A STUDY OF ORGANIZATIONAL CLIMATE AND STUDENTS' TRUANCY AT SECONDARY SCHOOL LEVEL

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Abstract

Student absenteeism in secondary schools appears to be influenced by organizational climate issues. The objectives of the study are as; to explore organizational climate factors triggering secondary school students' trauancy. There was a population of secondary school students in Sialkot and Vehhari who were stuying in Grade 9 and 10. Two hundred secondary school students from a large demographic were randomly selected. Data of the study was collected through questionnaire. Through a survey of related literature, the researchers came up with 13 items for their created questionnaire. When it came to analyzing raw data, researchers employed the latest version of SPSS (Statistical Package for Social Sciences) and they employed statistical approaches such as mean score and standard deviation to analyze data in the study. When teachers and parents do not meet, pupils do not bother going to school. In some instances, students will not go to school because of the tight restrictions at school. The teacher's demeanor and strictness cause student absenteeism. Researchers found that schools do not hold regular meetings with parents, school rules are too harsh, and teachers assign too much homework to children. Therefore, all these factors contribute to students' school absences, according to the study's findings.

Key words: *Organizational Climate, Secondary Schools, Students' truancy*

Introduction

It is upsetting to teachers when students fail to show up for the class because it creates a poor atmosphere in the classroom. Absenteeism hurts the learning process. Attendance is a hindrance to the achievement of both specific and general objectives. Reid (2005) argues that when children skip school, they encounter a wide range of short-term educational consequences; most significantly, they miss out on an abundance of coursework opportunities, and they are almost sure to fail or do poorly later in life. The importance of school attendance cannot be overstated. Attendance in school is critical for achieving good academic results.

Students' attendance at school has been mandated by state law since the founding of the Common School in the 1800s. Despite this, there is little information available about the harshness of these policies and their influence on student achievement, specifically absenteeism. Richards and Conry are two of the most talented people in the world (2018). School attendance is defined as an absence from class that is both persistent and unexplained. Student absenteeism can be defined as a student's absence from class without a valid reason (or justification). This

group of kids is comprised of those who refuse to attend school. Their parents have permitted these students to remain at home. It is accurate to say that a youngster has withdrawn from school because their parents have forbidden them from attending. As a result of this tendency, more and more students are dropping out of school.

Attendance has an impact on a student's ability to grow academically. It must be physically there at all times in order to comprehend the information and concepts. Absenteeism in the classroom has a substantial impact on students' performance in the classroom. As a result, educational standards have slipped significantly. Disruptive absenteeism has the potential to destabilize the dynamic framework of educational institutions. Students who fail to attend class suffer academically and socially as a result. The nation's destiny is in the hands of its youth.

Youth help any nation realize its goals. After controlling for student and school socio-demographic variables, Ramberg et al. (2019) found that more excellent teacher ratings of school leadership and ethos (but not teacher cooperation and consensus) are connected to lower student absenteeism. As stated by Ramberg et al., high academic achievement may reduce school absences.

Educational programs are developed and delivered following the ideology and philosophy of a particular country. It is past time to understand that our children are the key to the future of our country. Schools are established to serve the needs of the surrounding community. Schools are the source of a nation's civilized and decent citizens. As a result of student absenteeism, both educational and human resources are being wasted. Students who attend class regularly are more likely to achieve academic success. Every aspect of the curriculum and co-curricular activities is designed to have an impact on student behavior. If a student is absent from class, teachers may be unable to influence his or her behavior or communicate moral principles. Students who are absent from school may find it challenging to maintain high-performance levels in their academic sessions. As a result, the study's primary objective is to analyze the components of organizational climate associated with secondary school students' absenteeism and tardiness.

Academic and post-secondary outcomes are negatively affected by student absence. It is challenging to manage and prevent truancy because the core causes are not understood. That is why this study looks at student involvement (i.e., sentiments of belonging with school-relevant others, participation, and hard work) from Grades 6 through 9 and truancy the first year of high school. A link between engagement and absence may also be explained by cynicism (loss of interest in education).

Emotional, behavioral, and cognitive aspects of student engagement are all included. Engagement in school-related activities and academic work is described as behavioral engagement. Cognitive engagement refers to self-regulated learning strategies such as understanding learning exercises (Mahatmya, Lohman, Matjasko, & Farb, 2012).

Review of Related Literature

Dropouts are a severe issue since they represent a national loss. School refusal is now a global issue, fueling animosity toward the teaching profession everywhere (Patrick, 2008). Globally, school dropout is a problem (Wotherspoon, 2004). Students who drop out of school have no official diploma (Ajaja, 2012). It is due to more significant ideological criticism, interest in social control, misbehavior, and low levels of good citizenship (Azam, 2007). Individual costs include lost profits, increased risk of being idle, and increased danger of health issues.

As a result, students who unintentionally drop out a return to school without a diploma. According to the UNESCO report on the state of the world's children (2000), almost 130 million children in the making division cannot attend school due to dropout. According to Maton and Moore (2010), social exclusion is a serious issue that affects both individuals and society. Absenteeism is a significant issue that has aggravated the current crisis. Missed school days mean lost study time, incomplete syllabuses, participation opportunities, and advancement opportunities. Student absence affects academic performance and contributes to failure. Students who frequently miss school or who travel far from the institute without authorization are an embarrassment. This complex issue is to blame for the schools' overall performance. Truancy is a term used to describe inexplicable absences from school. Every day, many American students miss school for genuine reasons, and this is one of the top ten concerns facing schools nationwide.

Reid (2005) acknowledges that help is undoubtedly the most crucial factor impacting student achievement. This study seeks to uncover the root causes of non-attendance at selected discretionary schools. Unpredictable absences from school or other activities are classified as nonappearance. Absenteeism is a severe issue since it costs a nation. In most cases, a vital mechanism is in place to ensure that the school dropout problem has pandemic proportions. As previously stated, dropping out of school reduces one's chances of future financial and social success.

Many people believe that a friendly school atmosphere is crucial for school re-establishment and high social, scholastic, and expressive well-being levels. Disruptive or violent behavior is in schools with high condition ratings (Gregory et al., 2010). The study also found links between school climates. The institute environment may also promote healthy adolescent development by causing problems while limiting risk exposure. Studies show that a friendly school atmosphere increases student motivation and engagement. Schools that encourage sketching in the classroom have less regrettable understudy inadequacies (Gottfredson, Gottfredson, Payne & Gottredson, 2005).

A positive school climate is crucial to enhancing children's behavioral, intellectual, and psychological outcomes. Less minor student discipline issues, less violent behavior, and fewer secondary school suspensions are associated with a favorable school atmosphere (Kang, 2007). School atmosphere has also been linked to lower levels of alcohol and medication use and lower student performance in high-risk locations; it can help promote healthy youth change. It is no surprise that schools with systematic interfacing with learning conditions have fewer understudy nonappearances.

Regular parent-teacher meetings are part of the school day, and it helps to improve the school's academic performance. School academic achievement is boosted by parental involvement while parents put message/s in message book for improvement. However, it is a one-way dialogue. One-sided or two-sided communication Parent-teacher meetings facilitate communication and help students complete academic tasks.

Stress hormone cortisol interferes with long-term memory development. Therefore overworked kids are less equipped to learn. The understudy's mind can better absorb information when his or her home and school circumstances are tranquil. The link between the classroom atmosphere and student achievement is vital. The school administration and instructors have carefully defined the "classroom atmosphere." Every day, teachers establish a positive learning atmosphere where kids

feel safe, happy, and driven to succeed academically—creating a safe learning atmosphere where youngsters can feel safe and secure. A terrible classroom setting should make students feel physically or psychologically pushed.

After that, the classroom series of events becomes a conical and robust synthesis of similar real-life circumstances. It is acceptable to presume that pupils are familiar with the classroom sequence of events. Because students are aware of the necessary ways for "tiring a spread" in order to avoid being disturbed again, compensation and advancement would not be evident at that time (Craig, 1994). According to Neagley and Evans (1970), good direction management benefits both coaches and students. The instructor's insufficient classroom atmosphere may influence students' motivation and behavior toward observing the educator. Instructional physiognomies are required to create a sound and learnable classroom atmosphere.

People who are committed to being attentive, affable, sincere, and cooperative and having a sense of demand and a sense of humor are the most favorable to understudy learning and development. In addition, the study discovered that positive personality attributes have an impact on student-teacher ratings. Student perceptions of flexibility and choice about the housing of this collection, both in terms of academic units and instructional techniques, and future sizes are supported by the evaluation method. It is essential to recognize that one of the causes of student disagreements, withdrawals, and early school exits is a failure to meet students' educational, training, and career needs (Smyth and Hattam, 2004). Our current educational system is predicated on academic achievement and discipline in the classroom. Some academics believe that low student academic achievement is due to student indiscipline, but others are of the opposite opinion. Many educational institutions have recently been accused of operating without respect for discipline, which has resulted in pupils achieving low levels of academic accomplishment.

Because of the well-ordered nature of the organization, disruptive behavior among replacements is eliminated. In order to achieve goals in the classroom, it is necessary to maintain successful order. It is true that teachers' lack of authority and respect significantly impairs the ability of students to participate in a dynamic educational and learning process. Students' well-being, personal influences, physical and mental health, and other considerations should be incorporated into study aids. Audits should focus on specific, physical, and methodological aspects of the business.

Papo asserts that the class has no bearing on the ability of assessors to exhibit knowledge (1999). He concluded that, even though lengthy course instruction can affect teaching and learning results, students do not perceive it as an issue. At the moment, there is no consensus regarding the optimal class size for each course or teaching assignment. Concerning identification, the participation-identification hypothesis predicts that pupils will have a stronger sense of belonging and higher regard for education after lower secondary school. Academic achievement acted as a moderating factor in this connection. Reduced engagement and identification of secondary school pupils indicated reduced levels of truancy in upper secondary school. According to the study's findings, improving students' engagement and identification during comprehensive school can reduce dropout rates (Virtanen et al., 2021).

Research Methodology

This study aimed to look at the institutional factors that contributed to secondary school students' truancy. The researchers carried out a quantitative study that was primarily descriptive. All

ninth- and tenth-grade secondary school pupils in Sialkot and Vehari were included in the study. Using a basic random selection approach, a random sample of 200 secondary school students was selected from the general student population. The researchers created a questionnaire after reviewing the relevant literature. Before being distributed to participants, the questionnaire was reviewed by subject matter experts. The researchers completed the questionnaire with 13 items at the end of the inquiry and delivered it to the study's sample. They then used personal visits to collect data from the respondents. Statistical tests were used to calculate the mean score and standard deviation for data analysis.

Data Analysis and Interpretation

Table 1 *Students' Responses*

Sr. No.	Statement	Mean	SD
1	My teachers always help me.	2.07	1.44
2	My teachers usually give pupils advice while they are learning.	4.29	1.08
3	My teachers assign too much homework.	4.45	1.03
4	My classroom's chairs and tables are pleasant.	2.25	1.33
5	I discuss my academic issues with peers.	3.66	1.24
6	Number of students disrupts the classroom teaching and learning process.	3.52	1.45
7	My school often hosts parent meetings.	2.80	1.39
8	I think school rules are tough.	3.81	1.32
9	Working is more exciting than studying.	3.47	1.31
10	Certain subjects bore and exhaust me.	3.08	1.47
11	I deliberately avoid strict teachers' classes.	3.24	1.50
12	My friends always play games outside during school hours.	2.50	1.50
13	My teachers are cheerful when teaching.	3.01	1.49

In line with the table, the average score is between 2.07 and 4.45, with a standard deviation between 1.03 and 1.50. Most youngsters strongly disagree that "the seats and tables in my classroom are beautiful." As a result, it is more probable that pupils are missing from school. The average score for "My teachers help me usually" is 2.07, with a default difference of 1.444. It has an impact on the attendance of students. The excessive number of people in the classroom harms education and learning. The mean score of 1.39 disagrees with the assertion "My school often organizes meetings with parents" in connection with the statement "My school always organizes meetings with parents." The average (3.81) and standard (1.32) deviation of "I believe the rules of the school are too harsh" are: According to the study, most participants considered that school constraints were challenging. The mean (3.47) and standard deviation (1.31) were determined as a response to "I would prefer work than studies." Work takes precedence over the school for most respondents. Most respondents felt that specific topics were of little benefit. Most students agree with the statement 'Some students avoid lectures with hard professors' according to mean (3.24) and standard deviation (1.50). Fear of not attending lessons with heavy teachers As most students disagree with the argument, the average (2.50) and the default (1.50) indicate that children do not play games outside of school. The statement "I speak with colleagues on my academic questions" obtained a mean score of 3,66 and a standard deviation of 1,24. The statement "Teachers teach in the happy tone of education" was not accepted by most people, as

demonstrated by the mean (3.01) and standard deviation (1.492). Many teachers assign too much homework, according to most respondents. Teachers always advise pupils with an average score of 4.29 and a standard deviation of 1.08.

Conclusion

The study concluded that several institutional climatic factors contribute to secondary school students' absenteeism from their respective educational institutions, as established by the researchers. According to what was determined after the investigation, the classrooms lacked adequate seating and table space. Instead of studying, the children prefer to participate in extracurricular activities. Teachers, according to the results of the study, did not assist their students in the classroom. As a result, students have lost interest in continuing their education at the university. Students choose not to attend school due to the institution's stringent requirements and the uncompromising attitude of the lecturers. Even if students talk about their academic issues with their friends, professors do not teach favorably toward their pupils. It has also risen to the top of the list of the most common reasons for student absences. Finally, the study discovered that teachers motivate their pupils to do good in their communities. According to the findings of the study, students who have an excessive amount of homework at home are more likely to miss school.

Recommendations

A comfortable classroom environment is recommended, and it may also be recommended that parents and teachers are informed of their children's peer group activities. Finally, teachers can help students learn more effectively by creating a friendly environment in their classrooms.

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