



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.2331(UIF)

VOLUME - 7 | ISSUE - 6 | MARCH - 2018



CONTRIBUTION OF SCHOOL SATISFACTION, HOME ENVIRONMENT, TEMPERAMENT AND PERSONALITY DISORDER IN ABSENTEEISM

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ABSTRACT

This research paper is an effort to find out the relation of truancy with school satisfaction, home environment, temperament and other personality disorder among high school students. All these four variables play a vital role in overall development of the students. We all are familiar that schools are the main knowledge centre representing the society and process of nation building starts from here with overall development of students. The foundation of responsible citizenship is stepped in the students by these agencies of education. For achieving the goal of overall development and responsible citizen's personality it is essential that students shall attend their school regularly. Absenting themselves from schools without due permission and appropriate reason comes under the phenomenon of absenteeism of truancy. Absenteeism may be affected by many reasons but when school, home and community joined hands the level of truancy reduced specifically (Johnson, 1965). Loaded curriculum (Johnson & Orvall, 1956), failure of successful experiences (Jackson, 1964) were some of the school related problems which cause absenteeism. Home is another causable factor of truancy.-Healy (1915) reported that parents kept the child at their home for their own convenience. Personality disorders are one of the important aspects which affect the maladjustment of the individual. Keeping in view the important role of these variables in truancy a sample of 500 high schools students were taken up and selected tools were administered. Results reflected that the coefficient of correlation of responsible, co-operative, warmth, tolerance, affection & Care, Facilities, Parental approval, Impartialities, Sharing Ideas, Parental encouragement, Harmony for total students were found negatively correlated with absenteeism.



KEY WORDS: Non –attendance, Truancy, Absenteeism, School Satisfaction, Home Environment, Temperament, Personality Disorders.

INTRODUCTION

To develop a nation with responsible citizens is really a challengeable task. Educational agencies in this scientific era doing their best to impart technology and value based education. Mainly schools have great responsibilities to develop the students in a mature personality who in turn contribute for nation building. To participate actively in developing the nation it is mandatory that our students must be acquaint of their responsibilities. During their schooling they shall follow the rules and regulations of the school

system. Respecting teachers, full participation in all school activities, attending classes regularly, cooperating their school mates, fruit full interaction etc. are some of the activities which needs to be focused. Attending school regularly is not only the main responsibility of students but also the key function of parents, teachers and school functionaries or administration. They have to ensure it that they motivate the students to participate in each activity of school this as a result will be reflected as high gravity based students.

In Vedic age the education was focused on bringing out the innate powers of the disciple in the form of specific skills. The pupil achieved these skills by living in the ashram's of their Gurus and due to this the problem of attendance was in existence. During British education system the institution were established and new means for spread of education were evolved. 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.

In present system of education the intimacy and interaction between teachers and students was at least level due to which the attraction towards schools is also decreased and the problem of absenteeism or truancy is at its extreme. Life has become very stressful. Students find the classrooms unattractive. As a result they avoid the classrooms without any justified reason. Most of the schools are facing the problems such as dropout, wastage & stagnation, absenteeism, truancy, non-attendance etc. **Deighton (1971)** found that one of the common characteristics of the potential school dropout is poor or irregular attendance. In all of these problems, absenteeism is common and essential to deal with. To overcome from these problems school enforcing compulsory attendance and strict discipline. Punishment like use of cane, imposition of fine, striking of names from the rolls of class and detention from examination, to control the growing number of absentees are not effective. **Moier (1976)** stated that absenteeism is a behavior which is instigated and situational. It represents a dynamic interaction between an individual and a situation.

A bulk of literature is readily available at hand in respect of truancy, delinquency and dropout in India. e.g. **Sharma (1972), Chauhan (1963), Kundu & other (1977), Dabral (1980) and Sundar (1984)**

CONCEPT OF ABSENTEEISM

Schools with great efforts controlling the student absenteeism by means of creating new pupil based activities to motivate students to remain regular in school. It is the duty of the school to provide the instruction and information regarding attendance and responsibility of parents to ensure the regular attendance of their child. Students after absenting from the school engage themselves in other activities which are not permitted by their parents and the society as a student. Many students use truancy as a technique for reducing tension. Absenteeism is behaviorally adjustment problem. When students feel the school environment, teacher, curriculum, schoolmates and home ineffective they found themselves in isolation and to get rid from this stage of isolation they prefer to go away from the school and home.

In this context in 1980 the **National Education Association (NEA)** representative assembly directed the NEA to help states to study, the cause of truancy and other patterns of school, non attendance and to find means of identifying and treating irregular student attendance practices. Earlier in 1980 representative assembly the NEA had adopted a resolution that identified student "right" but had added comparable student "responsibilities", which included regular school attendance along with conscientious effort in classroom and adherence to school rules and regulation (NEA, 1980). This effort reflects the urgency and attention to be paid towards the phenomenon of absenteeism.

ROLE OF SCHOOL SATISFACTION, AND HOME ENVIRONMENT IN ABSENTEEISM

There are many factors responsible for absenteeism among students. Among these the school satisfaction, Home environment, Temperament and some personality disorders are the main contributor of absenteeism. Students gave their maximum time to their studies at school so it is the duty of the school to provide an environment in which the students feel satisfied. Role of teachers, curriculum, school climate, lack of motivation and undesirable peer group are some another important factors of school satisfaction. According to **Bee-Lick (1973)**, there may be numerous sources of students satisfaction or dissatisfaction in

the school These may include 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. It has been reported that the child lacks solace and motivation to improve (**Landis, 1955**), he is burdened with loaded curriculum (**Johnson & Orvall, 1956**), class room fails to provide successful experience (**Jackson, 1964**).

Home environment plays a vital role in the student's school life. It is true some that home is the first institution for education of child. Children came to school with the ideals, tradition and love of their home thus as a student they expect this love and care from their teachers and school management. Those parents who are aware of their children's school activities and motivate them for active participation in all aspects of school, reflected as regular attendance. A major responsible factor for absenteeism was lack of home discipline. (**Dayton 1928**). The home has an undoubted influence on the way in which children respond to the school environment and the degree of success they achieve in this new setting. Several studies have shown that the home is in fact, more important than the school in determining how well children do at the school. **Kaur (1979)** stated lack of supervision and control at home and school also accelerated the problem of truancy.-**Jack and others (1955)** revealed that absenteeism does not allow the youths to utilize fruitful their energies at school, disorganizes general morale of the entire students.

ROLE OF PERSONALITY DISORDERS AND TEMPERAMENT IN ABSENTEEISM

Personality is another area which appeared to have significant role in absenteeism. For the ordinary person personality is often defined in terms of social attractiveness of the outward appearance of a person.. **Allport** reviewed these definitions and proposed his own version as "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment" (**Allport, 1937**). Later he revised this definition and stated " that determine his characteristic behavior and thought" (**Allport 1961**). **Sheldon** recognized the importance of biological constitutional factors in personality development. **Cattle (1965)** thought the personality is an integration of traits. He used factor analytic approach to prove this.

Personality disorders are one of the important aspects which affect the maladjustment of the individual. In the personality disorder a particular personality style is over used. This causes disorder in the individual behavior. With reference to the absenteeism some disorders of psychogenic origin appeared to be relevant. It may include the disorders related to the passiveness, schizophrenia personality, paranoid tendency, acute depression, emotional instability, psychotic disturbance etc. Various laboratory experiments and research studies have demonstrated the role of hereditary, biological, psychological and socio-culture factors in developing the personality disorders. **Masmor and Pampian, Mindlin (1950)**, explained the relationship between stress and maladaptive behaviour. According to **Burgess (1955)**, society has to satisfy and maintain proper relationship and roles, the failure of which leads to mental disorganization among its members. The maladjustment in the school or class may be the cause of absenteeism **Irving et.al (1995)** found that absentees felt educational and emotional difficulties in learning. Temperament can be defined as general responsiveness of individual which he/she has developed in himself/herself. **Allport (1937)** wrote the careful definition of temperament "Temperament refers to the characteristic phenomena of an individuals emotional nature, including his susceptibility to emotional stimulation his customary strength and speed of response, the quality of his prevailing mood and all peculiarities of fluctuation and intensity in mood." **Hillgard and Atkinson (1952)** defined the temperament as the aspect of personality revealed in the tendency to experience mood changes in characteristic ways. According to **Murphy (1962)** it is more or less characteristic persistent emotional disposition of the individual, probably having a constitutional basis. Attending the classes or school may be affected by temperamental disposition process going on within the individual. **Moier (1976)** investigated that absenteeism is a behavior deviance caused by socio-cultural, somatic, intellectual, emotional and temperamental levels.

HYPOTHESES

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

1. There is no significant correlation between absenteeism and school satisfaction of absentee and regular students.
2. There is no significant correlation between absenteeism and home environment of absentee and regular students.
3. There is no significant correlation between absenteeism and temperament of absentee and regular students.
4. There is no significant correlation between absenteeism and personality disorders of absentee and regular students.

METHODOLOGY

The focus of present investigation was to analyze the correlation of School, Home and Personality variables with the absenteeism among high school students. This study required the analysis of absenteeism in desired context. Therefore normative survey method was used. The absenteeism was the dependent variable. The school, home and personality variables were taken up as independent variable. The sex of student was taken up a moderator variable.

POPULATION

The population of the study was taken to be school student. The students studying in class Xth, in the age group 14 – 17 years of senior secondary and secondary schools.

SAMPLE

The objective of present investigation was to study absenteeism among high school students. So a sample of high school students was taken up. In the present investigation cluster random sampling was used. So, 10 senior secondary and secondary schools were selected randomly. A sample of 500 students (257 boys, 243 girls) was taken up.

Table – 1
Structure of sample

S. N	Name of School	Boys with age group					Girls with age group					Total
		14+	15 +	16+	17+	Total	14+	15 +	16+	17+	Total	
	Adams Girs Inter College Almora	-	-	--	-	-	32	14	-	05	51	51
	Arya Kanya Inter College Almora	-	-	-	-	-	60	12	6	2	80	80
	Almora Inter College Almora	18	08	01	02	29	-	-	-	-	-	29
	Govt. Inter College Almora	38	16	04	01	59	-	-	-	-	-	59
	Govt Girls Inter College Almora	-	-	-	-	-	34	14	-	-	48	48
	Govt Inter College Bhakuna	10	10	05	04	29	17	08	03	01	29	58
	High School Jeevandham	40	9	5	-	54	-	-	-	-	-	54

Govt. Inter College Kamleshwar	12	-	01	-	13	9	03	01	-	13	26
Govt Inter College, Lodhiya	20	8	9	2	39	04	05	-	01	10	49
High School Syalidhar	23	7	-	4	34	8	3	1	-	12	46
Grand Total	161	68	25	13	257	164	59	11	09	243	500

TOOLS USED IN THE STUDY

The investigator used five tools for data collection.

A – School satisfaction inventory by Meenakshi Sharma.

B – Home environment scale by Vijaya Dhoundiyal

C – Dimensions of Temperament Scale by Chaddha & Chanda.

D – Dimensions of Personality inventory by Bhargava

E - School attendance register was used for identifying absentee and regular students.

PROCEDURE

Permission from the DIOS and Principal of concerned school was taken and by the help of class teacher the tools were administered on a sample of 500 high school students. The numbers of absentees of each student was calculated from the attendance register. Since the number of total attendance 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 11.44. 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, 128 boys & 125 girls were found regular and 129 boys & 118 girls found absentees. These groups were considered in analysis of data. The significance of coefficient of correlation of students characteristics with absenteeism and stepwise multiple regression analysis and multiple correlations was done.

FINDINGS

The main objective of this study was to analyze the relationship of student's characteristics with absenteeism. The scores of School satisfaction, seven (07) dimensions of home environment scale affection & care, facilities, Parental approval of adolescent activities, impartialities, sharing of ideas, trust, confidence and decision making. parental support, encouragement and harmony among family member of absentees and regulars, Fifteen (15) dimensions of Temperament scale i.e. sociability, ascendancy, secretiveness, reflective, impulsivity, placid, accepting, responsible, vigorous, co-operative, persistence, warmth, aggressiveness, tolerance and tough mind, Six (06) personality disorders activity – passivity, cyclothymia – schizothymia, assertive – submissive, High and low paranoid, Depressive – Non Depressive and emotional instability – emotional stability characteristics and absenteeism were obtained. The product moment correlation were calculated between students characteristics and absenteeism.

Table -2
Coefficient Of Correlation Of Absenteeism With Students Characteristics

S.No.	Student Characteristics	Absenteeism		
		Boys	Girls	Total
	Sociability (A)	-0.03	-0.047	-0.019
	Ascendant (B)	-0.046	-0.117	-0.076
	Secretiveness (C)	-0.076	-0.067	-0.072

Reflective (D)	-0.155*	0.043	-0.077
Impulsivity (E)	-0.023	0.100	0.023
Placid (F)	-0.169**	0.023	-0.090*
Accepting (G)	0.092	-0.036	0.035
Responsible (H)	-0.173**	-0.097	-0.140**
Vigorous (I)	-0.099	0.022	-0.046
Co-operative (J)	-0.154*	-0.068	-0.119**
Persistence (K)	-0.012	-0.018	-0.020
Warmth (L)	-0.223**	-0.001	-0.139**
Aggressiveness (M)	-0.019	0.087	0.026
Tolerance (N)	-0.157*	-0.101	-0.127**
Tough-Minded (O)	-0.058	-0.047	-0.006
Affection & care	-0.144*	-0.202**	-0.155**
Facilities	-0.230**	-0.260**	-0.233**
Parental Approval	-0.159*	-0.241**	-0.186**
Impartialities	-0.074	-0.212**	-0.124**
Sharing Ideas & Decision making	-0.159*	-0.162**	-0.156**
Parental Encouragement	-0.100	-0.167**	-0.129**
Harmony among Family members	-0.165**	-0.151*	-0.155**
School Satisfaction	0.061	-0.178**	-0.034
Activity-Passivity (AP)	0.023	-0.068	-0.037
Cyclothymia-Schizothymia (CS)	-0.083	0.002	-0.049
Assertive – Submissive (AS)	0.094	0.093	0.077
High – Low Paranoid (HLP)	0.259**	0.144*	0.206**
Depressive- Non Depressive (DP)	0.257**	0.054	0.167**
Emotional Instability – stability (ES)	0.230**	0.061	0.154**

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

It may be observed from Table – 2 for boys the coefficient of correlation of reflective, cooperative, tolerance, affection & care, parental, approval, sharing ideas with absenteeism appeared to be -0.155, -0.154, -0.157, -0.144, -0.159, -0.159 respectively. These coefficients were negative and significant at 0.05 level of significance. The coefficient of correlation of Placid, Responsible, Warmth, Facilities, Harmony, Paranoid, Depression and Emotional instability with absenteeism appeared to be -0.169, -0.173, -0.223, -0.230, -0.165, 0.259, 0.257, 0.230, respectively. These values were significant at 0.01 level of significance.

It may be noted from Table – 2 for girls sample the coefficient of Correlation of Harmony and Paranoid with absenteeism were found to be -0.151 and 0.144 respectively. These values were significant at 0.05 level of significance. Further, it may be said that the coefficient of correlation for Affection & Care, Facilities, Parental approval, Impartialities, Sharing Ideas, Parental encouragement, School satisfaction was found to be -0.202, -0.260, -0.241, -0.212, -0.162, -0.178 respectively. These values were significant at 0.01 level of significance.

For the total sample correlation were computed. The degree of freedom in this case was 498. It may be noticed from Table-2 that the coefficient of correlation for Placid was found to be -0.090 with absenteeism. This value was significant at 0.05 level of significance. The coefficient of correlation of Responsible, Co-operative, warmth, Tolerance, Affection & Care, Facilities, Parental approval, Impartialities, Sharing Ideas, Parental encouragement, Harmony, Paranoid, Depression and Emotional instability with absenteeism were appeared to be -0.140, -0.119, -0.139, -0.127, -0.155, -0.1 -0.233, -0.186, -0.124, -0.156, -0.129, -0.155, 0.206, 0.167 respectively. All of these coefficients were found significant at 0.01 level.

DISCUSSION

The coefficient of correlation of responsible, co-operative, warmth, tolerance, affection & Care, Facilities, Parental approval, Impartialities, Sharing Ideas, Parental encouragement, Harmony for total students were found negatively correlated with absenteeism. The negative aspects of these may be helping the students in avoiding the classes. Absentees may not be getting proper attention in home and avoiding the classes therefore the negative correlation appeared in the study. The coefficient of correlation of Paranoid, Depression and Emotional instability was found positively correlated with absenteeism. The absentee students are low on achievement, having feeling of inferiority and emotional disturbances. Therefore, the positive correlation appeared in the study.

In case of boys reflective, placid, responsible, cooperative, warmth, responsible and tolerance temperament and affection & care, parental, approval, sharing ideas, facilities, harmony of home environment were negatively correlated to absenteeism. Boys may not be taking the study seriously and may not be feeling their duties in schooling. Therefore negative correlation appeared. The absentee students may not be interacting with their parents or avoiding them. So, the negative correlation appeared. Due to the poor performance they may be worried and suspicious about their future performance. Thus positive correlation appeared in depression, emotional instability and paranoid scores with absenteeism.

In case of girls they remain generally at home even after avoiding school. Parents generally are not much eager for their education. They would like to avoid the domestic work like to attend school. Hence, the negative correlation appeared in Affection & Care, Facilities, Parental approval, Impartialities, Sharing Ideas, Parental encouragement of the home environment dimensions and school satisfaction with absenteeism. By nature the girls are not much confident. So, the paranoid scores might have correlated positively with absenteeism.

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