided school and private school students with respect to self-acceptance. Based on mean score the private school students have better self-acceptance than government school students.

**VII. MAJOR FINDINGS OF THE STUDY**

1. The study reveals that the most of the secondary school student have moderate level of self – acceptance.
2. Self – acceptance of girls has been found to be higher than that of boys.
3. The finding of the study level that the government school student have higher self-acceptance compared to their counterparts.
4. There is no signification difference in self – acceptance towards self type of family.
5. There is positive and significant relationship between self – acceptance and defensive behaviour

VIII. EDUCATIONAL IMPLICATIONS
1. Self – acceptance is a key factor to succeed academic as well as personal life of an individual.
2. Teachers have to provide facility for self-acceptance in the classroom.
3. Education for the students must be knowledge oriented and need based curricular activities and co-curricular activities.
4. The school management can provide extra coaching classes for the student who are weak in self – acceptance.

IX. CONCLUSION
Without self-acceptance, a person can make little or no progress in effective relationships. Self acceptance requires consistency, stability and tend to resist change. Defensive mechanism are specific archetypal patterns of behaviour that result when human systems whether on the individual, family, social, cultural, national or global levels take on particular structural configuration.

X. REFERENCES

TO CITE THIS PAPER