

**UNVEILING THE FACTORS INFLUENCING STUDENT'S SOCIAL ACCEPTANCE: A COMPREHENSIVE STUDY IN EDUCATIONAL ENVIRONMENT****Dr. R. A. Rabika Begum<sup>1</sup> and Divya S<sup>2</sup>**<sup>1</sup>Associate Professor & Head, Postgraduate Programme in Commerce<sup>2</sup>M.O.P. Vaishnav College for Women (Autonomous), Chennai-600034**ABSTRACT**

*The study investigates the factors influencing a sense of belonging in educational environments, focusing on teachers' perspectives, classroom practices, and social dynamics. It uses quantitative questionnaires to understand teachers' views on diversity and inclusion, and qualitative analyses to identify effective strategies. The research also examines social dynamics within educational institutions, highlighting the importance of understanding the impact of inclusion and diversity in creating a supportive learning environment.*

*Keywords: Teachers' Perspectives, Classroom Practices, Social Dynamics, Social Acceptance, Students, Educational Environment.*

**INTRODUCTION**

This study searches through the complex connections present in educational environments between social dynamics, classroom practices, teachers' perspectives, and social acceptability. It highlights how important it is to comprehend how these factors interact to influence the learning process as well as how essential social acceptability was for improving the general effectiveness of the classroom.

**OBJECTIVES OF THE STUDY**

- To investigate the impact of teachers' perspectives on students' social acceptance.
- To analyse role of classroom management in shaping students' social acceptance.
- To examine how social dynamics impact the students' views of social acceptance.

**SIGNIFICANCE OF THE STUDY**

This research is important to teachers, lawmakers and researchers who are interested in establishing inclusive and supportive learning environments. The results of the study may assist in design targeted interventions and policies aiming at encouraging inviting student social experiences by providing the spotlight on the intricate network of factors influencing social acceptance.

**REVIEW OF LITERATURE**

**Carmen Zurbruggen, Verena Hofmann, Mike Lehofer, and Susanne Schwab (2021), Social classroom atmosphere and customised education as determinants of student social participation:** The study looks at how students with special educational needs (SEN) engage in social activities, as well as how inclusive teaching techniques and school environments influence peer acceptance. It implies that comprehensive instruction and classroom elements might increase social involvement.

**Ariana Garroter, Franziska Felder, Helena, Susanne Schnepel, and Elisabeth Moser Opitz (2020), Social Acceptance in Inclusive Classrooms: The Influence of Teacher Attitudes on Inclusion and Classroom Management:** The study investigates the relationship between social conduct, teacher attitudes, classroom management, and social acceptability in inclusive classrooms. It indicates an advantageous correlation between student social conduct and peer acceptance, and proposes that teacher preparation courses should contain social acceptance tactics.

**Muhammad Alshurideh, Said A. Salloum, Barween Al Kurdi, Mostafa Al-Emran (2019), Factors Affecting Social Network Acceptance: An Empirical Study Using the PLS-SEM Approach:** The study investigates the elements influencing students' embrace of social networks in education and creates a model combining the Technology adoption Model (TAM) with perceived fun. The findings suggest that perceived fun, utility, and simplicity of use have a favourable influence on students' intentions to utilise social networks. The research emphasises the significance of students' skill and confidence in employing social media in education.

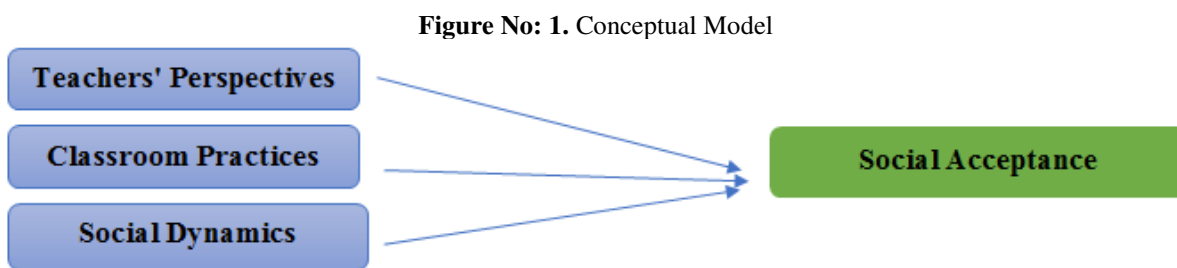
**Christian Huber, Anita Gerullis, Markus Gebhardt, and Susanne Schwab (2018), The effect of social reference on**

**social acceptance of children with impairments from migrant backgrounds: An experimental investigation conducted in primary school settings:** Teacher feedback has a favourable influence and enhances the social acceptability of students with and without disabilities in inclusive, special, and conventional schools. Classroom management and supervision have an impact on how teachers provide feedback. Negative feedback has a greater impact. Social reference and peer evaluation help to establish social acceptability.

**RESEARCH GAP:**

- Only lesser concentration has been given to the complex interactions between teachers' perspectives, classroom practices, and social dynamics in impacting student social acceptance.
- A more comprehensive understanding necessitates addressing these nuanced aspects.
- Closing these research gaps will facilitate the development of targeted interventions for improved student social acceptance.

**CONCEPTUAL MODEL:**



**RESEARCH METHODOLOGY**

The research methodology involves a systematic approach to data collection and analysis. A structured questionnaire was distributed to students and teachers to gather quantitative data on social acceptance, classroom practices, and teacher-student interactions. The study involved 100 customized questionnaires for teachers and 118 students, allowing for comparative analysis. Statistical software (SPSS) was used to analyse the data.

**LIMITATIONS OF THE STUDY:**

- Despite careful efforts to enhance the representativeness of the sample, the inherent complexities in social dynamics may affect the study's generalizability. The responses given by the respondents might be biased and may not reveal the true information
- Variations in educational contexts, cultural nuances, and individual differences among participants may limit the extent to which the findings can be broadly applied or generalized.
- These factors need thoughtful consideration when interpreting and applying the study's results beyond the specific parameters of the research.

**ANALYSIS:**

**Analysis With Respect To Questionnaire Circulated To Teachers:**

**Percentage Analysis:**

**Table No 1:** Demographic data - N=100; Primary data using SPSS

		<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>	21-30	34	33.7
	31-40	27	26.7
	41-50	21	20.8
	51-60	18	17.8
<b>Gender</b>	Male	46	45.5

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	Female	54	53.5
<b>Years of teaching experience</b>	Less than 5 years	36	35.6
	5-10 years	31	30.7
	11-15 years	6	5.9
	16-20 years	15	14.9
	More than 20 years	12	11.9
<b>Grade level of teaching</b>	Elementary School	13	12.9
	Middle School	15	14.9
	High School	21	20.8
	College/University	51	50.5

From Table 1, The study demonstrates a diverse teacher sample, with most younger teachers (60.5%, aged 21–40). Males (45.5%) and females (54%), with 66.3% having less than 10 years of experience, constitute the majority. The study's relevance is further enhanced through the varied representation across all grade levels, particularly at the university and college levels.

**RELIABILITY TEST:**

The study's reliability statistics, including a Cronbach's Alpha of 0.895, indicate that the survey instrument accurately measures factors affecting students' social acceptance from teachers' perspectives.

**CHI SQUARE TEST:**

- **Null hypothesis (H<sub>0</sub>):** There is no association between Number of years of teaching experience & Classroom management.
- **Alternative Hypothesis (H<sub>1</sub>):** There is association between Number of years of teaching experience & Classroom management.

**Table 2:** Chi-square test -CM 01

	CM 01	Total	Decision	Pearson Chi square
Years	Less than 5 years	36	Strongly Agree	<b>0.585</b>
	5-10 Years	31	Strongly Agree	
	11-15 Years	6	Neutral & Strongly Agree	
	16-20 years	15	Strongly Agree	
	More than 20 years	12	Agree	
	<b>Total</b>	<b>100</b>		

From Table 2, Teaching experience significantly influences social inclusivity strategies, with 16-20 years of experience strongly agreeing, rejecting the null hypothesis, and indicating an association between classroom management and teaching experience.

**Table 3:** Chi-square test -CM 02

	CM 02	Total	Decision	Pearson Chi square
Years	Less than 5 years	36	Strongly Agree	<b>0.795</b>
	5-10 Years	31	Agree	
	11-15 Years	6	Neutral	
	16-20 years	15	Strongly Agree	
	More than 20 years	12	Agree	
	<b>Total</b>	<b>100</b>		

Table 3 demonstrates a significant association ( $p < 0.001$ ) between teaching experience and the adoption of strategies to address disruptive behaviour for social harmony. The 16-20 years group strongly agreed, 5-10 years agreed, and >20 years also expressed agreement, rejecting the null hypothesis, and indicating an association between classroom management and teaching experience.

**Table 4:** Chi-square test -CM 03

	CM 03	Total	Decision	Pearson Chi square
Years	Less than 5 years	36	Strongly Agree	<b>0.533</b>
	5-10 Years	31	Agree	
	11-15 Years	6	Agree & Strongly Agree	
	16-20 years	15	Strongly Agree	
	More than 20 years	12	Agree	
	<b>Total</b>	<b>100</b>		

Table 4 indicates a significant relationship ( $p < 0.05$ ) between teaching experience and responses to CM 03, reflecting the consistency of implementing rules for positive social interactions. The null hypothesis is rejected, with respondents with less than 5 years and 16-20 years favouring 'Strongly Agree,' 5-10 years and more than 20 years opting for 'Agree,' and the 11-15 years group showing a mix of 'Agree' and 'Strongly Agree.' This underscores the impact of teaching experience on perceptions of rule implementation for fostering positive social interactions in the classroom.

**ANALYSIS WITH RESPECT TO QUESTIONNAIRE CIRCULATED TO STUDENTS:**

**PERCENTAGE ANALYSIS:**

**Table 5:** Demographic data- N=118; Primary data using SPSS

		Frequency	Percentage
Age	<b>16-20</b>	20	16.8
	<b>21-25</b>	84	70.6
	<b>26-30</b>	4	3.4
	<b>31-35</b>	10	8.4
Gender	<b>Male</b>	37	31.1
	<b>Female</b>	81	68.1
Currently Pursuing	<b>SSLC</b>	5	4.2
	<b>HSC</b>	4	3.4
	<b>Undergraduate</b>	29	24.4
	<b>Postgraduate</b>	59	49.6
	<b>Doctorate</b>	6	5.0
	<b>Professional courses</b>	15	12.6

Table 5 reveals that most students (70.6%) are young adults, with a diverse gender distribution. Most are undergraduate or postgraduate students, with smaller percentages pursuing SSLC, HSC, or professional courses.

**CHI SQUARE TEST:**

- **Null hypothesis ( $H_0$ ):** There is no association between Age & Classroom Environment.
- **Alternative Hypothesis ( $H_1$ ):** There is an association between Age & Classroom Environment.

**Table No 6:** Chi Square Test

	Classroom Environment	Total	Decision	Pearson Chi square
Age	16-20	20	Adaptive	<b>0.943</b>
	21-25	84	Inclusive	
	26-30	4	Neutral	
	31-35	10	Adaptive	
	<b>Total</b>	<b>118</b>		

From table 6, The chi-square test results indicated a significant outcome (Pearson Chi-Square = 0.000,  $p < 0.001$ ). Consequently, we reject the null hypothesis, signifying a substantial association between Age and Classroom Environment. Respondents aged 21-25 mostly perceived the environment as Inclusive, while those aged 16-20 and 31-35 saw it as

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Adaptive. The 26-30 age group viewed it as Neutral. This highlights the importance of considering age-related factors in assessing and improving the learning environment.

### ANOVA:

- **Null Hypothesis (H<sub>0</sub>):** There is no significant difference in the perception of the importance of feeling socially accepted across different genders and academic pursuits.
- **Alternative Hypothesis (H<sub>1</sub>):** There is a significant difference in the perception of the importance of feeling socially accepted across different genders and academic pursuits.

**Table No.7: Anova**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
<b>Gender</b>	<b>Between Groups</b>	.810	2	.405	1.893	.155
	<b>Within Groups</b>	24.589	115	.214		
	<b>Total</b>	25.398	117			
<b>Currently Pursuing</b>	<b>Between Groups</b>	.209	2	.105	.078	.925
	<b>Within Groups</b>	153.621	115	1.336		
	<b>Total</b>	153.831	117			

From table 7, there is no significant difference in how individuals perceive the importance of feeling socially accepted based on gender or current academic pursuits. This conclusion is drawn from observing that the p-values for both factors are higher than the standard significance level of 0.05.

### WEIGHTED AVERAGE ANALYSIS:

**Table 8: Weighted average analysis**

Inferences	W.A.M	Inference	Rank
<b>Teachers:</b>			
• I have a strong understanding of students' social behaviours and interactions.	<b>27.87</b>	<b>Strongly Agree</b>	<b>1</b>
• My involvement in negative social behaviour observation varies based on the situation.	<b>25.47</b>	<b>Strongly Agree</b>	<b>2</b>
• It is crucial to actively encourage positive social behaviours.	<b>23.67</b>	<b>Strongly Agree</b>	<b>3</b>
<b>Students:</b>			
• As a student, my level of respect for differences varies.	<b>27.87</b>	<b>Agree</b>	<b>2</b>
• Positive student interactions are frequently observed.	<b>29.2</b>	<b>Strongly Agree</b>	<b>1</b>
• Peer relationships significantly contribute to a sense of belonging.	<b>25.2</b>	<b>Agree</b>	<b>3</b>

Table 8 reveals Teachers understand students' social behaviours and interactions well, promoting positive ones. However, students show varying respect for differences and often witness positive interactions. Peer relationships significantly contribute to fostering a sense of belonging. Both teachers and students agree on the importance of promoting positive behaviours and respecting differences.

### MAJOR FINDINGS

- A significant majority (66.3%) has less than ten years of teaching experience, indicating an early to mid-career stage.
- Varied representation across grade levels, particularly 50.5% at the College/University level, highlights insights from educators in different educational stages.
- The study revealed notable correlations between teaching experience and responses pertaining to Classroom Management, suggesting an influence on strategies promoting social inclusivity.

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- A substantial majority of participants are currently pursuing higher education, with 24.4% undertaking undergraduate studies and 49.6% enrolled in postgraduate programs.
- Teachers widely agree on grasping social dynamics and fostering positive behaviours, reflected in a weighted average of 27.87. Students generally align on the diversity of their respect for differences, the prevalence of positive interactions, and the influence of peer relationships, with a weighted average of 25.47.

### **SUGGESTIONS**

- This study underscores the imperative for Governmental Regulatory bodies to integrate diversity and inclusion practices into educational environments.
- The pivotal role of teachers as influential figures for students, it advocates for their continual development in teaching methods and classroom management to align with the evolving needs of the new generation.
- The study emphasizes the critical role of students in cultivating a sense of belonging within the educational community, thus creating a conducive and conclusive learning environment.

### **CONCLUSION**

In summary, the investigation into the determinants of student social acceptance within educational settings has yielded profound insights. The exploration of variables encompassing teachers' perspectives, classroom practices, social dynamics, and social acceptance has yielded a nuanced comprehension of their intricate relationships. Notably, teachers' perspectives exerted a significant influence on classroom practices, subsequently shaping the social dynamics and, ultimately, impacting students' social acceptance. These findings underscore the interconnected nature of these variables, emphasizing the necessity of a comprehensive approach to enhance social acceptance in educational environments. This study contributes to the broader conversation on cultivating inclusive and supportive learning atmospheres, emphasizing the pivotal roles of teachers and classroom dynamics in shaping students' social experiences and acceptance.

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