CHAPTER-1
INTRODUCTION

Background of the study

Adolescent age is a great experience, but many demands and rapid changes can make them most stressful. Students today face increasing amounts of schoolwork, a rapidly changing curriculum, assignment deadlines and examinations; worry about selecting careers and post secondary programs. They have conflict with parents, friends and siblings; unpredictable moods, concerns about appearance, fitting in with a peer group-and face difficulty in handling love relationships and sexuality. Money is always considered as a worry, which is dealing with issues of alcohol and drugs. There is also a fear of violence in and around schools. Adolescents have to deal with all this while undergoing rapid physical and emotional changes and without benefit of life experience.

Despite the multiplicity of factors, psychosocial the development of students and their mental well-being is crucial. Students must learn to cope with psychological stress, handle peer pressure, deal with their emotions, resolve conflicts, build bridges with friends and family, develop self-confidence which save guard themselves form substance abuse as well as cope with other stressors like academic competition and
hankering for material gains.

**Statement of the problem**

The problem of academic stress has drawn our attention in recent years. As we know it is the most common and serious problem that if not treated in the beginning stage serious outcomes can be seen in the form of suicide. Although, there are several factors which affect to the significant others like parents, peer and teachers. But parents have more important role in the development of child. Their rearing style or parenting style affected it. If parents give proper time to their child during exams and before it academic stress can be prevented in some extent. Emotional stability also affects adolescents’ academic stress.

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 academic stress, emotional stability and parental attitude among students manifesting obedient and disobedient tendencies.

In order to contribute optimally to human society, it is important that psychologists must not limit themselves to repairing of negative feelings and behaviour but should focus on building human strengths. Generally, there is nothing radically new in a discipline’s development. The optimum development of today’s children who are the future nation
builders is a very vital and cardinal question and requires a considerable thinking understanding, planning and management. The positive health and balanced development of children at any age is essential not only for the satisfaction and happiness of parents, but also for the growth and advancement of a nation. Their healthy development depends on surround interactive and complex factors that include socio-economic circumstances, in which they are born, the environment in which they grow up, interpersonal relationship within the family per group pressure, values of the community and society and opportunities for education.

Many students experience rapid heart beat and dryness in the mouth during solving a question in examination. Stress has been found to affect physical health and emotional well-being (Hendrix, 1995; James, 1992). As such stress affects many aspects of life and coping with stress is essential for physical health and effective performance such as academic achievement, managerial performance and administrative performance.

The present endeavour is an attempt to study academic stress, emotional stability and parental attitude among students manifesting obedient and disobedient tendencies. The present topic also has been selected to give answer of the following questions:

What parenting style / attitude parents follow and which will be
helpful in predicting adolescent’s academic stress and emotional stability?

What is level of academic stress and emotional stability in students manifesting obedient, obedient-disobedient, and disobedient tendencies?

**Academic Stress**

Stress refers to pressure on an individual that are in some way perceived as excessive or intolerable. It also refers to the psychological and physical changes in response to those pressures. Stress in its most neutral and extended meaning is defined as “any action or situation that places physical and psychological demands upon a person or anything that serves to imbalance an individual equilibrium or homeostasis” ( ). Stress is also used to refer to the state of a person in a threatening and difficult situation. Stress is caused by several factors and generally called stressors. The stressors can be internal like one’s attitude beliefs, expectations etc. or it can be external or environmental like the home situation work, social cultural or school situation (Sharma, 1995).

It is cultural truism that stress is associated with impairment of health and the negative emotional experiences associated with stress are detrimental to “quality of life and sense of well-being” (Sinha, 2000). Out of number of stress faced by adolescents and young adults,
academic stress emerges as significant mental health problems in recent years (Rangaswamy, 1995). It has been estimated that 10% to 30% students experience academic related stress that affects their academic performance (Brackney & Karabenick, 1955; Houghughii, 1980; Johnson, 1979), psychosocial adjustment (Phillips, 1978) along with their overall emotional and physical well-being. Information load, high expectations, academic burden or pressure, unrealistic ambitions, limited opportunities, high competitiveness are some of the important sources of stress which creates tension, fear and anxiety. Poor academic performance, diminished peer popularity, depression, attention difficulties, somatic complaints, substance abuse are commonly observed problems among the victims of academic stress without being aware of how to cope with them (Brackney & Karabenick, 1995; Rangaswamy, 1995; Segal, Hobfoll, & Cromer, 1984; Sinha, 2000). Stress and such problems usually form a “positive feedback loop or vicious circle” as they themselves act as significant sources of stress and sensitize the students to the other source of stress by reducing his or her ability to cope (Kiselica et al., 1994). Hence, management of academic stress becomes essential in the process of producing quality human resources for the nation. Akhtar (1970) reported that there exists a close relationship between academic stress and academic achievement. Jamual
(1961) found that there is a close relationship between home environment emotions, social and academic achievement.

**Symptoms of Academic Stress**

Academic stress involved cognitive, affective, physical, social or interpersonal and motivational symptoms. These are as follows as:

<table>
<thead>
<tr>
<th>Cognitive symptoms</th>
<th>Affective symptoms</th>
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<tbody>
<tr>
<td>Difficult to concentrate</td>
<td>Feel inferior</td>
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<tr>
<td>Forget easily</td>
<td>Lack confidence</td>
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<tr>
<td>Day dream a lot</td>
<td>Feel under pressure</td>
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<td>Difficulty in problem solving</td>
<td>Feel failure</td>
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<tr>
<td>Don’t answer</td>
<td>Worry about parents’ expectations</td>
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<tr>
<td>Doubt my abilities</td>
<td>Feel sad about</td>
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<tr>
<td>Hesitate in asking</td>
<td></td>
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<tr>
<td><strong>Physical symptoms</strong></td>
<td><strong>Social/Interpersonal symptoms</strong></td>
</tr>
<tr>
<td>Get headache</td>
<td>Nobody to help</td>
</tr>
<tr>
<td>Get nervous</td>
<td>Get irritated with everyone</td>
</tr>
<tr>
<td>Less desire to eat</td>
<td>Not feel like talking to</td>
</tr>
<tr>
<td>Loss of sleep</td>
<td>like to stay alone</td>
</tr>
<tr>
<td>Heat beats fast</td>
<td>Nobody understands me</td>
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**Motivational symptoms**

Lack of interest in
not enjoy extracurricular activities
Difficulty in completing lessons
Get bored easily
Feel to discontinue
Not to feel like going to school/college
Feel sleepy

**Emotional Stability**

Man's continuous interaction with his environment helps in moulding his personality. One basic fact is that personality is unique. All men are composed of same qualities but their combinations make them different from each other. The second basic fact regarding personality is that it is the product of heredity and environment. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. It is a well established fact that personality is affected by several factors. In the past the psychologists believed that physical factors were the primary determinant of personality. But in more recent time, theories based on research finding have stressed factors other than the physical. There are genetic, physiological, psychological socio-cultural factors that remarkably affect personality and helps in moulding it. So personality is the combination of many traits. Among all the traits, emotions play the most prominent role in one's personality development and consequently
affect individual's performances, activities and achievement to a great extent in his / her life. Emotions play a vital role in every person's life is undoubtedly as important as life itself. Emotions give charm and color to one's life.

An emotion is an affective experience that accompanies generalized inner adjustment and that shows itself in his overt behaviour. It is obvious that environmental development is found to be different at different stages. During adolescence period there is an increase in the child's concern over self. A fear usually develops of being different and not being accepted by others. Though they seek personal independence, yet to some extent they are afraid of it. They start to think critically. There are many physical changes in both girls and boys that affect their emotional development. There are some common features of emotional development during this period, for example, childhood pattern of emotional expression changes. They learn to control their emotional expression in social situations. The emotional responses of the child become less diffused, random and undifferentiated. Emotions are expressed even in the absence of concrete objects. Emotions are most contagious during this period because children are suggestible and dependable on others. Early childhood fears of animals, high places and noise etc disappears and fear of supernatural
imaginary creatures, fear of falling, being ridiculed and being different appears. Anger is caused by cluck, teasing, making unfavorable comparisons with other children, interruption in progress or activities, ridicule by peers or elders and negligence etc.

While discussing about emotion, it becomes necessary to know and discuss about emotional maturity or the closely related to it is emotional stability. Sometime both are taken to be natural corollary of each other going hand in hand. If one is emotionally stable means he/she has the quality to be emotionally mature. Both conditions demand emotional control and emotional catharsis. Stability in emotion means firmly established or fixed, not like to move or change, not easily upset or disturbed, well-balanced, capable to remain in same status. It is man's capacity and ability to respond wisely and firmly in all emotional arising or tensed situations of life. Scott (1968) opined that emotional stability is one of the seventh important indicators of superior mental health. Through studies it has also been found that if one wants to be mentally healthy, his unhealthy feelings like anxiety, inferiority feeling or guilt etc, must be replaced by the feeling of self respect, security and confidence which can be achieved only after a good sense of emotional stability emerges. Emotional stability demands suppression of overt responses to emotion-provoking stimuli. The scientific concept is to
direct emotional energy into useful and socially approved channel of expressions. Emotionally stable persons generally are capable of assessing and handing emotional provoking stimuli and judging the responses that accompany them whether one particular emotional reaction is justified or not. Thus the emotional stability is decided by the kind of circumstances one has confronted, the kind of mental, emotional and temperamental make up one has etc. some of the important characteristics of emotionally stable personality.

Emotional independence is one of the important characteristic of emotional stability. During early childhood, the circle of those whom the child feels attached is widened. He feels emotionally dependent not merely on parents but also on his/her siblings, teachers and friends etc. In these relationships he finds satisfaction of his basic needs like security and affection. But, during later childhood, his interests and relationship are widened, new relations with opposite sex emerge and loyalties with friends are fixed up, his varied interests and new social contacts enables him to grow out of some of the emotional ties with the family, thus making him comparably more dependent. This emotional emancipation from the immediate social groups continues up to adulthood when the individual achieves that degree of emotional independence that his relations become more matter of fact and less
sentimental and he acquire a kind of emotional self-sufficiency. He forms higher goals, struggles for achievement and drives happiness out of them. Thus emotional independent nature leads to emotional stability.

Another important characteristic is **objective attitude towards one's own self**. Young children are much more egocentric comparably to adolescents as they have little experiences of the world. The process directly related to richness of experiences resulting in a more realistic attitude towards life and one's self. Self-objectification is a necessary part of growing realism. He asserted "objective" self-appraisal is one of the most difficult phases of facing reality and that adolescent is inclined to try to cover up or hide even form himself whatever shortcoming plague his existence.

One important feature is the **compassion and fellow feeling**. Emotional stability can be characterized with fellow feeling. They are neither hostile nor others can easily hurt them. Compassion denotes an ability to enter into feeling and impulse involve in any sort of emotional experiences whether it be joy or sorrow, hope or despair, in all its complexities. Compassion is in a way the highest and most complete form of emotionality. Compassion involves the capacity for a certain degree of emotional identification with the totality of another's emotional state.
One more characteristic is the capacity to retain the overt expression of emotions. The emotions like anger, fear, and jealousy, etc. are more freely expressed by young. Their reactions are usually impulsive and immediate, whereas with growing years one develops the capacity to check overt expressions of their emotions. Horace asserts that negative emotions like fear, anger, disgust, jealousy and anxiety, etc. interfere with persons' thinking and constructive efforts. Such emotional behavior do not improve a person's social standing, so these emotions should be controlled, whereas the positive emotions of love, joy, happiness, etc. should find full release for the fullest development of personality.

Ability to see in true perspective freely is also an important characteristic of emotional stability. Emotionally stable person knows how to face reality. This is freedom from prejudice, revising preconceived notion of long standing concerning one's abilities, one's friends, and the value of certain relationships. They realize their limitations and this restrict them from acute frustration.

Emotional stable personalities are capable of confronting frustrating situations. The manner in which one reacts to such situations indicates his level of emotional stability. Optimistically, if without any change in his fixed emotional set-up, he is able to face emotions.
provoking situations, this is a good sign of emotional stability.

Emotionally stable person gives no impulsive or immediate reactions. This is a sign of maturity such persons do not move or shift rapidly form one state of emotion to another. They try to check or hold their emotion before expressing of them. Delaying emotional responses depends on person's ability to control his emotions.

Self-acceptance is found in emotionally stable individuals. Instead of indulging in useless remorse, they accept where they are falling short and perform perfectly in all general and specific situations and activities of life. They are found to be emotionally intelligent. A perfect combination of emotion and reason is found in them.

Gumora and Arseni (2002) investigated the connections of middle school students’ emotional dispositions and academic related affect with their school performance. Results indicated that although students’ emotion regulation, general effective dispositions and academic effect were related to each other of these variables also made a unique significant contributor. Overall, these results provide support for the socio-emotional factors in student’s school performance.

A highest responsibility is put on the schools like home. As it is their first and foremost aim to develop their personality and behavior by training different aspects of life. It depends on the school authorities as
members as how much they feel themselves responsible for fulfilling these aims. In schools there is also emotional development; it depends on the democratic or authoritarian or conducive environment. It is the duty of teacher to assess the emotional stability and adjustment of the child through different measuring techniques. The fears and friendliness of the teacher, and the punishment can arouse unpleasant emotion in them. Only a sympathetic democratic environment, a warm understanding and free atmosphere at home and schools can guarantee a sound ground for emotional stability.

One's emotional behavior largely depends on the directions that are set to his emotional life in his early years. From the beginning up to the age of puberty, the training is to be provided to children by parents and teachers, as, how to control emotions how to respond to difficult and tensed situations of life, how to better judge the situation and need to wait before responding aggressively in tensed situations etc.

The positive role of emotions in man's life is universally accepted therefore we all aim at sound emotional development. This is essential for a happy and healthy living without attaining it; many of life satisfaction are lost.
Parental Attitude

The foundations of child development are obviously laid by the parents and there is no doubt that parental behaviour takes precedence over the effects of all other environmental factors in determining the fundamentals of child development.

The importance of home and family has been recognized in every era of history throughout the world as a basic unit of society. From time immemorial, the family has been considered as a life support system dependent upon the natural environment for physical sustenance and upon social organizations which are related to man’s humanness and give quality and meaning to life. Home is not only an economic unit but also a social moral and spiritual unit; it is the first institution of the child and has a major environmental influence. The most pervasive of all influences of the relationships the most vital is the relationship with parents in all round development of a child for healthy growth and development of child needs to be reared in an atmosphere of affection. His growth pattern is likely to be adversely affected if he lives in an environment devoid of love. The love he receives helps him to develop a feeling of being accepted. This acceptance has an important influence on the child’s development and on the development of self.
Researches have indicated that parental attitude is not unidimensional. It does not consist simply of variations along a single axis. Parents love to their children and at the same time controlling their behaviour becomes a matter of strain to them. Parents do not always accept or reject to their children. This fact gives birth to the dimensional aspect of parental behaviour.

Parental acceptance rejection may be viewed from different perspective, it may be subjectively experienced by the child or subjectively reported by the parent, or externally measured by an observer. The subjective experience of the child may probably coincide to a substantial degree but it is possible for a child to feel uncared and unloved. While the parent expressing deep concern, love and warmth for the child alternatively observation may reveal a considerable amount of parental aggression but the child may not perceive the anger. Ultimately, it is accepted in the parental acceptance rejection theory that parental rejection will have its negative influence on the child primarily if the child perceives parental behaviour as ‘rejecting’. This is a view shared by Kagan (1978) who wrote parental rejection is not a specific set of actions by parents but a belief held by the child.

Parental rejection and overprotection: The term rejection and the label “rejected child” have been used to denote the condition of a child
who is not loved by his parents. The term “overprotection” has been used to designate a parental attitude involving excessive contact and mothering. Both cases are not suitable conditions for sound emotional development.

Affectionate relationship between parents and children is important because it builds the feeling of self-respect and confidence referred to as the sense of security. It gives the individual the courage to meet the challenges of life and permits him to utilize his experience constructively. Parents provide children with behaviour choices which permit them to function in the real situations of life.

Parenting as most of the people believe is a complex process. It includes everything the parent does, or failed to do, which may affect the child. Thus the range of behaviour that constitute parenting is broad and includes caring for the child’s feasible needs, playing, disciplining, teaching, stimulating and establishing a pleasant emotional environment. Overall the specific form of parenting is inherently interpersonal.

Children are good observer. They note the consistency or weaknesses in the parental behaviour and respond accordingly. The child should not be considered as a passive object of adult plans. Instead, parents should be aware that they can and does utilize his ability to make subjective interpretation of events. Thus, a child can frequently
turn defeat into conquest.

Some studies on parent child relationship documented that warmth, guidance and rewards served to produce effective discipline in children (Miler & Swanson, 1958; Seacs, Meccoby, & Lemin, 1957). Radke (1946) studied the parental attitude and practices with the preschool age children. She reported that children who had consistent and strict discipline from parents showed good adjustment.

The parents’ purpose should be to assist each child to grow and develop in a manner which is both personally satisfying to the child and socially acceptable. In order to accomplish this purpose the parents must adopt suitable child training policy. If our goal is the development of a fully functioning individual who feels responsible for his actions then our decisions should be dedicated in the direction of developing a relationship which helps the child become more mature and responsible. Parents need to follow a consistent approach to the child’s development which encompasses different types of situations.

Parents should realize that each child is an individual with distinct and unique assets. The recognition of the importance of physical resilience of the child is basic to the understanding of children. Research studies indicate that reward and punishments are not only effective but are outdated. The parents should develop a philosophy of human
relationships within the family.

The child should be convinced that there is a family policy and what the parents really mean it. This sets the stage for the development of an effective relationship which is based on mutual respect and cooperation such as family works together and provides an atmosphere of guidance where they provide the child with choices and options. Thus the parents encourage the child’s ability to choose the right option to his greatest advantage.

Parenthood in the modern era is an important profession. A Chinese proverb rightly said that “if you plan for a year, sow some crop, if you plan for ten years plant trees, if you want to plan for hundred year, invest in human beings”. Thus, parents’ investment in their children is a lifetime investment which requires a scientific, realistic and practical approach.

Parenting, thus, has been described as the style of child upbringing in relation to a privilege or responsibility of both mother and father together or independently to prepare a child for the society and culture (Veenes, 1973), where the child uses his parents as models for making his social adjustment. Parents at this stage are supposed to play a key role in perpetuating for them a more congenial, happy, lucid, and warm atmospheres, along with careful nurturing for their children.
and the relationship between parents and child happens to be a central factor in the social upliftment of the individual.

A child best owns from both mother and father, together or independently, the responsibility of upbringing him/her. It is important to note that most of the children show a family definite concept of father that is markedly different from their concept of the mother (Meltzer, 1943). The role of the mother is largely associated with the congenial development of personality because the child first comes in contact with her and usually depends to satisfy his basic and psychological needs in this stage. The mother stands for infinite care with full of warmth and affection to keep her child pure, peaceful and healthy. Moreover, it stands for friendship with less punishment and dominance (Kegan, 1965) and emerges as a symbol of emotional support interpersonal sensitivity and help (Farren & Ramsay, 1977). She plays an important role in making a child more imaginative and productive.

The role of father stands as a bridge by which the child comes into contact with outside world and who also encourages curiosity and will to face the challenges of socialization process. To love children is predominantly a feature of fathering in non-deviant families and relates to acceptance, satisfaction and differentiating experience in children (Khokhar, 1983).
Inadequate fathering is usually understood to be a prime source of maladjustment (Erickson, 1963), truancy, guilt, self devaluation and dependency (Coleman, 1970) and chemical dependence (Bharwadwaj, 1995).

Therefore, parenting is of utmost importance and it should be considered as a whole as well as separately in terms of both the roles of mother and father to understand the etiologies associated with mental or behavioral disorder. In addition to it, the proper bending of father’s supervision and mother’s tenderness seem to be of utmost importance in the upbringing of a child to usual a normal growth of personality.

Regardless of the economic background, the family structure, it plays a controlling part in shaping and coloring the emotional side of personality. It is the matter of common observation that a over indulgent parent or an authoritarian parent tends to make a child dependent and fearful. A disharmony among parents and family relations generally makes youth shattered and unstable. The atmosphere of love and democracy harmony and freedom only can develop independence along with compassion. The feature of family solidarity forms the chief basis of child’s security and continues in his later life. A child must feel at home. Parents' attitude must be same to all children either elder or younger, either girl or boy and either disabled or enabled.
**Parenting Styles**

Parents have need and goals relating to their children. These reflect both what they want from their children, and what children from their parents want. Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. Although specific parenting behaviours, such as reading aloud, may influence child development, looking at any specific behaviour in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predict child well-being than is broad pattern of parenting. The construct of parenting style is used to capture normal variations in parents attempt to control and socialize their children. They have different views about the values of children, and they have different orientations toward childrearing. Since the middle of the twentieth century, a major thrust of research into social development and family processes has been directed toward characterizing the main types of parenting styles and investigating their consequences for child development. Although a variety of models has been generated, they tend to converge on two dimensions: emotional responsiveness and control/demandingness (Baumrind, 1989; Macoby & Martin, 1983). Emotional responsiveness (referred to as parental warmth or supportiveness) refers to “the extent to which parents intentionally
foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children’s special needs and demands” (Baumrind, 1991). Parental demandingness (referred to as behavioural control) refers “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to comfort the child who disobeys” (Baumrind, 1991).

**Obedience and Theories of obedience**

Submission to authority is a powerful and prepotent condition in men and no part of human life is immune to it may be asked to administer unauthorized medication to the patient by a physician or an organizational setting where a supervisor may instruct a subordinate to pass a defective order. For a clear understanding into the mechanism of obedience, a knowledge about the theoretical background in imperative. Milgram (1974) has put forward following view points.

According to the ‘survival value of hierarchy’ concept, the formation of hierarchically organized grouping lends enormous advantages in coping with dangers of the physical environment and other threats.

Human being is born with a potential for obedience, which then interacts with the influence of society to produce the obedient man.
Thus, from the standpoint of evolutionary survival, all that matters is that we end up with organisms that can function in hierarchies. This does not imply total dependence on larger social systems. Individual’s self-sufficiency frees him from dependence on social systems. This capacity for dual functioning assures the power, security and efficiency that derives from organization, along with the innovative potential and flexible response of the individual.

As a rule we like to avoid mistakes. And prefer to have everything in order. Obedience is a psychological mechanism that links individual action to elders and superiors. It is the dispositional cement that binds men to systems of authority in daily life suggests that for many people obedience may be a deeply ingrained behavioural tendency, indeed, a pore potent impulse overriding training in ethics, sympathy and moral conduct.

In fact, obedience is basic element in the structure of social life. With changing times, obedience as a determinant of behaviour has become of great relevance.

All human societies contain hierarchies of authority making levels of superiority and subordination. A central characteristic of these systems is the willing obedience with which the subordinate is expected to respond to the orders of the superior. In such relationships, the
subordinate supposedly forgoes critical judgment in the selection of alternatives and “uses the formal criterion of the receipt of a signal as his basis of choice”.

“To some parents the matter of giving orders seems a very simple affair; they expect to issue their orders and have them obeyed without question. Yet, on the other hand, the shrewd common sense of many a business executives has shown in that issuing of orders is surrounded by many difficulties; that to demand an unquestioning obedience to orders not approved, not perhaps even understood, is bad business policy.

**Imitation:** Conformity leads to homogenization of behaviour, as the influenced person comes to adopt the behaviour of his peers. In obedience, there is compliance without imitation of the influencing source.

**Explicitness:** In obedience the prescription for action is explicit, taking the form of an order or command. In conformity, the requirement of going along with the peer group often remains implicit and the action is spontaneously adopted by the subjects.

**Voluntarism:** From the point of view of subjects’ perception of the situation, the conformity is denied while obedience is embraced as the explanation of their actions. In the former the autonomy is maintained while in the latter it is refuted. This is because of the implicit situation in
conformity in which any legitimate reason for yielding cannot be pinpointed. The obedience situation is explicit in which one is expected to obey the commands.

**Research Objectives**

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

2. To examine difference in the perception of obedient, obedient-disobedient and disobedient, disobedient students groups 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).
   a. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students groups on Encouraging Verbalization.
   b. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students groups on *Fostering Dependency* factor of parental attitude research instrument.
   c. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students groups on
Seclusion of the Mother factor of parental attitude research instrument.

d. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students groups on Breaking the will factor of parental attitude research instrument.

e. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Martyrdom factor of parental attitude research instrument.

f. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Fear of Harming the baby factor of parental attitude research instrument.

g. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Martial conflict factor of parental attitude research instrument.

h. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Strictness factor of parental attitude research instrument.

i. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on
Irritability factor of parental attitude research instrument.

j. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Exclusion of Outside Influences factor of parental attitude research instrument.

k. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Deification factor of parental attitude research instrument.

l. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Suppression of Aggression factor of parental attitude research instrument.

m. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Rejection of Homemaking Role factor of parental attitude research instrument.

n. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Equalitarianism factor of parental attitude research instrument.

o. To examine differences in the perception of obedient,
obedient-disobedient, and disobedient students on Approval of Activity factor of parental attitude research instrument.

p. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Avoidance of Communication factor of parental attitude research instrument.

q. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Inconsiderateness of the husband factor of parental attitude research instrument.

r. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Suppression of Sexuality factor of parental attitude research instrument.

s. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Ascendancy of the Mother factor of parental attitude research instrument.

t. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Intrusiveness factor of parental attitude research
instrument.

u. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Comradeship and Sharing* factor of parental attitude research instrument.

v. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Acceleration of Development* factor of parental attitude research instrument.

w. To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Dependency of the Mother* factor of parental attitude research instrument.

4. To examine differences in the perception of obedient, obedient-disobedient, disobedient students with respect to parental attitude (father).

(a). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Encouraging Verbalization* factor of parental attitude research instrument.

(b). To examine differences in the perception of obedient,
obedient-disobedient, and disobedient students on Fostering Dependency factor of parental attitude research instrument.

(c). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Breaking the Will factor of parental attitude research instrument.

(d). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Harsh Punishment factor of parental attitude research instrument.

(e). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Deception factor of parental attitude research instrument.

(f). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Marital Conflict factor of parental attitude research instrument.

(g). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Non-Punishment factor of parental attitude research instrument.

(h). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Irresponsibility of Father factor of parental attitude
research instrument.

(i). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Suppression of Aggression* factor of parental attitude research instrument.

(j). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Deification of Parent* factor of parental attitude research instrument.

(k). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Exclusion of Outside Influence* factor of parental attitude research instrument.

(l). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Irritability* factor of parental attitude research instrument.

(m). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on *Strictness* factor of parental attitude research instrument.

(n). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on
Suppression of Sexuality factor of parental attitude research instrument.

(o). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Ascendancy of Husband factor of parental attitude research instrument.

(p). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Inconsiderateness of Wife factor of parental attitude research instrument.

(q). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Comp. of Ascendancy of wife factor of parental attitude research instrument.

(r). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Suppression of Affection factor of parental attitude research instrument.

(s). To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Change Orientation factor of parental attitude research instrument.
To examine differences in the perception of obedient, obedient-disobedient, and disobedient students on Forcing factor of parental attitude research instrument.

Research Questions

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

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

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

4. Do the obedient, obedient-disobedient, and disobedient students differ on various factors of parental attitude (father)?
Conceptual Framework:

OBEDIENT/DISOBEDIENT TENDENCY

Academic Stress

Parental Attitude

Mother  Father

Emotional Stability