

Academic Achievement Of Senior Secondary School Students In Relation To Obedient-Disobedient Tendency

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ABSTRACT

The present study was undertaken to examine academic achievement of Sr. Secondary school students in relation to obedient-disobedient tendency. Academic achievement was treated as dependent variable whereas obedient-disobedient tendency as independent variable. A sample of 400 sr. secondary school students was collected by multi stage random sampling technique. **Obedient-Disobedient Tendency Scale (ODTS) (2012) by Mehta and Hasnain** was administered to collect the data. Academic achievement of the students was determined on the basis of their previous examination marks i.e. 10th class. Mean, SD, t-test and coefficient correlation (r) was used to analyze the data. It was found that a positive significant correlation existed between academic achievement and obedient disobedient tendency of sr. secondary school students. It can be interpreted that higher the obedient tendency among students higher will be their academic achievement and vice-versa. A significant difference was found in academic achievement of sr. secondary school students having an obedient and disobedient tendency. The findings further revealed that sr. secondary school students having obedient tendency were found to have higher academic achievement as compared to their counterparts with disobedient tendency. Similar was the case when male and female students with obedient and disobedient tendency were compared on academic achievement. In both the groups (Male & Female) the subjects with obedient tendency scored better than the other group.

Keywords: Academic Achievement, Obedient-Disobedient Tendency and Sr. Secondary Students.

INTRODUCTION

The term Academic Achievement is made up of two words, Academic and Achievement. Academic term has been derived from the word academy. The meaning of Academy is a school where special types of instructions are imparted. Achievement has been explained by (C.V. Good, 1979) as an accomplishment or proficiency of performance in giving skills or body of knowledge. Academic Achievement refers to the level of success or proficiency attained in some specific area concerning scholastic or academic work. Academic achievement of a student refers to the knowledge attained and skills developed in the school

subjects, which are assessed by school teachers. According to **(Fron, 1981)**, Academic Achievement is the attained ability or degree of competence in school tasks, usually as expressed by standardized tests and expressed in percent age and grade units based on norms derived from a wide sampling of pupils' performance. Achievement is synonymous with accomplishment. The social acknowledgement of a person's skill, the range, and depth of his knowledge or his proficiency in a designed area of learning or behavior are indicative of the extent of his achievement. In broader meaning obedience must be expanded to include constructive direction towards responsible behavior that children should be made to learn, to work out problems by themselves, to make decisions in the light of their own effect upon others, to accept responsibilities and limitations, and to plan and carry out the project. A research conducted by **Stanley Milgram (1974)** on obedience describes instead how conformity comes to involve conduct. Obedience is a particular form of conformity: it manifests itself when the "majority" is not a quantitative dimension but qualitative. At the bottom of this there is a difference of status: the one who exercises a power superior to others operates a direct, explicit pressure on them, who adapt to his will. Obedience means compliance with an order, request, or law or submission to another's authority whereas disobedience means refusal or failure to obey rules, laws etc. Moreover, a lack of obedience is called disobedience. Obedience, in human behavior, is a form of "social influence in which a person yields to explicit instructions or orders from an authority figure". It is generally distinguished from compliance, which behavior influenced by peers, and from conformity, which behavior is intended to match that of the majority. It can be seen as immoral, amoral and moral. For example, in a situation when one orders a person to kill another innocent person and he or she does so willingly, it is generally considered to be immoral. However, when one orders a person to kill an enemy who will end many innocent lives and he or she does so willingly, it can be deemed moral. Disobedient adolescents are basically those unhappy children who have not organized themselves for productive work, the ones who feel grossly inadequate and unimportant, the quiet or withdrawn children, and the shy or fearful ones who often come quietly in and out of school and receive no more than passing consideration. **Bierbaum, Henrich, and Ziegler (2004)** in their study on obedient/disobedient behavior in children with intellectual disability found that "when Compared to both mental age and chronological age of comparison groups, children with intellectual disability showed increased disobedient behavior, when faced with the inappropriate level task". **Barra (2005)** "Disobedience/aggression increased the task of cognitive/concentration Problem Disobedience is found in all ages but mostly in teenagers. Teenagers have their own conflicts. Say "teenager" and many adults get an immediate image of rebellion. It is not unusual for teens to rebel against authority by arguing, disobeying, or talking back to their parents, teachers, or other adults. Defying the wishes of their parents, or other authority figures, is actually a part of growing up, testing limits, learning about themselves, expressing their individuality, and achieving a sense of autonomy. However, there is a fine line between the normal testing of limits and flat out defiance. Sometimes a teen's defiance can become a pattern for how parents and children interact creating conflict in the home. According to **Dictionary of Education** the meaning of "Disobedience" is "the behavior that is antisocial in nature". "Disobedience" denotes a type of behavior in which the

performers” or the people’s actions or deeds do not confirm to the expectations of society or an authority. It can be said that when the impulses and energies are allowed to go directionless, the result is disobedience, while, if they are controlled and well directed, it is obedience. A person who rebels the established norms of society or an authority is a disobedient person. **Fincham (1985)** judges the intentional act in a study of 72 students of lower middle social economic status to examine their role of outcome valence and constraints (obedience and reciprocity). Results indicated for negative outcomes that spontaneous acts are naughtier than acts of obedience / reciprocity. For positive outcome only adults distinguished between constraints and spontaneous acts. The findings are interpreted in terms of Piaget's (1932) theory of moral development in children. **Schemes- Grete (1985)** administered personality research form and a measure of internal control on 24 male and 32 female adults. They were instructed to apply painful stimuli to female students, if she made mistakes to improve her memory. Students were considered to be prepared to apply heavy injuries to human beings and to be obedient persons if they applied painful stimuli 20 times. Results showed no personality trait differences between obedient subjects and who refused to apply heavy injury to female students. Disobedient subjects had a high pulse rate than obedient subjects. Disobedient students were ready to take responsibility of acts than obedient. **Joshi (1986)** studied anxiety and ascendance-submission in obedient and disobedient (as determined by tendency scale). Obedient subjects scored higher on a measure of anxiety than disobedient subjects. Disobedient subjects were not more ascendant and obedient subjects were not more submissive than their counterparts.

JUSTIFICATIONS OF THE STUDY

Behavior plays a significant role in future planning of secondary level students. The objective of education is not only educating the child, but to prepare him for future assignments. Education aims at behavior modification of the individual. Conformity to norms enables one to plan well and execute successfully to accomplish the goal keeping a balance the ideal and the real. It is considered that when the impulses and energies of an individual are well directed, they can lead to success in his/her endeavors. It has always been an issue of debate as to how we can improve academic achievement of students. Conformity to set schedule or being well organized as per norms can be a correlate of academic achievement. The present investigation is an attempt in this direction.

OBJECTIVES OF THE STUDY

1. To study the relationship between academic achievement and obedient-disobedient tendency of sr. secondary school students.
2. To study the difference in academic achievement of sr. secondary school students having obedient-disobedient Tendency.
3. To study the difference in academic achievement of male sr. secondary school students having obedient-disobedient Tendency.
4. To study the difference in academic achievement of female sr. secondary school students having obedient-disobedient Tendency.

HYPOTHESIS OF THE STUDY

1. There is no significant relationship between academic achievement and obedient-disobedient tendency of sr. secondary school students.
2. There is no significant difference in academic achievement of sr. secondary school students having obedient and disobedient tendency.
3. There is no significant difference in academic achievement of male sr. secondary school students having obedient and disobedient tendency.
4. There is no significant difference in academic achievement of female sr. secondary school students having obedient and disobedient tendency.

RESEARCH METHODOLOGY

For the present study, the **Descriptive Survey Method** was employed because it is considered as one of the important methods in education and it describes the current position of the research work. This method is widely used method in the field of research. It analyzes the existing situation and makes generalization on every important aspect of the prevalent phenomenon. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

SAMPLE

Initially a sample of 500 Sr. Sec. School students was selected following the proper procedure. A list of all Sr. Sec. Schools in Sonipat District was obtained. Out of these 20 schools were selected using lottery method. 25 students of 11th class from each school were randomly selected for the sample. But due to subject mortality during the course of research, the investigator was left with a sample of 400 students for the study. Hence 400 subjects from Sr. Sec. Schools comprised the sample of the study.

VARIABLES USED**-Dependent Variable**

- Academic Achievement

-Independent Variables

- Obedient-Disobedient Tendency

TOOLS USED IN THE STUDY

1. **Obedient-Disobedient Tendency Scale (ODTS) (2012)** by Mehta and Hasnain.
2. **Academic achievement:**In the present study, academic achievement of the students was determined on the basis of their previous examination marks. For the purpose of the study, the investigator obtained 10th class examination marks of the students from their school records.

STATISTICAL TECHNIQUES USED

Product Moment Correlation (r) was used to study the relationship between independent variable and dependent variable. Mean, SD and t-test were used to find out the significant difference in academic achievement of sr. secondary school students on the basis of obedient-disobedient tendency

DATA ANALYSIS AND DISCUSSION

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

OBJECTIVE 1: TO STUDY THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND OBEDIENT-DISOBEDIENT TENDENCY OF SR. SECONDARY SCHOOL STUDENTS.

For the purpose of the study the corresponding null hypothesis was formulated:

H₀₁ There is no significant relationship between academic achievement and obedient-disobedient tendency of sr. secondary school students.

To test the null hypothesis, Coefficient of correlation (r) was calculated. The results are presented in Table-1.

Table-1

Coefficients of Correlation (r) between academic achievement and obedient-disobedient tendency of sr. secondary school students

Sr. No.	Variables	N	Coefficients of correlation (r)
1.	Academic Achievement	400	0.76**
2.	Obedient-Disobedient Tendency	400	

** Significant at .01 level

It is clear from Table-1 that coefficient of correlation (r) between academic achievement and obedient disobedient tendency of sr. secondary school students is 0.76 which is positive and significant at 0.01 level of significance, which indicates that academic achievement is associated with obedient and disobedient tendency. So the null hypothesis i.e. there is no significant relationship between academic achievement and obedient disobedient tendency of sr. secondary school students is not retained. Hence, it can be concluded that academic achievement is significantly and positively related to obedient and disobedient tendency among sr. secondary school students further it may be delineated that higher the obedient tendency among students higher will be their academic achievement and vice-versa.

OBJECTIVE 2: TO STUDY THE DIFFERENCE IN ACADEMIC ACHIEVEMENT OF SR. SECONDARY SCHOOL STUDENTS HAVING OBEDIENT AND DISOBEDIENT TENDENCY.

For the purpose of the study the corresponding null hypothesis was formulated:

H₀₂ There is no significant difference in academic achievement of sr. secondary school students having obedient and disobedient tendency.

To test the null hypothesis, Mean, SD, t-value and level of significance of the academic achievement scores was calculated with respect to obedient and disobedient tendency. The results are presented in Table-2.

Table-2

Descriptive statistics related to the academic achievement of sr. secondary school students having obedient and disobedient tendency

Dependent variable	Groups	N	Mean	SD	't' Value
Academic Achievement	Obedient Tendency	135	61.64	12.98	2.93**
	Disobedient Tendency	133	57.21	11.87	

* Significant at 0.01 level

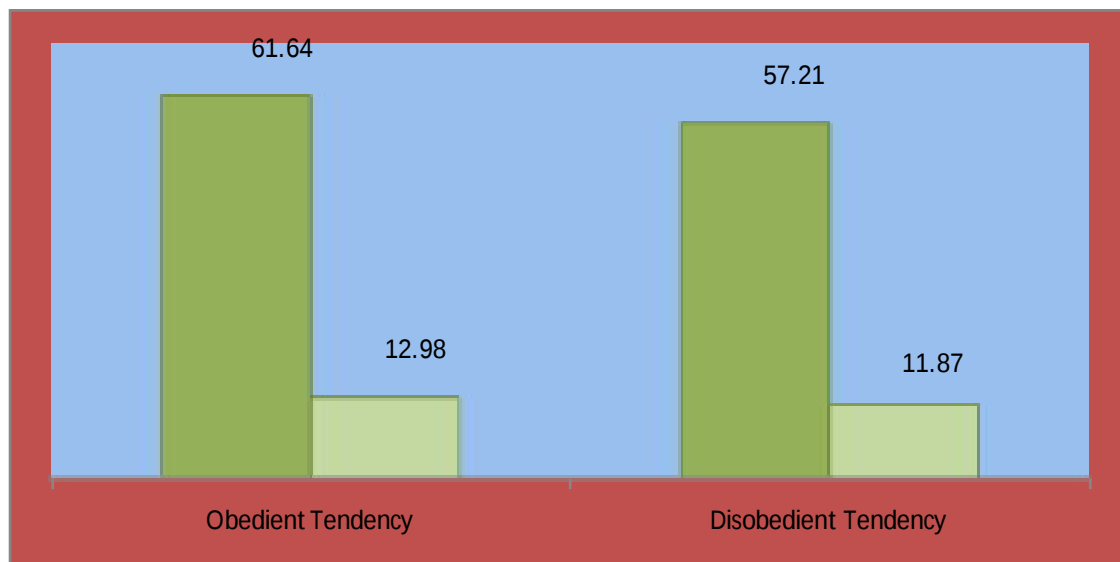


Fig. 1: Obedient-Disobedient Tendency wise Academic Achievement Scores and SDs of Sr. Secondary School Students

From Table 2 and Fig.1, it can be observed that the t-value of 2.93 was found significant at 0.01 level of significance, which indicates that academic achievement of sr. secondary school students having obedient and disobedient tendency differ significantly. So, the null

hypothesis i.e. There is no significant difference in academic achievement of sr. secondary school students having obedient and disobedient tendency, is not retained as sr. secondary school students having obedient and disobedient tendency differ significantly on academic achievement. Further, it can be observed that students having obedient tendency have higher academic achievement as compared to their counterparts with disobedient tendency.

OBJECTIVE 3: TO STUDY THE DIFFERENCE IN ACADEMIC ACHIEVEMENT OF MALE SR. SECONDARY SCHOOL STUDENTS HAVING OBEDIENT AND DISOBEDIENT TENDENCY.

For the purpose of the study the corresponding null hypothesis was formulated:

H₀₃ There is no significant difference in academic achievement of male sr. secondary school students having obedient and disobedient tendency.

To test the null hypothesis, Mean, SD, t-value and level of significance of the academic achievement scores was calculated with respect to obedient and disobedient tendency. The results are presented in Table-3.

Table-3

Descriptive statistics related to the academic achievement of male sr. secondary school students having obedient and disobedient tendency

Dependent variable	Group	N	Mean	SD	't' Value
Academic Achievement	Obedient Tendency	68	67.88	13.70	2.00*
	Disobedient Tendency	65	63.32	12.56	

* Significant at 0.05 level

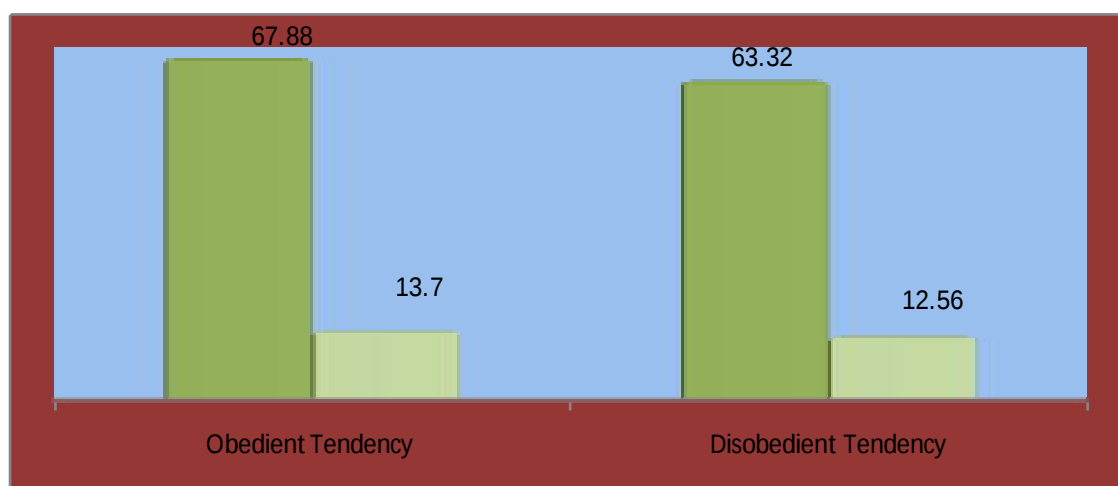


Fig.2: Obedient-Disobedient Tendency wise Academic Achievement Scores and SDs of male Sr. Secondary School Students

It is evident from the Table 3. and Fig.2 that the t-value of 2.00 was found significant at 0.05 level, which indicates that academic achievement of male sr. secondary school students

having obedient and disobedient tendency differ significantly. So, the null hypothesis, i.e. There is no significant difference in academic achievement of male sr. secondary school students having obedient and disobedient tendency, is not retained as male sr. secondary school students having obedient and disobedient tendency differ significantly on academic achievement. When we have a look at the mean score of two groups, it can be observed that male sr. secondary school students having obedient tendency have higher academic achievement as compared to the other group.

OBJECTIVE 4: TO STUDY THE DIFFERENCE IN ACADEMIC ACHIEVEMENT OF FEMALE SR. SECONDARY SCHOOL STUDENTS HAVING OBEDIENT AND DISOBEDIENT TENDENCY.

For the purpose of the study the corresponding null hypothesis was formulated:

H₀₄ There is no significant difference in academic achievement of female sr. secondary school students having obedient and disobedient tendency.

To test the null hypothesis, Mean, SD, t-value and level of significance of the academic achievement scores was calculated with respect to obedient and disobedient tendency. The results are presented in Table-4.

Table - 4

Descriptive statistics related to the academic achievement of female sr. secondary school students having obedient and disobedient tendency

Dependent variable	Groups	N	Mean	SD	't' Value
Academic Achievement	Obedient Tendency	71	64.99	13.89	2.27*
	Disobedient Tendency	65	60.01	11.69	

* Significant at 0.05 level

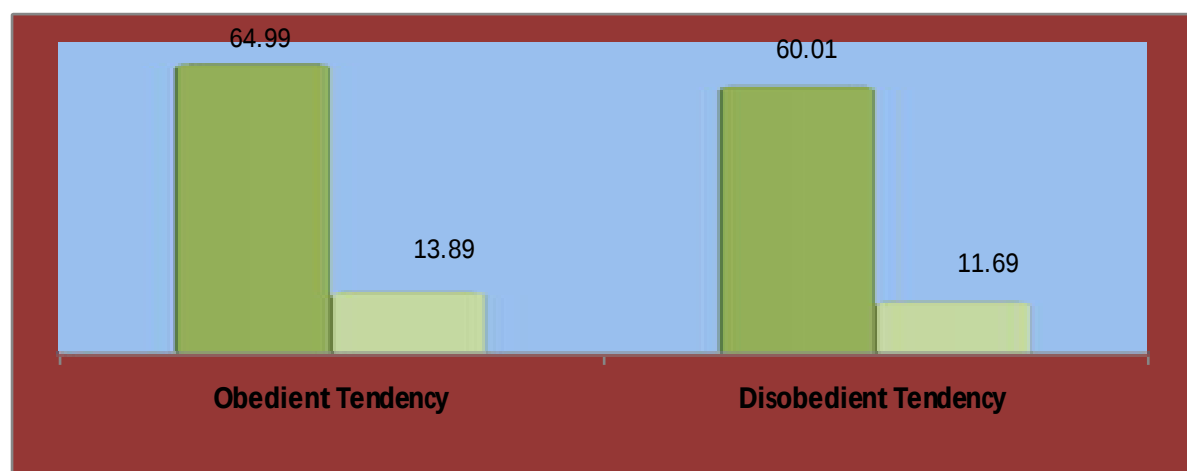


Fig.3: Obedient-Disobedient Tendency wise Academic Achievement Scores and SDs of Female Sr. Secondary School Students

It is clear from Table 4 and Fig.3 that the t-value of 2.27 was found significant at 0.05 levels, which indicates that academic achievement of female sr. secondary school students having obedient and disobedient tendency differ significantly. So, the null hypothesis i.e. there is no significant difference in academic achievement of female sr. secondary school students having obedient and disobedient tendency, is not retained as female sr. secondary school students having obedient and disobedient tendency differ significantly on academic achievement. Further it can be observed that female Sr. Secondary School Students having obedience-disobedience tendency have higher academic achievement scores as compared to their counterparts in the other group.

FINDINGS OF THE STUDY

1. It was found that a positive significant correlation exists between academic achievement and obedient- disobedient tendency of sr. secondary school students. It can be interpreted that higher the obedient tendency among students higher will be their academic achievement and vice-versa.
2. A significant difference was found in academic achievement of sr. secondary school students having an obedient and disobedient tendency. It can be interpreted that sr. secondary school students having obedient tendency were found to have higher academic achievement as compared to students with disobedient tendency.
3. It was found that a significant difference exists in academic achievement of male sr. secondary school students having an obedient and disobedient tendency. It can be interpreted that male sr. secondary school students having obedient tendency were found to have higher academic achievement as compared to male sr. secondary school students having disobedient tendency.
4. A significant difference was found in academic achievement of female sr. secondary school students having an obedient and disobedient tendency. So, it can be interpreted that female sr. secondary school students having obedient tendency have higher academic achievement as compared to female sr. secondary school students having disobedient tendency.

CONCLUSION

Obedient and Disobedient Tendency play a vital role in academic achievement of senior secondary school students because it's a natural phenomenon of students of both genders (male/female) and these habits impact their academic results and future life. Obedient and disobedient tendency was found to be significantly and positively correlated with academic achievement of students. It was also found that a significant difference exists in academic achievement of sr. secondary school students having obedient and disobedient tendency. The students with obedient tendency out scored those with disobedient tendency. The obedience-disobedience dynamic suggests that from a psychosocial perspective the analysis of protest movements and traditional politics should consider the issues of responsibility and moral inclusion. Analysing the aims of politics (in a broad sense) from this standpoint may help to understand whether they propose a societal change and the direction for this change. Indeed, discussing the relationship between the individual and

the community in terms of moral inclusion explains the limits and the potentialities of the notion of societal change.

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