

INSTITUTIONAL CLIMATE FACTORS CAUSING SECONDARY SCHOOL STUDENTS' ABSENTEEISM

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Abstract

The present study highlights the institutional climate factors that become the cause of student's absenteeism in secondary schools. The objectives of the study were; to find out the institutional climate factors causing secondary school absenteeism and to find out the school physical environmental factor effect students' absenteeism at secondary level. The study was consisted of the population of all the students of secondary school students of grade 9th and 10th in districts of Multan and Sahiwal. A sample of 150 secondary school students were selected from population through random sampling technique. A questionnaire was used for collecting data on five point likert scale. The researchers developed a questionnaire through the review of related literature having 13 items. For the analysis of raw data, the researchers used Statistical Package for the Social Sciences (SPSS) version 21. Statistical techniques of mean score and standard deviation used in the study. In the consequence of absence of teacher parents meeting, students are careless to attend the school. School rules are too strict so sometimes they skip to go to school due to strict rules of school. Teacher's behavior and strictness is cause of student's absenteeism. The study concluded that the schools do not regularly organize meeting with parents, the school rules are too strict and the teacher gives too much home work to the students, so all the above mentioned reasons become the cause of students' absenteeism in the schools.

Key words: *Institutional Climate, Secondary Schools, Students' absenteeism*

Introduction

Student's absenteeism from classroom is irritable for teachers because it creates unpleasant atmosphere in classrooms. Absenteeism disturbs the learning process. Absenteeism

creates hurdles in achieving specific and general objectives. Reid (2005) concurs that when understudies are truant from school, there are unlimited variety of brief educational results that they test; most highly, students keep away from a major chance for coursework and later, they will doubtless underperform or perform unsuccessfully. Attendance in school plays very important Attendance in school plays very important role in achieving academic objectives.

Absenteeism we can define as habitual and unexplained leave from class-room. About absenteeism we can say, students are absent from class-room without reason. They are school refusal students. These students stay at home with the knowledge of their parents. When we use the word school withdrawal then its means children are absent from school because their parents keep them away from school. This trend is cause of droop-out of students before completing their schooling.

Student's attendance affects the academic performance of students. Students will not be able to understand the content and concept clear 100% attendance. Class-room absenteeism is responsible of low grading of students. The factor is also responsible for falling educational standard. Absenteeism disturbs the dynamic teaching system. The students who are absent from classes, they suffer academically and social. Youth is the future of the nation. Every nation gets their desired aims and objectives with the performance of their youth.

Educational curriculum is based on ideology and philosophy of a nation. Now we have to admit that future of the nation should take place in schools. Schools are organized for the betterment of the society. Schools give civilized and useful citizens to a nation. Student's absenteeism gives results of waste of educational resources and waste of human power.

Good attendance shows higher academic achievements of students. All curriculum and co-curriculum activities are organized for student's behavior changing. When students are absent from schools, the teacher might not be able to modify the students behavior and develop moral values. Due to absence from school, the students might not be able to give shining performance in their academic session.

Objectives of the Study

The objectives of the study were as under

1. To find out the institutional climate factors causing secondary school absenteeism.
2. To find out the school physical environmental factor effect students' absenteeism at secondary level.

Dropping out is a main issue because it is a national loss of a country. There is general treaty that the school refusal issue has attained endemic levels commonly and has turned into an international issue going up in contradiction of the teaching business round the world (Patrick, 2008). Students drop out issue is present all over the world (Wotherspoon, 2004).

The pupils who pull back from school hastily wind up not obtaining any evidence of graduation (Ajaja, 2012). The important social outlays of refusal of school join pointed dogmatic interest, expanded interest for social managements, extended wrongdoing rates and poor levels of good (Azam, 2007). Individual expenses include lower profit, idleness prospects, and more noteworthy probability of wellbeing issues.

The students who pull once again from school imprudently twist up not procuring any confirmation of graduation in such manner, and UNESCO report (2000) on the state of the world's youngsters, calls attention to, that around 130 million kids in the making division are deprived of their power to teaching through dropping out. According to Maton and Moore (2010) the topic of dropping out must to be the worry of each individual from society since it has negative consequences at both the individual and social level.

Absenteeism is a serious issue which has created the serious situation. The result of missed days of school is missed study, in completes syllabus, missed participation, and missed opportunities. Student's absenteeism fall not only their academic position but also it is cause of failure. Absence from school is a habitual act of students. Students are far away from institute without approval.

It is the difficult issue prompting the general achievement of the school. Truancy might be known in numerous behavior, however unexcused trancies from school is the most well-known and satisfactory definition. A huge number of American pupils are truant from school without sensible reasons every day, and this issue is positioned among the main ten issues challenging schools the nation over.

Reid (2005) unequivocally recognizes support as unquestionably the most essential variable in measuring understudies' achievement levels. This study tries to inquire about the roots explanations behind non-appearance in picked discretionary schools. Non-appearance can be described as constant, occasional, and unexplained nonappearance from school. Absenteeism is a critical issue since it is a national loss of a nation. There is essential system that the school dropout matter has satisfied endemic levels typically and has changed over into a general matter. It is clear from the earlier that by dropping out understudies from school, most understudies severely limit their chances of money related and social thriving in the coming

Institutional Climate

Positive school atmosphere is ordinary as a central print for school restoring and pretty interactive, scholarly, and expressive well-being results for understudies. Schools with positive situations rating to have less understudy correction misperceptions, abrasive and savage behavior (Gregory, et al., 2010) Research has moreover specified joins between school climates. What's more, plaguing nevertheless lessening understudies' introduction to hazard components, institute atmosphere can advance positive adolescence improvement. For instance, a positive school ether

has been related with higher understudy learned inspiration and appointment. As anyone might expect, schools advancing drawing in learning situations have a tendency to have less understudy unlucky deficiencies (Gottfredson, Gottfredson, Payne & Gottredson, 2005).

Positive school atmosphere is outward as an essential focus for school change and enhancing behavioral, scholastic, and psychological well-being results for understudies. In particular, schools with positive climates have a tendency to have less understudy discipline issues and forceful and savage conduct and less secondary school suspensions (Kang, 2007). Research has additionally indicated relationship between school climate and lower levels of liquor and medication use similarly to reducing understudies' performance to danger parts; school air can push positive childhood change. Case in point, a faultless institute environment has been linked with higher understudy educational incentive and appointment as anybody may expect, schools systematic interfacing with learning circumstances tend to have less understudy nonappearances

Parent's teacher meetings are regular and essential part of school life. Those schools regularly conduct parents teacher meeting they can achieve their tasks easily. Parental participation improves educational performance. The parent's involvement is cause of academic success .Parental participation indications to better classroom performance. School can share information with parents with Message books but it is One-way Communication. Direct or two ways Communication is parent's teacher meetings which gives fruitful results and is helpful in achieving academic tasks.

Besides, examine validates that understudies who are over-pushed are not ready to learn effectively on the estates that the onset of the worry hormone, cortisol, interferes with recall development. Moreover, when an understudy's home and school circumstances are hushing, the understudy's mind can learn well.

Relationship between classroom climate and student's academic achievements is very important. Classroom environment is clear as the type of environment that is designed for students by the school administration and teachers. Regularly teachers are hoping to make a positive classroom environment in which student learning is improved so that they feel safe, happy and engage in achieving their academic targets. Positive classroom climate where students get their necessary needs of physical and mental comfort. While there is no exact meaning of what makes a bad classroom environment, it should be one in which understudies feel hard, in form of bodily or not.

At that point the classroom sequence of action is some class of a strong and conical mixture of what we meeting in real realities of our own. It is utilitarian to say that understudies mainly necessity to be known in such a classroom sequences of action as well. At that point, recompense and development would not appear, especially when understudies are conscious of the specific methods for "tiring a spread" to avoid being troubled once more (Craig, 1994.)

Neagley and Evans (1970) were of the viewpoint that successful management of direction can improve the nature of coaching and learning in the classroom. The classroom environment incomplete by the instructor effects understudies 'inspiration and behavior towards noticing that is going to educator, for instructors, having been equipped with instructive and skilled physiognomies would not be satisfactory to make a positive, learnable, and open to instruction research facility classroom environment. Expressly, the variables that best permit understudy learning are aware so as to be the ones that are categorized as being resolved undertaking attentive, agreeable, sincere, cooperative, and has a feeling of demand and humor in a unified sense.

Moreover, Study shows that positive personality appearances effect student assessments of instructors. Pupils' idea, instructor communicative appearances like that balminess, eagerness, self-confidence seemingly separate effective from unsuccessful teachers (Basow, 2000).

By method for evaluation, it is faultless that what youngsters energetic from their school in this admiration is sufficient flexibility and decision to house this collection, in relations of educational units, as well as in the method for teaching, and the decision of future sizes made open for them. Teachers should be attentive that lack of care to students' varied needs in respect to instructive programs, training and advancement through their work are section of the settings that lead to fight, withdrawal, and early school departure (Smyth and Hattam, 2004).

Disciplines and educational performances are the essential part of our today's education system. A few researchers have credited poor execution of students in academic high level of indiscipline among students while others refused it. It becomes authoritative in recent times that many institutes have operated away discipline and as a consequence led to poor academic performance of students.

Rules controls present a decent entrance of the school and gets ready best learners for what's to come. Infuriating conduct among replacements is expatriate if there is great order at school. The performance of successful order at school is a key of achieving targets. It is fact that absence of control and respect among tutors is reason for an extreme difficulty to dynamic educating and educational process in the classroom.

School atmosphere has numerous elements wellbeing, personal influences, and corporeal condition in this way, study tools should reflect the multilateral environment of the school's qualities. Schools ought to goals for an audit that talks the certain, corporeal, and manner parts of institute setting.

Papo (1999) found that the range of the class taught does not affect showing competence and the choice of showing systems by educators. He decided that teaching in large classes is not understood or apparent as a problem by students since the teaching and learning achievement

may depend, in part, on what is taught. What the ideal size of class is for a specific course and teaching task remains a problem for continuous research

Research Methodology

This research took a look at the institutional climate factors that were responsible for students' truancy at secondary level. The researchers used quantitative research method for the study and it was descriptive in nature. The population of the study comprised all the secondary school students who are studying in grade 9th and 10th in the districts of Multan and Sahiwal. The sample of 150 secondary school students were selected from the population by using simple random sampling technique. The researchers developed a questionnaire after reviewing the related literature. The researchers validated the questionnaire by the experts in the field. The overall reliability of the questionnaire was 0.78. For the final questionnaire 13 items were finalized at the end and the researchers administered the questionnaire to the sample of the study. Statistical tests of mean score and standard deviation were used for the analysis of data.

Results and Conclusion

Table: 1

Responses of the Students

Sr. No.	Statement	N	Mean	SD
1	In my classroom chair and tables are comfortable	150	2.25	1.33
2	Number of students disrupt the focus on the teaching and learning process in the classroom		3.52	1.45
3	My school regularly organize meeting with parents		2.80	1.39
4	I think school rules are too strict		3.81	1.32
5	It is more interesting to do work than to study		3.47	1.31
6	I feel tired and bored with certain subjects		3.08	1.47
7	I consciously abstain from attending classes of teachers who strict		3.24	1.50
8	My friends always go to outside during school hours for games		2.50	1.50
9	I talk to peers regarding my academic problems		3.66	1.24
10	My teachers teaches with happy attitude when teaching		3.01	1.49
11	My teachers give us too much home work		4.45	1.03
12	My teachers always advise to students during the learning process		4.29	1.08
13	My teachers always help their students		2.07	1.44

In the above mentioned table, the mean score goes from 2.07 to 4.45 and standard deviation goes from 1.03 to 1.50. Majority of the students are strongly disagree with the statement, "In my classroom chair and tables are comfortable". It is also cause the student absenteeism in the

schools. The mean score and standard deviation, 2.07 and 1.44 respectively shows that majority of the students disagree with the statement, "My teachers always help their students". Being institutional climate factor, it effect the students' attendance in the class. Majority of the students having the view that crowded classrooms are creating hurdles in the teaching and learning process. The statement, "My school regularly organize meetings with parents" having the mean score and standard deviation, 2.80 and 1.39 respectively shows that majority of the students show disagreement with the statement. The mean score (3.81) and standard deviation (1.32) for the statement, "I think school rules are too strict". Majority of the respondents of the study are strong agreed with the statement for the strictness of school rules. The mean score (3.47) and standard deviation (1.31) for the statement, "It is more interested to work than to study". Majority of the respondents are interested to do work than to study. Majority of the respondents having the view that they felt tired and bored with certain subjects. The mean score (3.24) and standard deviation (1.50) for the statement, "Some students consciously abstain from attending classes of teachers who strict" show majority of the students are agreed with the above statement. Due to fear they would not be able to attend the classes of strict teachers. The mean score (2.50) and standard deviation (1.50) for the statement, "My friends always go to outside during school hours for games" show that students does not go outside during school hours for game because majority of the students disagree with the above statement. The statement, "I talk to peers regarding my academic problems" having mean score (3.66) and standard deviation (1.24) show majority of the respondents agreed with the statement. The statement, "Teachers teaches with happy attitude when teaching" displays the mean score (3.01) and standard deviation (1.492) that shows most of the respondents are disagreed with the statement that the teachers teaches with happy attitude when teaching. The mean score (5.58) and standard deviation (1.339) for the statement, "Many teachers give too much home work" show majority of respondents are agreed with the statement towards teachers give us too much home work. The mean score (4.29) and standard deviation (1.08) for the statement, "Teachers always advise to students during the leaning process" shows majority of the respondents are agreed with the statement for teachers always advise to students during the leaning process within the classroom.

Conclusion

The present study concluded that there are number of institutional climatic factors that become the cause of secondary school students' absenteeism in the institutions. It was concluded that there were no comfortable chairs and tables in the classrooms. The students take interest in doing other work instead of study. The study concluded that teachers did not provide helping hand to the students in the classroom. So, the students have no interest in attending the school. Due to strict rules of schools and teachers' strict attitude, students refrain themselves to attend schools. Students discuss their academic problems with their peer but teachers did not teach them with blissful attitude. It's also become the biggest reason of students' absenteeism in the schools. Al

last, the study concluded that teachers advises students to do good things. The study established that too much home work is one of the cause of students' absenteeism in institutions.

Recommendations

It is recommended that classroom environment should be comfortable and may also recommend that parents and teachers should aware the activities of peer group. Finally, teacher may create friendly environment in the institutions for the better learning of students.

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