Statement of Permission to Copy

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature James Delano Lacy

Date May 30, 1972

RELATIONSHIP BETWEEN TEACHER ABSENTEEISM AND THREE FACTORS WITHIN THE PUBLIC SCHOOLS OF GREAT FALLS, MONTANA

by

JAMES DELANO LARSON

A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Education Administration

Approved:

Robert J. Thibault
Head, Major Department

Robert J. Thibault
Chairman, Examining Committee

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1972

ACKNOWLEDGMENT

The investigator wishes to express his appreciation to Mr. Donald Edwards, Director of Personnel for School District No. 1, Great Falls, Montana, for his assistance and permission to acquire pertinent information from his files. Gratitude is also expressed to Dr. Eric Strohmeyer and Dr. Robert Thibeault, College of Education, Montana State University, for their technical advice and guidance.

TABLE OF CONTENTS

Page

LIST OF TABLES. vi

ABSTRACT. vii

Chapter

1. INTRODUCTION 1

STATEMENT OF THE PROBLEM 1

IMPORTANCE OF THE STUDY. 2

GENERAL QUESTIONS TO BE ANSWERED 3

GENERAL PROCEDURE. 4

LIMITATIONS AND DELIMITATIONS. 4

DEFINITIONS OF TERMS 5

SUMMARY. 6

2. REVIEW OF RELATED RESEARCH 7

INDUSTRIAL ABSENTEEISM 7

Extent of Absence. 8

Related Variables. 8

Effects of Absence 9

TEACHER ABSENTEEISM. 10

Extent of Absence. 11

Related Variables. 11

Effects of Absence 13

SICK LEAVE POLICIES. 14

Chapter Page

SUMMARY. 14

3. PROCEDURES 16

POPULATION DESCRIPTION 16

DEFINITION OF CATEGORIES 16

METHOD OF COLLECTING DATA. 18

METHOD OF ORGANIZING DATA. 18

ANALYSIS OF DATA 19

PRECAUTIONS TAKEN FOR ACCURACY 19

SUMMARY. 20

4. ANALYSIS OF THE DATA 22

SUMMARY. 25

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. 29

SUMMARY. 29

CONCLUSIONS. 30

Teacher Absence and the Sex of the Teacher 30

Teacher Absence and Teaching Level 31

Teacher Absence and the Week Day on Which the Absence Occurs 32

RECOMMENDATIONS. 32

LITERATURE CITED. 34

LIST OF TABLES

Table | Page

1. Mean Number of Teachers Absent Per Day. 26
2. Percentage Rate of Absenteeism. 27

ABSTRACT

The purpose of this study was to determine any relationships that exist between teacher absence and three variables. Data from the entire educational staff of 975 employees of School District No. 1, Great Falls, Montana, were gathered.

The results of the study indicated that the sex of the teacher was directly related to absenteeism with female personnel displaying a significantly greater frequency of absence than their male counterparts.

The level being taught, i.e., whether elementary or secondary, seemed to have little, if any, bearing on the rate of absenteeism.

The day of the week most frequently missed by teachers was Friday, except for female elementary personnel who tended to be most frequently absent on Mondays. Tuesdays and Wednesdays had the lowest rates of absenteeism in most teacher categories.

Recommendations were made to separate administrative and supervisory personnel from teaching personnel, as well as to categorize the cause of absence such as to illness, bereavement, personal business, school related business, etc., which would result in more meaningful recorded absence data. Further recommendations were made to inform teachers yearly of their sick leave accumulated and used.

Additional research was recommended for the problem of teacher absenteeism with suggested variables being age, tenure status, seasonal and climatic conditions, marriage and family status, size of the school, distance from work, and others of an attitudinal nature. It was suggested that only when such relationships as these have been ascertained can causality of teacher absenteeism be determined.

Chapter 1

INTRODUCTION

Confronted with ever-increasing costs of education, school administrators, boards of education, and professional teacher's organizations throughout the United States are expressing concern over the problem of teacher absenteeism from instructional duties. Although there has been some investigation concerning absences among workers in industry and business, there is a paucity of research relevant to educational employees.

In this chapter, the foundation is laid for the investigation of various possible trends regarding absenteeism among teachers. Supplementing the formally stated research topic is a prospectus of the precise questions the research attempted to answer. An evaluation of the study topic was made in addition to a description of the various procedures that were employed for the completion of this investigation. Within this chapter, definitions of terms have also been stated pertaining to their use in this study, as well as an outline of the qualifying or limiting factors of this research.

STATEMENT OF THE PROBLEM

The problem investigated in this study was to determine within School District No. 1, Great Falls, Montana, the relationship between teacher absenteeism and three independent variables. The three

variables that were employed in studying this relationship were the level being taught, i.e., elementary or secondary, the day of the week on which the absence occurred, and the sex of the teacher.

IMPORTANCE OF THIS STUDY

The costs of educating young people in the United States has risen at an alarming rate in the past decade. The educational realm receiving the greatest portion of these increased appropriations has been that of staff benefits through increased salaries, additional sick leave plans, paid medical, disability, and health benefits and numerous others.

Only through wise use of accurate statistical information can school administrators, boards of education, and professional teacher's organizations obtain maximum utilization of their financial, material, and personnel resources. In the area of teacher absenteeism and sick leave policies, these groups of educators have, according to Gibson (1966), a minimum of recent available information upon which to base their judgments.

It was, therefore, the purpose of this study to examine teacher absenteeism and the aforementioned variables in order to determine what, if any, patterns or relationships may exist. The information generated by this study was to be used as a basis for consideration of sick leave policy revision and possibly, as Noon (1969) states, to

determine if teacher's organizations should develop some means of better "policing" their profession.

GENERAL QUESTIONS TO BE ANSWERED

This study was conducted to obtain answers to the following questions concerning the relationship between teacher absenteeism and the three variables previously stated:

1. What is the relationship between teacher absence and the sex of the teacher?

2. What is the relationship between teacher absence and the sex of the elementary teacher?

3. What is the relationship between teacher absence and the sex of the secondary teacher?

4. What is the relationship between teacher absence and the level being taught?

5. What is the relationship between teacher absence and the school day on which the absence occurs?

6. What is the relationship between teacher absence and the school day absent for elementary teachers?

7. What is the relationship between teacher absence and the school day absent for secondary teachers?

8. What is the relationship between teacher absence and the school day absent for male teachers?

9. What is the relationship between the teacher absence and the school day absent for female teachers?

GENERAL PROCEDURE

This study included all 975 elementary and secondary school personnel contracted for the school year 1970-1971 by School District No. 1, Great Falls, Montana. All pertinent data; i.e., days absent, level being taught, and the sex of the educator; necessary for the completion of this investigation were gathered from the files of the Director of Personnel for the public schools of Great Falls, Montana.

The statistics were analyzed and reproduced in tabular form to illustrate any patterns or relationships that existed between teacher absences and the three factors listed in the Statement of the Problem on page one.

The results of such a statistical analysis will be used by the school district's administrative staff, the local school board, and the Great Falls Education Association in subsequent negotiations regarding personal and sick leave policies.

LIMITATIONS AND DELIMITATIONS

In any study of absenteeism, certain limitations are inherent. The limitations pertaining to this particular study are listed below:

1. Perhaps the most serious limitation of this study is that

the absences, as recorded by the school district, are not categorized as to cause; i.e., illness, personal or bereavement leave, or school related absence.

2. A second limitation is that this study involved only one year's period of time, and its scope included only the results obtained from one school district and is therefore restricted in its application to any other school system.

3. A further restriction is that, within the particular school system that was studied, there are relatively few male elementary teachers.

4. Many other factors such as age, tenure status, weather, teaching experience, marital and family status, and countless others are likely to have considerable bearing on teacher absenteeism but were not included as part of this investigation.

5. Behavioral and attitudinal characteristics of the population involved in this study were not considered.

DEFINITION OF TERMS

The terms school day, teacher absence, elementary teacher, secondary teacher, and teaching level are here defined with respect to their use in this study.

School day. The portion of the calendar day during which school is in session (Good, 1945).

Teacher absence. Failure on the part of the teacher to be present for school duties (Good, 1945).

Elementary teacher. As used in this study, this term means any kindergarten through sixth grade instructor.

Secondary teacher. This refers to any teacher of grade seven through twelve.

Teaching level. The term teaching level or level being taught means teaching either elementary or secondary grades.

SUMMARY

The problem of this study was to investigate the relationship between teacher absenteeism and three variables.

The study included all of the educational staff of the Great Falls Public Schools for the school year 1970-1971. The data was collected, compiled, and statistically analyzed.

This study attempted to obtain results which will suggest to professional educators further measures regarding the possible lowering of teacher absenteeism and improvement of existing sick leave policies.

Because the data analyzed in this study were gathered from only one school system, encompassed but one school year, and because the study employed only three of many possible variables, the conclusions deduced from the results are restricted.

Chapter 2

REVIEW OF RELATED RESEARCH

In this chapter, a review of selected previous research pertinent to the study of teacher absenteeism has been presented. While a great deal of investigation has been devoted to student absenteeism as well as absence behavior among workers in industry, there exists a deficient amount of information directly related to absence among teachers.

Therefore, in reviewing the literature on absenteeism an attempt was made to integrate the various research findings in three general areas. These three areas are industrial absenteeism, teacher absenteeism, and school sick leave policies. The first two areas have been subdivided to include an examination of three factors: (1) the extent of absence; (2) the relationship between absence and certain variables such as the employees' sex, length of service, age, and size of the organization; and (3) the resultant effects of employee absenteeism.

INDUSTRIAL ABSENTEEISM

While the information gathered from studies relevant to industrial absenteeism would fill volumes, the conclusions drawn by most of these studies are either contradictory or applicable only to specific corporations. One of the foremost authorities in the realm of industrial absenteeism, Frederick J. Gaudet (1963), cites the reason for

this as being a lack of accurate comparable statistics from a large number of companies which "cannot be obtained until more firms are willing to use the exact same set of definitions in compiling their data." He further suggests that the reason that management has heretofore neglected the study of absence seems to be a feeling that little can be done to control or reduce absenteeism even though considerable profit might be gained by so doing.

Extent of Absence

Even though absenteeism is an "age-old" industrial problem and in spite of hundreds of published surveys, company reports, articles, and books on the subject in modern times, current rates of absence are still largely uncertain, even for types or groups of industries. Nor is it even certain whether absence is increasing, decreasing, or remaining constant. This seems, in large part, due to the lack of uniform definitions and statistical data employed by industrial organizations in computing absence information.

Related Variables

Regardless of the lack of pertinent data relevant to the actual extent of employee absences in industry, there are certain conclusions that may be obtained by examining research that relates absence frequency to an array of variables.

While nearly all investigations reveal a tendency for women

to have a greater frequency of absence than men, at least two studies have shown this to not hold true in higher level white-collar jobs (Gibson, 1966).

Additional variables that have been examined are that of age and length of service. In both instances, research, as might be expected, indicates older employees and those with longer service records have absences less frequently but of a greater duration (Gibson, 1966, and others).

The level of skill obtained by employees, according to Ingham (1970), shows an inverse relationship when compared with absenteeism. He is supported in these findings by Gaudet (1963) who, in addition, examined the relationship between absenteeism and the distance employees live from their jobs. In this investigation, he found a direct correlation between the two.

The last variable most commonly appearing in the recent literature is that of the size of the organization. Upon comparing this variable with absenteeism, it appears there exists a curvilinear relationship; i.e., as the size of the organization increases, absenteeism rises, then stabilizes, and, as the size continues to expand, absenteeism declines (Ingham, 1970).

Effects of Absence

From the information gathered through the American Management Association's survey, it is obvious "that only an extremely small part

of U. S. business knows what employee absences costs." From the few companies that have such information available, it appears that, in 1955, the figure of $125 a year per employee is probably a minimum when direct labor costs alone are considered. Therefore, the total costs of absence in some businesses climbs to millions of dollars annually (Gaudet, 1963).

Management previously demonstrated concern with absenteeism only during labor shortages and World Wars but, as more and more statistical data are published illustrating the cost in production and wages, they are increasing their attempts to reduce or at least control absence. From these attempts, Gaudet (1963) has noted that "almost any plan will work, at least for a time". That this is true is probably not because of the method in itself but rather because the employees become fully conscious that the company is deeply concerned about their absence; i.e., a sort of "Hawthorne Effect".

TEACHER ABSENTEEISM

It has been necessary to relate absenteeism among teachers to that of industrial workers because, as previously mentioned, there is a lack of relevant statistical school studies. In his attempt to conceptualize absence behavior of teachers, Gibson (1966) also had to resort to industrial reports for relating his research findings. In his studies, he found the two most frequently given reasons for justifying

or "legitimizing" absence behavior by teachers as being: (1) so as not to expose children to contagious diseases, and (2) one day lost early prevents or saves many lost later on. For the purpose of this study, however, the review shall concern itself not with cause and justification of absence behavior, but rather with the extent, relationships, and effects of teacher absence.

Extent of Absence

Braddock (1968), in his research, found the daily absence rate of teachers in the Baltimore, Houston, and St. Louis public school systems to average from 3 to 3.5 per cent of their teachers absent per day. A study of all the public school systems in Dauphin County, Pennsylvania, reported similar findings. Personnel in these school systems were found to have averaged 4.2 days absence per employee even though 32 per cent had no absences at all during the year. In addition, the results showed these absences to represent 2.3 per cent of the total days employed (Shoop, 1965).

Related Variables

Although little research relating teacher absenteeism can be found in the available literature, those studies that have been published support many of the findings associated with industrial absenteeism.

One such investigation was of the Chicago Public Schools where

the findings revealed, as did Ingham (1970) in his industrial study, that absence is associated with size in a curvilinear relationship, at first increasing, then turning and decreasing as the school size was enlarged (Gibson, 1968). In a related study, Shoop (1965) stated that, "The average number of days absent per employee tended to vary directly with the size of the school system."

Another variable which was examined in this research was that of the sex of the teacher. While only two sources relevant to this variable could be discovered in the literature, they did conclude that female teachers demonstrated significantly greater frequency of absence than did their male counterparts within the same school settings (Freedman, 1968; Beamer, 1954).

In addition to the findings just noted, Freedman also discovered that absence frequency was unrelated to teaching level, length of service, the degree of satisfaction with teaching, or to the degree of satisfaction with the school system.

Applying a very unique variable, an investigation of the public schools in Boston revealed that those teachers who ultimately did not continue within a school system had greater frequency of absence for reasons other than illness than did those who remained within that same school system (Gibson, 1966).

Effects of Absence

The deleterious effects resulting from teacher absenteeism are not only felt by school authorities from an economic standpoint but have considerable implications upon the quality of education for our children.

While Noon's (1969) estimated average cost of hiring a substitute was figured at $41.70 per day of absence, no other data was discovered to confirm this figure. Although this cost may be rather high in various sections of the country, the annual expense to all school districts throughout the United States would doubtless reach a staggering proportion when calculated from the absence rate of our two million teachers. At present, however, this would be an impossible task since few, if any, school districts maintain complete and accurate statistical measures of this subject.

Of equal concern to educators should be the effects a teacher's absence has upon her students. Braddock (1968), in his investigation of this problem, found that substitute teachers were often ill-trained, non-degree "babysitters", or so poor that the classroom suffered under their direction. The problem seems especially acute in the inner-city schools where it is considerably more difficult to even obtain substitutes for absent teachers.

SICK LEAVE POLICIES

It is difficult to examine the literature pertaining to teacher absenteeism without also inspecting sick leave policies since over 98 per cent of our city schools offer full pay sick leave and 92 per cent permit some accumulation of this leave from year to year (Ream, 1967). With this trend toward an increase in the allowable accumulation of sick leave has come the notion that teachers should be reimbursed for sick leave days not used. Noon (1969) terms this "severance pay" and cites its use in one district where it effectively cut short-term absences by 37 per cent. Many of these apparently unnecessary absences serve to "threaten the integrity of the profession". If this type of pay has to be used as an incentive, the core of dedicated teachers need better ways of policing their profession (Noon, 1969).

SUMMARY

From the literature reviewed, two major trends relating to this study seem evident.

First, the lack of statistical information for use in controlling or reducing absenteeism, whether in industry or among professional educators, is obvious. This is due, in large part, to a lack of set standard procedures for collecting, reporting, and analyzing the extent of absence and its relationship to variables.

Secondly, both in education and industry, researchers have found that the size of the organization has a direct bearing on absenteeism and, generally speaking, female employees demonstrate a significantly higher absence rate than do males. The total cost of absences, regardless of where they occur, would seem to amount to a sum greater than most employers would imagine.

Studies of school sick leave policies indicate that their use is almost universal throughout the United States and that the amount of sick leave granted per year, as well as the total permitted accumulation, is on the increase. From the resulting abuse of these benefits has come the suggestion that professional teacher's organizations develop disciplinary devices for coping with unnecessary teacher absenteeism.

Chapter 3

PROCEDURES

The problem that has been investigated in this study was that of comparing teacher absenteeism with three selected variables.

This chapter provides a description of the procedures that were implemented for completion of this study. Included is a description of the population that was used, as well as definitions of the three variables that were investigated. How the data were collected and the manner in which they have been organized are also discussed. Terminating this chapter is a description of the method that was employed to analyze the data that have been gathered in order to answer the general questions as stated in Chapter One.

POPULATION DESCRIPTION

The population included all 975 elementary and secondary school educational personnel contracted for the school year 1970-1971 by Cascade County School District No. 1, Great Falls, Montana. Since the data that were collected, organized, and analyzed came from the entire population, sampling techniques were not employed.

DEFINITION OF CATEGORIES

Three independent variables were under investigation in this study. The variables were the level being taught, the day of the week

on which the absence occurred, and the sex of the teacher. Also, a definition of what constitutes a day of absence is given.

Level being taught. The teacher's level was determined by the school building in which he or she is employed. If employed in any school organized for grades kindergarten through six, the teacher's level was considered as elementary. Those teaching in schools containing grades seven through twelve were considered as secondary level personnel for the purpose of this study.

Week day on which absence occurs. The total number of each of the five weekdays school was in session were computed from the system's school calendar for 1970-1971. Tabulations of absence occurring on any Monday, Tuesday, Wednesday, Thursday, or Friday were made.

Sex of the teacher. The study included an examination of frequency of absence and comparisons were made of the data with consideration given to whether the teachers' being either male or female illustrated any differences in frequency.

Absence. Any notification of the school system's attendance clerk which resulted in the hiring of a substitute teacher was recorded by her and was classified as constituting a day of absence.

METHOD OF COLLECTING DATA

Absence data were collected for each member of the population in regards to each of the three variables listed in the Statement of the Problem on pages one and two. This information was available from the teacher attendance files in the office of the Personnel Director for the Great Falls Public Schools located in the School Administration Building. The data were compiled in four categories for each of the five school days. The categories are male elementary, female elementary, male secondary, and female secondary. By combining the various totals from these four columns, it was also possible to determine the numbers of absences for all teachers, all elementary teachers, all secondary teachers, all male teachers, and all female teachers. Therefore, information has been gathered for each of the five school days in nine separate categories.

METHOD OF ORGANIZING DATA

The results of this study have been presented in tabular form. The two tables show the following information:

Table 1. In this table, the mean number of teachers absent for each Monday, Tuesday, Wednesday, Thursday, and Friday throughout the school year has been listed for each of the nine teacher categories. Also given in this table was the number of teachers comprising each of the nine categories.

Table 2. In this table, the average number of teachers absent per day has been compared to the total number of teachers comprising each category. This was referred to as the rate of absenteeism and illustrated the per cent of each category that was absent on each Monday, Tuesday, Wednesday, Thursday, and Friday throughout the school year. Also, in the last column of this table, the average number of days absent per teacher for the entire school year has been illustrated for each category.

ANALYSIS OF DATA

The analysis of the data was done by examining the mean number of absent teachers per day, the average number of days absent per teacher, and the rate of absenteeism as found listed in the two tables. This information has enabled the researcher to identify and describe any tendencies, trends, and make comparisons between teacher absenteeism and the three selected variables.

PRECAUTIONS TAKEN FOR ACCURACY

To eliminate as much error as possible in recording teachers absences in the correct category and day, a recheck of the tabulations has been made. A digital computer was used to calculate the various totals, means, and percentages listed in the two tables. A supplemental audit of these figures was made by another teacher who is competent in

the use of the digital computer.

SUMMARY

In this chapter, the population to be involved in this study was described as being all 975 personnel who are contracted to teach in the public schools of Great Falls, Montana, for the school year 1970-1971.

The four categories defined on page 17 were the level being taught, the week day on which the absence occurred, the sex of the teacher, and what has constituted and been classified as a day of absence.

The data that were collected were available from teacher attendance records located in the office of the Personnel Director for the Great Falls Public School System. These data have been compiled in tabular form to illustrate and provide the basis for comparisons between various teacher categories and the days of the week.

The mean number of teachers absent per day, the average number of absences per teacher, and the rate of absenteeism expressed as a per cent have all been calculated for nine teacher categories on each of the five days of the week that school is in session. From these computations, an analysis of the data has been made.

A recheck of the tabulations made, plus the use of a digital computer and a recheck of the calculations made from its use have been

employed to ensure a higher degree of accuracy than would otherwise have been possible.

Chapter 4

ANALYSIS OF THE DATA

In this chapter, the results of the analysis of teacher absenteeism are reported in Table 1, page 26, and Table 2, page 27.

The data found in Table 1 enabled a determination to be made of any relationships that exist between a particular teacher category and the day on which the absences occurred by comparing the means given for each of the five week days with the daily mean for the entire year.

To make comparisons between teacher categories, it was necessary to use the rates of absenteeism and the average number of days absent per teacher as listed in Table 2.

The results from these two tables were then used to answer the following nine questions previously posed in this paper on pages three and four.

1. What is the Relationship Between Teacher Absence and the Sex of the Teacher?

From Table 2, page 27, it was noted that the rate of absenteeism for male teachers is 1.99 per cent and for female teachers, 3.53 per cent; a difference of 1.54 per cent greater rate of absenteeism for females. This relationship was further illustrated by the fact that each female teacher averaged 2.9 days more absence than did their male counterparts.

2. What is the Relationship Between Teacher Absence and the Sex of the Elementary Teacher?

As in question number one, female teachers again demonstrated a greater rate of absenteeism and average number of days absence per teacher than did male teachers at the elementary level. Male elementary teachers averaged 4.2 days less absence per teacher and had a 1.25 per cent rate of absenteeism as compared with a 3.47 per cent rate of absenteeism for female elementary teachers.

3. What is the Relationship Between Teacher Absence and the Sex of the Secondary Teacher?

Upon examination of the results of the rates of absenteeism and average absences per teacher for male and female secondary teachers, it is illustrated that male secondary teachers averaged 2.82 days less absence than did female secondary teachers and also displayed a 1.48 per cent smaller rate of absenteeism.

4. What is the Relationship Between Teacher Absence and the Level Being Taught?

The relationship between the categories of elementary and secondary personnel has been illustrated by the fact that elementary personnel displayed both a greater rate of absenteeism (.34 per cent greater) and averaged about one-half day more absence per teacher than did personnel at the secondary level.

5. What is the Relationship Between Teacher Absence and the School Day on which the Absence Occurs?

Comparisons made of the mean number of teachers absent per week day with the daily mean for the whole school year illustrated that Fridays averaged 4.14 more teachers absent than the daily average for the year. Thursdays averaged also a greater mean than the daily mean for the year by .34. Mondays, Tuesdays, and Wednesdays all displayed lower means than the daily mean for the entire school year with Monday's mean being .04 lower, Tuesday's 2.17 lower, and the mean for Wednesdays was 2.06 lower.

6. What is the Relationship Between Teacher Absence and the School Day Absent for Elementary Teachers?

Row five of Table 1, page 26, has shown that the mean number of elementary teachers absent on a given Monday to be .80 greater than the daily mean for the year. Comparisons of Tuesdays and Wednesdays show their means to be .76 less and .86 less, respectively, than the daily mean for the year. Greater than the daily mean were Thursdays (.37 greater) and Fridays (.52 greater).

7. What is the Relationship Between Teacher Absence and the School Day Absent for Secondary Teachers?

In the category of secondary teacher absences, Mondays, Tuesdays, Wednesdays, and Thursdays all displayed lower means than the daily average for the year with Mondays being .84 lower, Tuesdays being 1.40 lower, Wednesdays 1.20 lower, and Thursdays .03 lower. Fridays,

on the other hand, averaged 3.62 more teachers absent per day than the daily mean for the year.

8. What is the Relationship Between Teacher Absence and the School Day Absent for Male Teachers?

Male teachers demonstrated a tendency for lesser absence to occur during the first three days of the week. Monday's mean number of absences was 1.04 less than the daily average, Tuesday's 1.17 less, and Wednesday's .70 less than the daily mean computed for the year. Thursday and Friday were greater by .28 and 3.01, respectively, than the mean for the year.

9. What is the Relationship Between Teacher Absence and the School Day Absent for Female Teachers?

For female teachers, Mondays, Thursdays, and Fridays displayed a greater average number of teachers absent than the daily average for the week by 1.06, .12, and 1.19, respectively. Tuesday's mean was .94 less and Wednesday's mean was 1.30 less than the daily mean for the year.

SUMMARY

In this chapter, the results of the analysis of teacher absenteeism were reported.

Table 1, see page 26, listed the mean number of teachers absent per day for each of the five school days, as well as for the entire

Table 1

MEAN NUMBER OF TEACHERS ABSENT PER DAY

	Monday	Tuesday	Wednesday	Thursday	Friday	Year
Total staff (975)	28.93	26.80	26.91	29.31	33.11	28.97
Male teachers (358)	6.07	5.94	6.41	7.39	10.12	7.11
Female teachers (617)	22.86	20.86	20.50	21.92	22.99	21.80
Secondary teachers (449)	11.69	11.13	11.33	12.50	16.15	12.53
Elementary teachers (526)	17.24	15.68	15.58	16.81	16.96	16.44
Male secondary (277)	5.04	5.26	5.29	6.23	9.04	6.15
Female secondary (172)	6.65	5.86	6.04	6.27	7.11	6.36
Male elementary (81)	1.03	.68	1.12	1.16	1.08	1.01
Female elementary (445)	16.22	15.00	14.46	15.65	15.88	15.43

Table 2

PERCENTAGE RATE OF ABSENTEEISM

	Monday	Tuesday	Wednesday	Thursday	Friday	Year	Average absent. per teacher
Total staff (975)	2.97	2.75	2.76	3.00	3.39	2.97	5.61
Male teachers (358)	1.69	1.66	1.79	2.06	2.83	1.99	3.78
Female teachers (617)	3.71	3.38	3.32	3.55	3.73	3.53	6.68
Secondary teachers (449)	2.60	2.48	2.52	2.78	3.59	2.79	5.27
Elementary teachers (526)	3.28	2.98	2.96	3.19	3.22	3.13	5.81
Male secondary (277)	1.82	1.89	1.91	2.25	3.26	2.22	4.19
Female secondary (172)	3.87	3.41	3.51	3.65	4.13	3.70	7.01
Male elementary (81)	1.27	.84	1.39	1.43	1.33	1.25	2.35
Female elementary (445)	3.64	3.35	3.25	3.52	3.57	3.47	6.55

school term. This allowed comparisons to be made between the five school days within any one teacher category.

Table 2, see page 27, listed the results of the rates of absenteeism analysis of the data, as well as the average number of days absent per teacher. From this information, relationships between male and female personnel absences, as well as between secondary and elementary personnel absences, were determined.

From the information found in Table 2, the answers to questions one through four were given. Also stated in this chapter were the answers to questions five through nine which were obtained from an analysis of the data given on Table 1.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the results of the study are interpreted with respect to illustrating relationships that exist between teacher absenteeism and the three variables of sex, level taught, and day of the week. These findings are also compared with those found in previous research done in the area of absenteeism. Suggestions for the use of the results and possibilities for further research are also given.

SUMMARY

As in previous studies, absence has shown to be related to the sex of the employee with females demonstrating a significantly greater tendency to be absent than males. However, the teaching level seems to be unrelated with respect to absenteeism.

Fridays tend to be the most frequently missed days. Mondays and Thursdays are average, with respect to absence frequency, while Tuesdays and Wednesdays tend to be the days teachers are least likely to be absent. The most significant relationship in this area is in the category of male secondary teachers where Friday absences are considerably more numerous than any other day. This would seem to indicate a need for further investigation in this area.

Recommendations were made to improve the method of computing absence information so that further research could be done in the areas

of determining relationships, investigating causes, and development of means to control and reduce unnecessary teacher absences.

CONCLUSIONS

Since previous studies have found that absence is associated with the size of the school, the conclusions drawn from this study are restricted in application to comparable sized school districts. Of further significance is the fact that behavioral and attitudinal characteristics, as well as other various factors such as age, tenure status, marital and family status, and other variables, are likely to have considerable bearing on teacher absenteeism but were not included in this investigation.

Teacher Absence and the Sex of the Teacher

As in other studies previously reported in the fields of both education and industry, this investigation found that female employees demonstrated a significantly higher (77 per cent higher) rate of absenteeism than do their male counterparts. This seems especially true when comparing male and female elementary teachers where the rates of absenteeism for females is over two and one-half times greater than that of male elementary teachers. Female elementary teachers, in addition, averaged over four more absences per teacher during the year than did the males. However, this conclusion may not be as significant as it first appears upon considering the fact that there are relatively few

male elementary personnel and that their number includes elementary principals who would have few designated absences because, even though they may be absent, they would seldom, if ever, have a substitute.

Teacher Absence and Teaching Level

Elementary personnel displayed both a greater rate of absenteeism (12 per cent greater) and averaged about one-half day more absence per teacher than did secondary personnel. However, it must be noted that this could be accounted for in the fact that most secondary teachers involved in this study were males, who tend to be absent less, while the vast majority of the elementary personnel were females who demonstrated a greater tendency to be absent.

Therefore, as in the previously reported findings by Freedman (1968), absence frequency appears to be unrelated to teaching level.

Teacher Absence and the Week Day on Which the Absence Occurs

While no other research regarding any relationships the day of the week has with absence could be found, the findings of this investigation would seem to indicate that absences occur more frequently on Fridays than on the other four school days. This trend held true in all categories, except those encompassing only elementary personnel where Monday absences were slightly more frequent. In all nine personnel categories, however, Friday absences were universally more frequent than the daily average for the year.

Perhaps the most notable variance from one day to another was demonstrated in the category of male secondary teachers. Friday absences, in this category, were nearly 80 per cent more numerous than those occurring on Mondays.

In general, then, for all personnel there is a preponderance of absences occurring on Fridays with Thursdays and Mondays following in rank, and the days showing the fewest absences being Tuesdays and Wednesdays.

This investigation also revealed that the daily absence rate within the Great Falls Public Schools to be only 2.97 per cent, as compared with from 3.00 to 3.50 per cent for those school systems investigated by Braddock (1968) and Shoop (1965), which were previously reported in Chapter Two of this paper.

RECOMMENDATIONS

If the cost to the school district involved in this study was calculated at the rate of twenty dollars per day to hire a substitute, during the year in question the total cost to the district would be over one hundred thousand dollars. Of equal concern to educators should be the effects these absences have upon students. In either case, this study confirms the necessity of further research into the causes and effects of teacher absenteeism.

Before such research can effectively be undertaken, however, it would seem to be necessary to separate administrative and supervisory employees from teaching personnel in computing absence information. This would enable any relationships that may exist to be more accurately ascertained. Further, it would be of equal importance to define more succinctly the cause of absence; i.e., personal leave, sick leave, bereavement leave, or school-related business leave, so that more accurate and meaningful statistical data could be gathered. Once this has been accomplished, other variables such as age, teaching experience, tenure and marital and family status, weather, size of the school, degree of job satisfaction, and others could be investigated. Then, and only then, can causality be determined and, as a result, unnecessary absences be eliminated.

As reported earlier, nearly all school systems in this country have sick leave policies and a few of them reimburse teachers for sick leave days not used. This investigator, however, feels that if teachers are truly professionals this form of incentive should not be necessary.

Also, in the area of sick leave and absenteeism, it would seem advisable for the school distrcit to inform, at least once yearly, the number of sick days they have accumulated and used.

Any additional recommendations would have to be dependent upon further research in the area of teacher absence from school.

LITERATURE CITED

LITERATURE CITED

Braddock, Clayton. When the teacher is absent, what? Education Digest (November, 1968), 34:28-31.

Beamer, Henry George. A survey of administrative practices and regulations pertaining to teacher absence in selected school districts in Pennsylvania. Unpublished dissertaion. University of Pittsburg. 1965.

Freedman, Allan. The relationship of leader behavior, teachers' sense of power, absence behavior, and other selected variables. Unpublished dissertation. State University of New York at Buffalo. 1968.

Gaudet, Frederick J. Solving the problems of employee absence. AMA Research Study 57. New York: American Management Association, Inc. 1963.

Gibson, R. Oliver. Toward a conceptualization of absence behavior of personnel in organization. Administrative Science Quarterly (June, 1966), 11:107-33.

_____. Absence, legitimacy and system size. Paper presented to the annual conference of Educational Research Association of New York State. Koamesha, New York. November, 1968.

Good, Carter V. (ed.). Dictionary of Education (1st ed.) New York: McGraw-Hill Book Co. 1945.

Ingham, Geoffrey K. Size of Industrial Organization and Worker Behavior. Oxford, England: Alden & Mowbray Ltd. 1970.

Noon, E. F. Severance pay. The Instructor (May, 1969), 78:14.

Ream, M. A. Sick leave for teachers. National Education Association Journal. (November, 1967), 56:27-27.

Shoop, Arthur Russell. A study of absenteeism among regular professional employees of public school systems in the County of Dauphin, Commonwealth of Pennsylvania. Unpublished dissertation. Temple University. 1965.