

## Psychological Attributes of Truants and Non-Truants High School Students of Jammu Region.

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### Abstract

The present study is an attempt to find out the relationship of certain socio-psychological variables with the truant behaviour. The sample for conducting the present study included 100 students in class 9<sup>th</sup>, which include 50 truants and 50 non-truants. Two tools were selected by the researcher namely Dr. S. Jalota and Sharma for general mental ability( 1972) and school satisfaction by Dr. Meenakshi Sharma (1991). T- Test was used to find out relationship. The results reveals that habitual truants and regulars do not differ significantly on the variable of school satisfaction possess lower non-verbal intelligence. The higher level of processors towards truancy among boys may be explained considering the fact that boys have lesser social inhibitions, more parental freedom and less home responsibilities.

**Key words :** Truancy, school phobia, delinquency school satisfaction, intelligences.School Satisfaction:

### Introduction :

The progress of any society depends mainly on the utilization of the potential of its individuals to the maximum. The problem of truancy is global phenomenon and is responsible for many other problems like discipline, juvenile delinquency and wastage of human resources.

Education can be considered as the base of all development. The spread and grasping of a mature and efficient education is not only beneficial to the students or learners, but it is as equally beneficial to the whole society and national as well. A nation can be considered as strong and development oriented if its nationals are well equipped and well versed with technical as well as the value based education.

Another significant factor in determining how the child relates to the school is attitude, whether towards the teacher, specific subject or the total school environment.

The way children feel about school depends on a complex blend of personality traits and school factors. In specific case, it lings on the way an individual child perceives and relates to his school experiences.

### Truancy

Truancy according to U.S. Department of Education is the first sign of trouble; the first indicator that a young person is giving up and losing his or her way. When young people start skipping school, they are telling their parents, school officials, and the community at large that they are in trouble and need our help if they are able to keep moving forward in life.

A truant will be considered to be truant, who involve & in one or more of the following activities.

- who skips from specific periods with out informing the concerned teachers and repeat this performance at least five times a month.
- who remain absent without leave for three constructive days and repeats this performance at least twice a month.

Non-truant : A non-truant in the present study refers to a student who has at least 90% attendance for the last six month.

Various studies tell us that students who becomes truant and eventually dropout of school put themselves at a long term disadvantages in becoming productive citizens.

Problem of truancy, like other emotional and personality problems school be the joint concern of the school and the home. This means a change of disciplinary measures at homes, an improvement in parental relationships, a less rigid and demanding school programme etc.

In 1930, New York city defined truancy as absence for three consecutive days without a satisfactory examination. The only change made in 1947, was to raise the number of days to five (Rabi Sen 1960), generally the important thing is not the length or continuity of absences but rather the causes.

### School Phobia

These days the truant distinguished from the school phobic, although the distinction is not always a clear cut one. The truant is a child who absents himself from school without a legitimately cause and without the permission.

School phobia may be defined as those students who because of certain social, psychological or other reasons remain somehow afraid of the school work, its regular activities, teachers, fellow students and the school in who in general the school phobias are those students who in general has pessimistic attitude towards the school.

For instance, children with school phobia, or extreme fear of school, may demonstrate a marked dependency and emotional immaturity rather than mental disability. School pressure further accentuate. Traits, leaving them burdened with extreme anxiety (Chazen, 1962).

### **DELINQUENT**

Violation of the social value and norms poses a threat to the peaceful and co-existence of the society and the children violating these values and norms, especially when in consistency, are to be dealt for such criminal acts under law. So for behaviour of a delinquent child is concerned he/she is (i) Involved in antisocial activities and violates social norms. (ii) Delinquent child can be punished by the Juvenile court.

### **SYMPTOMS OF DELINQUENCY**

A delinquent child can be differentiated from a normal one by way of having void behaviour to the rules set by the society and attains aggressive postures when not allowed to violate the rules.

Some peculiar symptoms observed by **Kavaraceus (1959) are:-**

- (1) They have antisocial thinking and remain involved in destructive activities.
- (2) They have aggressive temperament and enjoy violation.
- (3) They are strong, courageous and adamant to do of their own will.
- (4) They have a behaviour to challenge the controlling authority when in family or administration.
- (5) Their traits are deceptive and hard to judge.
- (6) Because of negative approach to facts, they display godlessness, project foreseen, and they have emotional instability in their personality.

### **CAUSES OF DELINQUENCY**

These can be grouped as:

- I) Personal factors ii) Social factors iii) family factors iv) Academic factors and v), Psychological factors under the personal factors, we may consider:-

#### **(i) Genetic Hereditary factors**

Like certain diseases which are hereditary, the delinquency is also a genetic hereditary factor. It is the transfer of the negative genes which account for delinquency.

#### **(ii) Physical Factors**

Physical factors, like the structure of the body, height and weight and other like ones are also adding to the delinquency besides the deformity of any sort which creates an offensive posture in the individual and thus leads to delinquency.

#### **(iii) Mental factors**

**Godard Helly, Broner** and others held that the mental abilities of the individual are responsible for delinquency but it has been discarded by **Burt and Udai**

**Shanker** who observed good IQ in delinquent children.

### **SOCIAL FACTORS**

As home is considered to be the best institute for development of the child so is also the social environment responsible for the development of the child. The morally valued social environment develops the child into a personality of moral values, who fears God, dares no crime or anti- social activity. The social environment provides sufficient ground to the child to mould accordingly. Thus needs to be of moral values.

### **FAMILY FACTORS**

Family is the best institution and mothers the best guide to take the child in right direction and embed in him/her the human values, abidance to the norms and laws of the society and over and above God fairness which keeps the child away from criminology.

Here, exercise love or cold behaviours towards

the child is a risk factor which given him/her a tendency to take to unlawful acts both related to the society and the law. Under the conditions of adversity in a home/ family be like it due to poverty, because of divorce, and other/factors, the child eyes and empressees delinquency for insufficient love he receives. So care is to be there lest the child may go towards delinquency.

### **PSYCHOLOGICAL CAUSES**

Besides above psychological facts, the socio emotional climate at home, plays an important roles of the school where effective agents of socialization, process and social learning practices exists. Other negative factors to generate deliquence are mental subnormality,

mental disease, in balance personality, emotional conflict etc. Thus such negative aspects need to be kept

off in the development of the personality of the child.

### **PREVENTION OF DELINQUENCY**

Delinquency has a social foundation which is prevalent both at home and at the school to which

institutions a child remains mostly adhered to Weak psycho- social foundation of culture at these institutions which include poverty, imbalanced socio-emotional climate. Thus both the teachers and the home people are to keep the child away from such elements.

Personal control and vigilance of parents and teachers.

To avoid development of delinquency in a child both the parents, teacher need to interact with the pupil in very cordial and free manner to learn the inner of the child and act accordingly to help him to develop the positive elements and keep away the negative ones. The forcible imposition of any of the elements to create the personality of the child needs to be avoided. Improving the socio- emotional climate at home, in the school and the family

A child always has hunger for love and affection and thus the parents at home and the teacher at school in coordination need to provide it to him/her. Parents and teachers need to be vigilant over the psychosocial trends and traits of the child and try to improve it and correct the same as per need.

### **School Satisfaction**

Another significant factor in determining how the child relates to the schools is attitude, whether towards the teachers specific subject, or the total school environment.

The way children feel about school depends on a complex blend of personality traits and school factors. In a specific case, it hinges on the way an individual child perceives and relates to the school experiences.

Satisfied and dissatisfied children apparent do not differ from each other, either in generation intellectual ability or in scholastic achievement, Dissatisfaction with school appears to be part of a larger picture of psychological discontent, rather than the direct result of inefficient functioning in the school room.

School satisfaction included not only the academic part of the school, but it contains the overall experience that a student given during his school hours.

In many schools classes are so large and the teachers so overloaded with additional duties that it is wellbeing impossible for them to have intimate and detailed knowledge of each child or to be able to give him individual attention.

The psychiatric social workers report must cover the interrelationship of teachers and child, and the attitude of the school authorities towards his delinquency. Similarly it deals with the child's relationship with his contemporaries at schools, his general conduct in play, and how he gets on with his work.

**Intelligence :** Intelligence is conceived as an in born ability which enters into performance of all activities and which differ in quality from person to person. It is a factor which determines a good deal of educational outcomes. Intelligences or the IQ of an individual determine his/her achievement adjustment and vocational efficiency.

Intelligence the electric force of the brain is a factor which has a bearing effect on academic achievement, it is an important aspect of attainment which although related to the specific instruction received in the school is also dependent on factors and especially on education. Intelligence is considered as a property of mind that encompasses many related abilities such as the capacities to reason, plan, solve problems, think abstractly, compare ideas and language and learn.

Intelligence is not a single quality but a combination of number of qualities. Hence a person cannot be called intelligent or a fool without testing his intelligence. Intelligence shows existence in our activities but it is not directly visible.

### **Need and Significance of the study**

Human beings are the ocean of the capacities and abilities. Having capacities and abilities are not assurance and seal for success, but the realization of the capacities and abilities is the guarantee for success.

Quite a good number of studies have been conducted in foreign countries. These studies have concentrated on investigating the factors associated with truancy and designing and implementing remedial programmes for absentees, However, not much work has been done in India in this area. Especially in the state of Jammu and Kashmir no significant work has been done with regard to the problem of truancy in the schools. Keeping in view the increasing trend of truancy in the schools and the research gap in this area, the present study is an attempt to find out the relationship of certain socio-psychological variables with the truant behaviour.

### **Review related studies:-**

1) Carter's (1982). The survey results indicated that children who come from low-income home can learn and attend scholar a regular basis, if the parents care and are informed of events occurring in the school and at the child behaviour while there. Forces within the homes that prevent regular attend once have been isolated and analyzed for possible solutions to the problems of trances in the public schools in America.

Carter, Alice Edwina (1982) "The homes of Truants: Parents' perception of the problem of tendency" P.162. In dissertation abstracts Internationals, vol.43, No.9, March 1983, P.2890.

2) Ebner's (1984). concern was over the rising rate of high school training occurring in relatively affluent school districts. She purpose of this study was to examine selected demographic variables, which could be used

to predict truant behaviour in such districts.

3. Ebner, Seymori Milton (1984). "The relationship as selected Demographic variables to high School students Truancy in Suburban School District," p.99. In dissertation Abstracts International, Vol.45, No.6 Dec. 1984, p.1689-A.

4. Galluway, Martin and Wilson (1985). Results suggested that poor school attendance is strongly associated with socio-economic disadvantage, but not with the structural or organizational aspects of the school. No model was found that could satisfactorily account for expulsion policies are largely idiosyncratic to each other.

Galloway, David (1983). Research Note: "Truans and other absentees. Journal of child psychology and psychiatry and allied discipline". Vol. 24 (4), 607-601. In psychological abstracts 71 (91), 1984, P.262, Sr. No.:2516.

5. Golloway (1983) : Concluded that all subject lived a depressed urban area. The results show few differences in the children behavior and in family relationship, self-consciousness about educational attainments was more prevalent among other absentees than in truants. Truants parents had a tendency to report conduct disorders in then children. The tendency of parents' absentees to report anxiety related problem suggested a different behaviour pattern from the parents.

6.Dwell (1984). Four major studies questions were examined in this paper. First, do rural middle schools have chronically absent students? Secondly, if there are such students, is their chronic absentees symptomatic of other serious problems? Third, if there are such students, do the school administrators, probation officers, and judges want to cooperation to deal with those students? Finally, do these groups have different perceptions of the effectiveness of the proposed school court truancy program?

Analyze of the data did not indicate any significant differences. Therefore, no conclusion about different perception of this programme by these three groups can be made.

7. Duell, Robert A, (1984). "The evaluation of a school court programme that deals with chronic Absteesism of middle school students." P.123. In dissertation abstract international, vol.46, No.1 July 1985, P.31.

8. Fergusson, D.M., Horwood, L.J and Shannon, F.T., (1986). "Absenteeism Amongst Primary School Children". New Zealand Journal of Educational studies, Vol. 21(1), 3-12, In Psychological Abstracts, 14(10), 1987, P. 2865, Sr. No. 29648".

9. The purpose of study by Gibbs (1997) was to (1) determine the possible relationship of gang membership to that the truancy and school dropout. Additionally, the collection of the data aided in a comparative analysis between gang and non-gang members. The major street gang has no relationship on attendance and truancy patterns. (2) the reasons for school dropout donot differ between gang membership and non-gang members. (3) Neither gender nor ethnicity (between African, American and His Panics) effects truancy and school dropout, (4) There is a new, emerging philosophy promoting school attendance by organized street gangs. Gibbs, Ronn, L. (1977). "An analysis of the influence of gang Membership on truancy and school Dropout", p.123. In Dissertation Abstracts International, vol. 57, No. 12, June 1997, pp. 4996-A, 4997-A.

10. The Primary focus of a study by Cames (1994) was to identify the impact of a 1982 change in the Illinois Juvenile code of truancy rates and procedures in selected high school. In addition, this study received other factors that may effect truancy rates such as : the professional background of personnel's who work with truants, the size of the school, and the district rules and regulations for dealing with truants. The study did not find any statically significant increases or decreases in the truancy rate after the 1982 changes in the Juvenile code. In reviewing state truancy statistics from 1983 through 1992. It was discovered that frequency districts. In districts, this study conducted that the professional background of personal who work with truant as well as the size of the school have no impact on reducing the truancy rate. This study found that some procedures were identified while the study produced some mixed results; the evidence collected supports the view that 1982 change in Juvenile code did not have an impact on truancy rates and procedure in high schools.

11. Kirk (1970) states that the concept of discrepancy between the child ability to perform and some of the requirements of the home or the school may be applicable to the situation in experiment with the animals those cited with humans. In some cases where the child is forced to attempt a task which he cannot perform, he becomes tense and excited and may get angry at objects or people or he resorts to irrational or silly maneuvers. In many situations he escapes the requirements. For example, truancy from school is more prevalent among slow learners and educationally retarded than amount those who are succeeding in the school.

12. Kirk, A. Samauch (1970). "Educating Exceptional children" New Delhi: Oxford and IBH Publishing Co. P. 336.

13. Kavita (2006) found that (1) Truant boys and truant girls of high school differ significantly in their level of text anxiety, (2) truant boys and girls of high school satisfaction, (3) Non-truant boys and non-truant girls of high school differ significantly in their intelligence level.

14. Dosajh (1965), P.P. 38-39) States that school children sometimes runaway from schools without the

permission of their teachers or parents. This may be due to different causes, for example:-

- 1) The child may be sub-normal and cannot keep pace with his class and so he gets dis-interested in his studies.
- 2) The child may be afraid of punishment from the teachers.
- 3) Due to some physical defect in the child, the other children might be making a fun of him.
- 4) Sometimes there is a deep conflict working in the mind of the child, which makes him stay away from the school, In such causes. The help of psychologist must be sought.
- 5) Sometimes some children are very imaginative and they always wish to be roaming about.

In such cases the children should be made to express their imaginative adventures verbally or in writing. This will go a long way in checking their tendency to roam about.

Dosajh, N.L. (1956). "Delinquency with particular, Reference to school in Punjab. Jalandhar": Punjab Kitab Ghar (Regd). Educational Publisher Jalandhar, pp. 38-39.

#### **Objectives of the study :**

1. 50 study the effect of school satisfaction on truant and non-truants high school students,
2. 50 study the effect of intelligence on truants and non-truants high school students.

#### **Hypothesis**

1. Truant and non-truant high school students will differ significantly with respect to their mean scores on school satisfaction.
2. Truant high school students will differ significantly from the non-truant students with respect to their mean scores on intelligence.

#### **Sample**

The sample for conducting the present study included 100 students in class 9<sup>th</sup>, which include 50 truants and 50 non-truants. Non-truants students were selected randomly from this school.

#### **Tool used :**

The present study was concerned with comparing the two groups of students, truants and non-truants on general mental ability test (1972) (Hindi by Dr. S. Jalota and Sharma Adolescents school satisfaction inventory by Dr. Meenakshi Sharma (1991).

Jalota general mental ability test is a group verbal test designed to measure the general mental ability of the students of 13-17 years. The test consists of 100 items, which are of seven types namely

1. number series (20), 2. vocabulary similar (10), 3. vocabulary opposite (10), 4. classification (20), 5. best answers (10), 6. reasoning, (10), 7. analogies (10).

Duration of the test in 20 minutes.

Some of the essential needs of adolescents which are fulfilled bring satisfaction and not fulfilled result in dissatisfaction are :

- (i). Approval, affection and security, (ii). Developmental needs, (iii). environment influences which as per Mac Donald (1959) largely shape students state of educational readiness or reticence.

Reliability: Test – retest and split half reliability of this tool is 0.827 and 0.921

#### **Procedure**

The investigator visited various secondary schools of district Jammu in order to collect the data. General mental ability test (1972) (Hindi by Dr. S. Jalota and Sharma Adolescents school satisfaction inventory by Dr. Meenakshi Sharma (1991) scale were administrated to 100 students (50 truant and 50 non-truant) of 10<sup>th</sup> standard to assess their truancy. These tests were administered on the students in their respective institutions and strictly in accordance with the instructions provided in the manuals

#### **Statistical Treatment**

The data was analyzed by applying mean, S. D. and t-test. The details of the statistical analysis is given viz. Analysis and Interpretation of the Data

#### **Methodology**

The data were collected from +1 students higher secondary schools. The study was conducted on a sample of 100 students of +1 level. Tools employed in this were General mental ability test and school satisfaction. All the tools were specially constructed for this study Descriptive- mean, median and t-test

It is evident from **Table-I** that T-value for truant and non-truant high school students with respect of their mean scores on school satisfaction came out to be 0.098, which is less than the table value of  $T = 1.98$  for  $df 98$  needed to be significant at 0.05 level of confidence. Thus the obtained value of 't' is not significant at 0.05 level of confidence. This indicates that truant and non-truant high school students not differ significantly with respect to their level of school satisfaction.

Hence the hypothesis that, "truant and non-truant high school students will differ significantly with respect to their mean scores on school satisfaction is rejected.

It is evident from **Table- 2** that T-value for truant and non-truant high school students with respects of their

mean scores on intelligence came out to be 4.72 which is significant at 0.01 level of confidence for 98 df ( $t = 2.63$  for  $df = 98$  needed to be significant at 0.01 level of confidence. This indicates that truant and non-truant to their intelligence level. Further it is also clear from the table that mean score on this aspect for truant 33.24 is lower in comparison to their non-truant 45.56 counterparts.

From this it is observed that non-truant boys are intelligent in comparison to truants. Hence the hypothesis that truant high school students will differ significantly from the non-truant students with respect to their mean scores on intelligent level is accepted.

### Conclusion

On the basis of analysis and interpretation of data the following conclusions are laid down :

1. Truants and non-truants high school boys do not differ significantly with respect to their mean scores on school satisfaction.
2. Truant boys of high school differ significantly from the non-truant students in their mean scores on intelligence level that meaning there by that non truant students were intelligent in comparison to truant ones.

### Educational Implications

Findings of the present study indicates that habitual truants and regulars do not differ significantly on the variable of school satisfaction possess lower non-verbal intelligence. The higher level of processors towards truancy among boys may be explained considering the fact that boys have lesser social inhibitions, more parental freedom and less home responsibilities. There is a possibility. That the methods of teaching the class and school environment and the curriculum as a whole might not be according to their social mental level and needs. The following implications have been laid down on the basis of obtained results.

1. The results of the present study will be utmost importance in planning of the education of truant students to their intelligence. Since the truant students showed lower intelligence and optimal school satisfaction. It would be worthwhile to design the teaching school in according to their intelligence so that their mainstreaming can be done effectively.
2. Every child should be guided from the very beginning to have a complete knowledge of his abilities interest, capacities, attitudes etc. so that he can have knowledge of what he can do.

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