

Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents

Pramod Kumar K S¹, Dr. Geetha C²

¹Research Scholar, Department of Education, Kuvempu University, Shankaraghatta, Karnataka, India
Email: [kspkumar82\[at\]gmail.com](mailto:kspkumar82[at]gmail.com)

²Professor, Department of Education, Kuvempu University, Shankaraghatta, Karnataka, India
Email: [geetha.edu\[at\]gmail.com](mailto:geetha.edu[at]gmail.com)

Abstract: *The problem to be investigated for the present study concerns with Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents. the stratified sampling technique was applied by the investigator. The sample for this study consists of Level IX students from various secondary schools in the Shimoga District. Objective of the research is to study the To Measure and Analysis the Different Levels of Obedient-Disobedience Tendency with Respect to Mean Scores and Levels of Social Competence Among Secondary Adolescents and To Find out the Correlation between Obedient-Disobedience Tendency and Social Competence of secondary school Students. standardized tests are used for Social Competence and Obedience-Disobedience Tendency and Obedience-Disobedience Tendency tool was re-validated by the researcher.*

Keywords: investigated, Adolescents, schools, Social

1. Introduction

Obedience-The tendency to disobedience is a way of expressing oneself. If obedience and integrity are found in the character of a teenager, then it is also observed that he/she will be smarter, respectful, obligated and socially accepted. On the other hand, a disobedience or anti-social adolescent will have difficulty being socially acceptable or adapting in society. It is further noted that the extent of obedience-disobedience tendency in its character determines the degree of his/his social competence. This is about being able to deal effectively with others. The more the measure of obedience in his character, the more positive will be his/her social competency. It will shed light on increasingly positive thoughts and a disobedience adolescent will be less socially competent and less expressive.

Social competence is the possession and use of the ability to integrate thought, feeling and behavior to accomplish social tasks and achieve valued outcomes in the context and culture of acceptance. In a school environment, these duties and outcomes would include successful access to the school curriculum, respond to the personal, social and emotional needs associated with them and develop transferable skills and attitudes that have value beyond school. In the words of Miller (2005) Social Competence is the condition of possessing the social, emotional and intellectual skills and behaviour needed to succeed as a member of society. To use the terms of Blackblot (2007), it is the body of human interaction skills directly related to communication and the management of relationships with others within the social structure of an occupational setting.

2. Theoretical Framework of the Study

Obedience theory initially was formulated by Stanley Milgram through a series of experiments that was conducted since 1960s to 1970s (Milgram 1963, 1964, 1965a, 1965b, 1967, 1974). Obedience theory states that individuals under

pressure of authority order would adhere to such order although it is contradicting to his attitude, beliefs, and values (Milgram (1974). Obedience theory can be used to explain why certain individuals easily performing unethical behavior in an organizational setting as well as in broader contexts such as social life. Broader than persuasion, social impact theory, as developed primarily by Bibb Latane (1981), forms the basis for an active line of inquiry today called dynamic social impact theory. Social impact means any of the number of changes that might occur in an individual (physiological, cognitive, emotional, or behavioural) due to the presence or action of others, who are real, imagined, or implied. Social impact theory proposes that the impact of any information source is a function of three factors: (i) the number of others who make up that source, (ii) their immediacy i.e., closeness, and their strength and (iii) salience or power

3. Need and Importance of the Study

Obedience and disobedience behavior is important in the context of the growing indiscipline in schools and colleges of the modern era. Students have a number of problems as adolescents. They are linked to the adjustment to the new environment and to the personality needs of the students. Adaptation and personality are in turn founded on self-expression and social competency. However, such a large phenomenon has been completely overlooked by researchers in India. Studies of Obedience disobedience are scarcely found within the Indian context. The study "Effect of Social Competence on Obedience-Tendency of Disobedience in Adolescents" is useful to discriminate obedience versus disobedience. It will enable the teachers, parents, guidance workers, counselors, psychologists and other social workers to collect useful information like behavior, maturity, habits, Self-Expression, Social Competence, Academic Achievement, and Adjustment especially in a class-room setting of Obedience and disobedience students which will be helpful in teaching and provide guidance and counseling to them.

That problem will be studied for social development, because social development requires socially competent adolescents. So, we need them to decrease the increasing trend of indiscipline. We need Obedience young people for a good learning atmosphere. It is only thanks to Obedience teenagers that a good pedagogical atmosphere is present in educational establishments. We observe that if the tendency to obedience is present in adolescents' behaviour, then it is positively useful in their better self-expression, social competence, academic achievement and adjustment. This means that the trend toward obedience has had a good effect on the self-expression and social competence of adolescents. This issue was undertaken taking into account all of these issues. Having analysed the effects and reasons of the disobedience trend, this practice can be better managed. Through appropriate instruction, guidance and counselling, it can be controlled.

4. Statement of the Problem

Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents

Technical terms used in the study

- Obedience and Disobedience: Obedience and disobedience are antonyms, which indicate two types of opposing behavior. There are certain behavioural traits that are so possessed by a student is called obedient. Without these characteristics, the student is said to be disobeying. Obedient students, by and large, obey their teachers, elders, school/college rules and regulations. They are disciplined and steady at school and at home working. They stay busy in the classroom in the absence of the teacher and attend regularly every period. Their examination performance is good and they stay clear of harm. Among the disobedient pupils, the features opposite to those described above are found.
- Social competence: Social competence is the trend acquired by adolescents as far as social interaction is concerned.

Research Method

Research in the field of obedience-disobedience trend has employed different study methods to invest different relations. The research method is also determined by the theory and purpose of the problem to be investigated. The problem to be investigated for the present study concerns with Predictors of Obedience-Disobedience Tendency Among Adolescents Secondary School Students in relation Social Competence. The descriptive survey method was used in the present investigation

Sampling design

In the present study, the stratified sampling technique was employed by the investigator. The sample for this study is made up of Level IX students at various secondary schools in the Shimoga District. A stratified sample of six hundred and twenty-seven (N=627) was based on 17 clusters out of 168 education clusters. out of 627 students (N=627), 324 (51.7%) were boys and 303 (48.3%) were girls.

Objectives of the study

- To Measure and Analysis the Different Levels of Obedient-Disobedience Tendency with Respect to Mean Scores and Levels of Social Competence Among Secondary Adolescents.
- To Find out the Correlation between Obedient-Disobedience Tendency and Social Competence of secondary school Students.

Hypothesis of the study

There is no Significant Correlation between Obedience-Disobedience Tendency and Social Competence of secondary school Students.

Tools used for the study

The aim of this study was to find out Impact of Social Competence on Obedience-Disobedience Tendency among Adolescents. Since standardized tests are used for Social Competence and Obedience-Disobedience Tendency and Obedience-Disobedience Tendency tool was re-validated by the researcher.

5. Analysis and Interpretation of the Data

Table: Mean and Standard Deviation of Social Competence at Different Levels of Obedience-Disobedience Tendency.

Obedience-Disobedience Tendency	Social Competence			
	Levels	N	% of Total N	Mean
Obedience	220	35.0877%	199.0818	38.07422
Obedience-Disobedience	155	24.7208%	150.6387	23.82155
Disobedience	252	40.1913%	118.2937	40.27299
Total	627	100%	154.6364	50.26872

Table shows, the mean score and standard deviation (SD) of Social Competence secondary school students with different levels of Obedience Disobedience Tendency. The mean score and SD of Social Competence of secondary school students having Obedience Tendency (N=220) is 199.0818 and 38.07422 respectively. The mean score and SD of Social Competence of secondary school students having Obedience Disobedience Tendency (N=155) is 150.6387 and 23.82155 respectively. The mean score and SD of Social Competence of secondary school students having Disobedience Tendency (N=252) is 118.2937 and 40.27299 respectively.

Table: Shows Distribution of frequencies and percentage between levels of Obedience-Disobedience Tendency and Levels of Social Competence

Obedience-Disobedience Tendency Levels		Social Competence Level			Total
		High	Moderate	Low	
Obedience	N	120	88	12	220
	%	19.1%	14.0%	1.9%	35.1%
Obedience-Disobedience	N	3	43	109	155
	%	0.5%	6.9%	17.4%	24.7%
Disobedience	N	16	10	226	252
	%	2.6%	1.6%	36.0%	40.2%
Total	N	139	141	347	627
	%	22.2%	22.5%	55.3%	100.0%

Table shows that 19.1%, 14.0% and 1.9% of the obedience students having high, moderate and low level of Social Competence respectively, and 0.5%, 6.9% and 17.4% of the

Obedience-Disobedience students having high, moderate and low level of Social Competence respectively, and 2.6%, 1.6% and 36.0% of the Disobedience students having high, moderate and low level of Social Competence respectively.

Table: Coefficient of Correlation between Obedience-Disobedience Tendency and Social Competence of secondary school students.

		Social Competence
Obedience-Disobedience Tendency	Pearson Correlation	0.720612**
	Sig. (2-tailed)	.000
** Correlation is significant at the 0.01 level (2-tailed). [Total (N) =627]		

From the above table, we clearly noted that the obtained r-value is 0.720612, which is statistically significant at 0.01 level of significance. So, reject the null hypothesis and formulates the alternative hypothesis, i. e. "There is a significant Relationship between Obedience-Disobedience Tendency and Social Competence among Secondary School students". It means that Positive high degree correlation exists between Obedience-Disobedience Tendency and Social Competence among Secondary School Students. It can be interpreted that; Obedience Disobedience Tendency has dependence on Social Competence. Therefore, Obedience-Disobedience Tendency has significant effect on Social Competence of secondary school Students. Further, concluded that the students with Good Obedience Tendency do possess better Social Competence.

6. Major Findings of the Study

- 19.1%, 14.0% and 1.9% of the obedient students with a high, moderate and low level of social competence respectively, and 0.5%, 6.9% and 17.4% of students with high, moderate and low social competence, respectively, and 2.6%, 1.6% and 36.0% of disobedience students with high, moderate and low social competence respectively.
- Compare mean scores of social-competences with levels of trend towards obedience disobedience, Obedience students (M=199.0818) having high level social competence then obedience-disobedience (M=150.6387) and disobedience (M=118.2937) level of students.
- There is a good positive relationship ($r=0.720612$) between Obedience disobedience and social competence among adolescents. One may interpret that the Obedience-disobedience tendency depends upon social competence.
- Obedience-Disobedience tendency has a significant effect on high school students' social competence. Furthermore, concluded that students with a good tendency to obedience possess a better social competency.

7. Conclusion

The obedience-disobedience dynamic suggests that traditional family/institution standards, rules and regulations that are relevant in the current scenario from a psychosocial perspective must be respected. It will be sage for parents, teachers and other stakeholders to apply their wisdom to reinvent children's education and instruction practices. Since indiscipline is the result of a disobedient trend, we must

prescribe practices that can help the child to behave well, follow the desired practices while maintaining its liveliness. Our own behaviour should be a model, for acts speak louder than words. Adolescents exhibit moderate disobedient tendencies as a result of which parents and authoritarian figures can understand the changes that adolescence brings to individuals, and the conflict that occurs during this phase to effectively support and provide the resources needed to help adolescents identify and participate in society. Additional research can be conducted to better understand the reasons which influence and provoke disobedient tendencies in adolescents, and possible interventions which may reduce the occurrence of disobedience in adolescence.

References

- [1] Jasvir Kaur (2014) Obedient-Disobedient Tendency of Adolescents in Relation to Their Family Environment. International Multidisciplinary e-Journal, Vol-III, Issue-VI, June-2014, PP 159-172, Retrieved from: <http://www.shreeprakashan.com/Documents/20140628044908095.18.Jasvir%20Kaur..pdf>.
- [2] Kulwinder Singh (2017) Prevalence of Obedient and Disobedient Tendency Among Sports and Non-Sports Person. A dissertation Submitted to the Department of Physical Education, Lovely Professional University Phagwara, Punjab (India).2017. Retrieved from: http://dspace.lpu.in:8080/jspui/bitstream/123456789/1263/3/11504052_5_12_2017%2012_54_00%20PM_FULL.pdf
- [3] Ms. Menka (2016) Effect of Peer Pressure on Obedience/Disobedience Behaviour Of Under Graduate Students. SRJIS/BIMONTHLY/ MS. MENKA (3085-3090), Research Scholar, B. P. S. Institute of Teacher Training & Research, B. P. S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat) NOV-DEC 2016, VOL-4/27, PP-3085-3090. Retrieved from: https://www.researchgate.net/publication/326489426_EFFECT_OF_PEER_PRESSURE_ON_OBEDIENCEDISOBEDIENCE_BEHAVIOUR_OF_UNDER_GRADUATE_STUDENTS
- [4] Larry M. Kalb, BA*, and Rolf Loeber, PhD (2003) Child Disobedience and Noncompliance: A Review, PEDIATRICS Vol.111 No.3 March 2003. Retrieved from: https://core.ac.uk/display/15457849?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1
- [5] Samiullah Sarwar (2016) Influence of Parenting Style on Children's Behaviour. Journal of Education and Educational Development, Vol.3 No.2 (December 2016), PP 222-249. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1161470.pdf>
- [6] Rajesh Devi (2019) Academic Achievement of Senior Secondary School Students in Relation to Obedient-Disobedient Tendency. THINK INDIA JOURNAL, ISSN: 0971-1260 Vol-22-Issue-14-December-2019, PP 13160-13169. Retrieved from: https://www.researchgate.net/publication/353659141_Academic_Achievement_Of_Senior_Secondary_School_Students_In_Relation_To_Obedient-Disobedient_Tendency

- [7] Viqar, Aasia (2012) A comparative study of academic stress emotional stability and parental attitude among students manifesting obedient and disobedient tendencies. Department of Psychology, Aligarh Muslim University, Retrieved from: <http://hdl.handle.net/10603/62755>
- [8] NiraimathiKesavan, K. Malathi (2020) An analysis of obedience among adolescents in Chennai, South India. The International Journal of Indian Psychology ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print) Volume 8, Issue 3, July-Sep, 2020, PP 1715-1720. Retrieved from: <https://ijip.in/wp-content/uploads/2020/10/18.01.175.20200803.pdf>
- [9] STEFANO PASSINI and DAVIDE MORSELLI (2009) The Obedience–disobedience Dynamic and the Role of Responsibility. Journal of Community & Applied Social Psychology, Department of Education, University of Bologna, Via Filippo Re, 6, 40126 Bologna, Italy, J. Community Appl. Soc. Psychol., 20: 1–14 (2010) Published online 11 February 2009 in Wiley Inter Science. Retrieved from: https://www.researchgate.net/publication/229091632_The_Obedience-disobedience_Dynamic_and_the_Role_of_Responsibility