



PERSONALITY DISORDER AS RELATED TO ABSENTEEISM AMONG SECONDARY SCHOOL STUDENTS

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INTRODUCTION

All round development of students is one of the main aim of the education. This overall development refers to bring out the innate powers of the students in the form of specialised skills which they can use for their livelihood and for humankind. Sensitizing the students towards their capabilities and abilities is the main challenge in the present scenario of the education. Each nation imparting education to its students by means of different agencies. Schools as mini societies have a great responsibilities to flourish the abilities of the students within limited resources. Those schools who successfully utilize their limited resources for the overall development are writing the success stories in the history of education. Attractive and motivational schooling alongwith active participation of students leading the achievement of developing sound personalities. To involve the students with the main stream of the nation as a responsible and sensible citizen it the utmost need that their abilities must be recognized and molded into such a personality, who by using his capabilities and skills can contribute to its nation's development.

Recognising and developing the abilities, skill, capabilities of the student in the school needs regular present of the student with active participation in all activities conducted in the school. In the present system of education Truancy is one of the most baffling problem. Globally all nations are facing the problem of absenteeism in all level of education i.e. Primary, Secondary, Senior Secondary, Higher Education and in professional courses. As a result this absenteeism showing its adverse effects in the form of Low Achievement, Drop out, Personality disorders, Stagnation and many other negative effects. During Vedic Period the "Gurukul" method prevailed, in which the student lived in the house of Guru alongwith his colleagues, he lead a celebrate life and obtained education there. The relation of Guru and student was very close and direct and as a result the concept of absenteeism was not in

existence. Later on the British education, policies in a sense were benefitable because it develops nationalistic feelings, inspired the development of literacy and cultural consciousness, many political and social institutions were established and new means for spread of education were evolved. The hierarchy of classes was established. 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.

These days, only formal education is imparted in schools where there is no intimacy between the teacher and the taught. 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. In all of these problems, absenteeism is common and needs utmost care.

Students frequently using absenteeism as an effective tool for reducing pressure of study, relaxing themselves from tension. They feel their home as an inadequate and incomplete and find school a compulsion or full of boredom when rejected at home and rebuked by school, enjoy company of other absentees usually exploits their immaturity. Absenteeism is a problem related to the behavioral adjustment. The maladjustive pattern of behavior includes transient personality disorders, character disorders, alcoholism drug addiction etc.

ROLE OF VARIOUS FACTORS IN ABSENTEEISM

Absenteeism actually shows an expression of conflicts and anxiety in the mind. It may be resulted from any point, school, home, neighborhood or family. Any one or more factors may be responsible for truancy among students. Various researchers have studied the responsible factors like socio-cultural environment, school climate, emotional – temperamental levels socio-economic status, type of school, management of school, ill health, mental disturbances, domestic responsibilities, strict discipline in home or school etc.

Thakore (1972) stated that a comparatively large number of parents of truants had insufficient education unsatisfactory mutual relationship, discriminating attitude toward the child under study and other children in family were employed as casual labour and were working irregularly. Relatively more truants than non truants had indifferent and hostile sibling relationship.

Absenteeism may be affected by so many factors. **Johnson (1956)** emphasized that school, home and community when the three unit joined hands, not only reduce truancy but also benefited from each other to a great extent.

These studies suggested that the role of school, home and individual personality may be crucial in absenteeism.

ABSENTEEISM AND PERSONALITY DISORDERS

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. The term behavior disorder has been used in referring to disorders that stem from faulty learning either, the failure to learn needed competency or the learning of maladaptive coping patterns. Various behavioral disorders has been classified into some categories by various organization like diagnostic and statistical manual of mental disorder (DSM) classification of APA. There are three main groups – organic brain Syndrome, mental retardation and disorders of psychogenic origin. Organic brain syndrome group includes the disorders involving organic pathology like brain tumor, head injury etc.

The second group of mental retardation refers to subnormal general intellectual functioning that originate during early development. It may be due to genetic defects, brain injury or other organic cause or psychosocial deprivation. Third group involves the disorders in which there is no afferents or presently physical cause. These may be of five types (a) Transient situational disturbances (b) personality disorders (c) Neurosis (d) Functional psychoses (e) Psycho-semantic disorders.

Socially maladaptive personality disorders are characterized by antisocial or psychopathic personality, sexual deviation and dependence on alcohol or drugs etc. Neurosis includes maladaptive behavior that does not involve gross distortion of reality or gross personality disorganization. The common core of neurosis is maladaptive life style, typified by anxiety and avoidance.

The disorders in functional psychoses are characterized by severe degree of personality disorganization and loss of adequate contact with reality. These disorders are generally considered to be psychogenic in origin accompanied by bio-chemical change that disturbed in functioning. Three major categories – schizophrenia, paranoid disorders and affective disorders. Like mania and melancholia schizophrenia is considered one of the most

serious of all psychotic disorder. Schizoid personality is characterized by withdrawal from others, shyness, reticence to interact and of the “eccentric” behavior. The schizoid person seems out of step in a group and often has little to do with peers. Schizoid personalities are often found among people raised in very sheltered environments or by parents who perhaps were schizoid or schizophrenic themselves.

The paranoid disorders develop gradually. It is characterized by well systematize, logical delusional system that consist of delusion of grandeur or prosecution. The paranoid personality have unwarranted suspicion and feel that he is being single out for miscreated. Paranoid personality in this type of personality the individuals primary interpersonal style is marked by rigidity, unwarranted suspicion, jealousy, envy, interpersonal hypersensitivity and tendency to blame others. The affective disorders are characterized by a disturbance of mood, either extreme elation (Mania, or Depression). In these disorders there is excessive worry about minor matters.

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, Pampian and 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. Predisposing factors for social orders are broken home conditions, deterioration of moral standards and poverty (**Murphy 1962**).

In different conditions, different people have different type behavioral responses available & depending on the situation; people with personality disturbance typically used on general style of response in most situations. The style that is adopted may be seen, as milder form of pattern in their severest forms could be considers psychoses or neuroses or any other psychological disorder. If a person is highly inflexible and maladaptive and that causes distress, the person is said to have a personality disorders. 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.

HYPOTHESES

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

1. The absentee and regular do not differ significantly in their personality disorders.
2. The absentee boys and girls do not differ significantly in their personality disorders.
3. The regular boys and girls do not differ significantly in their personality disorders.

METHODOLOGY

The focus of present investigation was to analyze the relationship of personality disorders variable with the absenteeism among high school students. This study required the analysis of absenteeism in desired context. Therefore descriptive 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 as moderator variable.

POPULATION

The population of the study were the students studying in class IXth- Xth of secondary schools of Almora district of Uttarakhand.

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 chosen up.

TOOLS USED IN THE STUDY

The investigator used two tools for data collection.

- A- School attendance register was used for identifying absentee and regular students.
- B- Dimensions of Personality inventory (D.P.I.) by Dr. Mahesh Bhargava. This personality inventory measures six important personality factors, on the basis of disorders in the individual. These disorders are – activity – passivity, cyclothymia – schizothymia, assertive – submissive, high and low paranoid, depressive – non depressive and emotional instability – emotional stability.

PROCEDURE

A sample of 500 high school students was selected for administration of tool. The desired sample size was calculated by using formulae $n/1+n(e)^2$ (Ahuja, R. 2003). By the

help of concerned class teacher the tools were administered. The numbers of absentees of each student were considered. 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. Regular and Absentee boys & girls were further divided into four groups i.e. Abs.Boys ~ Reg.Boys, Abs.Girls ~ Reg.Girls, Abs.Boys ~ Abs.Girls and Reg.Boys ~ Reg.Girls. These groups were considered in analysis of data. The scores of six dimensions of Personality disorder were taken up and analysed by using ‘t’ test.

FINDINGS

The scores of six Personality disorder of personality inventory (1) activity – passivity (2)cyclothymia – schizothymia (3) assertive – submissive (4) high and low paranoid (5)depressive – non depressive (6) emotional instability – emotional stability were analysed by ‘t’ test and obtained mean and t- value had been provided in Table 1 to Table 6.

Table – 1 Significance Of Difference Between Means Of Activity-Passivity Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	15.13 ~ 14.85	0.43	255	0.651
2.	ABS.GIRLS ~ REG.GIRLS	15.46 ~ 17.39	1.39	241	1.388
3.	ABS.BOYS ~ ABS.GIRLS	15.13 ~ 15.46	0.42	245	0.795
4.	REG.BOYS ~ REG.GIRLS	14.85 ~ 17.39	1.34	251	1.895

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

It may be noted from Table – 1 that ‘t-values’ for the significance of difference between mean of different groups were not found significant at any level of significance.

Thus it may be said that the absentees and regulars do not differ significantly on the activity-passivity scores of personality disorders irrespective of sex. The boys and girls also do not differ significantly in activity-passivity whether absentee or regular.

Table – 2 Significance Of Difference Between Means Of Cyclothymia Schizothymia Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	14.06 ~ 13.57	0.43	255	1.113
2.	ABS.GIRLS ~ REG.GIRLS	13.70 ~ 13.58	0.41	241	0.291
3.	ABS.BOYS ~ ABS.GIRLS	14.06 ~ 13.70	1.44	245	0.818
4.	REG.BOYS ~ REG.GIRLS	13.57 ~ 13.58	0.41	251	0.024

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

It may be noted from Table – 2 that ‘t-values’ for the significance of difference between mean of different groups were not found significant at any level of significance.

Thus it may be said that the absentees and regulars do not differ significantly on the cyclothymia-schizothymia scores of personality disorders irrespective of sex. The boys and girls also do not differ significantly in activity-passivity whether absentee or regular.

Table – 3 Significance Of Difference Between Means of Assertive-Submissive Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	11.61 ~ 10.79	0.45	255	1.822
2.	ABS.GIRLS ~ REG.GIRLS	12.66 ~ 12.31	0.41	241	0.854
3.	ABS.BOYS ~ ABS.GIRLS	11.61 ~ 12.66	0.41	245	2.256*
4.	REG.BOYS ~ REG.GIRLS	10.79 ~ 12.31	0.45	251	3.378**

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

It may be observed from Table – 3 that ‘t-value’ for the significance of difference between mean of absentee boys and girls & regular boys and girls were found significant. It may be interpreted girls were significantly higher on assertive-submissive scores than the boys.

Table – 4 Significance Of Difference Between Means Of Paranoid Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	9.93 ~ 6.97	0.62	255	4.771**
2.	ABS.GIRLS ~ REG.GIRLS	9.92 ~ 8.96	0.58	241	1.655
3.	ABS.BOYS ~ ABS.GIRLS	9.93 ~ 9.92	0.58	245	0.017
4.	REG.BOYS ~ REG.GIRLS	6.97 ~ 8.96	0.61	251	3.262**

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

It may be seen from Table – 4 that ‘t-value’ for the significance of difference between mean of absentee and regular boys & regular boys and girls was found significant at both levels of significance. It may be said that the absentee boys were significantly high paranoid than the regular . Regular girls were significantly higher than regular boys on paranoid scores.

Table – 5 Significance of Difference between Means of Depression Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	10.36~7.80	0.56	255	4.571**
2.	ABS.GIRLS ~ REG.GIRLS	10.71~9.94	0.55	241	1.400
3.	ABS.BOYS ~ ABS.GIRLS	10.36~10.71	0.54	245	0.648
4.	REG.BOYS ~ REG.GIRLS	7.80~9.94	0.57	251	3.754**

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

It may be noted from Table – 5 that ‘t-value’ for the significance of difference between mean of depression scores for absentee and regular boys & regular boys and girls was found significant at both levels of significance.

It may be interpreted that absentee boys were significantly higher than the regular boys on depression scores. Regular girls were significantly higher in depression in comparison to regular boys.

Table – 6 Significance Of Difference Between Means Of Emotional Instability Scores of Absentees & Regulars

S.N	Groups	Mean	S _{ED}	df	t-value
1	ABS.BOYS ~ REG.BOYS	10.89~5.55	0.57	255	4.105**
2.	ABS.GIRLS ~ REG.GIRLS	10.81~10.02	0.60	241	1.316
3.	ABS.BOYS ~ ABS.GIRLS	10.89~10.81	0.61	245	0.131
4.	REG.BOYS ~ REG.GIRLS	8.55~10.02	0.56	251	2.625*

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

It may be observed from Table – 6 that ‘t-value’ for the significance of difference between mean of absentee and regular boys & regular boys and girls was found significant at both levels of significance.

It may be interpreted that absentee boys were significantly higher on emotional instability than the regular boys. Regular girls were significantly higher on emotional instability than the regular boys.

DISCUSSION

Absentee boys were higher on paranoid, depression and emotional instability in comparison of regular boys. The absentees boys may become anxious for their non-performance. It may lead them to have a feeling of inferiority, lack of confidence, fearful, sensitive and may start blaming others for his failure. **Royer et. al (2000)** found that hyperactive students were more absent.

Absentee boys and absentee girls were significantly different on assertiveness only. Absentee girls were higher in assertive scores than the absentee boys because they may be putting things straight forward in all dealing of life. In comparison of regular girls and regular boys, regular girls were more assertive, paranoid, depressive and emotionally instable. This may be due to the general nature of girls in comparison of boys.

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