



“Psycho-Social Correlates of Obedience-Disobedience Tendency Among Adolescents”

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ABSTRACT:

The aim of this study was to find out the relationship of psychological factors like Self Expression, Social Competence, Adjustment, Academic Achievement with Obedience-Disobedience Tendency. The design adopted in the study was correlation. The design did not entail any experiment or the manipulation of any independent variable. Correlation method, to establish the relationship between two or more variables. the stratified sampling technique was employed by the investigator. The sample for this study is made up of Level IX students at various secondary schools in the Shimoga District. Main objective of the present investigation is To Study the Correlation between Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement of Secondary School Students. standardized tests are used for Self-Expression, Social Competence, Adjustment and Obedience-Disobedience Tendency factors and the investigator construct his own tools for Academic Achievement and Obedience-Disobedience Tendency tool was re-validated by the researcher.

Keywords: psychological, independent, sampling, academic.

INTRODUCTION:

School contributions to psychosocial well-being were evident in both school and social aspects of secondary schools. Pupils with higher levels of involvement in classroom activities consistently have higher levels of overall psychosocial well-being. During the review of the documentation on the social impact of secondary school, six themes were identified:

- Students perceive strong standards of compliance with academic rules,
- The focus on compliance and monitoring affects the quality of student/teacher relationships that tend to be role-bound and rigid,
- Social status pathways continue to focus on healthy competency

- The identification of peer groups has an impact on social relationships within the wider community as well as in the school environment,
- Impotence is felt following the authoritarian approach to decision making, and.
- The overall secondary school environment does not reinforce students' convictions of the Bill of Rights.

Obedience is essential in the personal as in the social life. Man is a social animal and in order to live in society, man must abide by certain rules, traditions, customs and conventions. If necessary, he should be willing to restrict his personal freedom to secure social life and repair his social behaviour. The things that bind society such as love, friendship, sharing, religion and culture are all bound by rules, and obeying these rules allows us to have a happy social life. On the other hand, those who break away from these social norms and want to build a society of their own without due respect for rules suffers a lot in life. Obedience, in human behavior, is a form of "social influence in which a person yields to explicit instructions or orders from an authority figure" Obedience is generally distinguished from compliance, which is behavior influenced by peers, and from conformity, which is behavior intended to match that of the majority. According to the context, obedience can be regarded as moral, immoral or amoral.

FACTORS AFFECTING OBEDIENCE -DISOBEDIENCE TENDENCY:

Brown (2008) defines self-expression as "the means by which one's personal characteristics are displayed; showing one's internal beliefs or character through external actions or changes." Addison (2009) defines self-expression as "the expression of one's individuality, generally by creative activities." Social competence is the ability to possess and use the ability to integrate thought, feelings and behaviour to achieve valued social tasks and results in the context and culture of the host. In a school setting, these tasks and outcomes would include accessing the school curriculum successfully, meeting associated personal, social and emotional needs, and developing transferable skills and attitudes of value beyond school. Psychological adjustment refers to the behavioural process by which humans and other animals balance their different needs or between their needs and the obstacles in their environments. An adjustment sequence starts when a need is felt and ends when the need is met. Academic achievement is the educational goal attained by a student, teacher or institution for a period of time. According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that Academic Achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium- or long-term objective of education.

REVIEW OF RELATED LITERATURE:

Stanley Milgram (1963) carried out an experimental study on behavioral study of obedience, this article describes a procedure for the study of destructive obedience in the laboratory. Jasvir Kaur (2014) Carried out a study on the obedient-disobedient tendency of teenagers in relation to their family environment. The study sought to determine the relationship between adolescents' obedient - disobedient tendency and their family environment. Kulwinder Singh (2017) Completed a study on the prevalence of obedient and disobedient tendencies among sports and non-sport individuals. The purpose of the study was to compare

the prevalence of obedient and disobedient tendency among sports and non-sport persons. Rajesh Devi (2019) Completed a study on the academic performance of upper secondary students in relation to obedient-disobedient behaviour. The present study was undertaken to examine academic achievement of Sr. Secondary students with respect to obedient-disobedient tendency. Viqar, Aasia (2012) A Conducted a study on A comparative study of academic stress emotional stability and parental attitude among students demonstrating obedient and disobedient trends. This study aims to explore school stress, emotional stability and parenting in students who exhibit obedient and disobedient tendencies. Niraimathi Kesavan, K. Malathi (2020) Conducted a study on obedience analysis in adolescents in Chennai, Southern India. With an increase in exposure to modern cultures, and a desire to develop an identity independent of their family, teenagers in the current generation demonstrate greater disobedience towards figures of authority, due to which they are less adherent to instructions given.

NEED AND IMPORTANCE OF THE STUDY:

This study seeks to better identify the educational Psycho-Social factors like, Self-Expression, Social Competence, Adjustment and Academic Achievement that play a direct role in students' Obedience-Disobedience Tendency. This study contributes to both educational policy and theory. It offers practitioners and high school policy-makers concerned about college-going and life- long educational attainment examples of the types of high school experiences that promote Obedient-Disobedient Tendency. Theoretically, this study advances the knowledge base of educational scholars by disentangling family and school influences on Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement and by offering some insight into when gender sub- groups, Locality and Type of School may merit a further disaggregated investigation of these relationships.

This problem will be researched for social development, because for social development, we need socially competent adolescents. Also, we need them to decrease increasing tendency of indiscipline. We need obedient adolescents for the good teaching learning atmosphere. It is only because of obedient adolescents that good teaching learning atmosphere is present in the educational institutions. We observe that if the Obedience tendency is present in the behavior of adolescents, then it is positively helpful in their better Self-Expression, Social Competence, Academic Achievement and Adjustment. Meaning thereby that Obedience tendency has had a good effect in the Self-Expression and Social Competence of adolescents. This is precisely the reason why the present study is undertaken to find out the Obedience-Disobedience Tendency of Secondary Schools students in relation to their Self-Expression, Social Competence, Academic Achievement and Adjustment. The results of the study will have far- reaching use for teachers in general and guidance counselors in particular. The results of the study would also enable to know the factors that affect or help the Obedience-Disobedience Tendency of students.

STATEMENT OF THE PROBLEM

“Psycho-Social Correlates of Obedience-Disobedience Tendency Among the Students of Secondary Schools of Shimoga District”

TECHNICAL TERMS USED IN THE STUDY:

- **Obedience and Disobedience:** Obedience and disobedience are antonyms, which denote two opposite types of behaviour. There are certain behaviour characteristics which are if possessed by a student is called obedient. In the absence of these characteristics, the student is called disobedient. Obedient students, generally, obey their teachers, elders, rules and regulations of school/college. They are disciplined and regular in school and home works. They keep themselves busy in classrooms in the absence of the teacher and attend regularly each period. Their performance in examination is satisfactory and they keep themselves away from mischiefs. In disobedient students, the characteristics oppo site to ones described above are found.
- **Self-Expression:** Self-Expression deals with various aspects of cognitive, motivational and personality development.
- **Social Competence:** Social Competence is the tendency acquired by the adolescents with regard to social interaction.
- **Adjustment:** Adjustment is process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.
- **Adolescents:** children who studies in secondary and senior secondary education, typically between the ages of 11-14 and 16-18. Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood . The period of adolescence is most closely associated with the teenage year.
- **Academic Achievement:** Academic Achievement is the educational goal that is achieved by students/adolescents achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

RESEARCH METHODOLOGY:

The descriptive survey method was used in the present investigation. The design adopted in the study was correlation. The design did not entail any experiment or the manipulation of any independent variable. Correlation method, to establish the relationship between two or more variables.

SAMPLING DESIGN:

In the present study Stratified sampling Technique was used by the researcher. The Sample Drawn for the present study consists of the students of IX standard in various High Schools in Shimoga District. A Stratified sampling of Six hundred and twenty-seven (N=627) was drawn from 17 clusters out of 168

educational clusters. among Six hundred and twenty-seven (N=627) students 324 (51.7%) were boys and 303 (48.3%) were girls.

OBJECTIVE OF THE STUDY:

- To Study the Correlation between Obedience-Disobedience Tendency with Self-Expression, Social Competence, Adjustment and Academic Achievement of Secondary School Students.

HYPOTHESES OF THE STUDY:

1. There is no significant Correlation between Obedient Disobedient Tendency and Self-Expression of secondary school Students.
2. There is no significant Correlation between Obedient Disobedient Tendency and Social Competence of secondary school Students.
3. There is no significant Correlation between Obedient Disobedient Tendency and Adjustment of secondary school Students.
4. There is no significant Correlation between Obedient Disobedient Tendency and Academic Achievement of secondary school Students.

TOOLS USED FOR THE STUDY:

The aim of this study was to find out the relationship of psychological factors like Self Expression, Social Competence, Adjustment, Academic Achievement with Obedience-Disobedience Tendency. Since standardized tests are used for Self-Expression, Social Competence, Adjustment and Obedience-Disobedience Tendency factors and the investigator construct his own tools for Academic Achievement and Obedience-Disobedience Tendency tool was re-validated by the researcher; the investigator made a careful selection of the available standardized tools which could be validly applied to the sample of students selected for study. All the tools selected were those that were developed for the use with pupils of secondary classes. Care was taken to assure that the tools had accepted levels of validity and reliability.

STATISTICAL TECHNIQUES USED:

The hypotheses were tested by analyzing data by applying appropriate descriptive and inferential statistics. Co-efficient of Correlation technique has been employed to verify hypotheses pertaining to correlational studies. It has been used to estimate the significance of the relationship between the two variables.

MAJOR FINDINGS:

- Positive high degree correlation ($r=0.631$) exists between Obedient Disobedient Tendency and Self-Expression among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Self-Expression. Therefore, Obedient Disobedient Tendency has significant effect on Self-Expression of secondary school Students. The students with Obedience Tendency do possess better Self-Expression.
- Positive high degree correlation ($r=0.720$) exists between Obedient Disobedient Tendency and Social Competence among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Social Competence. Therefore, Obedient Disobedient Tendency has significant effect on Social Competence of secondary school Students. The students with Good Obedience Tendency do possess better Social Competence.
- Positive high degree correlation ($r=0.687$) exists between Obedient Disobedient Tendency and Adjustment among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Adjustment. Therefore, Obedient Disobedient Tendency has significant effect on Adjustment of secondary school Students. That the students with Good Obedience Tendency do possess better Adjustment.
- Positive high degree correlation ($r=0.717$) exists between Obedient Disobedient Tendency and Academic Achievement among Secondary School Students. It can be interpreted that; Obedient Disobedient Tendency has dependence on Academic Achievement. Therefore, Obedient Disobedient Tendency has significant effect on Academic Achievement of secondary school Students. The students with Good Obedience Tendency do possess better Academic Achievement.

CONCLUSION:

The obedience-disobedience dynamic suggests that traditional family/institution standards, rules and regulations that are relevant in the current scenario from a psychosocial perspective must be respected. It will make sense for parents, teachers and other stakeholders to apply their wisdom to reinvent the educational practices of children. As indiscipline is the product of disobedience, we must set out practices that can help the child to behave well, follow preferred practices and maintain alertness. Our own behaviour should be a model, for acts speak louder than words. Adolescents exhibit moderate disobedient tendencies as a result of which parents and authoritarian figures can understand the changes that adolescence brings to individuals, and the conflict that occurs during this phase to effectively support and provide the resources needed to help adolescents identify and participate in society. Additional research can be conducted to better understand the reasons which influence and provoke disobedient tendencies in adolescents, and possible interventions that may reduce the incidence of disobedience in the teenage years.

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