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SCHOOL SATISFACTION AS RELATED TO ABSENTEEISM AMONG SENIOR SECONDARY STUDENTS

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ABSTRACT: -

Education is the main tool for the overall development of students. Cultivating the specific abilities into their life skills is the main focus of education. In broader view the main aim of the education is to develop a real citizen of a nation which must be well equipped in all aspects of his



duties responsibilities and rights. Schools are the real divine places which shapes the personality of the students in such a manner that they can face any situation and came out from it with fruitful results. To achieve this goal students must be involve actively and regularly in each and every activities of the school. Knowledge

is one of the most important ingredient of a sound personality and to achieve this knowledge component students must attend their classes regularly. It is the duty of school administration that they create such a conducive environment which not only attract the students but also motivate them to contribute actively their role in knowledge creation. Having unattractive classroom, improper attention, biasness, unusefull course content, less oppourtunity for reflecting their abilities are some of the adverse situations which promote students to avoid the classroom without any justified reason and thus resulting absenteeism. Absenteeism actually shows an expression of conflicts and anxiety. Absenteeism among secondary school students is one of the most baffling problem of present education system which needs utmost attention. There are many factors responsible for the absenteeism among secondary school students which needs a vast and descriptive study. This paper is an effort to enlighten the effective role of School Satisfaction in absenteeism of secondary school students. Descriptive survey method was employed. A total sample 500 students (215 boys& 285 girl) was taken up by cluster sampling method. On the basis of attendance the sample was divided into four groups i.e. Absentee boys, Regualr boys, Absentee girls and Regualr girls. These groups of absentees and regulars were compared. The result reflected that regular girls were more satisfied than absentee girls. Absentee girls were more satisfied than absentee boys whereas regular girls were found more school satisfied than regular boys.

KEYWORDS: School Satisfaction, Absenteeism, Non Attendance, Truancy, Drop Out.

INTRODUCTION :

Education develops nationalistic feelings, inspired the development of literacy and cultural consciousness, as a result many political and social institutions were established and new means of education were evolved. The hierarchy of classes was established. The curriculum for each class was defined. Students were required to put attendance on schools. The truancy and absenteeism were undesirable but these problems

started appearing. Absenteeism is handicapping education efforts across the country.

The highest priority in education is therefore to ensure that, not only all children start school but also remain there long enough in a regular basis to acquire literacy, numeracy and basic attitudes and skills which will help them to improve the quality of their life. Students find the classrooms unattractive. As a result, they avoid the classrooms without any justified reason. Most of the schools are facing the chronic problems such as dropout, wastage & stagnation, absenteeism, truancy, non-attendance etc. In all of these problems, absenteeism is common and essential to deal with.

Chronic absenteeism is a national problem, handicapping education efforts across the country. The term student absenteeism refers to students absenting themselves from classes with or without permission, having no appropriate reason. Absenteeism is a morale problem. Harvell (1958) found that, there are situations, in which it has been shown that some absenteeism is traceable to low morale. Good (1959) explored that attendance is the act of being present, particularly at school while absenteeism is vice-versa. Manroe (1952) investigated that academically poor students are more liable to absenteeism. Deighton (1971) found that one of the common characteristics of the potential school dropout is poor or irregular attendance. Moier (1976) stated that absenteeism is a behaviour which is instigated and situational. Munjal (1979) stated truancy occurred more in private educational institution than in government institution. Lewin (2007) Due to frequent absenteeism from school, children perform poorly. Absenteeism indicates an expression of conflict, a symptom of anxiety and rebellion against suppressed activity, and denial of free outdoors life in home, school and society. Absenteeism may be affected by so many factors. Johnson & Orval (1956) emphasized that school, home and community when the three unit joined hands, not only reduce truancy but also benefited from each other to a great extent.

It has been reported that the child lacks solace and motivation to improve (Landis, 1955), he is burdened with loaded curriculum (Johnson & Orvall, 1956), classroom fails to provide successful experience (Jackson, 1964). The child's adjustment in the school is affected by three major factors – maternity, learning capacity and social adjustment (Mekinny, 1962). The investigators have found out various factors which are responsible for non attendance which includes the improper school climate, heavy curriculum, undesirable friendship, no motivation in school, unfavorable behavior of teachers towards the individual, course failure, disengagement from school (Romero & Lee, (2007); Chang & Romero, (2008) etc. The researchers have found that the rural and urban student (Gupta, 1982), science and arts students (Kaur, 1984) differ in the school satisfaction level significantly. Decreased levels of student engagement have been associated with reduced attendance.(Balfanz, et.al. 2007). Indicators such as course failure, low school effort, low reading achievement, and retention in previous grades are strong predictors for students to exhibit absenteeism (Watkins & Watkins, 1994). Lack of challenging/interesting course work and curriculum was cited by some students as a reason for non-attendance (Lotz & Lee, 1999; Khazzaka, 1998).

HYPOTHESIS -

1. The absentees and regulars do not differ significantly with regard to their school satisfaction.
2. The absentee boys and girls do not differ significantly to their school satisfaction.
3. The regular boys and girls do not differ significantly to their school satisfaction.

METHODOLOGY :

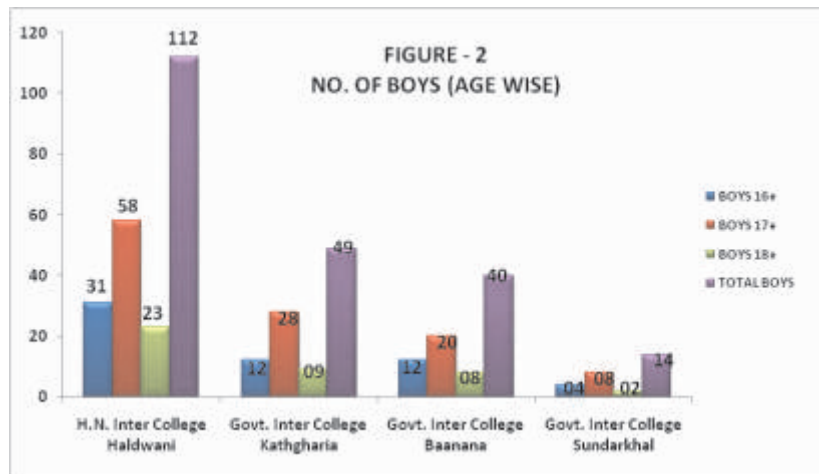
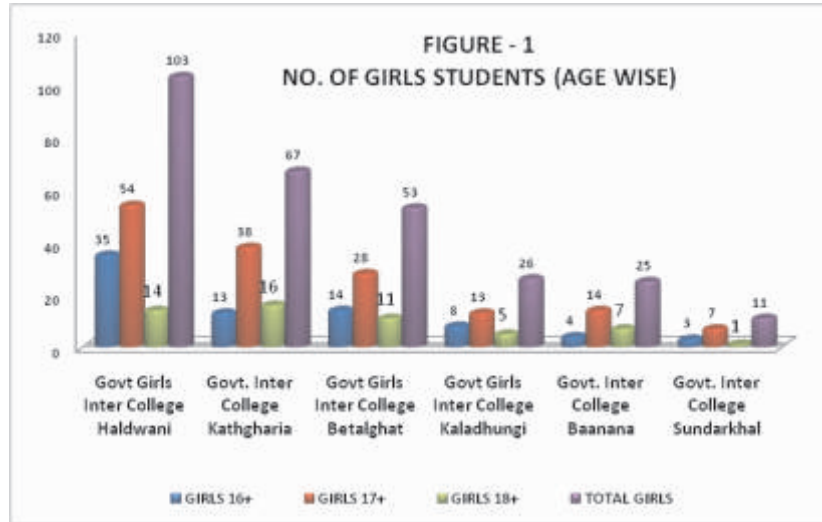
The focus of present investigation was to analyze the relationship of School Satisfaction with the absenteeism among senior secondary school students. This study required the analysis of absenteeism in desired context. Therefore descriptive survey method was used.

POPULATION OF THE STUDY:

The population of the study were the students studying in class XIth- XIIth in the age group 16 – 18 years of senior secondary schools of Nainital district of Uttarakhand.

SAMPLE:

In the present investigation cluster random sampling was used. So, 07 schools from District Nainital were selected randomly. The student of XIth & XIIth class in these school were included in the sample. The students who did not respond to research project were left. The sample of 500 students (215 boys, 285 girls) was chosen up.



TOOLS USED IN THE STUDY:

The investigator used The following tools for data collection.

- 1- School attendance register was used to identify absentees and regular.
- 2- School Satisfaction Inventory by Meenakshi Sharma was used to measure school satisfaction.

SELECTION OF ABSENTEES AND REGULARS:

It was essential in the study to identify the groups of absentees and regulars. So, the investigator took up the attendance of students at the end of academic session from school attendance register for all working days, with the help of class teacher. A list was prepared of each student’s attendance during whole session. The numbers of absentees of each student were calculated by deducting number of present days from total working days. Since the number of total attendance (working days) was different in each school, the percentage of absences was taken up.

The percentage of their absence was arranged in descending order. The median of the absence scores of total 500 students was calculated. It was found to be 18.25. The student having absences score above the median

were considered as absentees and the students having the absence score below the median point were considered as regulars. Thus, 120 boys & 130 girls were found regular and 95 boys & 155 girls found absentees. Thus, four groups were created. ABSENTEE BOYS & REGULAR BOYS, ABSENTEE GIRLS & REGULAR GIRLS , ABSENTEE BOYS & ABSENTEE GIRLS AND REGULAR BOYS & REGULAR GIRLS.

The tool was administered to them with the help of class teacher of concerned classes. The scores of school satisfaction were taken up and analysed by t- test.

FINDINGS:

The scores of school satisfaction variable of absentee and regular boys and girls were treated statistically to find out t-values. The mean and t-value have been provided in the Table- 1

Table – 1
Significance Of Difference Between Means Of School Satisfaction Scores Of Absentees & Regulars

S.No	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	131.13 ~ 134.60	2.88	213	1.200
2.	ABS.GIRLS ~ REG.GIRLS	147.18 ~ 153.58	2.27	283	2.814**
3.	ABS.BOYS ~ ABS.GIRLS	131.13~ 147.18	2.96	248	5.410**
4.	REG.BOYS ~ REG.GIRLS	134.60 ~ 153.58	2.11	248	8.979**

*Significant at the level of (0.05), ** Significant at the level of (0.01).

It may be observed from Table-1 that the value for school satisfaction score for the significance of difference between the means of absentee and regular boys was not significant at any level of significance. The t-value for the significance of difference between the means of absentee and regular girls was found significant at 0.05 and 0.01 level of significance. This showed that absentee girls and regular girls differed significantly on school satisfaction scores.

It may be seen from Table-1 that the t-value for the significance of difference between the means of absentee boys and absentee girls was found significant at both level of significance. Further it was found that the t-value for significance of difference between the means of regular boys and girls was found significant at 0.05 and 0.01 level of significance. It may be interpreted that regular boys and girls were significantly differ on school satisfaction. Regular boys were not satisfied in comparison of regular girls.

DISCUSSION:

Regular girls were satisfied with the school because they might be well adjusted with different aspects of school i.e. teachers, curriculum, facilities, environment etc. and involving themselves in different activities Whereas absentee girls may not getting chance to involve themselves in various preferential school activities and may be maladjusted with the school environment. Bryk and Thum, (1986) found that weak normative environment contribute to the absenteeism. Bee-Lick (1973), explored that lack of essential amenities, shortage of accommodation in institutions hostels, lack of extracurricular activities, lack of healthy environment, lack of comfortable seats, airy and well lit classroom, hygienic drinking water, lack of good toilets, lack of good teaching staff, lack of well equipped libraries and laboratories etc were the sources of students satisfaction or dissatisfaction in the school. Absentee and regular boys were not significantly different in school satisfaction. School may not be attractive for both the groups. Hence, the finding appeared in the study.

In other finding absentee girls were satisfied with the school because they may desire to avoid the domestic work and may getting chance to involve themselves in various preferential activities of the school.

Olah, David Lee (1995) found that student not participating in inter-scholastic activities noted higher absenteeism than student who participated in inter-scholastic activities. Absentee boys were less satisfied with school because they may not be feeling the physical and academic environment of the school unfavourable. Wagstaff, et.al., (2000) found that students are less likely to attend school when they perceived their classes are boring or irrelevant; feel unsupported or disrespected by teachers and other school staff; feel uncomfortable or bullied by other students. Thus, this finding was observed in the study.

In the case of finding regarding regular girls and boys, regular girls may be satisfied with the school in comparison of regular boys because they are getting chance to avoid the responsibility of domestic work and the different components of school and their participation in various preferential activities of the school promoting them to attend their classes regularly. Appleton, et al., (2008) studied that higher-levels of student engagement in school activities reduce the risk of students missing school or dropping out of school, whereas disengagement can lead to a significant increase in 'deviant behavior' including truancy. This investigation indicates the importance of school satisfaction in dealing with absenteeism.

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