Research Article

Social acceptability of senior secondary school students among peers in relation to their personality

Dr. Preeti Bala

Ex.Associate Professor, School of Education, Lovely Professional University, Phagwara, Punjab(India),
Email Id: *dr.preetipreet@gmail.com*

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Social Acceptability, Introversion Extroversion.

Abstract

The present study was conducted to know about social acceptability of senior secondary students among peers in relation to their personality. A descriptive survey method was used in this study to obtain pertinent and precise information. The sample comprised of 200 school students (100 Male and 100 Female) selected from Jalandhar district of Punjab by employing simple random sampling technique. Self-constructed scale on social acceptability of adolescents among peers was used to explore the social acceptability among peers. Apart from this an Introversion Extroversion Inventory by Dr. P.F. Aziz and Dr. Rekha Gupta (1971) was applied to explore the introverts extrovert students. For the purpose of drawing out the results, the investigator used statistical techniques like t-test and correlation. The main findings of the study indicated that female school students do not differ significantly from male school students with respect to their social acceptability. The male school students differed significantly from female school students with respect to their personality. Most of the male students were found to have extrovert personality whereas in case of female school students had introvert personality. This may be due to the reason because boys are more open as compared to girls in society. The results indicated there exists a markedly low or negligible negative correlation between social acceptability and personality.

1. Introduction

The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow to maturity'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence has been described by Stanley Hall as 'the period of storm and stress in human life'. It is a very crucial period of one's life which covers roughly from 12-18/19+ years. The most important fact about adolescence is that it is a period of

transition from childhood to adulthood. Adolescents face many changes in their adolescent stages like physical changes, intellectual changes, emotional changes, and so on. The transition from one period to another always is associated with some problems. One of the major problems which adolescents face is regarding the need for social acceptance among peers. There are many problems which are faced by adolescents like problems in growth and hormonal balance, menstrual irregularities, obesity, complicated and perplexed career opportunities, peers relations, demanded acceptance in peers groups or in society.

Those adolescents who are not accepted by their group or society feel uncomfortable in the school, society and in family. Their feelings or views are not accepted by any individual as result of this they loose their confidence, friendless, and want to live alone from the society, family etc. These problems impact adolescent's behavior, personality, culture, interests, and acceptance. Such students who are not socially accepted go under depression, stress, anxiety, irritation, isolation, etc. So it is required that these types of adolescents should have more interaction with their peers, and society, so they can express their views frankly with others. To reduce these types of problems social acceptance is very important for adolescents.

Social acceptance is the degree to which a child or adolescent is socially accepted by peers. It includes the level of peer popularity and the ease with which a child or adolescent can initiate and maintain satisfactory peer relationships. Peer orientation and the concomitant importance of social acceptance reach their peak during the preadolescent and adolescent years (Eccles, Lord, & Midgely, 1991).Rejected children appear to be at greater risk for negative developmental outcomes than children from other status groups (Ollendick et al., 1992; Parker & Asher, 1987). Students who are socially accepted are more likely to succeed in school (Wentzel, 1993). Their social maturity is also shown in their social insight which enables them to size up and adjusts quickly to different people in different social situations. Their emotional maturity is apparent in

well controlled, even-tempered behaviour, free from anxiety, temper outbursts or displays of jealousy (Feshbach, N.D 1969). They are usually good students not because they are more intelligent than their classmates but because they are conscientious students.

In the current era the need of social acceptance in adolescents is very much required. Because social acceptance is a way of developing good relations, enhance personality, share feelings with others. So with the help of social acceptance those adolescents who are isolated from their peers, families, members of society they can do more and more interactions, maintaining good relations and express their views without any fear in front of other people. It is usual to refer to a child who achieves social acceptance as popular. Social acceptance means being chosen as a companion for an activity in a group of which one is a member. It is success with which children take their place in social group and the extent to which other group members like to work or play with them. Some popular children may have few playmates, games or friends but many admirers (Nelson, D.O 1966). They are liked because they exhibit qualities better than other children, because many of their peers admire them, such children are in line for leadership roles, especially if their personality, and popularity is based on respect and acceptance.

Social acceptance is influenced by personality also. Personality can be of multiple type but broadly speaking there are two categories i.e introverts and extroverts. Introvert people have less interaction with people or peers so definitely they are not accepted by peers or other people. Introverts are less sociable resultantly, they are less accepted by others. Introvert adolescents have less friends among their peers. On the other side extroverts who are more sociable, interactive, have more friends, they enjoy human interactions and they tend to be enthusiastic, talkative, assertive, and gregarious. These type of people are more accepted by society, peers and everyone. Extroverts are unique personality. So social acceptance is influenced by personality of of an individual as well.

Tracking the history of the study of social acceptability of adolescents among peers in psychological literature is complicated because it incorporates many related ideas like social skills, peers acceptance etc, all are associated with social acceptability. The study of social acceptability began early in the twentieth century. Numerous studies began to examine how children interact with their peers and how they function within social programmes . There are many children who are not aware that they are accepted or rejected by their peers or other people. Up to age of 10 to 15 years, most children are unaware of how others feel about them.

The degree to which an individual is accepted by his peers is related to the extent to which he is able to make satisfactory personal and social adjustments. Harter (1998), for example, found females who are socially accepted and supported by their peers to be most likely to report their highest level of acceptance within the peer's context. This finding suggests social acceptance by one's peers as especially important in encouraging self-confidence. However, Research studies have shown that persons with low social acceptability among peers are generally characterized as shy, withdrawing individuals or as noisy, rebellious, and socially ineffective persons. In contrast, those experiencing high social acceptability usually possess behaviour characteristics such as friendliness, cheerfulness, enthusiasm, initiative, and the like, which are commonly associated with leadership. Children who are well-accepted, happy, and secure, develop favorable self-concepts because others approve of them. Have opportunities to learn socially acceptable patterns of behavior and social skills which facilitate their poise in social situations.

There are many factors that affect the social acceptance of adolescents. Peer rejection, low socio-economic status, poor health, personality, low self-esteem etc. factors are some of the extremely important factors. Some of the factors contributing to peer acceptance are the quantity and quality of opportunities for interaction with different types of peers in different environments,

such as in the family , at school, church, camp, activity centers or in the neighborhood, and parenting style. Apart from there are many factors that effects social acceptance.

➢ **Peer Rejection**
➢ **Low socio-economic status**
➢ **Poor Health**
➢ **Personality**

Students who are socially accepted are more likely to succeed in school (Wentzel,1993), have a higher identification with school, and remain in school longer. These findings concerning the importance of social acceptability have caused teachers, counselors and research workers to focus their attention on methods of measuring the social acceptability of adolescents. Social acceptance affects children teenagers and adults. It can also affect people of all ages because social acceptance determines many decisions which people make in life.

Acceptance in society is of utmost importance as in the absence of this, an individual is not able to lead a satisfactory normal life Although few studies have been conducted on social acceptance of adolescents, but it has not been explored thoroughly especially in comparative nature. So the present study was an effort on the part of the investigator to fill this existing research gap and explore the relationship of acceptance of adolescents in their peer group with their personality.

2. Objectives

1) To study the personality and social acceptability of senior secondary school students among peers.
2) To find out the difference between male and female senior secondary school students, regarding their social acceptability among peers.
3) To find out the difference in the personality of male and female senior secondary school students.

4) To explore the relationship of social acceptability of senior secondary school students among peers with their personality.

3. Hypotheses

1) There exists no significant difference between male and female senior secondary school students regarding their social acceptability among peers.
2) There exists no difference in the personality of male and female of senior secondary school students.
3) There exists no significant relationship between social acceptability of senior secondary school students among peers with their personality.

4. Delimitations of study

1) In the present study data was collected from 200 senior secondary school students of 11th class studying in Jalandhar city only.

5. Research method

In the present study, the investigator used descriptive survey method for conducting this study. Descriptive research studies are designed to obtain persistent and precise information concerning the current status of the phenomenon and, whatever possible, to valid conclusions from the facts discovered.

6. Sample

In the present study, 200 students(100 male and 100 female) of the 11th class were taken as sample from Jalandhar city through the application of stratified random sampling technique.

7. Tools

For the purpose of data collection, following tools were used by the investigator in the present study:-

1. Introversion Extroversion Inventory by Dr. P.F. Aziz and Dr. Rekha Gupta (1971)

2. Self constructed Scale on Social Acceptability of adolescents among Peers.

8. Results and interpretation

After collecting data from 200 senior secondary school students (100 male and 100 female) it was analyzed keeping in view the objectives and hypotheses of study by applying Mean, SD, t-test and correlation.

8.1 Results pertaining to the difference between the male and female Senior Secondary Students regarding their Social Acceptability among peers.

Table 1.1. Showing Mean Scores, SD, t-value of Social Acceptability of Male and Female Senior Secondary School Students among Peers.

Gender	N	Mean	SD	t-value	Remarks
Male	100	19.08	2.46	0.15	Insignificant
Female	100	19.14	2.87		

Interpretation

The careful scrutiny at the results inserted in the above-mentioned table, clearly reveals that the mean scores of male and female school students regarding their social acceptability among peers came out to be 19.08 and 19.14 respectively. Further,the calculated t-value came out as 0.15 which was found to be quite lower than table value i.e 1.98 at 0.05 level and 2.63 at 0.01 level of significance, shows that t-value is statistically insignificant. Thus the null hypothesis i.e "there exists no significance difference between male and female senior secondary school students regarding their social acceptability among peers" is accepted. This indicates that male and female school students do not differ significantly with respect to their social acceptability among peers.

8.2 Results pertaining to difference in Personality among Male and Female Senior Secondary School Students.

Table 1.2 Showing Difference of Personality among Male and Female Senior Secondary School Students.

Category	Percentage of Extroverts	Percentage of Introverts	Total
Boys	86%	14%	100
Girls	77%	23%	100

Interpretation

From the above-mentioned table, it is quite clear that the out of total no. of male students 86% are falling into the category of extroverts whereas 14% of boys are introverts. Similarly, in the case of girls, 77% are falling into the category of extroverts where as 23% fall in introverts category. As it can be seen that most of the students (from both genders) fall in the category of extroverts only therefore the hypothesis i.e. there exists no difference in the personality of male and female senior secondary school students is accepted.

8.3 Results pertaining to relationship between Social Acceptability of Senior Secondary School Students among Peers with their Personality.

Table 1.3 Showing 'r' value of Social Acceptability of Senior Secondary School Students among peers with their Personality

Variable	N	'r'	Remarks
Social Acceptability	100	0.027	Insignificant
personality	100		

Interpretation

From the above-mentioned table it is clearly evident that are 'r' value for social acceptability and personality was found out to be 0.027 whereas the table value for the same at 198 df is found out to be 0.138 and 0.181 at 0.05 and 0.01 levels of significance respectively. Hence the hypothesis i.e. there exists no significant relationship between social acceptability and personality is accepted. This shows that there is no significant relationship between the social acceptability of senior secondary school students and their personality. In addition to this from the 'r' value it is evident that there exists a markedly low or negligible correlation between social acceptability and personality.

9. Conclusion

In light of the interpretation of data, the researcher has to use all care and caution in the formulation of conclusions and generalizations. The final step of research demands critical and logical thinking in summarizing the findings of the study and comparing them with the hypothesis formulated in the beginning. On the basis of the analysis and interpretation of data following conclusions have been drawn:

1.   The hypothesis that there exists no significant difference between male and female senior secondary school students regarding their social acceptability among peers is accepted. It means gender does not play any significant role in determining social acceptability of senior secondary school students among their peers.

2.   The hypothesis that there exists no difference in the personality of male and female students is accepted.

3.   The hypothesis there exists no significant relationship between the social acceptability of senior secondary school students among peers and their personality is accepted.

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