A STUDY OF CERTAIN SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF TRAUNT AND NON-TRAUNT HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of the present research was to study the intelligence, test anxiety and school satisfaction of truant and non- truant high school students of District solan and Shimla (H.P.) The sample consisted of 100 truant and non-truant students selected randomly from different Govt. Schools. Survey method was used for the collection of data. Test anxiety scale for children by Dr.A.Kumar(Hindi version of Sarason's 1960), General Mental Ability Test 1972 (Hindi Version) by Dr. S.Jalota and Sharma Adolescents' School Satisfaction Inventory by Dr.Meenakshi Sharma(1991) was used to test the level of intelligence ,satisfaction and level of anxiety. Insignificant difference was found between the school environment of truant and non- truant student and significant difference was found between the level of intelligence and anxiety level of truant and non-truant. Concluded that the anxiety level and intelligence play significant for being truant and non-truant.

Keywords:- Truant, non-truant, intelligence, test anxiety, school satisfaction.

INTRODUCTION

Children of today are the nation builders of tomorrow, on whom the future of the country will depend. For the prosperous and progressive development of a nation, due attention should be paid toward the problems of young children. There is a well-known fact that children do not have same nature, habits and problems of childhood and adolescence period. There is sufficient evidence that delinquency is increasing day by day at rapid rate in modern society. It is increasing both in terms of absolute number of offences committed and in terms of delinquent behavior. Daily in news papers are reported cases of delinquency of different types. This increasing trend in the percentage of delinquent behavior of adolescents has became the concern of all those who

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are associated with the social economic welfare of the society .A rise in juvenile delinquency is a cause for serious concern for the future of the country

Among various mental hygienically disorders, the truancy can be considered as one of the main problems which bar the overall development not only of that particular child but the whole society as well. In general sense, truancy means an act of behaving like a truant. But in view of School management, a pupil who stays away from the school without prior permission of the concerned authority is called as a truant. The problem of truancy is global phenomenon and is responsible for many other problems like indiscipline, juvenile delinquency and wastage of human resources.Further,there are possible adverse implications of truant behavior not only for the student but also for the school, and the community.

Keeping in view the increasing trend of truancy in the schools and the research gap in this area, the present investigation was undertaken and this study was an attempt to find out the relationship of certain socio-psychological variables with the truant behaviour.The variables of present study were:

1. Test Anxiety: Test anxiety means the quality of performance in a test situation under the fear of taking examination and unpleasant emotional responses.

2. School Satisfaction;

School satisfaction is the various needs that must be fulfilled in the school atmosphere of a child. How does a child feels in the school is related with the school satisfaction.

3. Intelligence

Intelligence is conceived as an inborn ability which enters into performance of all activities and which differs in quality from person to person .it is a factor, which determines a good deal of educational outcomes. Intelligence or the I.Q. of an individual determines his/her achievement, adjustment and vocational efficiency.

OBJECTIVES

1. To study the significant difference between truant and non-truant high school students with respect to their level of test anxiety.
2. To study the significant difference between truant and non-truant high school students with respect to their level of school satisfaction.

3. To study the significant difference between truant and non-truant high school students with respect to their level of intelligence.

HYPOTHESES

1. Truant and non-truant high school students will differ significantly with respect to their mean scores on test anxiety.

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

3. Truant and non-truant high school students will differ significantly with respect to their mean scores on intelligence level.

METHOD

Descriptive survey method was used in the present study.

SAMPLE

The sample consisted of 100 truant and non-truant students were selected randomly from different Govt. schools of Distt.Solan and Shimla (H.P.)

TOOLS

The following standardized tools were used for the collection of data.

1. Hindi version of Sarasons (1960) test anxiety scale for children by Dr.A.Kumar.

2. General Mental ability test (1972)Hindi by Dr.S.Jalota.

3. Sharma adolescents school satisfaction inventory by Dr. Meenakshi Sharma.

STATISTICAL TECHNIQUES USED

Mean,S.D.,SE_M and t-ratio were used for the analysis of data.

RESULT AND DISCUSSION

Table 1

t-value for truant and non-truant high school students with respect to their mean scores on test anxiety.

Group	N	Mean	SD	SE_M	t-ratio	Level of Test Anxiety
Truant	50	16.16	6.11	0.86	6.21*	significant
Non-truant	50	10.08	4.34	0.61		

To see whether the difference was significant, t-ratio was calculated which was found to be 6.21, which is more than the table value of `t'=2.63 for df=98

needed to be significant at 0.01 level of confidence. This Indicates that truant and non-truant high school students differ significantly with respect to their level of test anxiety. Since the mean scores on this aspect for truant (16.66) is higher in comparison to non-truant students (10.08), it may be interpreted that truant high school students exhibit higher level of test anxiety in comparison to their non-truant counterparts. This shows that there is significance difference between the truant and non-truant high school students with respect to their mean scores on test anxiety. Which indicates that anxiety level play a significant role for being truant and non-truant students.

Table 2

t-value for truant and non-truant high school students with respect to their mean scores on school satisfaction

Group	N	Mean	SD	SE$_M$	t-ratio	Level of significance
Truant	50	141.98	9.14	2.49	0.99*	Not significance
Non-truant	50	146.66	12.62	3.97		

Student's t-ratio was applied to see the significant difference of school satisfaction between truant and non-truant, which was found to be 0.99. This value was 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 shows that both the truant and non-truant were having the same school environment and revealed that there is no difference between the school environment of truant and non-truant students.

Table 3

t-value for truant and non-truant high school students with respect to their mean scores on intelligence.

Group	N	M	SD	SE$_M$	t-ratio	Level of significance
Truant	50	30.46	9.14	1.29	8.09*	Significant
Non-truant	50	48.28	12.62	1.79		

t-ratio was calculated to see the difference between truant and non-truant students which was found to be 8.09,which is more than the table value of `t'=2.63 for df=98 needed to be significant at 0.01 level of confidence. This Indicates that truant and non-truant high school students differ significantly

with respect to their level of intelligence. Since the mean scores on this aspect for truant (30.46) is lower in comparison to non-truant (48.28). It may be interpreted that truant high school students exhibit lower level of intelligence in comparison to their non-truant counterparts. This shows that there is significance difference between the truant and non-truant high school students with respect to their mean scores on intelligence.

CONCLUSION

It has been concluded that truant and non-truant high school students will differ significantly with respect to their mean scores from the intelligence and test anxiety. It was also found that there is no significant relationship between the school satisfaction of truant and non-truant students which concludes that test anxiety and intelligence play significant role for being truant and non-truant.

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