CHAPTER-5

DISCUSSION, CONCLUSION AND FURTHER RESEARCH SUGGESTIONS

The findings of the present study are divided into three (3) parts. Part one focuses on understanding the variation in the response of the students in the assessment of academic stress with the categories of students which are (obedient, disobedient and obedient disobedient students). Part two consist of variation in emotional stability of students. One way ANOVA was used on 3 (three) categories of students, that is obedient, disobedient and obedient-disobedient.

Disobedient students perceived more academic stress than obedient and obedient-disobedient students. This finding suggests that disobedience precipitates a number of emotional reactions such as anger, apathy and fear. Academic stress also affects the psychological health of these children. It is undeniable that obedience leads to much distress and many challenges to children.

Academic stress was also found in obedient and obedient-disobedient group of students. Academic stress may be manifested as behavioural reactions such as nervousness, restlessness, headaches etc. in these groups of students, stress may have positive effects to these group of students.
The finding suggests that disobedient students are not sincere about their studies and work. Some earlier studies support this finding. For example, Kumar (2008) found that academic stress is a relevant construct to behaviour problems. Huan (2008) found that personal concern sub-scale were positively associated with the academic stress arising from self and other expectation.

The result of table 2 showed that there was no significant difference between obedient, disobedient and obedient-disobedient students group on emotional stability. In general we consider emotion as an internal tendency. Every person has this tendency; however the personal experiences make a person emotionally stable or unstable. If a person experiences good things in life, he / she may be an emotionally stable irrespective of any behaviour. If a person has strong control on his emotions, he can be stable in the bad circumstances irrespective of obedient and disobedient behaviour. That is why there is no significant difference exists in the emotional stability of three groups. The factors which influence emotional stability of a person are the behaviour and nature of the family members, relatives, friends and surroundings of that particular person. All these factors make a person emotionally stable or unstable.
The third part of the findings focuses on understanding the variation in the response of the students on parental attitude sub-scales. This is further classified for mother and father which have 23 and 20 sub-scales of parental attitude.

Fostering dependency, martyrdom, marital conflict, strictness, irritability and approval of Activity are those sub-scales of parental attitude (mother) which have significant impact on students’ behaviour obedient, disobedient and obedient-disobedient.

On fostering dependency of mother significant difference was found between the three groups of students-obedient, disobedient and obedient-disobedient. Mean score of disobedient students is higher which indicates dependency of child on their mother increases with the level of disobedience. This may be due to that Indian children are mostly dependable on their parents for the fulfillment of their desire. Moreover, disobedient children seek more attention and care from their mothers. Ronald (1980) has said that Indian culture has one of excessive dependence.

The role of mother is largely associated with the healthy development of the child because the child first comes in contact with her and usually depends to satisfy his basic and psychological needs. Mothers are fostering more dependency to disobedient than obedient
and obedient–disobedient students. Mothers’ fostering dependency, as in the case of disobedient children, becomes harmful, as the children’s adjustment outside the home is likely to be the poor.

The mean scores of all the three student groups have a little variation on Martyrdom of mother. This shows that the three categories of students have significant impact on student’s behaviours. Mother of the disobedient students than their counterparts endures severe or constant suffering because of their children’s behaviour. Findings of the present study suggest that the pattern of martyrdom behaviour may be due to inadequate maternal behaviour.

The results of ANOVA revealed significant difference in the mean scores of obedient, disobedient and obedient–disobedient students on marital conflict. Disobedient students have higher mean score (M=9.83) as compared to obedient and obedient–disobedient student groups. This finding suggests that marital relationship of parents have a significant impact on the development of child’s behaviour (i.e., development of disobedient tendency in a child).

Marital conflict emerges as one of the significant factor of mother’s attitude toward the child. Marital harmony seems to be utmost importance in the upbringing of a child to ensure a normal growth of
personality. The role of mothers is associated with the obedience or disobedience of the child.

Children whose parents engage in high rates of conflicts are found to be at increased risk of development externalizing (e.g. aggression and conduct problems) and internalizing (depression and anxiety) behavioural problems (Buchler et al., 1997, Currmings et al., 1994).

The mean value of disobedient student group was found to be higher than obedient and obedient–disobedient student group on Strictness of mother. This means that the degree of structure plays a positive role on the development of disobedient tendency. Discipline is often considered as essential for the growth and development of a child. It is very important for the students in the process of socialization in which parents guide the child in the direction of what is socially acceptable in his/her culture (Hurlock, 1973) Deviant behaviour of children in the family has been seen as absence of trust without check on advance product of strict parental treatment.

There was a significant effect of mothers’ attitude (i.e., irritability) on students behavior. The mean score of obedient student groups is higher than the mean scores of disobedient and obedient – disobedient groups. This is because obedient students follow and work in accordance with the wish of their parents.
Irritable behaviour of the mother disturbs the psychological equilibrium of the children mother as to whether they are obedient, disobedient or obedient–disobedient tendencies. The personality of children could not be developed adequately if mother are irritable in nature.

ANOVA test showed significant variation among three groups of students on approval of activity. It was found that the mean score of obedient student group was found to be higher (M=10.92) than obedient – disobedient and disobedient students. During the early stages, parents intervene in play activities. If their energies are not channelized in a creative or healthy way, they are attracted towards aggressive and violent games, which alter the overall personality.

Encouraging verbalization, seclusion of mother, breaking the will, fear of having the baby, exclusion of outside influence, deification, suppression of aggression, rejection of homemaking, role, equalitarianism, avoidance of communication, inconsiderateness of the husband, suppression of sexuality, ascendancy of the mother, intrusiveness comradeship, acceleration of development and dependency of the mother are the sub-scale of parental attitude research instrument (mother) where significant differences were not found in obedient, disobedient and obedient – disobedient students.
Comparison of means of students on parental attitude (father)

Significant differences were found between the three groups of students on breaking the will, marital conflict and non-punishment sub-scales of parental attitude.

Results of ANOVA indicate that on breaking the will, the mean value of disobedient group is higher than the obedient and obedient-disobedient groups. This finding supports the fact that disobedient students are those who do not listen to their father and work against the will or wish of their father.

The mean value of disobedient students was higher than obedient and obedient disobedient student groups on marital conflict. This finding suggests that father influence their children not only what they do but also by their role they played in structuring the physical and social environment.

The relationship between mother and father happens to be a central factor in the personality development of the child. Marital harmony is a psychological force, if a state of well-being in the father child relationship is to be maintained.

Findings of the previous researchers have shown that children who observe violence between parents are more likely to develop
psychopathology, aggressive behaviours and social problems (Holders et al., 1998; Rashmi & Allan, 1998).

There was a significant difference between the perception of obedient, disobedient and obedient – disobedient student groups on the non-punishment attitude of father.

In general parenting is evaluated on the basis of how the parents behave with their children. Finding of the present study suggests father as the parent regards non-punishment as the style of upbringing in relation to growth of the child. Punishment on the fact of father may endanger the process of socialization. The non-punishment of the father also encourages curiosity and a will to face the challenges of socialization process. Fathers who have faith in non-punishment may be more cooperating with adolescents in choice of vocation.

Conclusions

The main findings of the present study have led to certain conclusions:

Significant difference was found between the three groups of students obedient, disobedient, and obedient-disobedient on academic stress.

Significant difference was not found between the three groups of students -- obedient, disobedient and obedient-disobedient -- on emotional stability.
Significant differences were found between the three groups of students—obedient, disobedient, and obedient-disobedient—on *fostering dependency, martyrdom, strictness, irritability* and *approval of activity* factors of Mother’s form of PARI.

Significant differences were found between the three groups of students—obedient, disobedient, and obedient-disobedient—on *breaking the will, marital conflict, and non-punishment* factors of Father’s form of PARI.

**Suggestions for Further Research** In the present day scenario adolescents are moving into an era where the development of every individual’s full capabilities becomes that person’s right and society’s hope.

- Identification of strategies to cope with academic stress and to maintain emotional stability for disobedient adolescents should be initiated in schools.

- Parents should do appropriate planning to assist the adolescents’ holistic development and enhancement.

- Future researches should concentrate on educational and parental encouragement in which their children capabilities can be realized for the benefits of their children and society.

- Longitudinal studies are appropriate to continue to assess, and help to the students to cope with academic stress. Career planning
centres, students’ counselors, and non-governmental organizations can all play significant role in the process.

- Health wellness programs should be initiated in schools to manage stress.