OBEDIENCE-DISOBEDIENCE TENDENCY OF ADOLESCENTS IN RELATION TO THEIR SELF-EXPRESSION, SOCIAL COMPETENCE AND GENDER

SUMMARY OF THE THESIS

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SUMMARY

INTRODUCTION

Just as our Earth is revolving in the universe because of a magnetic force called gravitation, so the progress of our society depends upon the upcoming generations. These are the upcoming generations who are going to build or destroy a particular nation and the adolescents of today are going to be the developed citizens of the tomorrow. It has been observed now-a-days that the standards of morality are falling, specially in the adolescent group of today, although they are progressing academically. We are far from achieving the all round aims of education.

In comparison to past, adolescents of today, are becoming more and more disobedient, rigid, impossible, impatient, obstinate and deliberate. They are approaching towards wrong and their personality is degrading in all the ways. It can be said that society is degrading. Although obedience tendency is found in lesser degree, the upliftment of the society depends on these obedient adolescents. Obedience-disobedience tendency is form of expressing one’s own self. If the obedience and integrity is found in the character of an adolescent, then it is also observed that he/she will be more intelligent, respectful, obliged and socially accepted. On the other hand, a disobedient or anti social adolescent will find it difficult to be socially acceptable or to adjust in the society.

It is also found that the extent of obedience-disobedience tendency in one’s character determine the degree of his/her social competence and self-expression. These are the abilities to deal effectively while dealing with others. Greater the extent of obedience in one’s character, the more positive will be his/her self-expression and social competence. It will bring into light more and more positive thoughts and a disobedient adolescent will be less socially competent and less self-expressive.

OBEDIENCE- DISOBEDIENCE TENDENCY

The word ‘obedience’ comes from a compound of the Latin verb ‘audire’ which means to hear. A wise person is one who listens well. So, to obey means to hear and implement the command or suggestion one hears. An obedient person listens
to others to learn the truth and to discover what should be done. To obey is to answer to a duty laid upon us by God or by other human beings. It is an act of being obedient, disciplined and submission to another person.

Obedience is said to occur when the person does what he is told to do. Obedience is thus, by definition, a socio psychological concept rooted in the relationship between two or more persons, one of whom prescribes a line of action that the other carries out. The psychological character of obedience varies, depending on the nature of the relationship between the subordinate and superordinate figures.

In our lucid moments, we all know that for society to exist, people must obey the law and those in authority. Law and authority are there to make sure that people can function together in society for the common good.

In the opinion of Shak (1913) it is words or actions denoting submission to authority; dutifulness. Obedience is an act of obeying; condition of being obedient and disciplined; submission; the act of obeying; dutiful or submissive behaviour with respect to another person; the trait of being willing to obey.

In the words of Shelley and Thien (1963) obedience is a form of compliance that occurs when people follow direct commands from people in a position of authority.

In the opinion of Milgram (1974) obedience occurs when a person alters his/her behaviour in response to a command from a person in authority. Obedience is a necessary and desirable phenomenon. Without obedience to authority society could not function.

In the words of Tyler (1990) obedience means to follow orders from a person with higher status within a defined hierarchical social system or chain of command is to be obedient. Obedience to authority, a particularly explicit form of social influence, may reflect diverse motives (e.g. willingly obeying laws, respecting the expertise or achievements of authorities, or fearing the consequences of disobedience).

In the words of Cardwell (2000) obedience is the result of social influence where somebody acts in response to a direct order from an authority figure.
In the opinion of Mclean (2003) it is the act of obeying, or the state of being obedient; compliance with that which is required by authority; subjection to rightful restraint or control.

The main reason for obedience is survival. Humans are not biologically well-equipped for survival in the cold, cruel world. We are not the strongest, the biggest, the fastest, or the meanest creatures on the planet. We cannot handle the large variations in climate and weather than many other animals have little problem with. Thus, as individual, most people have very little chance of surviving alone. Therefore, one of the primary reasons humans have survived is their ability to form groups. By bonding together one can pool our resources and transfer our individual abilities into powerful tools and weapons. It is clear from this perspective; obedience is the path of least thinking and least resistance. Obedience is mentally easy. It is easier to assume that the authority knows that what is best and just do what one is told to do. It can be summed up that obedience is the life and blood of the social life of a person.

Disobedience is the failure to obey; the trait of being unwilling to obey; a willful disobedience to or disrespect for the authority of a court or legislative body; willful refusal to appear before a court or complies with a court order; can result in a finding of contempt of court.

Disobedience is a violation or disregard of a rule or prohibition. Nevertheless, if people do not challenge their very surroundings, then they will never discover the many paradises that exist behind the garden gate of control and oppression. Through choosing to disagree, a person is exclaiming the fact that he will not negotiate the most personal aspects of his life, such as his morals.

It is generally considered that obedience is good and disobedience is bad. We are taught that we should all do what we’re told and that the people that are disobedient are almost always bad people. To obey someone is natural and a common occurrence. Disobeying someone on the other hand, is thought to be wrong and immoral even if it brings more happiness and pleasure to all. All of one’s life, one struggles with obedience. The obvious part is when one’s children and one must be obedient to one’s parents and society. Right or wrong, whether one wants to or not one is required to …When one is disobedient one ask for trouble.
It is not primarily an attitude directed against something, but for something: for man’s capacity to see, to say what one sees, and to refuse to say what one does not see. To do so one does not need to be aggressive or rebellious; one needs to have one’s eyes open, to be fully awake, and willing to take the responsibility to open the eyes of those who are in danger of perishing because they are half asleep. It can never be anything but a concrete decision in a single particular case.

In the opinion of Wilde (1891) disobedience, in the eyes of any one who has read history, is man's original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.

In the words of Shaw (1903) disobedience, the rarest and most courageous of the virtues is seldom distinguished from neglect, the laziest and commonest of the vices.

In the words of Morris (1913) disobedience is neglecting or refusing to obey; omitting to do what is commanded, or doing what is prohibited; refractory; acting with disregard of duty; not submitting or rules regulations prescribed by authority: as, children disobedient to parents; citizens disobedient to the laws.

In the words of Parakoe (1965) the original definition of this word meant to mishear or fail to hear, but it has also come to mean the deliberate closing of one’s ears so as not to hear.

In the words of King (1968) it is an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law. One has a moral responsibility to disobey unjust laws.

In the words of Fromm (1999) human history begins with man's act of disobedience which is at the very same time the beginning of his freedom and development of his reason.

Disobedience can be defined as a neglect or refusal to obey; violation of a command or prohibition. It is deliberately not doing what someone tells one to do, or what a rule of law says that one should do. Disobedience, then, in the sense in which one uses it here, is an act of the affirmation of reason and will.
Disobedience can have a variety of causes. At times, it is due to unreasonable parental expectations. Or it might be related to the child’s temperament, or to school problems, family stress, or conflicts between his parents.

**SELF-EXPRESSION**

Self-expression is as vital to living as breathing. It is how we interact with others and the world. Self-expression takes place through communication, body language, art work and even our clothes and hairstyles. It includes how one decorates one’s homes and the way one drive a car. Sometimes one doesn’t even think about how one express one’s inner reality to those outside. It just happens naturally. At other times, one may strive to express something and disappointedly fall short of what one meant to get across.

Self-expression is about being able to say what one mean or want to say. It's about expressing yourself in words, music, painting, or any activity that allows one’s inner expression to come out. Some people find it easier to write a poem than to verbalize exactly what they feel. Others express themselves through an activity such as painting or building a house. Still others need an audience to preach to. It is true that one is expressing oneself when one summaries or repeat what's been said before. But true self-expression is when one is able to articulate what is original within one.

Self-expression and communication is one of the strongest and most natural desires one has. The natural desire to share life with others and express who one is, is of the best ways to find peace of mind. It gives one a sense of freedom and community that brings us together and keeps us safer from troubles.

Most people who express themselves (in any variety of ways) are usually healthier than those who don’t because human interaction brings good health. Self-expression is also one of the quickest and most effective ways to relieve stress. Self-expression is essential to sanity as well. It’s completely natural to talk or want to share information with others. Different forms of self-expression lead to a clearer state of mind and well being. When one express one’s thoughts without hesitation and complete honesty one enter a state of peace within one’s own self. That is the way of expressing to one that his self-expression leads to feeling good. Precaution and consideration should be added to ensure a sense of courtesy.
Merriam-Webster’s Dictionary of Law (1996) states the self-expression as, “an act, process, or instance of representing or conveying in words or some other medium; a mode or means of expressing an idea, opinion, or thought.”

In the words of Taylor (2000) it is a personal action or habit intended to convey, or expose, emotional or intellectual conviction. This means that feelings and opinions have much to do with self-expression of an individual. Listing to children and taking their feelings and opinions seriously are now enshrined in national and international law.

In the opinion of Jenny (2003) self-expression is to express oneself; the act of expressing yourself. It is a suitable method of expressing feelings or opinions through physical means and the act of bitching and whining and calling, it self-expression.

Random House Unabridged Dictionary (2005) defines self-expression as, “the expression or assertion of one’s own personality, as in conversation, behaviour, poetry, or painting.”

Brown (2008) defines self-expression as, “the means by which one’s personal characteristics are displayed; showing one’s internal beliefs or character by means of external actions or changes.”

Addison (2009) defines self-expression as, “the expression of one’s individuality usually through creative activities.”

Self-expression is a way in which a person can express his or her thought processes through hand gestures, writing and verbalization. The "Webster's Dictionary" defines it as "expression of one's own personality or emotion." Sometimes, people use hand gestures when they are trying to express a point. Usually, the person doesn't realize that they are moving their hands. Another way a person can "express one's own personality" is with writing. Journals or diaries are good examples because writers can say anything they want, any way they want. Lastly, verbalization is the most common with which way people express themselves. True self-expression is when we are able to articulate what is original with us.
SOCIAL COMPETENCE

Social Competence is possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the host context and culture. 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.

Generally, social competence could be said to be all about "being able to get on with other people". It involves the ability to establish, maintain and develop constructive social relationships with other people, in working contexts and in our own personal lives.

Social competence has been defined solely in terms of social skills. The dimensions of social competence are essential to socially competent functioning, this includes problem solving behaviour, perspective taking and personal perception.

Social competence is the ability to be effective in the realization of social goals. These social outcomes include having friends, being popular or liked by other children, and engaging in effective social interaction with peers.

Social competence is the broader term used to describe a child’s social effectiveness. It defines a child’s ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others.

In the opinion of Foster and Ritchey (1979) social competence as the ability to be effective in the realization of social goals. These social outcomes include having friends being popular or liked by other children, and engaging in effective social interaction with peers.

In the words of Ford (1982) it is attainment of relevant social goals in specified social contexts, using appropriate means and resulting in positive development outcomes. It is the ability to engage effectively in complex interpersonal interaction and to use and understand people effectively.
In the words of McFall (1982) considers it is a judgment by another that an individual has behaved effectively. It is the ability to make use of environmental and personal resources to achieve a good developmental outcome.

In the words of Rubin and Krasnor (1992) social competence is the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations.

In the words of Miller (2005) social competence is the condition of possessing the social, emotional and intellectual skills and behaviour needed to succeeded as a member of society.

In the words of Blackblot (2007) it is the set human interaction skills which relate directly to communicating and managing relationships with others in a professional environment’s social structure.

It can be defined as the capacity to elicit desirable social outcomes and avoid negative ones across a variety of social contexts. Socially competent children are those who possess both repertoires of socially appropriate behaviour and the social-cognitive capabilities that allow them to execute these behaviour in a manner that is sensitive and responsive to the demands of particular social situations.

For a better, developed and organized society, it is essential that the adolescents of the today should be respectful, obedient, well adjusted and progressive. As the adolescents of the today are pivotal elements in the growth of the society of tomorrow. This study lays focus on adolescents. It has studied their obedience-disobedience tendency with respect to self-expression, social competence in detail. So it will help to the maximum in removing barriers in the progress of the society; which is also the main aim of the education.

**NEED AND SIGNIFICANCE OF THE STUDY**

Obedient and disobedient behaviour are important in the context of increasing indiscipline in schools and colleges in modern age. The students face a number of problems during adolescence. These are related to adjustment to new environment and the personality needs of the students. Adjustment and personality are in turn based on self-expression and social competence. However, such an important phenomenon has
been neglected altogether by researchers in India. The studies on obedient-disobedient tendency are scarcely found in Indian context. The study "obedience-disobedience tendency of adolescents in relation to their self-expression, social competence and gender" is helpful for discriminating obedient from disobedient. It will enable the teachers, parents, guidance workers, counsellors, psychologists and other social workers to collect useful information like behaviour, maturity, habits, self-expression and social competence especially in a class-room setting of obedient and disobedient students which will be helpful in teaching and provide guidance and counselling to them.

This problem has been 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. Due importance has not been given to this issue.

Both types of adolescents, i.e., obedient and disobedient are there in our society. Obedient adolescents are those who obey their teachers, parents, elders and others. They follow the rules and regulations of the society. They do not spend their time in useless gossiping. Teachers also like such students. Such students become friends easily. Their expression with their friends, teachers, parents, elders and others is excellent. They don’t hesitate in saying anything. Also their expression is true and is from the core of their hearts. They express honestly, fully and truly. Self-confidence and reliance of a particular type is found in their expression. There is a sort of determination and constructiveness when they express the things.

Such students are rated good students by their parents and teachers. Teachers and parents are proud of such students. Everyone rely on such students. It is the result of this reliance that responsibilities and duties are assigned to such students. In this way, such students get an opportunity to participate in the duties of school and home. They are assigned such responsibilities as organizing a function, camp, escorting a guest at school, attending a workshop or seminar and such students comply fully the duties and responsibilities assigned to them. By these activities level of confidence rises in them.
Social competency skills develop in them. Ability to adjust socially increases in them. They learn to adapt more and more socially. Social awareness increases, level of effectiveness of social communication increases. There rises an interest in the social duties. So by taking above stated duties obedient adolescents become more and more socially competent.

Social behaviour of obedient adolescents is excellent. Skill of their social relationship is better. We observe that if the obedience tendency is present in the behaviour of adolescents then it is positively helpful in their better self-expression and social competence. Meaning thereby that obedience tendency has had a good effect in the self-expression and social competence of adolescents.

On the other hand, behaviour and attitude of disobedient adolescents is completely opposite to obedient adolescents. They do not obey their parents, teachers, elders and others. They always stand in contrast to them. They do not follow the rules and regulations of the school and society. Indiscipline is found in their character. They waste their time and because of these qualities, other students and parents don’t like such adolescents. They are usually termed as bad students. Teachers show less concern and love towards such adolescents. They do not express themselves fully and straightforwardly. They do not express from the core of their hearts. They hesitate in saying out the things. They suppress their feelings. So their self-expression always remains poor.

Teachers do not assign them duties and responsibilities at schools. And it is found that if they are assigned duties and responsibilities, they always neglect it. So they are not assigned such duties which demand greater responsibility. They are not responsible at all.

It is also found that social adjustment of such students is also less. Because for social adjustment one has to obey others and obedience is not present in their character. Their social skills are not developed. They can not adapt socially. Social awareness is also not in their character. They lag behind in setting up good relations with others. Their communication is not effective. They always hesitate while communicating. In this way, they do not attain peace of mind. They are victims of depression and confusion. Their personalities are confused personalities. So from the
above discussion, we can find that presence of disobedience tendency in the
behaviour of adolescents functions as a major setback. This tendency has a great
negative effect in their behaviour. It is because of this tendency that they lag behind in
expressing themselves socially and are less socially competent. Such adolescents
should be guided properly about this tendency. It is indispensable for the progress of
the society and for the welfare of mankind that this disobedient tendency should be
controlled. There should be efforts to inculcate obedience tendency among the
adolescents. By the inculcation of this tendency, there will be automatic increase of
social competency and expressive skills.

This problem has been undertaken keeping in view all these problems. After
analyzing the effects and reasons of disobedience tendency, this practice can be best
handled. By the appropriate teaching, guidance and counseling this can be controlled.

STATEMENT OF THE PROBLEM

The problem under investigation is stated as under:

"OBEEDIENCE-DISOBEDIENCE TENDENCY OF ADOLESCENTS IN
RELATION TO THEIR SELF-EXPRESSION, SOCIAL COMPETENCE AND
GENDER"

OPERATIONAL DEFINITIONS OF THE TERMS USED

OBEEDIENCE 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.

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.

ADOLESCENTS

Adolescents mean students studying in senior secondary schools.

GENDER

Gender means male and female adolescents.

OBJECTIVES OF THE STUDY

The objectives of the study are given below:

1. To study the relationship between obedience-disobedience tendency and self-expression of male adolescents.
   1(a) To study the relationship between obedience-disobedience tendency and self-expression of male adolescents of Ludhiana district.
   1(b) To study the relationship between obedience-disobedience tendency and self-expression of male adolescents of Mansa district.
   1(c) To study the relationship between obedience-disobedience tendency and self-expression of male adolescents of government schools.
   1(d) To study the relationship between obedience-disobedience tendency and self-expression of male adolescents of private schools.

2. To study the relationship between obedience-disobedience tendency and self-expression of female adolescents.
   2(a) To study the relationship between obedience-disobedience tendency and self-expression of female adolescents of Ludhiana district.
   2(b) To study the relationship between obedience-disobedience tendency and self-expression of female adolescents of Mansa district.
   2(c) To study the relationship between obedience-disobedience tendency and self-expression of female adolescents of government schools.
2(d) To study the relationship between obedience-disobedience tendency and self-expression of female adolescents of private schools.

3. To study the relationship between obedience-disobedience tendency and social competence of male adolescents.

3(a) To study the relationship between obedience-disobedience tendency and social competence of male adolescents of Ludhiana district.

3(b) To study the relationship between obedience-disobedience tendency and social competence of male adolescents of Mansa district.

3(c) To study the relationship between obedience-disobedience tendency and social competence of male adolescents of government schools.

3(d) To study the relationship between obedience-disobedience tendency and social competence of male adolescents of private schools.

4. To study the relationship between obedience-disobedience tendency and social competence of female adolescents.

4(a) To study the relationship between obedience-disobedience tendency and social competence of female adolescents of Ludhiana district.

4(b) To study the relationship between obedience-disobedience tendency and social competence of female adolescents of Mansa district.

4(c) To study the relationship between obedience-disobedience tendency and social competence of female adolescents of government schools.

4(d) To study the relationship between obedience-disobedience tendency and social competence of female adolescents of private schools.

5. To find the difference in the mean scores of obedience-disobedience tendency of male and female adolescents.

5(a) To find the difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Ludhiana district.

5(b) To find the difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Mansa district.
5(c) To find the difference in the mean scores of obedience-disobedience tendency of male and female adolescents of government schools.

5(d) To find the difference in the mean scores of obedience-disobedience tendency of male and female adolescents of private schools.

6. To find the difference in the mean scores of self-expression of male adolescents at different levels of obedience-disobedience tendency (low and high).

6(a) To find the difference in the mean scores of self-expression of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

6(b) To find the difference in the mean scores of self-expression of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

6(c) To find the difference in the mean scores of self-expression of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

6(d) To find the difference in the mean scores of self-expression of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

7. To find the difference in the mean scores of self-expression of female adolescents at different levels of obedience-disobedience tendency (low and high).

7(a) To find the difference in the mean scores of self-expression of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

7(b) To find the difference in the mean scores of self-expression of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).
7(c) To find the difference in the mean scores of self-expression of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

7(d) To find the difference in the mean scores of self-expression of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

8. To find the difference in the mean scores of social competence of male adolescents at different levels of obedience-disobedience tendency (low and high).

8(a) To find the difference in the mean scores of social competence of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

8(b) To find the difference in the mean scores of social competence of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

8(c) To find the difference in the mean scores of social competence of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

8(d) To find the difference in the mean scores of social competence of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

9. To find the difference in the mean scores of social competence of female adolescents at different levels of obedience-disobedience tendency (low and high).

9(a) To find the difference in the mean scores of social competence of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

9(b) To find the difference in the mean scores of social competence of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).
9(c) To find the difference in the mean scores of social competence of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

9(d) To find the difference in the mean scores of social competence of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

10. To study the interactions of self-expression, social competence and gender on obedience-disobedience tendency of adolescents.

10(a) To study the interaction of gender on obedience-disobedience tendency of adolescents.

10(b) To study the interaction of self-expression on obedience-disobedience tendency of adolescents.

10(c) To study the interaction of social competence on obedience-disobedience tendency of adolescents.

10(d) To study the interaction of gender and self-expression on obedience-disobedience tendency of adolescents.

10(e) To study the interaction of gender and social competence on obedience-disobedience tendency of adolescents.

10(f) To study the interaction of self-expression and social competence on obedience-disobedience tendency of adolescents.

10(g) To study the interaction of self-expression, social competence and gender on obedience-disobedience tendency of adolescents.

**HYPOTHESES OF THE STUDY**

The following will be the hypotheses of the study:

1. There exists significant relationship between obedience-disobedience tendency and self-expression of male adolescents.

1(a) There exists significant relationship between obedience-disobedience tendency and self-expression of male adolescents of Ludhiana district.
1(b) There exists significant relationship between obedience-disobedience tendency and self-expression of male adolescents of Mansa district.

1(c) There exists significant relationship between obedience-disobedience tendency and self-expression of male adolescents of government schools.

1(d) There exists significant relationship between obedience-disobedience tendency and self-expression of male adolescents of private schools.

2. There exists significant relationship between obedience-disobedience tendency and self-expression of female adolescents.

2(a) There exists significant relationship between obedience-disobedience tendency and self-expression of female adolescents of Ludhiana district.

2(b) There exists significant relationship between obedience-disobedience tendency and self-expression of female adolescents of Mansa district.

2(c) There exists significant relationship between obedience-disobedience tendency and self-expression of female adolescents of government schools.

2(d) There exists significant relationship between obedience-disobedience tendency and self-expression of female adolescents of private schools.

3. There exists significant relationship between obedience-disobedience tendency and social competence of male adolescents.

3(a) There exists significant relationship between obedience-disobedience tendency and social competence of male adolescents of Ludhiana district.

3(b) There exists significant relationship between obedience-disobedience tendency and social competence of male adolescents of Mansa district.

3(c) There exists significant relationship between obedience-disobedience tendency and social competence of male adolescents of government schools.
3(d) There exists significant relationship between obedience-disobedience tendency and social competence of male adolescents of private schools.

4. There exists significant relationship between obedience-disobedience tendency and social competence of female adolescents.

4(a) There exists significant relationship between obedience-disobedience tendency and social competence of female adolescents of Ludhiana district.

4(b) There exists significant relationship between obedience-disobedience tendency and social competence of female adolescents of Mansa district.

4(c) There exists significant relationship between obedience-disobedience tendency and social competence of female adolescents of government schools.

4(d) There exists significant relationship between obedience-disobedience tendency and social competence of female adolescents of private schools.

5. There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents.

5(a) There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Ludhiana district.

5(b) There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Mansa district.

5(c) There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of government schools.
There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of private schools.

6. There is significant difference in the mean scores of self-expression of male adolescents at different levels of obedience-disobedience tendency (low and high).

6(a) There is significant difference in the mean scores of self-expression of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

6(b) There is significant difference in the mean scores of self-expression of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

6(c) There is significant difference in the mean scores of self-expression of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

6(d) There is significant difference in the mean scores of self-expression of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

7. There is significant difference in the mean scores of self-expression of female adolescents at different levels of obedience-disobedience tendency (low and high).

7(a) There is significant difference in the mean scores of self-expression of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

7(b) There is significant difference in the mean scores of self-expression of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

7(c) There is significant difference in the mean scores of self-expression of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).
7(d) There is significant difference in the mean scores of self-expression of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

8. There is significant difference in the mean scores of social competence of male adolescents at different levels of obedience-disobedience tendency (low and high).

8(a) There is significant difference in the mean scores of social competence of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

8(b) There is significant difference in the mean scores of social competence of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

8(c) There is significant difference in the mean scores of social competence of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

8(d) There is significant difference in the mean scores of social competence of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

9. There is significant difference in the mean scores of social competence of female adolescents at different levels of obedience-disobedience tendency (low and high).

9(a) There is significant difference in the mean scores of social competence of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

9(b) There is significant difference in the mean scores of social competence of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

9(c) There is significant difference in the mean scores of social competence of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).
9(d) There is significant difference in the mean scores of social competence of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

10. There exists significant interactions of self-expression, social competence and gender on obedience-disobedience tendency of adolescents.

10(a) There exists significant interaction of gender on obedience-disobedience tendency of adolescents.

10(b) There exists significant interaction of self-expression on obedience-disobedience tendency of adolescents.

10(c) There exists significant interaction of social competence on obedience-disobedience tendency of adolescents.

10(d) There exists significant interaction of gender and self-expression on obedience-disobedience tendency of adolescents.

10(e) There exists significant interaction of gender and social competence on obedience-disobedience tendency of adolescents.

10(f) There exists significant interaction of self-expression and social competence on obedience-disobedience tendency of adolescents.

10(g) There exists significant interactions of self-expression, social competence and gender on obedience-disobedience tendency of adolescents.

DELIMITATIONS OF THE STUDY

1. The study was delimited to adolescents of senior secondary schools.

2. The sample was delimited to two districts, i.e., Mansa and Ludhiana.

3. A sample of 1000 male and female adolescents of government and private schools was taken.

4. It was further delimited to ten schools of each district.
SAMPLE

The present study was a descriptive survey, which was conducted on 1000 adolescents. The total sample for the study was selected by multistage randomization. Randomization was followed at the block and school level from the two districts of Punjab. The adolescents were categorized into males and females as well as of government schools and private schools.

DESIGN OF THE STUDY

The present study is a descriptive survey, which is conducted on adolescents of senior secondary schools of two districts, i.e., Mansa and Ludhiana. The study is equally balanced between male and female adolescents studying in government and private schools of Punjab.

Phase-1 The investigator classified the data into two districts.

Phase-2 The investigator further classified the sample on the basis of gender.

Phase-3 In the third phase self-expression and social competence are measured with regard to obedience-disobedience tendency of adolescents.

- Correlation technique is employed to determine the relationship of obedience disobedience tendency with self-expression and social competence.

- The t-ratios were worked out to find the difference in different variables (obedience-disobedience tendency, self-expression and social competence) among adolescents.

- To study the main effects and interactional effects of independent variables of self-expression, social competence and gender on the dependent variable of obedience-disobedience tendency, statistical technique of 2x2x2 analysis of variance are employed. In order to see in what way and to what extent, self-expression, social competence and gender are interacting in affecting obedience-disobedience tendency.
TOOLS TO BE USED

1. Obedient-Disobedient Tendency Scale (ODTS)  
   by Mehta and Hasnain

2. Social Competence Questionnaire  
   Prepared by the Investigator

3. Self-Expression Inventory (SEI)  
   by Usha and Verma

PROCEDURE OF DATA COLLECTION

Prior to the administration of the Obedient-Disobedient Tendency Scale, Social Competence Questionnaire and Self-Expression Inventory in different schools, the investigator sought the permission and cooperation of the heads of the institutions and teachers. First of all, the purpose of the test was clarified to the teachers and rapport was established with them. All the students of senior secondary school under study were assured that the information would be kept strictly confidential and it would be used only for the research purpose. After seeking their consent different tests were administrated on them. The tests were administrated to students of senior secondary schools in one setting. All three questionnaires were given to them.

STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as Mean, Median, Mode, SD, Skewness and Kurtosis are used to ascertain the nature of distribution of scores of obedience-disobedience tendency, self-expression and social competence.

2. Correlation is worked out to find the relationship of obedience-disobedience tendency, self-expression and social competence.

3. t-ratios are calculated to know whether there are differences in the mean scores of self-expression as well as social competence at different levels of obedience-disobedience tendency.

4. 2x2x2 analysis of variance is used to study the main effects and interaction effects of self-expression, social competence and gender on obedience-disobedience tendency.

5. Data is represented graphically wherever essential.
CONCLUSIONS

The analysis and interpretation of results presented in chapter IV (Section II, III and IV) leads to the following conclusions:

Section II

1. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of male adolescents.

2. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of male adolescents of Ludhiana district.

3. There exists no significant relationship between obedience-disobedience tendency and self-expression of male adolescents of Mansa district.

4. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of male adolescents of government schools.

5. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of male adolescents of private schools.

6. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of female adolescents.

7. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of female adolescents of Ludhiana district.

8. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of female adolescents of Mansa district.


10. There exists positive and significant relationship between obedience-disobedience tendency and self-expression of female adolescents of private schools.

11. There exists positive and significant relationship between obedience-disobedience tendency and social competence of male adolescents.
12. There exists positive and significant relationship between obedience-disobedience tendency and social competence of male adolescents of Ludhiana district.

13. There exists positive and significant relationship between obedience-disobedience tendency and social competence of male adolescents Mansa district.

14. There exists positive and significant relationship between obedience-disobedience tendency and social competence of male adolescents of government schools.

15. There exists positive and significant relationship between obedience-disobedience tendency and social competence of male adolescents of private schools.

16. There exists positive and significant relationship between obedience-disobedience tendency and social competence of female adolescents.

17. There exists positive and significant relationship between obedience-disobedience tendency and social competence of female adolescents of Ludhiana district.

18. There exists positive and significant relationship between obedience-disobedience tendency and social competence of female adolescents of Mansa district.

19. There exists positive and significant relationship between obedience-disobedience tendency and social competence of female adolescents of government schools.

20. There exists positive and significant relationship between obedience-disobedience tendency and social competence of female adolescents of private schools.

**Section III**

1. There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents.

1. There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Ludhiana district.

2. There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of Mansa district.
3. There is no significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of government schools.

4. There is significant difference in the mean scores of obedience-disobedience tendency of male and female adolescents of private schools.

5. There is no significant difference in the mean scores of self-expression of male adolescents at different levels of obedience-disobedience tendency (low and high).

6. There is significant difference in the mean scores of self-expression of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

7. There is no significant difference in the mean scores of self-expression of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

8. There is no significant difference in the mean scores of self-expression of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

9. There is significant difference in the mean scores of self-expression of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

10. There is significant difference in the mean scores of self-expression of female adolescents at different levels of obedience-disobedience tendency (low and high).

11. There is significant difference in the mean scores of self-expression of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

12. There is no significant difference in the mean scores of self-expression of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

13. There is no significant difference in the mean scores of self-expression of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).
14. There is significant difference in the mean scores of self-expression of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

15. There is significant difference in the mean scores of social competence of male adolescents at different levels of obedience-disobedience tendency (low and high).

16. There is no significant difference in the mean scores of social competence of male adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

17. There is significant difference in the mean scores of social competence of male adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

18. There is no significant difference in the mean scores of social competence of male adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

19. There is significant difference in the mean scores of social competence of male adolescents of private schools at different levels of obedience-disobedience tendency (low and high).

20. There is significant difference in the mean scores of social competence of female adolescents at different levels of obedience-disobedience tendency (low and high).

21. There is significant difference in the mean scores of social competence of female adolescents of Ludhiana district at different levels of obedience-disobedience tendency (low and high).

22. There is no significant difference in the mean scores of social competence of female adolescents of Mansa district at different levels of obedience-disobedience tendency (low and high).

23. There is no significant difference in the mean scores of social competence of female adolescents of government schools at different levels of obedience-disobedience tendency (low and high).

24. There is significant difference in the mean scores of social competence of female adolescents of private schools at different levels of obedience-disobedience tendency (low and high).
Section IV
1. Gender of the adolescents does not affect their obedience-disobedience tendency.
2. However, it is found that the self-expression of the adolescents as well as social competence influences their obedience-disobedience tendency.
3. Gender and its interaction with self-expression as well as with social competence does not influence obedience-disobedience tendency among adolescents.
4. The results indicate that interaction of self-expression and social competence of the adolescents does not influence the obedience-disobedience tendency of adolescents.
5. It is found that the interaction of gender, self-expression and social competence of the adolescents does not influence the obedience-disobedience tendency.

EDUCATIONAL IMPLICATIONS
On the basis of the results and conclusions, the under mentioned implications can be drawn:
1. The present study will help the teachers in evaluating the obedience-disobedience tendency of the adolescents and how it affects their behaviour both educational as well as other.
2. As one of the primary aims of the education is to make students socially capable enough to live smoothly; by this study teachers will get help in assessing their social competence abilities.
3. It has been observed generally that suppressive adolescents (who hide their feelings); lag behind in comparison to the adolescents who express fully; this study will also be helpful in ascertaining self-expression of the adolescents.
4. This study will also be helpful in drawing conclusions on the basis of gender differences. Researches of this study show that there are considerable differences of behaviour, self-expression, situation tackling abilities of both the sexes.
From the times immemorial, it is generally observed that girls are different in terms of behaviour to boys. At times, both the sexes don’t react to the same situation in a same way. This study is helpful in evaluating the causes, reactions and results of obedience-disobedience tendency of both the sexes.

The present study examines the causes and effects of disobedience tendency. It relates how this tendency affects the expressive and adjustment levels of the adolescents. By making the use of this study, teachers will become aware as how this tendency of disobedience can be reduced to minimum as well as how the adjustment ability of socially weak students can be enhanced.

Educational environment is destroyed by the unionism among the students and mostly disobedient adolescents form unions. This study will be helpful in reducing disobedience tendency.

This study will be helpful in having a positive effect on social relations, social tolerance, social respectability, social participation and social leadership.

This study will also be helpful in having a better social set up. As this will help the adolescents of today to the maximum. And adolescents of the today are going to form the society of tomorrow.

This study will also be helpful in social adjustment, whether it be in schools, at homes or at any other social set-up.

This study will be helpful in educational progress by making the educational atmosphere more peaceful and better.

This study will also be helpful in making the progress of schools and thus in turn, making the progress of the society.

This study will be helpful in reducing the student-teacher differences and students will learn to respect the teachers, and in turn teachers will also be able to handle them efficiently and thus help in better educational atmosphere.

This study will be helpful in assessing leadership, tolerance and social participation abilities on the basis of obedience-disobedience tendency of adolescents.

When a student refuses to do something, teachers should try to find out its reasons and try to mend the student. This study will help the teacher in probing the student.
16. Teachers with the help of this study would be able to organize special debates, speech competitions for the welfare of those students who lag behind while expressing themselves.

**SUGGESTIONS FOR FURTHER RESEARCH**

Researches are never complete. One research opens various new directions for further research, it is a chain reaction. The present investigation also abides by the same rule, and opens up certain avenues for further researches. The present study was conducted with certain limitations. It is, therefore, suggested that further investigation, in this direction may be taken up with the following suggestions:

1. In the present study, some of the social psychological factors that have major influence on obedience-disobedience tendency of adolescents were investigated. Further research can be carried out to study some other correlates of obedience-disobedience tendency.

2. Obedience-disobedience tendency of adolescents was studied. Similar research can be carried out on adults and children.

3. The present research was conducted on sample of 1000 adolescents. In order to make more valid generalizations, it can be replicated on larger sample also.

4. The present study was based on Ludhiana and Mansa districts of Punjab. Similar studies can be carried out to the other districts of Punjab or other states.

5. The present study was on government and private schools of Ludhiana and Mansa districts of Punjab. Similar studies can be carried out in rural and urban settings of Punjab.

6. The study can also be conducted on the students of professional and degree colleges.

7. Research can be conducted to study the relationship between various dimensions of obedience-disobedience tendency as well as dimensions of self-expression and social competence.