

INVESTIGATION ON SELF ACCEPTANCE AMONG HIGH SCHOOL CHILDREN BELONG TO TRIBAL COMMUNITY OF CHAMARAJNAGAR DISTRICT

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Abstract: The purpose of this investigation is to examine the self acceptance among high school children belongs to Tribal Community (Jenu Kuruba and Kaadu Kuruba communities) of Chamarajnar District, Karnataka in relation to few moderate variables such as sex, type of management and locality. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 100 high school children belongs to Jenu Kuruba and Kaadu Kuruba tribal communities was selected using stratified random sampling technique from six schools which situated at Yelandur, Gundlupet taluks of Chamarajanagar District. Data was collected through Kakkar Self Acceptance Inventory (KSAI) developed by Kakkar (2004) along with personal proforma. The collected data was analyzed utilizing independent 't' test and coefficient of correlation and in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels. From the correlation result it was observed that there was a significant positive relationship between Self Acceptance and Socio Economic Status of high school children belongs to Tribal Community. Self-acceptance plays a vital role in every human being. Self-acceptance requires consistency, stability, and tends to resist change. Teacher, parent and society plays a dominant role in development of adolescents. Self Acceptance is an important mediating variable that impacts on academic achievement as well as personality of adolescents.

Index Terms – Self Acceptance, Tribal Community, High School Children

I. INTRODUCTION

India has one of the largest tribal concentrations in the world. Prior to the adoption of Indian constitution the tribes were variously termed as aboriginals, adivasis, forest tribes, hill tribes, primitive tribes etc. Tribal communities constitute about seven percent of the total population of India. These communities have variety and complexity in the belief systems as well as religious practices. As per the 2001 census, the tribals inhabit in almost all the states and union territories. The government has identified more than 630 tribal communities in the country. Karnataka has a sizable population of tribal people. There are 34.64 lakhs tribal's distributed in various regions of Karnataka as per 2001 census. Raichur and Bellary contain large number of tribal communities. Toda, Beda, Soliga, Hakki-Pikki, Konda Kapu, Koraga, Bhils, Chenchu, Gonds, Maleru, Badaga, Hasala, Meda, Iruliga, Jenu kuruba, erava and siddis are some important tribes of Karnataka. There are many population groups namely, the Kuruba, the Jenu Kuruba, the Betta Kuruba, the Kadu Kuruba, the Mullu Kurumba, the Urali Kurumba and the Kurumba living in the peninsular India and there exist confusion in the literature over the identity and origin of these groups.

“The Kuruba is the name of the large shepherd community of the Karnataka plateau. They speak Kannada. Kadu Kuruba is divided into Jenu Kuruba and Betta Kuruba”. Likewise many authors attempted to identify one group with other and a common origin of Kuruba groups. Jenu Kuruba Tribes of Karnataka are the original residents of the forests regions of the Western Ghats and also other places of South India. In the Kannada language, the term ‘Jenu’ signifies honey and ‘kuruba’ stands for caste. Therefore their name suggests that these Jenu Kuruba tribes have adapted the profession of honey gathering. Most of these Jenu Kuruba tribal communities reside in some tiny houses, popularly known as Hadi or Hatti.

Historically, the tribal economy was based on subsistence agriculture and/or hunting and gathering. However, since the tribal people treated land as a common resource, they rarely had land titles, and thus, lost their lands to

outsiders when exploitation of forest resources began to take place on a significant scale. This ensured that a majority ended up as small and marginal landholders.

Self-acceptance is defined as “an individual’s acceptance of all of their attributes, positive or negative.” Self-acceptance is related to happiness; the more accepting you are of yourself, the more happiness you accept and enjoy. Other benefits include a decrease in depressive symptoms, the desire to be approved by others, fear of failure, and self-critique, as well as an increase in positive emotions, sense of freedom, self-worth, autonomy, and self-esteem. The importance of self acceptance can also be seen because it reduces pressure and stress which you might be giving yourself. No studies were conducted on self acceptance of tribal community especially for Kaadu Kuruba and Jenu Kuruba. Very few studies were conducted on tribal community and some socio-cultural and academic perspectives. Some of the studies were conducted on self acceptance correlated with adjustment, locus of control and academic perspectives. A study by Thirunavukkarasu and Venkatarathanam (2017) studied Self Acceptance and Locus of Control among Higher Secondary Students in Vellore district. The findings indicated that no positive relationship between self acceptance and locus control of higher secondary students and also found that boys and girls, type of school and locality of higher secondary students had no significant differences in their self acceptance. Chitra and Karnan (2017) studied Self-Acceptance and Academic Achievement among high school students in Vellore District and found positive thinking developed by self acceptance and academic achievement of high school students and also stated that no significant impact on gender on their self-acceptance. Vanajhaa and Pachaiyappan (2016) studied Self-Acceptance and Adjustment among the Secondary School Students and study reveal that most of the secondary school students have moderate level of self-acceptance. Self acceptance of girls had been found to be higher than that of boys. Self acceptance and adjustment of urban students had found to be higher than that of rural students. The results reveal that the Government school students had higher self-acceptance compared to their counterparts. The study reveals that the positive and significant relationship between self-acceptance and adjustment of secondary school students. There were no studies were conducted on comparing self acceptance among tribal community in relation to their parental socio-economic status.

2. NEED OF THE STUDY

Socio-economic profile is an important role in characterize the social life and behavior of an individual. Therefore, it is essential to analyze the socio-economic background of the Kuruba tribal community and to understand the pattern of relationship between Kuruba and self acceptance as psychological characteristic. In Indian society, caste and kinship has been influencing on the social life and acute disparity in terms of standard of living and sub-culture among various groups and regions exist, a study of the socio-economic conditions of a leader would help to reveal the sociological importance. Travel populace is having their possess history on the globe. They are entirely different from other working class. Therefore, going to conduct a study on their socio-economic status have they are living and how it influence on developing self acceptance among school children. This money increases their socio economic status so this factor is how influencing on their self acceptance. It explains the impact of socio-economic status on their self acceptance how they are and how socio economic status is influence on Kaadu Kuruba and Jenu Kuruba tribal students’ Self Acceptance in Chamarajnagar District.

3. STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on “Self acceptance among High School Children belong to Tribal Community of Chamarajnar District.”

4. PURPOSE OF THE STUDY

The purpose of this investigation is to examine the self acceptance among high school children belongs to Tribal Community (Jenu Kuruba and Kaadu Kuruba communities) of Chamarajnar District, Karnataka in relation to few moderate variables such as sex, type of management and locality.

5. OBJECTIVES OF THE STUDY

1. To find out the difference in the Self Acceptance of high school children belongs to Tribal Community with regard to sex.
2. To find out the difference in the Self Acceptance of high school children belongs to Tribal Community with regard to type of management.
3. To find out the difference in the Self Acceptance of high school children belongs to Tribal Community with regard to locality.
4. To find out the relationship between Self Acceptance and Socio-Economic Status of high school children belongs to Tribal Community.

6. RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant difference in the Self Acceptance of high school children belongs to Tribal Community.
2. There is no significant difference in the Self Acceptance of high school boys and girls belongs to Tribal Community.
3. There is no significant difference in the Self Acceptance of high school children studying in Government and Private Aided Schools.
4. There is no significant difference in the Self Acceptance of high school children studying in Urban and Rural schools.

7. METHODOLOGY

The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 100 high school children belongs to Jenu Kuruba and Kaadu Kuruba tribal communities was selected using stratified random sampling technique from six schools which situated at Yelandur, Gundlupet taluks of Chamarajanagar District. Data was collected through Kakkar Self Acceptance Inventory (KSAI) developed by Kakkar (2004) along with personal proforma. The collected data was analyzed utilizing independent ‘t’ test and co-efficient of correlation and in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels.

DATA ANALYSIS AND INTERPRETATION

Table-1: Self Acceptance of high school children belongs to Tribal Community due to variation in their sex, type of school and locality

Variable	Group	Number	Mean	Standard Deviation	't' value and sig. level
Sex	Boys	56	21.428	6.155	4.95**
	Girls	44	16.750	3.081	
Type of School	Government	54	20.814	6.279	3.04**
	Private Aided	46	17.673	3.933	
Locality	Rural	66	17.863	3.753	3.39**
	Urban	34	22.294	7.124	

**Found Significant at 0.01 level and the Table Value was 2.63.

The table explains the independent t test results related to Self Acceptance of high school children belongs to Tribal Community due to variation in their sex, type of school and locality. The table infers that obtained 't' value of 4.95 is greater than tabulated value of 2.63 at 0.01 level of significance. Therefore it was concluded that 'there is a significant difference in the Self Acceptance of secondary level boys and girls.' The mean self acceptance scores of boys had more (M=21.428) when compared with girls (M=16.750).

The table further shows that obtained 't' value of 3.04 is greater than tabulated value of 2.63 at 0.01 level of significance. Therefore it was concluded that 'there is a significant difference in the Self Acceptance of high school children studying in Government and Private Aided Schools.' The mean self acceptance scores of children from government schools had more (M=20.814) when compared with students from private aided schools (M=17.673).

Further the table also shows that obtained 't' value of 3.39 is greater than tabulated value of 2.63 at 0.01 level of significance. Therefore it was concluded that 'there is a significant difference in the Self Acceptance of high school children studying in Urban and Rural schools.' The mean self acceptance scores of children from urban schools had more (M=22.294) when compared with students from rural schools (M=17.863).

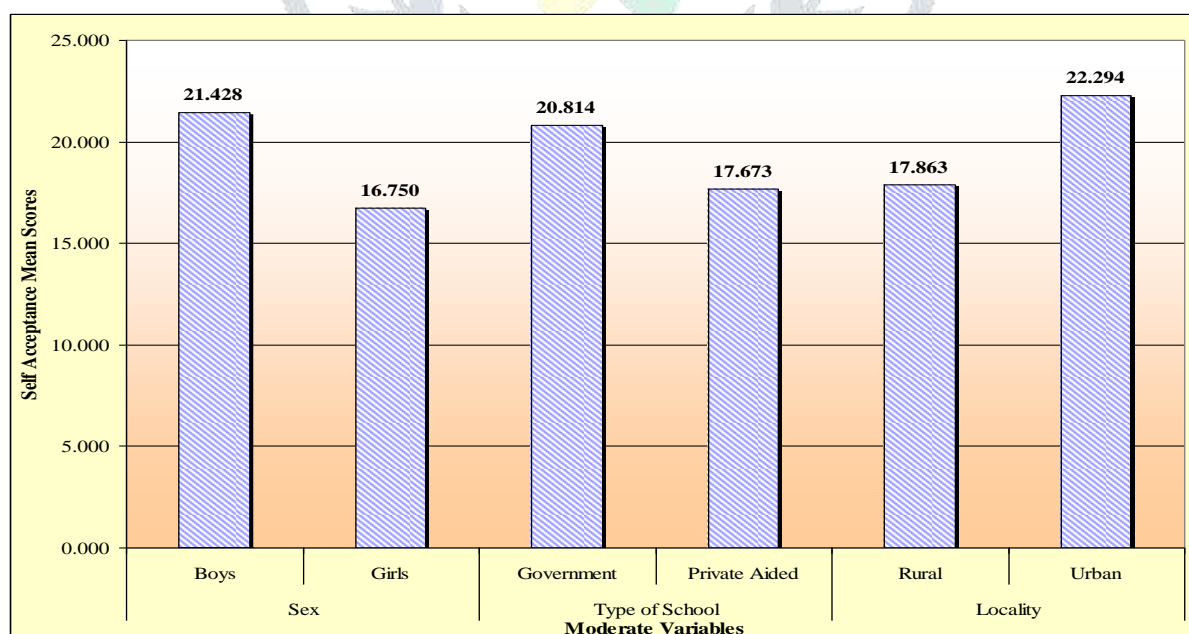


Fig.: Bar graph shows comparison of Self Acceptance of high school children in relation to their sex, type of school and locality

Table-2: Correlation results related to Self Acceptance and Socio-Economic Status of high school children belongs to Tribal Community.

Dependent Variable	Independent Variable	'r' value and Sig. Level
Self Acceptance	Socio-Economic Status	0.269**

N=100; df=98; **r value @ 0.01 =0.254

As per the above mentioned table, the calculated 'r' value of 0.269 was greater than the tabulated value 0.254 at 0.01 level of confidence. Hence, it was found significant positive relationship between Self Acceptance and Socio-Economic Status of high school children belongs to Tribal Communities. The said variables are inter-correlated and having positive relationship. The output concludes that students with better social and economical condition had more sense of self-acceptance and capacity for independent thinking and action.

RESULTS

The following are the findings of the present study:

1. It was found significant difference in the Self Acceptance of secondary level boys and girls.
2. It was found significant difference in the Self Acceptance of high school children studying in Government and Private Aided Schools.
3. It was found significant difference in the Self Acceptance of high school children studying in Urban and Rural schools.
4. It was found significant relationship between Self Acceptance and Socio-Economic Status of high school children belongs to Tribal Communities.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the correlation result it was observed that there was a significant positive relationship between Self Acceptance and Socio Economic Status of high school children belongs to Tribal Community. Self-acceptance plays a vital role in every human being. Self-acceptance requires consistency, stability, and tends to resist change. Teacher, parent and society plays a dominant role in development of adolescents. Self Acceptance is an important mediating variable that impacts on academic achievement as well as personality of adolescents. From the independent 't' test analysis it was found that the self acceptance of boys had more when compared with girls. Tribal girls should be trained in life-skills which would help them in making better adjustments within their self, with people in their environment and circumstances. The self acceptance of children from government schools had more when compared with students from private aided schools. Tribal children studying in private aided schools should be provided with conducive and supportive environment in their homes for better self-acceptance. The self acceptance of children from urban schools had more when compared with students from rural schools. Self-acceptance is essential for mental and emotional well-being of children. It's important to learn to love myself and the things that make me unique. To develop the self acceptance and to boost up the confidence of tribal children from urban background, private aided schools should develop an interactive and social learning environment. Tribal peoples are away from society living with their own cultures, customs and traditions. They don't think their education and socio economic status. They are leading their life without planning. Therefore government and welfare authorities give them more opportunities and to bring them into main stream of society develop, well culture, well establishment of language, Mental health training, psychosocial training, national overseas scholarship and improve their life style and mind setup. The present results which can be useful for the disciplines like Anthropology, Psychology Sociology, and Education, as well as, to the teachers, educational administrators, curriculum framers and policy makers in adopting correct remedial measures.

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