ABSTRACT

The present study is an attempt to explore academic stress, emotional stability and parental attitude among students manifesting obedient and disobedient tendencies.

Academic stress is the outcome of stress producing factor which in return may shape an individual’s overall personality. The present research work is an attempt to explore the level of academic stress, emotional stability and parental attitude among students manifesting obedient and disobedient tendencies.

Researches suggest that experiencing an excessive number of events in a particular period of time can lead to stress. Students respond to stress in different ways, physically, mentally, emotionally and behaviorally. Students manifest mental symptoms such as increased irritability, inability to concentrate, forgetfulness and so on. The emotional symptoms are like fussy, anxious feeling of hopelessness, guilty and insecurity. One may experience personal distress reduce self confidence and feel the inability to enjoy things. Students particularly during adolescence stage, find this period quite stressful and emotionally unstable because of the rapid growth and changes that occur in one’s life both physically and mentally. During this period the student is exposed to new experiences. He has to evaluate it and is suppose to take decision
himself. For him many situations may be confusing which may lead to wrong decisions, the decision may relate to academic affairs which may hamper the performance and achievement of adolescence.

**Research Objectives** The present study has set the following objectives:

1. To examine difference in the perception of obedient, obedient-disobedient and disobedient students on academic stress.

2. To examine difference in the perception of obedient, obedient-disobedient and disobedient, disobedient students on emotional stability.

3. To examine difference in the perception of obedient, obedient-disobedient and disobedient students on all the sub-scales of parental attitude (mother), Encouraging Verbalization, Fostering Dependency, Seclusion of the Mother, Breaking the will, Martyrdom, Fear of Harming the baby, Martial Conflict, Strictness, Irritability, Exclusion of Outside Influences, Deification, Suppression of Aggression, Rejection of Homemaking Role, Equalitarian, Approval of Activity, Avoidance of Communication, Inconsiderateness of the husband, Suppression of Sexuality, Ascendancy of the Mother, Intrusiveness, Comradeship and Sharing, Acceleration of
Development, and Dependency of the Mother.


Research Questions

1. Do the obedient, obedient-disobedient and disobedient students differ on academic stress?

2. Do the obedient, obedient-disobedient, disobedient students differ on emotional stability?

3. Do the obedient, obedient-disobedient, disobedient students groups differ on various factors of parental attitude (mother)?

4. Do the obedient, obedient-disobedient, disobedient students groups differ on various factors of parental attitude (father)?
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Hypotheses

1. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on academic stress.

2. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on emotional stability.

3. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on Encouraging verbalization, Fostering dependency, Seclusion of the mother, Breaking the will, Martyrdom, Fear of Harming the baby, Martial Conflict, Strictness, Irritability, Exclusion of Outside Influences, Deification, Suppression of Aggression, Rejection of Homemaking Role, Equalitarianism, Approval of Activity, Avoidance of Communication, Inconsiderateness of the husband, Suppression of sexuality, Ascendancy of the Mother, Intrusiveness, Comradeship and Sharing, Acceleration of Development and Dependency of the mother factors of parental attitude (mother).

4. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient,

**Review of related literature** is an integral part of a research work. In the present chapter we have reviewed only those studies which have considerable significance to the present investigation. The relevant studies may be grouped into five categories: academic stress and its correlates, emotional stability and its correlates, parental attitude and parenting styles, obedience and disobedience, determinants of obedience.

**Methodology** includes participants, tools, procedure and data analysis.

**Participants:** For the present research 200 participants were randomly drawn from the students population studying in three secondary schools of Aligarh, namely, A.B.K. (Union Girls High School), S.T.S. High School (Minto Circle) and Woodbine Floret School of class IX and X were included in the sample. The age range of the participants varied
from 14 to 17. Participants were further classified on the basis of scores obtained on obedient – disobedient tendency scale. There were 16 obedient, 93 disobedient, and 91 obedient-disobedient students.

**Tools:** The following tools were used in the present study.

1. Academic Stress Scale (ASS)
2. Emotional Stability Test for children (ESTC)
3. Parental Attitude Research Instrument (PARI)
4. Obedient Disobedient Tendency Scale (ODTS).

**Procedure:** The data was collected from three (3) different schools of Aligarh, namely, A.B.K. (Union Girls High School), S.T.S. High School (Minto Circle) and Woodbine Floret School. After getting the consent from the participants they were given a set of questionnaires which included, Academic stress scale, emotional Stability scale, Parental Attitude Research Instrument which consisted of two forms Mother form and Father form and Obedient-Disobedient Tendency Scale. The researcher requested the participants to fill the demographic information first. The researcher read the instruction loudly to the participants and explained them how to fill the questionnaire. If any difficulty was encountered by any participants the researcher explained them to help that to give correct response.
**Statistical Analysis** Data was analyzed by one way ANOVA. The purpose of ANOVA is to test for the significance of the difference among sample means.

**Results**

The main findings of the study were:

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 viz., obedient, disobedient, and obedient-disobedient on *breaking the will, marital conflict, and non-punishment* factors of Father’s form of PARI.