

Impact of Over-Disciplined Environment on the Academic Performance of Adolescents in Indian Society

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ABSTRACT

The paper aims to know the impact of over-discipline on the academic performance and mental health of adolescents in Indian society. It is based on both doctrinal and empirical research. The empirical study was based on questionnaires answered by 220 Indians of which 133 were adolescents and 87 were parents. Two questionnaires were circulated online for adolescents and parents separately to receive data that could further the doctrinal research. Through the data, all three hypotheses were proved i.e., over-discipline and parental pressure leads to academic failure among adolescents in Indian society, adolescents are more likely to suffer from mental health problems when living under an over-disciplined environment and punishment is not necessary for academic improvement, and achievement of adolescents.

Keywords: *Over-Disciplined Environment, Academic Performance, Adolescents, Indian Society*

Corporal punishment has been a part of Indian society and has been accepted by the societal conscience. In a plethora of judgments by the judiciary in its early years, Corporal punishment was found to be a just measure for the imposition of discipline. It was held that corporal punishment imposed on a child must be reasonable and moderate to parry any criminal consequences.

However, the United Nations Convention on the rights of a child (hereinafter referred to as “The 1989 Convention”) was adopted by the general assembly of the United Nations in the year 1989 and India acceded to the same on December 11, 1992. Articles 19, 29, 37, 39, and 40 of the 1989 convention provide for the protection of the child from violence in all its forms and the promotion of the welfare and dignity of the child. An example of acceptance of the new thought could be seen by the Indian Judiciary in the case of “*Parents Forum for Meaningful Education and another vs. Union of India and another*” wherein the Delhi High Court partly set aside Rule 37 of the Delhi School Education Rules, 1973 which provided for corporal punishment as a form of disciplinary measure against a child.

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Even with the transformation in the judicial precedent, the societal conscience still remains the same as it is based on the popular and stereotypical thought that corporal punishment improves the academic performance of the child.

India is a diverse cultural nation with different classes of society treating their children differently according to their beliefs and opinions regarding what adolescents must or must not do. The middle class comprises a large chunk of the population in the country where adolescents are expected to focus on building a career so that they can live an independent life. Any other desire (materialistic or sexual) is forced to be suppressed because of the conservative nature of society. The limitation of this study is that it is focused on the middle class since it was difficult to find surveys of the lower and the high class.

Unlike western cultures where romantic relationships during academic years are encouraged for the emotional and sexual development of an adolescent to a young adult, Asian cultures specifically focusing on Indian culture look down upon exploring such desires which are considered as a hurdle or an obstacle towards a successful life.

These suppressions are found in most households which gives rise to aggression among adolescents, but this frustration and anger are usually not released because different forms of motivations exist that push adolescents to prioritize their careers and education.

This aggression is also diluted by several forms of rewards (psychological or materialistic) and positive reinforcement that helps adolescents regulate themselves according to the expectations of society.

Thus, when adolescents are already using most of their cognitive effort to suppress their hormonal natural desires because of external pressure, if in such conditions when they are dominated by an extreme or over-disciplined environment consisting of punishments, pressure, and mental torture, chances are that their academic performance will deteriorate in such conservative societies.

To understand the impact of such an environment on the students, we will delve into the current scientific understanding of the environment that is required for an adolescent to succeed during schooling years. The researchers aim to study the scientific literature and provide recommendations in consonance with Indian Society. This research is also aided by data collected from 133 adolescents and 87 parents from India in order to support the current scientific view. From the objective-type surveys, we also compare the answers of parents and adolescents to get the points of view of both generations regarding their perspective of an over-disciplined environment and academic success.

An Overly disciplined environment can be tried to understand through a study conducted in America. (Bender HL, Allen JP, McElhaney KB, Antonishak J, Moore CM, Kelly HO, Davis SM. 2007)

The study was designed to examine the outcomes of a moderately at-risk sample of adolescents who experienced harsh discipline that almost never rose to the level of reportable abuse. The sample included adolescents exposed to mild and moderate forms of discipline, such as spanking and hitting with a belt, as well as possible abuse in a very small percentage

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of cases. The results suggest that adolescents with a lifetime history of harsh discipline are more likely to report depression, anxiety, and externalizing behaviors.

The study conducted by H.L Bender and others in 2007 does not clearly define the term “over discipline” but through its wordings, it can be inferred that harsh discipline such as spanking and hitting with a belt, and even abuse can all be grouped under an over disciplined environment according to this study.

Another study conducted by Docking (2000) stated that some forms of punishment can be undesirable, pointless, and can instill unnecessary fear.

Through Docking’s research, we try to develop our definition of an over-disciplined environment by following his words i.e any kind of pointless and undesirable punishment which instills fear in the mind of an adolescent and causes trauma (mental or physical) can be grouped under an over-disciplined environment.

Through these studies and many other pieces of research stating different forms of discipline and punishments which are unhealthy for an adolescent, we come to the conclusion that “an over-disciplined environment does not just incorporate corporal punishment but also any form of dominant behavior controlling the adolescent's life to an extent that it differs from the normal life that an adolescent should lead for their overall healthy development and well-being in the society.”

Stressors i.e., (any stimuli that cause stress or tension) can be -

1. Corporal punishment
2. Over-expectations of the household from the adolescent
3. Disparaging and discouraging comments which come under mental cruelty
4. Over restriction
5. Tight schedule

This definition and various stressors were added to the questionnaire of adolescents to get a verified answer according to what adolescents believe is an over-disciplined environment.

Need for the study

India is a hub of tough competition, difficult examinations, and suicide. Adolescents during the last year of high school with the pressure to get into the best college deal with mental health disorders the most. Examinations such as JEE, NEET, CLAT, and UPSC are ranked as some of the toughest examinations in the world. The extrinsic as well as intrinsic pressure build-up to the overwhelming feelings which are hard to suppress or express resulting in the extreme step of committing suicide.

In addition to the prevailing competitive atmosphere, COVID-19 has had an enormous impact on adolescents and their parents. A report by the Print, a credible media platform, published the data from a government document which highlighted that the government mental health helpline “KIRAN”; launched by the Government of India had received a total of 29975 calls out of which around 32.6% of callers were students, followed by other categories. This shows the impact on the mental health of students during the pandemic has been significant. <https://theprint.in/health/men-boys-made-nearly-70-of-calls-to-govt-mental-health-helpline-in-8-months-data-shows/680359/>

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The research here focuses on extrinsic pressure which leads to intrinsic pressure that mentally harms adolescent aspirants.

India has recorded a rise in the death rate of students via suicide. According to NCRB's Accidental Deaths and Suicides in India (ADSI) report, 2020, around 8.2% of students in the country die by suicide. It was recorded that the suicide rate fell by 1.4% among students in 2020 because of the postponement of examinations during the pandemic which proved that most of the suicides did occur because of academic distress. (<https://ncrb.gov.in/en/ADSI-2020>)

This research is conducted to prove that the students in India who do not commit suicide and deal with an over-disciplined environment are mentally affected to an extent that they are unable to focus on the process and are more concerned about the result because of the fear inflicted upon them by the over disciplined environment. This fear and lack of focus leads to a deterioration in academic performance.

This study is needed to draw the attention of authority figures in the Indian context in an adolescent's life to give importance to the adolescent's mental well-being and provide them with limited personal freedom so that they can enjoy some form of autonomy, only have eustress to perform complex tasks and avoid distress.

History

Adolescent Psychology is a field of psychology that tends to deal with the development of children to a mature age and reaching puberty. Puberty can be defined as the time period between 13-16 years of age when teenagers become sexually awakened and develop their secondary sexual characteristics.

G Stanley Hall defines adolescence as “a period of inevitable turmoil that takes place during the transition from childhood to adulthood”. G Stanley Hall was the first president of the American Psychological Association and is known as the father of the scientific study of Adolescence because of his notable work during the late 19th and early 20th centuries and highlighting the importance of development and dealing with puberty.

G Stanley Hall's look on Adolescence was published in 1904 and played a major role in restructuring the thinking about adolescent behavior.

While many adolescents appear to be passive, they are experiencing considerable turmoil within (Hall, 1904)

Hall's storm and stress concept

In his work in 1904, Hall for the first time coined the term “storm and stress” to describe the difficulty adolescents face in regulating their behavior and the increased amount of pressure that they experience from society and from themselves.

Hall's theory of storm and stress discussed 3 major aspects of adolescent life that create inevitable turmoil-

1. Conflict with parents and other authority figures
2. Mood disruption
3. Risk behavior

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Conflict with parents and other authority figures

The conflict of adolescents with their parents and authority figures such as older siblings or teachers is the most common cause of aggression and burnout. The conflict arises when adolescents demand and crave more independence than their parents are ready to give. Hall stated that this conflict resulted in ruder behavior by adolescents and difficulty in compliance with the rules established by the parents and the authority figures.

Mood disruption

Uncontrollable overwhelming emotions lead to mood disruptions and are fairly common among adolescents when the authority and parental figures are controlling and they deal with conflicts between personal freedom and acceptance of societal norms. These irregular emotions cause mood swings. According to Hall, adolescents go through a continuous chain of emotions, socially awkward behavior, loneliness, mental disorders, burst outs, resistance to rules, and self-consciousness.

Risk behavior

Research indicates that adolescents record major aggressive outbursts because of lack of control over their lives. Many other factors are responsible for aggressive tendencies which push adolescents towards risky behavior i.e norm-breaking, antisocial or illegal behaviors that cause disruptions.

Risk behavior can also stem from peer pressure, insecure and unresolved feelings and societal pressure.

Adolescents are highly prone to criminal behavior In an informative study Gleason and colleagues (2009) hypothesized that the higher adolescents are in empathic accuracy—that is the better their skill in what has been termed “everyday mind reading” (accurately understanding what others are thinking and feeling), the better their social adjustment: the more friends they will have, the more they will be liked by their peers, the better the quality of their friendships, and the less they will be victims of bullying or social exclusion. Basically, the researchers reasoned that empathic accuracy would help the students respond appropriately to others; this in turn would lead to better relationships and better adjustment. (Baron, Branscombe, 2006 Social Psychology, 13th edition, Pearson publications)

Therefore, according to recent research, the lack of empathic accuracy is also a consequence of frequent mood disruptions which can further cause loneliness and depressive disorders.

Indian context

Between the ages of 10 and 19, there are 253 million adolescents in India. The people in this age group require nutrition, education, counseling, and guidance in order to ensure that they grow up to be healthy adults. (<https://nhm.gov.in/>)

Recent research suggests that sleep problems and exhaustion may have an effect on a variety of psychological and academic challenges (Bailly-Lambin et al., 2004). Generally speaking, infections, viruses, genetic anomalies, degenerative diseases, and the like do not seem to pose a greater threat to adolescent life in India than their own irresponsible behavior does (Verma and Saraswathi, 2002).

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Given the differences between residential settings in terms of opportunity, exposure to media, family support, peer pressure, rearing practices, values (Kapur, 1992; Rangnathan, 2003; Sibal, 1997), ecological features, and rearing practices, it was anticipated that there would be differences in the pattern of lifestyle among the adolescents from rural, urban, and metro settings.

The principles of mindful parenting have proven to be useful in the dynamic environment of parental-adolescent attachment patterns, especially when taking into account the culturally unique concept of interdependence in a collectivistic society like India. These findings may influence the future development of parental strategies for the country's teenage mental health. Parenting styles are largely based on the cultural value systems that have been internalized within the family.

An emphasis on submission to authority is readily expected given the traditional Indian families' strong hierarchical kinship structure. Finally, traditional Indian parenting does encourage more physical connection between the parent and the child, including closeness to the body, frequent massaging, and co-sleeping, especially as an infant. This is because Indian culture tends to place a larger emphasis on affiliation and contact.

Historical shifts over time have been seen, such as parents granting their children more freedom to express themselves privately and to voice their disapproval of them. Additionally, there has been a reduction in the autonomy that the parents allow for freedom of movement and a postponement of taking on significant duties. The classic authoritarian parenting approach, which demanded blind obedience, is now all but extinct, having been replaced by a preference for parental control. Such changes have been observed through a qualitative analysis of parenting advice columns, with findings suggesting that parents at the start of the previous century were unaware of their children's whereabouts and prioritized their obedience and completion of chores.

However, as time has passed, this emphasis has shifted, with more emphasis being placed on freedom of expression at home, greater autonomy, and greater responsibility.

Both parents and teenagers now understand the value of independence and self-reliance in today's society as a result of globalization, improved education, and increasing exposure to Western cultures.

Hypothesis-

1. Over-discipline and parental pressure leads to academic failure among adolescents in Indian society.
2. Adolescents are more likely to suffer from mental health problems when living in an over-disciplined environment.
3. Punishment is not necessary for the academic improvement and achievement of adolescents.

Through our research, we also aim to analyze the difference between the answers of parents and adolescents on the same questions and how that affects the adolescents further.

REVIEW OF LITERATURE

A student who is disciplined, in the context of a school system, is one whose acts, actions, and behaviors follow the school's established norms and regulations. (Ali, Dada, Isiaka, & Salmon, 2014). The literature reveals that indiscipline is experienced amongst students throughout schools everywhere. The performance levels of both teachers and students can be determined by their time management and disciplinary skills. The teaching staff and the students should both be showing punctuality and discipline. Compliance on the part of the staff is a good way to let the students model a disciplined personality. One way of improving the overall discipline in schools is to bring about punishments.

In his opinion, Docking (2000), observed that while some punishments shape the personality of students and are constructive to their growth, others can be undesirable, pointless, and can instill unnecessary fear.

Ehiane, O. Stanley (2014), in a survey conducted in some schools of Nigeria, found that 73.7% of pupils strongly agreed that the management of school discipline has an impact on the students' academic performance. To some extent, almost all of them also agreed that observance of time management also affects the student performance. While some of them remained neutral, others to some extent believed that school rules and regulations affect the students' academic performance. People have varying opinions when it comes to whether punishment is a reinforcer for better performance or not. Students perform better academically when rules and regulations are strictly followed. Prioritizing rules and regulations eventually establishes the behavior that teachers and students should exhibit.

A study conducted by Simba, Agak, and Kabuka (2016) had 10 items on the rating scale of 10; obedience, politeness, harmony with other pupils, bodily cleanliness (hygiene), neatness in dressing, the seriousness with academic assignments, carefulness in the handling of exercise/notebooks, neatness in writing, maintaining silence in class (avoiding noise making), and harmony with teachers. While only 17.6% of pupils scored between 90-100 in a discipline score, only 3.3% could score up to 100 in their academics. Indiscipline makes students lose focus on educational goals which are achieved through hard work, time management, respect for others, and self-determination (Gitome et al., 2013).

A study conducted by Bender, Allen, McElhaney, Antonishak, Moore, Kelly, and Davis (2007) carried out a survey among parents and their children and found that pushing and grabbing, and slapping or spanking were the two most used forms of harsh discipline. It also suggested that anxiety was more prevalent amongst female adolescents in comparison to male adolescents. Anxiety, depression, and externalizing behaviors were more likely to be shown by adolescents with a history of harsh discipline, and adolescents who have experienced harsh discipline maternally find it hard to maintain their individuality and show relatedness to their parents, simultaneously.

Disciplined students are more likely to stay focused on their educational objectives and aspirations, manage their time well, work harder in academics, and demonstrate drive to succeed academically, owing to the fact that disciplined students are less likely to be involved in disciplinary issues that divert their attention away from academic work. As a result, they have a higher likelihood of being psychologically at ease and prepared for academic work. This strengthens their desire to succeed academically and eventually improves their performance. (Simba, Agak and Kabuka, 2016)

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The environment that adolescents will thrive in

It is important to understand that in the right environment provided by authority figures, an adolescent can develop healthily in all areas of life. The discrepancy caused between the demands of an adolescent and the resources provided by the caregivers is the main cause of mental health disorders and academic failure. According to a recent study, both maternal and paternal harsh discipline was related to adolescent reports of depression, anxiety, and externalizing behavior.

The right environment should ensure the overall subjective and psychological well-being of an adolescent guaranteeing positive emotions such as happiness and contentment, positive relationships, some amount of control in one's life, and decision-making ability.

The environment of school going adolescents is a major focused area for the turning point in the future. The school, home environment and social support need safe and positive support for the school going adolescents. Every parent needs their child to grow a protective environment in the home, school, and community. (U. Harikrishnan and Grace Lalhlupuii Sailo, 2020)

This 2020 review focused on school, home environment and social support of school-going adolescents and concluded that there was an utmost need for developing a comprehensive model for a safe environment of school-going adolescents in the home, school, and community.

The communication with the school administrators, teachers, and parents should be clear and make a safe environment to the school going adolescents. There is a need to provide a preparedness programme in a safe environment for school going adolescents and their parents & teachers. The positive social support is also making a safe environment for the school going adolescents. There is a need to promote and protect a safe environment for the school-going adolescents. (U. Harikrishnan and Grace Lalhlupuii Sailo, 2020)

Mental health problems among adolescents appear to be increasing on a global scale (Collishaw, 2015; Patton et al., 2016; Patalay and Gage, 2019). This worrying trend is attributed to circumstances in family, school, and everyday life linked to globalization, urbanization, digitalization, and environmental degradation (Tomasik et al., 2012; Collishaw, 2015; Patton et al., 2016)

According to UNICEF, Self-harm is a leading cause of death for adolescents between the ages of 15 and 19.

(<https://www.unicef.org/parenting/mental-health/what-is-self-harm#:~:text=Any%20behavior%20that%20causes%20harm,want%20to%20end%20their%20lives.>)

Non-exhaustive list of factors necessary for a healthy environment for an adolescent according to WHO's helping adolescents thrive toolkit

(<https://apps.who.int/iris/bitstream/handle/10665/341344/9789240026247-eng.pdf>) are as follows-

1. Implementation and enforcement of policies and laws
2. Environments to promote and protect adolescent mental health
3. Caregiver support
4. Adolescent psychosocial interventions

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Empirical Study via Data Collection and Analysis

Primary data was collected through online surveys in the form of questionnaires from parents and adolescents separately. The total responses collected were 220 out of which 133 were responses from adolescents from the age group of 13-19 and 87 responses were from parents.

Both questionnaires had 15 questions divided into 3 sections, and each section was based on one hypothesis and consisted of 5 questions. Questions were more or less on the same topics for both adolescents and parents but were framed differently. For eg. The question for parents was “Do you believe that inflicting a strict timetable upon your child will lead to improvement in their academic performance? And for adolescents, the question was “Do you believe that inflicting a strict timetable upon you will lead to a successful career and improvement in academic performance?”

DISCUSSION

We have done a doctrinal analysis in the previous sections of this paper which has laid down a strong foundation in the affirmative of the hypothesis. Now, we are doing an empirical study to prove the three hypotheses and analyze the answers of parents and adolescents vis-a-vis Indian Society.

The first hypothesis “Over discipline and parental pressure leads to academic failure among adolescents in Indian society” is proved through the data collected from adolescents and parents by asking them 5 questions about their opinion on inflicting a strict timetable, restraining personal desires, and freedom, taking away of electronic devices, imposition of parents’ unfulfilled dreams and pressure to opt for a certain career leading to academic improvement and a successful career.

The second hypothesis “Adolescents are more likely to suffer from mental health problems when living under an over-disciplined environment” is proved through the data collected from adolescents and parents by asking them 5 questions on how mental health is affected because of parental pressure and over-discipline.

The third hypothesis “Punishment is not necessary for the academic improvement and achievement of adolescents” is proved through the data collected by parents and adolescents by asking them questions based on their opinions on punishments and its effect on academic performance.

The data recorded through questionnaires leaned toward the expected scores. Following is the analysis in a pointwise manner:

ADOLESCENTS

- 14.2% of adolescents strongly agreed” to the statement about whether the imposition of a strict timetable leads to academic failure. The expected score was neutral as the definition of the strict timetable is subjective in different cultures and so 39% of adolescents were neutral while 0% strongly disagreed with the statement. This is in tune with our understanding of Indian Culture where discipline is a very important trait.
- 41.3% of the adolescents disagreed with the statement that they will perform better academically if their personal desires and freedom are curbed. 28.5% strongly

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disagreed while 12% agreed with it as well, displaying the effect of a manipulative and dominant environment.

- 66.8% of the adolescents strongly agreed and agreed that the imposition of unfulfilled dreams amounts to parental pressure while 12% disagreed.
- 58.6% of the adolescents disagreed and strongly disagreed that they were being forced by their parents to opt for a particular career (cite study) while around 25% agreed that they felt pressured to opt for a particular career in engineering and medicine.
- 61.6% of the adolescents agreed that they felt humiliated and angry when they were exposed to an over-disciplined environment which resulted in poor mental health, low self-esteem, and anxiety.
- 64.6% of the adolescents strongly agreed and agreed that an over-disciplined environment and excessive amount of restrictions lead to poor mental health.
- 86.4% of the adolescents agreed and strongly agreed that happiness and positive mental health are correlated while only 3% disagreed.
- 45.1% of the adolescents agreed and strongly agreed that an over-disciplined environment leads to academic failure because of poor mental health while 30% disagreed which can be explained through the subjective definition of an over-disciplined environment for different people.
- 50.3% of the adolescents disagreed and strongly disagreed that punishments can help in academic improvement while 21.8% agreed and strongly agreed that punishments can help in academic improvement. This difference can be subjected to the unclear definition of the word “punishment” and can be interpreted differently by different people.
- 90.2% of the adolescents agreed and strongly agreed that a friendly and understanding relationship with their parents can increase their chance at success academically while 0% disagreed.

PARENTS

1. 34.4% of the parents agreed and strongly agreed that the imposition of a strict timetable can be helpful in academics while 54.1% strongly disagreed and disagreed with it. Variations can be subjected to different interpretations of “strict time table”
2. 75.8% of the parents disagreed and strongly disagreed that restraining personal freedom can lead to academic success while 20.6% agreed and strongly agreed to it but when asked if taking away their child’s electronic devices will be helpful in academic improvement, 47.1% of parents agreed and strongly agreed while only 25.2% disagreed. This difference can be understood culturally where personal freedom according to parents in Indian society may not amount to access to electronic devices but may include eating food of their choice or studying a subject of their choice etc.
3. 64.3% of the parents agreed and strongly agreed that an over-disciplined environment consisting of restrictions, compulsions, and punishment leads to the poor mental health of their child, while 17.2% disagreed.
4. 93.1% of the parents agreed and strongly agreed that a child’s happiness and positive mental health are correlated while 0% disagreed.
5. 55.1% of the parents agreed and strongly agreed that an over-disciplined environment leads to children being detached from their academics because of poor mental health which further leads to academic failure but 27.5% of the parents disagreed which

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means that they still believe that over-discipline can help their children improve academically.

6. 55.1% of the parents disagreed and strongly disagreed that punishment plays an important role in academic improvement while 22.9% agreed and strongly agreed with it.
7. 86.2% of the parents agreed and strongly agreed that having a friendly relationship with children can help them succeed in school while 0% disagreed.
8. 82.7% of the parents disagreed and strongly disagreed that punishments are better than reinforcement while only around 5% agreed.

Comparative analysis of parents and adolescents -

Through our research, we were able to know that the majority of the adolescents and parents responded closer to the expected scores proving our hypothesis in consonance with the global understanding of mental health vis-a-vis adolescents but there were differences between scores of adolescents and parents which show the mindsets of different generations and the varied beliefs because of a high generational gap.

While only 14.2% of adolescents agreed to the academic improvement because of a strict timetable, 32% of the parents agreed that a strict time-table was a necessary factor which shows signs of a collectivist society that prevails in India and the tendency of parents to control the lives of their children.

Similarly, while 31.5% of the adolescents agreed with the statement that taking away electronic devices will lead to academic improvement, almost 48% of the parents agreed and strongly agreed with the statement. This shows that there is a negative sentiment toward the impact of smartphones on adolescents.

These differences can be subjected to the fact that the older generation is more conservative in nature because of the lack of advancement and almost nil exposure to the western world in the early 1900s.

Meanwhile, the advancement of technology, availability of the internet, scientific research, and exposure to the modern world has led to change in the priorities, beliefs, and values of adolescents and young adults.

Limitations of the empirical research-

1. Digital inaccessibility- One of the limitations of the study is that because of the lack of digital accessibility among the masses in India, the study was restricted to the middle and upper middle class who had access to technology and were literate.
2. Middle-class limitation- The study was mostly confined to the people belonging to the middle class or mildly above or below the average. This is because of the mode of gathering data and the limited reach of the questionnaire.
3. Neutral response bias- Each question had a neutral option for those who neither agree nor disagree but this becomes a limitation in the research and creates a bias when a lot of people choose the neutral option because they are not interested in honestly filling out the survey.
4. The responses of parents were lesser in number with even lesser responses from males than females, which could be subject to the busy schedule of parents, especially working males who did not have the time to fill out the questionnaire because of their

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jobs. The discrepancy caused between the responses of parents and adolescents is because of responses from a small amount of the population.

CONCLUSION

The doctrinal research suggests that an overly disciplined environment is inversely proportional to adolescents' academic performance. In the empirical research, it can be concluded based on the results of the questionnaires of 133 adolescents and 87 parents that the majority of both adolescents and parents agree that an over-disciplined environment can affect the academic performance and the mental well-being of adolescents.

Differences between responses of adolescents and parents can be seen which is conditioned to the collectivist and conservative society where the parenting style is usually authoritarian in nature but the responses anyhow lean towards the expected scores which shows the development of the society and the mindsets of parents in Indian society.

A meta-analysis reports that 6.5% of the community and 23.3% of school children and adolescents have psychiatric disorders [11]. India has the highest youth suicide rate globally, and suicide is the leading cause of mortality in this population [12]. The National Mental Health Survey (2015–2016) reported a 7% prevalence of psychiatric disorders in 13–17 years and was nearly equal among both the genders [13].

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8871588/#:~:text=A%20meta%Analysis%20reports%20that,in%20this%20population%20%5B12%5D>)

Lack of social support is one of the leading causes of mental disorders among adolescents. In the questionnaire, 86.2% of the parents and 90.2% of the adolescents agreed that a positive and friendly relationship between a parent and child could ensure academic success, which again displays that social support is an important factor in determining the course of life of an adolescent.

Adolescence is a sensitive period when children are going through various mental and physical changes while also trying to keep up with society's expectations academically. It is important to understand that care and precautions must be taken by the caregivers and the authority figures to prevent any mishap big or small. A better environment must be created for the adolescents to thrive in which consists of rules to help the child shape their life but also must consist of love, care, and respect. Some amount of control and decision-making power must be given to the adolescent so that they do not feel lost and out of control because that would lead to indulgence in maladaptive and anti-social behaviors to prove their point which can affect themselves and their loved ones.

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Conflict of Interest

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