

A study on Obedient- Disobedient Tendency of children in School Environment

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Abstract—The study was attempt to find out the difference in obedient - disobedient tendency of children with their type of school, locale of school, and gender. Sample of the study selected 80 children (40 govt. and 40 private schools) from schools of Kasaragod district (Kerala, India). Adjustment Inventory scale in which the items are clearly related to obedient and disobedient characters and Personal data sheet related to type of school, locale of school, and gender were used to collect data. From the analysis of the result it shows that non significant relationship between the Obedient-Disobedient Tendency of Children in School Environment.

I. INTRODUCTION

Education is a key to success. Education in its broad nious is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism. Education aims at the overall development of an individual. It includes, mental, physical, and intellectual development. The educational system also aims at giving the taste of social life which he is going to lead in the future and thus help to mould good citizens. The term 'school' denotes a particular place, where education is imparted in a definite way. It seems that there should be definite place, time and teachers for schooling. schools are found in every country of the world. School education is becoming the major education and the organization and the direction of the school has become the principal task of state and society. School is a place where the children experiencing new factors such as going together, studying in somebody's company, playing jointly and having lunch together and from these togetherness the child is learning the first chapter of life. . Where minds of the future citizens are moulded, the behaviour, attitudes and point of view

of those that are to be created and preceded over the destinies of the nation are shaped. School environment is responsible to build favorable or unfavorable conditions for children to be obedient or disobedient and how to obey God, our parents, teachers, manager and any other person having an authority over them. The rules and regulations are designed to create a safe and secure surroundings for students to learn and teachers to carry out their duties. The word obedience means submissive to the restraint or command of authority; willing to obey. Janet Reis (2007) studied how school environment impacts student aggression. The school had a relatively modest but significant effect on student aggression. The dimensions that were found to be important were encouraging in decision making, student's inclusion in helping setting up the school culture in common, a more autonomous and participatory environment. Teaching strategies that stressed understanding over memorization and cultural sensitivity training also appeared to reduce aggression at school. Teachers have to understand student's nature ,growth, development, family, peer-groups and problems pertaining to child's personal, school and social life. Disobedience can be defined as a ignore or refusal to obey, violation of a order or prohibition. It is intentionally not doing what someone tells you to do, or what rule or law says that you have to be.

Obedient- Disobedient Tendency

The capacity of the individual is to accept the desirable social norms and refrain from the undesirable ones. Obedience tendency is obeying and executing commands, "An action performed as the result of a command is different from all other actions. It is experienced and remembered as something alien, something not really our own ."

Canetti (1973) makes these points about commands:

- Often they have to be obeyed and executed immediately
- They come from outside you
- The source of a command is something alien.
- The source is recognized as something stronger than yourself
- The power behind a command must not be open to doubt, and it must be ready to prove itself by force.

II. OBJECTIVES OF THE STUDY

1. To study the obedient-disobedient tendency of children.
2. To study the difference in mean scores of obedient-disobedient tendency of children with regard to type of school.
3. To study the difference in mean scores of obedient-disobedient tendency of children with regard to locale.
4. To study the difference in mean scores of obedient-disobedient tendency of children with regard to gender.

Hypotheses

1. There exists no significant difference in the mean scores of obedient-disobedient tendency of children in regard to type of school
2. There exists no significant difference in the mean scores of obedient-disobedient tendency of children in regard to locale.
3. There exists no significant difference in the mean scores of obedient-disobedient tendency of children in regard to gender.

Sampling

For the current study, a descriptive survey was conducted on 80 children in schools of Kasaragod district (Kerala, India). The sample integrated 40 children from government schools and 40 children from private schools which was further classified on the basis of locality.

Tools Used

1. Adjustment Inventory in order to find out the Obedient and Disobedient character of the child.

2. Personal data sheet related to type of school, locale of school, and gender.

Statistical Techniques Used

1. t-ratio has calculated to know the difference between the mean scores of type of school, locale of school, and gender on Obedient –Disobedient tendency.

III. RESULT AND DISCUSSION

The data was analyzed and the results are shown below in tables.

Table-1: Mean scores of Obedient-Disobedient Tendency of children with regard to Type of School of Kasaragod District

Type of School	N	MEAN	SD	t-value
Government	40	32.33	7.62	0.43
Private	40	32.77	4.87	

Table1 shows the mean scores of Obedient-Disobedient Tendency of children of government and private schools of Kasaragod District. The mean scores of government and private school children are 32.33 and 32.77 respectively. SD of government and private school children are 7.62 and 4.87 respectively. t-ratio value is 0.43, which shows that there is no significant difference in the mean scores of Obedient-Disobedient Tendency of children of government and private schools of Kasaragod District. Hence hypothesis 1 stating, “There exists no significant difference in the mean scores of Obedient-Disobedient Tendency of children in regard to type of school” stands accepted. The mean scores of Obedient-Disobedient Tendency of private school children are similar to government school children.

Table-2: Mean scores of Obedient-Disobedience Tendency of Children of Schools in Urban and Rural areas of Kasaragod District

Locale	N	MEAN	SD	t-value
Urban	40	28.22	6.23	0.14
Rural	40	29.33	4.53	

Table 2 shows the mean scores of Obedient-Disobedient Tendency of children of schools of rural areas of Kasaragod District. The mean scores of children of schools of urban and rural areas are 28.22 and 29.33 respectively. SD of children of schools of urban and rural areas is 6.23 and 4.53 respectively. t-ratio value is 0.14, which shows that there is no significant difference in the mean scores of Obedient-Disobedient Tendency of children of schools of urban and rural areas of Kasaragod District. Hence hypothesis 2 stating, "There exists no significant difference in the mean scores of Obedient-Disobedient Tendency of children in regard to locale" stands accepted. The mean scores of Obedient-Disobedient Tendency of children of schools of rural areas is slightly higher than children of schools of urban areas because of conservative and close knit family system among children of rural areas.

Table-3: Mean scores of Obedient-Disobedient Tendency of Male and Female children of Kasaragod District

Gender	N	Mean	SD	t-value
Male	40	29.22	6.24	1.82
Female	40	31.33	4.02	

Table 3 shows the mean scores of Obedient-Disobedient Tendency of male and female children of Kasaragod District. The mean scores of male and female children are 29.22 and 31.33 respectively. SD of male and female children are 6.24 and 4.02 respectively. t-ratio value is 1.82, which significant shows that there is no significant difference in the mean scores of Obedient-Disobedient Tendency of male and female children of Kasaragod District. Hence hypothesis 3 stating, "There exists no significant difference in the mean scores of Obedient-Disobedient Tendency of children in regard to gender" stands accepted. The mean scores of Obedient-Disobedient Tendency among male and female children are due to different behavioral patterns among male and females. The higher mean scores of female children indicates that they have better obedient tendency.

Results of the present study indicate that there exists no significant difference between Obedient-

Disobedient tendencies of children of Schools of Kasaragod district. No significant difference exists in the mean scores of Obedient-Disobedient tendency in regard to type of school, gender, and locale of the children of Kasaragod district.

IV. CONCLUSION

School education is a complex process. To make it successful, both the students and the teacher guiding must achieve a nice stability of the interacting factors affecting it. Schools and homes have a great role in helping students to manage their anxieties, fears and emotional outbursts. Schools should provide an opportunity for each individual to learn and grow at his/her own pace. School environment should be supportive for the emotional development and mental health of children. Children should be free to express their feelings. Teachers should be approachable and they have to give emotional hold up to students in hours of crises. Guidance and Counseling services should be a part of the school system. Schools can make use of the help of professional counsellors and psychologists. Students should be encouraged to seek Guidance and Counseling help in schools.

The findings of this study can become a source of information and assistance to teachers to promote and encourage children in accurate way. Teachers can realize the effect of school environment on psychology of children. They can get awareness about how to progress the naughty and rebellious tendency of children in school. The present study will help the teachers to provide friendly and pleasant environment at school to identify their students at intellectual as well as emotional level and they can grant opportunities to obey acceptable ideas and disobey the unacceptable.

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