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## A STUDY OF TRUANCY IN RELATION TO TEMPERAMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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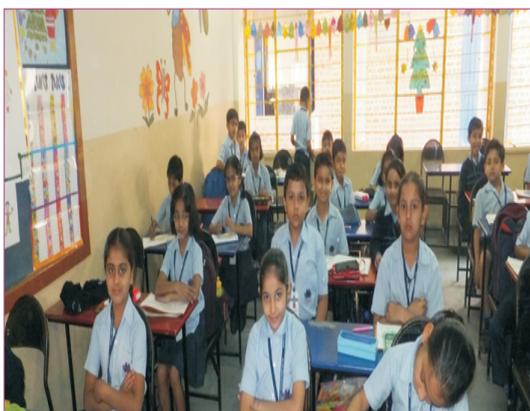
### ABSTRACT: -

School are the places where the students are carved into the real citizen of the nation. Enhancing and refining the innate abilities of the students is the main aim of the school activities. For achieving this goal it is must for the students that they should regularly attend their classes. Each activity organised in the school is important for the students to achieve excellence and for this they must attentively attend all the activities conducted in the school. In the present era of technology students feels their regular classes' non attractive and full of boredom hence a pattern of truancy is reflecting among them. Though, it is the duty and responsibility of the subject teacher that they have to create an environment which not only attract the student but also motivate them to participate actively in the various activities organised in their subject period. Today Schools are facing truancy as a big challenge. There are various factors responsible for truancy among the students in the school. Temperament of the students plays a vital role in absenteeism. This research paper is an effort to study the absenteeism with relation to temperament of the senior secondary school students. A sample of 500 students was taken up for the study. On the basis of attendance register absenteeism was calculated and the students were divided in absentees and regulars. Analysing the collected data it was found that absentee boys and girls were significantly lower than regular boys and girls in co-operative temperament. The absentees and regulars were not significantly different on sociability, ascendant, secretiveness, reflective, impulsivity and placid temperament. Absentee girls were significantly lower than regular girls on vigorous, persistence, warmth, aggressiveness, tolerance, tough mindedness whereas the absentee boys were significantly lower than regular boys on accepting temperament only but not on other temperament.

**KEYWORDS:** Truancy, Absenteeism, Non Attendance, Temperament, Personality disorders, Drop Out.

### INTRODUCTION :

School attendance is a critical factor for performance. In our schools, absenteeism is widespread but usually unacknowledged. The term student absenteeism refers to students absenting themselves from classes with or without permission, having no appropriate reason. It has come out as a technique for reducing tension but instead of tension releaser truancy becomes personality deviant.



School dissatisfaction is attributed to lack of essential amenities, shortage of accommodation in school and hostel, lack provision of game, excursions and extracurricular activities. If school expectations are not met, it may leads to the absenteeism. Truancy was found to be related to the poor relationship with teacher (Smith 1996). Douglas & Ross (1964) showed that the history of absence was related to the type of school. Regular student perceived school climate more satisfactory than absentees.

The students at senior secondary school level enter in adolescence period therefore liable to bear stresses and strains.

Temperament is one of the main aspect which play important role during this period of life of the adolescent students. Temperament reflect "the relatively enduring biological makeup of the organism, influenced over time by heredity, maturation, and experience" Rothbart & Rueda, (2005). Temperament is used to denote the strength, vividness and other qualities attached to senses. Lindgren (1972) defined the temperament as general emotional responsiveness of individual. Murphy (1962) defined it as the more or less characteristics persistent emotional disposition of the individual probably having a constitutional basis, such disposition likely to effect the school avoidance behavior and patterns of adjustment. Moier (1976) quoted that absenteeism behavior deviance caused by socio-culture, semantic, infactual, and emotional and temperamental levels. According to Iwamoto (1996) school refusers suffered from social phobia and avoidant personality disorders. Absentees from school more often seek help for depression (Gasquet et.al. 1997).

### ROLE OF TEMPERAMENT IN ABSENTEEISM

Temperament is another area which appeared to have significant role in absenteeism. It is one of the important factor of personality. Temperament being one of the important gradient of the personality is seen by many investigators as the scientific study of individual differences in thought and behavior that occur under given situational circumstance. It is the individuality that emerges from interaction between a biological and social, physical world. It has been defined by various philosophers, theologians, poets, sociologists & psychologists in different manner. Hillgard and Atkinson (1952) defined the temperament as the aspect of personality revealed in the tendency to experience mood changes in characteristic ways. Temperament represents the affective function of personality.

To attend the class or school regularly is very much dependent the individual's own emotional or temperamental dispositions or need and therefore appeared to be related with such attitudes. Moreover, absenteeism also may be affected by a peculiar type of personality disorders involving neurotic or psychotic tendencies in the adolescents. Murphy (1938) found in his study that truants were socially and emotionally immature. Royer et.al. (2000) found that hyperactive students were more absent.

Temperament acts as a screen through which children view and interact with their environments. It encompasses the affective, activational, and attentional sectors within personality (Foley, 2007).

### HYPOTHESES

On the basis of available literature for the present investigation the following hypotheses were formulated.

- 1-The absentee and regular do not differ significantly in their temperament.
- 2- Absentee boys and girls do not differ significantly in their temperament.
- 3-Regular boys and girls do not differ significantly in their temperament.

### METHODOLOGY

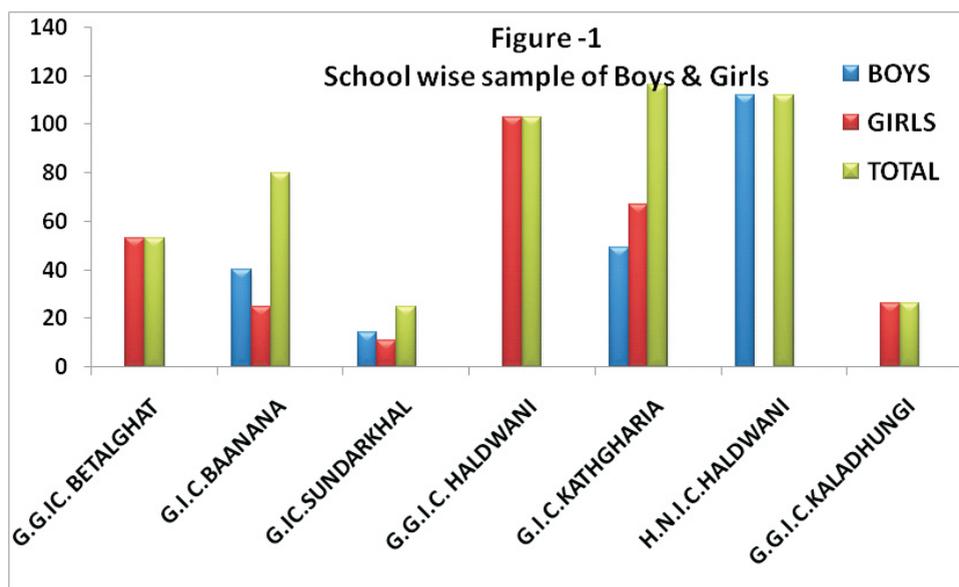
The main aim of the investigation is to investigate the relation of temperament with the truancy among the students studying in senior secondary schools. Descriptive survey method was used to study the absenteeism in desired context.

### POPULATION OF THE STUDY

Students of class XIth and XIIth studying in senior secondary schools of Nainital District of Uttarakhand were the population of the present investigation.

### SAMPLE

Cluster random sampling was used in the present investigation. Seven (07) schools from district Nainital were selected randomly. The student of XIth & XIIth class in these school were included in the sample. The sample of 500 students (215 boys, 285 girls) was chosen up Figure-1 .



**TOOLS USED IN THE STUDY:**

The investigator used the following tools for data collection.

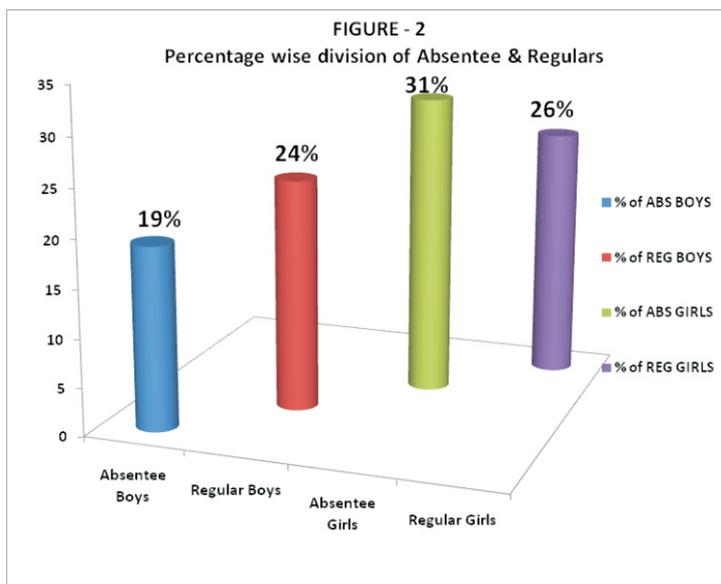
- 1- Dimensions of Temperament Scale by Chaddha & Chanda. The DTS consists of fifteen important dimensions. These dimensions are Sociability, Ascendance, Secretiveness, Reflective, Impulsivity, Placid, Accepting, Responsible, Vigorous, Co-operative, Persistence, Warmth, Aggressiveness, Tolerance and Tough minded.
- 2- School attendance register was used to identify absentees and regulars.

**SELECTION OF ABSENTEES AND REGULARS:**

With the help of class teacher, investigator selected the absentee and regular groups by calculating the attendance of students at the end of academic session from their school attendance register. 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. The percentage of absentee and regular boys was found 19% and 24% respectively whereas the percentage of absentee and regular girls was found to be 31% and 26% respectively. These groups were considered in analysis of data. 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.

The percentage base division of absentee and regular boys & girls has been seen in figure – 2



**FINDINGS**

The scores of different dimensions of Temperament 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 Sociability Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	11.36 ~ 13.47	2.85	213	0.739
2.	ABS.GIRLS ~ REG.GIRLS	13.69 ~ 19.00	2.76	283	1.926
3.	ABS.BOYS ~ ABS.GIRLS	11.36 ~ 13.69	2.79	248	0.831
4.	REG.BOYS ~ REG.GIRLS	13.47 ~ 19.00	2.90	248	1.908

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

It may be noticed from Table – 1 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls, regular boys and girls were not significant at any level.

It may be interpreted from these values that the absentees and regulars were not significantly different in sociability. The mean of sociability of girls groups were higher than boys groups. It may be said that the girls were high sociable than boys whether absentee or regular.

**Table – 2**  
**Significance Of Difference Between Means Of Ascendant Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	Df	t-value
1	ABS.BOYS ~ REG.BOYS	31.60 ~ 34.15	4.00	213	0.638
2.	ABS.GIRLS ~ REG.GIRLS	30.42 ~ 36.22	3.37	283	1.720
3.	ABS.BOYS ~ ABS.GIRLS	31.60 ~ 30.42	3.69	248	0.318
4.	REG.BOYS ~ REG.GIRLS	34.15 ~ 36.22	2.89	248	0.561

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

It may be noticed from Table – 2 that t-value obtained for the means of absentee boys and regular boys,

absentee girls and regular girls, absentee boys and girls, regular boys and girls were not significant at any level.

It may be interpreted from these values that the absentees and regulars were not significantly different in Ascendance. The boys and girls whether absentees or regular were not significantly different in Ascendance.

**Table - 3**

**Significance Of Difference Between Means Of Secretiveness Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	Df	t-value
1	ABS.BOYS ~ REG.BOYS	8.11 ~ 9.10	2.71	213	0.362
2.	ABS.GIRLS ~ REG.GIRLS	4.45 ~4.43	1.60	283	.008
3.	ABS.BOYS ~ ABS.GIRLS	8.11 ~4.45	2.06	248	1.776
4.	REG.BOYS ~ REG.GIRLS	9.10~ 4.43	3.68	248	2.146*

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

It may be observed from Table – 3 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls were not significant at any level.

It may be said form Table -3 that t-value obtained for the significance of difference between the means of regular boys and girls was 2.146 at 248 degree of freedom, which was found significant at 0.05 level of significance. The mean score of regular boys was higher than regular girls.

It may be said that the absentees and regulars were not significantly different on secretiveness temperament irrespective of sex. It may also be inferred that regular boys and girls were significantly different on secretiveness temperament.

**Table – 4**

**Significance Of Difference Between Means Of Reflective Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	20.60 ~ 19.64	4.06	213	0.236
2.	ABS.GIRLS ~ REG.GIRLS	15.49 ~19.43	3.26	283	1.207
3.	ABS.BOYS ~ ABS.GIRLS	20.60 ~ 15.49	3.65	248	1.398
4.	REG.BOYS ~ REG.GIRLS	19.64 ~19.43	2.19	248	0.056

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

It may be noticed from Table – 4 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls, regular boys and girls were not significant at any level.

It may be interpreted from these statistics that the absentees and regulars were not significantly different in reflective temperament. The mean of absentee & regular boys was higher than the mean of absentee & regular girls in reflective temperament.

**Table - 5**

**Significance Of Difference Between Means Of Impulsivity Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	3.82 ~4.60	1.76	213	0.446
2.	ABS.GIRLS ~ REG.GIRLS	3.71 ~3.03	1.00	283	0.676
3.	ABS.BOYS ~ ABS.GIRLS	3.82 ~3.71	1.34	248	0.078
4.	REG.BOYS ~ REG.GIRLS	4.60 ~3.03	3.64	248	1.149

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

It may be noticed from Table – 4 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls, regular boys and girls were not significant at any level.

It may be interpreted that the absentees and regulars do not differ significantly on impulsivity irrespective of sex. The boys and girls were also not significantly different on impulsivity score of temperament.

**Table – 6**  
**Significance Of Difference Between Means Of Placid Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	23.97 ~31.05	4.09	213	1.728
2.	ABS.GIRLS ~ REG.GIRLS	19.25~21.22	2.94	283	0.668
3.	ABS.BOYS ~ ABS.GIRLS	23.97 ~19.25	3.32	248	1.421
4.	REG.BOYS ~ REG.GIRLS	31.05 ~21.22	1.38	248	2.722**

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

It may be observed from Table – 6 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls were not significant at any level. It may be said from Table - 6 that t-value obtained for the significance of difference between the means of regular boys and girls was 2.146 at 248 degree of freedom, which was found significant at both level of significance. The mean score of regular boys was higher than regular girls.

It may be interpreted the regular girls were significantly lower than regular boys on placid temperame.

**Table - 7**  
**Significance Of Difference Between Means Of Accepting Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	28.05 ~38.55	4.29	213	2.448*
2.	ABS.GIRLS ~ REG.GIRLS	36.13 ~ 39.39	3.69	283	0.882
3.	ABS.BOYS ~ ABS.GIRLS	28.05 ~ 36.13	3.97	248	2.034*
4.	REG.BOYS ~ REG.GIRLS	38.55 ~ 39.39	3.64	248	0.207

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

It may be noted from Table – 7 that t-value for the significance of difference between absentee and regular boys, absentee boys and girls was found significant at 0.05 level of significance. It may be noticed from the Table-7 that the t-value for the significance between absentee and regular girls, regular boys and girls was not significant at any level.

It may be interpreted that the absentees boys were significantly low responsible than regular boys but absentee and regular girls were not significantly different on accepting scores. The absentee girls were significantly more in accepting score than absentee boys.

**Table - 8**  
**Significance Of Difference Between Means Of Responsible Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	39.46 ~ 43.75	4.88	213	0.880
2.	ABS.GIRLS ~ REG.GIRLS	37.76 ~41.23	3.74	283	0.926
3.	ABS.BOYS ~ ABS.GIRLS	39.46 ~ 37.76	4.34	248	0.390
4.	REG.BOYS ~ REG.GIRLS	43.75 ~ 41.23	4.03	248	0.602

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

It may be noticed from Table – 8 that t-value obtained for the means of absentee boys and regular boys, absentee girls and regular girls, absentee boys and girls, regular boys and girls were not significant at any level. It may be interpreted that the boys and girls were not significantly different in responsible dimension of temperament whether absentee or regular. Mean scores of boys groups was higher than girls groups.

**Table - 9**  
**Significance Of Difference Between Means Of Vigorous Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	25.36~ 28.38	4.45	213	0.676
2.	ABS.GIRLS ~ REG.GIRLS	16.84 ~23.86	3.33	283	2.107*
3.	ABS.BOYS ~ ABS.GIRLS	25.36 ~16.84	3.68	248	2.314*
4.	REG.BOYS ~ REG.GIRLS	28.38 ~ 23.86	4.21	248	1.126

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

It may be noted from Table – 9 that t-value for the significance of difference between absentee and regular girls, absentee boys and girls was found significant at 0.05 level of significance. It may be noticed from the Table-9 that the t-value for the significance between absentee and regular boys, regular boys and girls was not significant at any level.

It may be interpreted that the absentees & regulars boys and regular boys & girls were not significantly different on vigorous temperament. The boys were significantly higher than the girls on vigorous scores whether absentees or regulars.

**Table - 10**  
**Significance Of Difference Between Means Of Co-operative Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	27.50 ~ 39.95	4.64	213	2.684**
2.	ABS.GIRLS ~ REG.GIRLS	32.96 ~ 45.63	4.05	283	3.128**
3.	ABS.BOYS ~ ABS.GIRLS	27.50 ~32.96	4.20	248	1.300
4.	REG.BOYS ~ REG.GIRLS	39.95 ~45.63	4.01	248	1.262

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

It may be noted from Table – 10 that t-value for significance of difference between means of absentee and regular boys, absentee and regular girls was significant at 0.05 and 0.01 level of significance. Further it may be observed that t-value for the means of absentee boys and girls, regular boys and girls were not significant at any level of significance.

It may be interpreted that the absentee boys were significantly less co-operative than the regular boys whereas absentee and regular girls were not significantly different on co-operative temperament.

**Table - 11**  
**Significance Of Difference Between Means Of Persistence Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	Df	t-value
1	ABS.BOYS ~ REG.BOYS	30.23 ~ 36.05	3.96	213	1.468
2.	ABS.GIRLS ~ REG.GIRLS	37.28 ~ 48.43	3.75	283	2.969**
3.	ABS.BOYS ~ ABS.GIRLS	30.23 ~ 37.28	3.79	248	1.875
4.	REG.BOYS ~ REG.GIRLS	36.05~ 48.43	4.49	248	3.089**

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

It may be seen from the Table – 11 that t-value for significance of difference between means of absentee and regular boys, absentee boys and girls were not significant at any level. The t-value for the means of absentee and regular girls, regular boys and girls were significant at both level of significance.

It may be interpreted that the absentees and regular girls were significantly different in persistence dimension of temperament variable. The regular boys were significantly lower in persistence than regular girls whereas, absentee boys and girls were not significantly different in persistence.

**Table - 12**  
**Significance Of Difference Between Means Of Warmth Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	20.18~ 24.54	3.56	213	1.220
2.	ABS.GIRLS ~ REG.GIRLS	23.60 ~30.86	3.17	283	2.287*
3.	ABS.BOYS ~ ABS.GIRLS	20.18 ~23.60	3.35	248	1.018
4.	REG.BOYS ~ REG.GIRLS	24.54 ~ 30.86	3.99	248	1.846

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

It may be noted from Table – 12 that t-value for the significance of difference between the means of absentee and regular boys, absentee boys and girls, regular boys and girls were not significant at any levels of significance. It may be said from Table-12 the t-value for the difference of the mean of absentee and regular girls was significant at 0.05 level of significance. The regular girls were higher on mean score than absentee girls. It may be interpreted that absentee girls were significantly lower in warmth than regular girls whereas the absentee boys and regular boys were not significantly different in warmth. The regular boys and regular girls were also not significantly different in warmth temperament.

**Table - 13**  
**Significance Of Difference Between Means Of Aggressiveness Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	10.33 ~10.82	2.93	213	0.166
2.	ABS.GIRLS ~ REG.GIRLS	6.94 ~ 9.30	2.64	283	2.789**
3.	ABS.BOYS ~ ABS.GIRLS	10.33~ 6.94	2.36	248	1.433
4.	REG.BOYS ~ REG.GIRLS	10.82 ~ 9.30	3.40	248	0.610

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

It may be noted from Table –13 that t-value for the significance of difference between the means of absentee and regular boys, absentee boys and girls, regular boys and girls were not significant at any level of significance. The t-value for the significance of difference between the means of absentee and regular girls was significant at both level of significance.

It may be interpreted that the absentee girls were significantly lower in aggressiveness than regular girls. Boys and girls were not significantly different in aggressiveness whether absentee or regular.

**Table - 14**  
**Significance Of Difference Between Means Of Tolerance Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	16.27 ~ 20.37	2.99	213	1.368
2.	ABS.GIRLS ~ REG.GIRLS	15.78 ~ 23.16	2.64	283	2.789**
3.	ABS.BOYS ~ ABS.GIRLS	16.27 ~ 15.78	2.64	248	0.184
4.	REG.BOYS ~ REG.GIRLS	20.37~ 23.16	2.51	248	0.927

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

It may be noted from Table –14 that t-value for the significance of difference between the means of absentee and regular boys, absentee boys and girls, regular boys and girls were not significant at any level of significance. The t-value for the significance of difference between the means of absentee and regular girls was significant at both level of significance.

It may be interpreted that the regular boys and girls were not significantly different in their score of tolerance temperament whereas regular girls were significantly higher in tolerance than absentee girls. Further, absentee boys & girls and absentee & regular boys were not significantly different in tolerance.

**Table - 15**  
**Significance Of Difference Between Means Of Tough Mindedness Scores of Absentees & Regulars**

S.No.	Groups	Mean	S <sub>ED</sub>	df	t-value
1	ABS.BOYS ~ REG.BOYS	10.49 ~ 9.11	2.21	213	0.621
2.	ABS.GIRLS ~ REG.GIRLS	7.76 ~ 13.09	1.67	283	3.178**
3.	ABS.BOYS ~ ABS.GIRLS	10.49 ~ 7.76	1.83	248	1.488
4.	REG.BOYS ~ REG.GIRLS	9.11~ 13.09	2.98	248	1.977*

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

It may be seen from the Table – 15 that t-value for significance of difference between means of absentee and regular boys, absentee boys and girls were not significant at any level. The t-value for the means of absentee and regular girls, regular boys and girls were significant at both level of significance.

It can be interpreted Regular girls were significantly higher in Tough mindedness temperament than absentee girls.Absentee boys and girls were not significantly differ in tough mindedness.Where as regular girls were significantly more in tough mindedness temperament than the regular boys.

## DISCUSSION

Absentee students were lower in co-operative temperament may feel neglected in the school and family. They may not getting proper attention and care in school and home due to which they reflect non- attendance patterns towards school thus, avoid their classes. The girls may not perceiving the physical environment of the school appropriate. May be they are not getting appropriate motivation and coordination for attending school regularly. So, the absentee girls appeared lower in vigorous, persistence, warmth aggressiveness, and tough mindedness and tolerance temperament. Galloway (1982) study entitled “ Persistent absentees and their family” in relation of children behavior. He found that the secondary school absentees and the regulars’ attenders obtained significantly lower means scores than the referred absentees. Burt, (1925) stated that the temperamental instabilities may be the cause of absenteeism. so the finding appeared in this study. Jain (1969) found that truant boys absented themselves more often because of social factors while the truant girls absented themselves because of personal factors.

Absentee boys were lower on accepting temperament in comparison of regular boys. Regular boys may be motivated and appraised by their parent for doing well in their studies whereas the absentee were feeling inferiority complex and not getting support from the school and home in solving their problems. Being absent from the school the boys remain busy in play with other traunts and in social works where as the girls remain at home. Galloway, (1982) found that social relationship with other pupils may lead to absenteeism. So, the finding appears in th study.

Absentee girls were higher in accepting and vigorous temperaments in comparison to absentee boys. Being absent from the school girls may be engaging themselves in domestic work and feel the home much comfortable to release the anxiety and tension. Boys engage themselves in social activities and not share their problems with their family member. Hence, the finding appeared in the study.

Regular girls were higher in persistence and tough-minded temperaments than regular boys. It may be due to their desire to achieve higher and compete with the boys. Girls were given more care in school and home due to which their confidence level and activity level increases. Hence, the finding reflected in the study

Regular boys were higher on placid and secretiveness temperament. May be boys were satisfied with their school and home environment. Hence, the finding was explored in the study.

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