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A Study of Teacher Absences in the Elementary Schools of the Highline School District of King County, Washington

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A STUDY OF TEACHER ABSENCES IN THE ELEMENTARY SCHOOLS
OF THE HIGHLINE SCHOOL DISTRICT
OF KING COUNTY, WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by
Thurmon M. Keller
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Teacher welfare has become the object of great concern by school superintendents and school boards in budget planning. Including salaries, a majority of the total budget of a school district is spent for welfare items of school district employees. Full or partial salary reimbursement for the various reasons teachers must be away from their assigned duties also gives concern to budget makers.

The total budget for the Highline Public Schools for the school year 1964-65 amounted to approximately twelve and one-half million dollars of which approximately eighty per cent was allocated for salaries of all personnel, while approximately seventy per cent of the total budget was allocated for certificated school personnel salaries. Although the ninety-six thousand dollars budgeted for teachers sick leave during that same year is a substantial amount of money, that sum is less than one per cent of the total budget but would have paid salaries for almost twenty beginning teachers in the Highline School District during the school year 1964-65.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to classify causes of reported teacher absences; (2) to compare frequency of absences in men and women teachers; (3) to determine months of the year and days of the week showing the greatest number of teacher absences; (4) to compare absence patterns in married and unmarried teachers; (5) to determine age groups of teachers having the greatest frequency of absences; and (6) to determine whether extended sick leave provisions and duty-free noon hours have had any substantial effect on teacher absence patterns.

Importance of the study. From September 1957 to June 1965, the total period for which this study was made, there was a total expenditure of \$553,780.74 on sick leave for teachers in the regular grade one through twelve program in the Highline School District. During that period of time the expenditure on sick leave increased from \$43,559.12 in 1957-58 to \$86,845.11 in 1964-65. During the same time the number of certificated employees of the district grew from seven hundred twenty-two to twelve hundred forty-two. While this sum of money is small in relation to the total budget, the fact remains that this is a sizeable sum of money warranting a study of the

expenditures made.

Beginning in September 1959, teachers were allowed to accumulate one hundred eighty days of sick leave for absence for personal illness with a credit of ten days per year. Prior to that time, teachers were allowed to accumulate only forty days for that purpose in the Highline School District.

To further indicate its concern for teacher welfare, the Highline School District established policy effective with the beginning of the 1963-64 school year that noon-duty supervisors be hired to supervise elementary school children after lunch so that teachers at the elementary school level could have time during the day away from the duties of supervising students.

It was with regard to the above mentioned extended sick leave for absence for personal illness and the provision for noon-duty supervisors that this study was made. As a result of these two provisions, it is the author's opinion that there will be a decrease in teacher absenteeism.

II. DEFINITIONS OF TERMS USED

Reported teacher absence. This term refers to the reasons for which teachers have been absent from school and their regularly assigned duties as reported on monthly

time sheets.

Sick leave. This is a provision allowing teachers to remain away from school on days when they are unable to attend because of personal illness.

Absence for personal illness. Any illness of a teacher which prevents that teacher from performing his/her regularly assigned duties at school is considered personal illness. For this type of absence, provided they have not used all accumulated sick leave, teachers will not have any portion of their salaries deducted. For each day of absence beyond the amount of sick leave accumulated, the amount of substitute teachers' pay may be deducted from their salaries. Husbands are allowed to use one of their days of accumulated sick leave as a result of childbirth to their wives. The amount of substitutes' pay will be deducted from their salaries for each additional day they must be absent from their regularly assigned duties at school. Routine health check-ups or dental, eye, and insurance examinations are not construed as reasons for allowing absence for personal illness.

Absence for personal business. Any reason of a personal nature not provided in other leave and/or absence policies as defined in this study whereby teachers may

find it necessary to be absent from school will be considered an absence for personal business. For absence of this nature, teachers are deducted one one hundred eighty-fifth of their contracted yearly salary for each day absent.

Absence for illness of family members. As a result of serious illness to spouse or children, teachers may find it necessary to be absent from school. A deduction equal to that amount paid to the substitute is made from the teacher's salary for each day of this type of absence.

Absence for professional meetings. This is a prior approved type of teacher absence for the purpose of improving the individual teacher or the teaching profession by attending meetings, conventions, or workshops related to teachers and their profession. When teachers officially represent the Highline School District, no deduction in salary is made. When not officially representing the Highline School District, the amount of the substitute teacher's pay is deducted from the teacher's salary. (In some cases the Highline Education Association or the Washington Education Association pays the cost of the substitute teacher's pay.)

Absence for death of immediate family member. This

is an absence of teachers resulting from the death of immediate family members defined as including wife, husband, son, daughter, mother, father, brother, or sister. Teachers are allowed three days of such absence with no deduction in pay. If absence is necessary beyond the three days allowed, teachers are then charged with sick leave for absence for personal illness.

Absence for other reasons. This classification of absence is listed when teachers are absent from school for the following reasons: (1) when reporting for a physical examination as required by a draft board with no deduction made from the teacher's salary if the absence is for one day only; (2) when subpoenaed when the individual is not personally involved with no deduction in the teacher's salary; (3) when called for jury duty with a deduction in the teacher's salary equal to that amount paid to the substitute teacher since teachers are excused from jury duty; (4) when there are deaths of other family members defined as including in-laws, uncles and aunts, grandparents and persons who were permanent members of the household at the time of their deaths. Absence in this classification is limited to three days with a deduction in the teacher's salary equal to that paid the substitute teacher.

Marital status. Teachers in this study were considered to have only one category of marital status during the total period studied. Persons were considered married in this study if they were married before or during; divorced before or during; or widowed before or during the total period studied. All others were considered single except for men whose marital status was not considered.

Group one single women. This group of eleven women between and included in the ages of twenty-two and thirty-nine as of the start of the total six-year study period amounted to 8.46 per cent of the total study group. This group will also be referred to as SW_1 in the tables that follow.

Group two single women. This group of thirteen women between and included in the ages of forty and forty-nine as of the start of the total six-year study period amounted to 10.00 per cent of the total study group. This group will also be referred to as SW_2 in the tables that follow.

Group three single women. This group of ten women between and included in the ages of fifty and fifty-seven as of the start of the total six-year study period amounted

to 7.69 per cent of the total study group. This group will also be referred to as SW_3 in the tables that follow.

Total single women group. This is a composite of all single women in this study. This group numbers thirty-four and makes up 26.15 per cent of the total study group. The range in age was twenty-two and fifty-seven as of the start of the total six-year study period. This group will also be referred to as TSW in the tables that follow.

Group one married women. This group of sixteen women between and included in the ages of twenty-seven and thirty-nine as of the start of the total six-year study period amounted to 12.31 per cent of the total study group. This group will also be referred to as MW_1 in the tables that follow.

Group two married women. This group of thirty-five women between and included in the ages of forty and forty-nine as of the start of the total six-year study period amounted to 26.92 per cent of the total study group. This group will also be referred to as MW_2 in the tables that follow.

Group three married women. This group of twenty-seven women between and included in the ages of fifty and sixty-one as of the start of the total six-year study

period amounted to 20.77 per cent of the total study group. This group will also be referred to as MW_3 in the tables that follow.

Total married women group. This is a composite of all seventy-eight married women in this study and makes up sixty per cent of the total study group. The range in age for all married women was twenty-seven and sixty-one as of the start of the total six-year study period. This group will also be referred to as TMW in the tables that follow.

Group one men. This group of eighteen represents the total of all married and single men between and included in the ages of twenty-two and fifty-six as of the start of the total six-year study period amounted to 13.85 per cent of the total study group. This group will also be referred to as MEN in the tables that follow.

Total study group. This is a composite of all men and single and married women whose range in age for the total group was twenty-two and sixty-one as of the start of the six-year study period.

Total study period. The period from September 1957 through June 1965 is called the total study period.

Period one. From September 1957 through June 1959 is called period one and is important in this study in that these were the last two years that teachers could accumulate up to a maximum of forty days of unused sick leave in the Highline School District.

Period two. From September 1960 through June 1962 is called period two and is important in this study in that it contains years number two and three of the new provision whereby teachers could accumulate up to a maximum of one hundred eighty days of unused sick leave in the Highline School District and the State of Washington.

Period three. From September 1963 through June 1965 is called period three and is important in this study in that this period marked the beginning of duty-free noon hours for elementary school teachers in the Highline School District. This period contained a continuance of the extended sick leave provision described in the period two definition.

Noon duty supervisors. These are persons contracted by the Highline School District to supervise elementary school children after they have eaten lunch.

Duty-free noon hour. This refers to that period

of the school day when noon duty supervisors are responsible for the supervision of elementary school students.

Frequency of absence. This refers to each time a teacher was absent from school whether it was for one-half day or more for that particular absence. For example, there would be three frequencies of absence during a year if a teacher: (1) missed school on Monday and Tuesday of the same week for personal illness; (2) missed one-half day on a Friday for personal business; and (3) missed Friday of one week and Monday of the following week for personal illness.

III. LIMITATIONS OF THE STUDY

This study included all elementary school teachers who had continuous classroom teaching experience as a contracted teacher in the Highline School District from September 1957 through June 1965. A review of personnel records revealed that there were one hundred thirty such persons. Those same records did reveal a greater number of persons than that figure who were employees of the Highline School District at the beginning as well as at the end of the total study period but were not included in this study for the following reasons: (1) some did not have continuous teaching service in the district during

the total study period; (2) some were on authorized leave from the district during part of the total study period; and (3) some did not have continuous employment with the district as elementary school teachers for the duration of the total study period.

Although there is a limited number of persons in some of the categories for single and married women's groups as well as for the total group of men, it was felt that conclusions reached would be valid in view of the length of the total study period.

The sampling of teachers had taught for the first two years of this study under a provision that allowed them to accumulate a limited number of unused sick leave for personal illness and five years that allowed them to accumulate up to one hundred eighty days of unused sick leave for the same purpose. In addition, there was a duty-free noon hour program for elementary school teachers during the last two years of the study.

This study will not reveal absence patterns of those teachers whose teaching experience is few in years or for those whose tenure in the Highline School District is short, but who may have taught a number of years elsewhere.

IV. OVERVIEW OF THE REMAINDER OF THESIS

In Chapter II will be presented a review of the literature related to teacher absence and other topics related thereto.

Chapter III will present the procedures used to gather data.

Chapter IV will deal with the results of the study itself.

Chapter V will present a summary of the thesis, conclusions reached, and recommendations made.

CHAPTER II

REVIEW OF THE LITERATURE

In an effort to review literature on the subject of teacher absences, the writer found little information specifically on the subject. The sources reviewed herein will pertain, then, not only to the topic but to related topics. These topics that are related are: (1) the health of teachers, (2) leaves of absence, (3) substitute teachers, (4) ethics of teachers as related to leaves of absence, and (5) employment conditions of teachers.

What are the reasons for teachers being absent? Pence, in a master's thesis found that personal illness causes the greatest percentage of teacher absence (18:310). One large school system found that from 1955-1960 seventy-six to eighty-nine per cent of teacher absence is caused by personal illness. This is considered a very justifiable reason for being absent, because the morale of the teacher as well as protection of the health of teachers and students is important (16:60-61). Moore and Walters were quite definite in their feelings regarding teacher absences. They said:

Presumably when an employee accepts a position he agrees to be on the job each day. Yet there are many reasons why it is justifiable, or even imperative,

for him to be absent occasionally from his regular duties. Within certain limits, such absences are advantageous to the school system as well as to the employee. One who insists on being at work when ill is not likely to do justice to the work and may spread contagious disease among students and fellow workers, or may seriously impair his own health and safety (12:302).

In another master's thesis, Van Eman found that from September to February the number of teachers' absences increased, then dropped rapidly to rise again in May, and drop again in June (21:310-311).

Since good health is a prime requirement for success in teaching, teachers have a definite responsibility to their health. This responsibility should be to themselves, to their pupils, their administrators, and to the community. And, since health education is an important objective of education, it behooves teachers to set good examples of health to their students (6:477). Dr. Felix, when Director of the National Institute of Mental Health in the United States Department of Health, Education, and Welfare, stressed the need for sound mental health and happiness for teachers. He felt that these requirements are essential since the attitudes and moods of teachers have such an influence on children in the intimate classroom environment (5:9).

The list of obligations is long that teachers must follow in protecting their own health as well as that of

others. To enable teachers to daily fulfill the host of duties and responsibilities, it is essential that they maintain good health through proper nutrition, sufficient exercise, sufficient rest and sleep, relaxation and recreation, and medical and dental care (6:477).

Clark, when discussing the kind of fatigue experienced by many teachers, felt that sufficient daily food intake, sufficient regular exercise would be instrumental in combating the problem. Clark also was of the opinion that classroom fatigue, with which many teachers are familiar, differs from fatigue experienced by manual workers. It is psychological or a nervous fatigue that causes exhaustion in most teachers (3:8).

It was during the 1920's that school-district-sick-leave programs began to appear when it was evident that sabbatical leaves for study, recreation, and recuperation were not adequate (15:170). The National Education Association has been instrumental in virtually all school districts adopting sick leave policies for teachers to provide for payment of full salary while absent from work, during, or while recovering from illness (13:11). Official recommendation of cumulative sick leave plans for all teachers came in 1944. The National Education Association made its recommendation in these words: "In order that the highest efficiency be maintained in the classroom,

the National Education Association recommends that the states provide cumulative sick leave for all teachers." This does not mean to imply that school superintendents were not concerned with this problem. In fact, as early as 1865 when the National Association of School Superintendents (now the American Association of School Administrators) was formed, school superintendents have been concerned with personnel practices. In 1942 the American Association of School Administrators made the following statement in its support of sick leave:

It is generally agreed that the good of the schools require some financial support to be given to teachers who are absent because of illness The interest of administration in a teacher is not so much in her detailed services thruout a given period of minutes in a series of days as it is in the effectiveness of the years thru which she works On the accounts of health and morale and the superior services which these factors will make possible, a reasonable policy of sick pay is a good investment (15:170-171).

The American Federation of Teachers, according to Riccio in 1962, had a goal of ten days sick leave per year that would be cumulative to two hundred days with any unused leave to be paid on retirement (20:283). In 1956 the Department of Classroom Teachers, a department of the National Education Association, recommended ten days per year and cumulative to at least one hundred days (150:170-171).

National Education Association research shows a marked increase in sick leave provisions for teachers from 1927 to the present. In 1927-1928, of the 1,532 urban school systems responding to a survey, only 57.7 per cent allowed sick leave with full salary. Only 6.9 per cent of those systems allowed cumulative sick leave provisions. In 1950-1951 of the 1,613 urban school systems responding to a survey, 95.0 per cent allowed full salary sick leave, while 84.0 per cent allowed cumulative sick leave provisions.

In the 1927-1928 survey referred to above, 91 per cent of the urban systems responding granted sick leave with some salary. The typical practice at that time was the granting of 12 days each year at full pay to teachers in cities over 10,000 population and 9 days full pay per year to teachers in cities under 10,000 population. The 1950-1951 National Education Association research study not only revealed a marked increase in full sick leave provisions, but also local school systems were much more aware of teacher health than in the previous reported study. As evidence to this, some systems were providing health services to teachers at no cost; 64 per cent cooperated in a group hospital plan; 47 per cent had the services of school nurses; 42 per cent participated in a group insurance plan; and 30 per cent had periodic health

examinations (15:170).

Forward looking school officials and school boards have looked favorably upon sick leave plans. Since welfare plans cost money, the reluctance on the part of school officials, if there was any, to provide adequate sick leave, has been primarily the financial aspect rather than lack of appreciation of the value of proposed welfare services for teachers (15:170). The variance in sick leave programs from state to state is governed to some degree by state laws. A National Education Association Research Bulletin published in May of 1961 showed that there were only twenty-five states and the District of Columbia that had state mandatory sick leave requirements for teachers. There were, at that time, eight other states that made some sort of provision for sick leave but not mandatory provisions for all teachers in the state. Examples were Arizona and Massachusetts which made mandatory leave provisions only for teachers ill with tuberculosis. Alabama, Mississippi, and Nevada authorized school boards to decide whether to provide sick leave or not. New York required certain school districts to adopt sick leave provisions with or without pay (15:170-171).

The sick leave days allowed per year at full pay, according to the research above, in the states having mandatory sick leave requirements as of June 1961 varied

from, at the descretion of the board in Oklahoma to eighteen days per year in Hawaii. Not all of these states allowed teachers to accumulate days of sick leave. Three states, California, Hawaii, and New Jersey, had an indefinite number of days that teachers could accumulate. Other states ranged from twenty days to a high of one hundred eighty days as provided in the State of Washington (17:94-95). Research of the National Education Association published in 1962 showed that twenty-seven of the thirty-three states that had sick leave laws required school districts to provide from five to twelve days each school year with full salary (16:60-61).

In a study in 1933, Kuhlmann studied the attitudes of government, business, industry, and school systems toward the absent employee. He found at that time that teachers had less liberal absentee allowances than did other workers. He also found that there was a general tendency that the more liberal the time allowances, the greater the number of absences (9:75).

Kleinmann, in 1963, also noted a trend in recent years for school systems to increase the number of sick leave days to which a teacher is entitled including some systems granting unlimited annual sick leave at full salary. When writing on this subject he said:

Although many school boards would probably consider this as taking unconscionable financial risk, studies show that the average number of days' absence per teacher is less when unlimited sick leave is the policy. For instance, in 1954-1955 the sick leave records of fourteen school systems were analyzed. Three of the systems offered unlimited sick leave. In these three systems, the average number of days' absence per teacher was 2.9, while the average for the other districts was 4.5 (8:18).

Since industry competes with school systems for teachers' services, there has been an increasing amount of "fringe benefits" made available to teachers. Retirement income, group health and life insurance, liability insurance, personal leave provision, and leaves for self-improvement are becoming more common today. These factors are especially important because of lower salaries generally available to teachers (8:17).

It wasn't until the 1926 National Education Association Representative Assembly that the conception of sabbatical leaves for study, recreation, and recuperation was born (15:170). "The major purpose of sabbatical leave is to provide opportunity for professional improvement, not to reward the teacher for previous services," according to Moore and Walters (12:305). Kleinmann believed that sabbatical leave programs are intended to promote self-improvement in the teacher ranks. Furthermore, he felt that the number of persons on sabbatical leave from school districts for self-improvement does not compare

very favorably with persons in industry or with federal employees who qualify under the Government Employee Training Act who are receiving additional training (8:18). In 1956, according to the National Education Research Division, all urban school districts with 500,000 population and fifty-one per cent of the smaller districts granted sabbatical leaves for study or educational travel. Certain stipulations are required of teachers prior to and after the granting of such leaves. Two-thirds of the districts granting this leave paid one-half or more of the teacher's annual salary (16:60-61).

There is an increasing number of school districts that allow for maternity leave, usually without pay. The trend in allowing maternity leave has developed at the same time that many school districts were abandoning policies of hiring unmarried women only. More school districts of very recent years are following the trend to allow more teachers to attend professional meetings on the local, state and national levels. Most urban school districts grant this type of leave without loss of pay to those persons attending, because it is recognized that improvement in educational practices and legislation usually result (16:60-61).

In recent years there has been a trend to allow leaves of absence for exchange teaching in this country

as well as abroad. Leaves are more common for teachers for personal business as well as longer leaves of absence to allow teachers to teach overseas in Military Dependent Schools (16:61). The American Association of School Administrators believes all fringe benefits, leaves of various sorts, made available to teachers are being refined more and more for the teachers' benefit (1:160).

Establishment of leaves of absence policies should be decided upon jointly by the teaching staff, the school administration, and the school board. It should then be the responsibility of all parties concerned to abide by the policies set forth. Such leaves of absence should be granted only for definite and specifically stated reasons whether they be with pay or not (16:60). Audrea May Pence, Chairman of the National Education Association Commission on Professional Rights and Responsibilities, pointed out that personnel policies relating to leaves of absence and other teacher welfare problems have been adopted largely as a result of National Education Association and local education association work with school boards. She said:

As local education associations mature, courageous and discerning members are accepting assignments which will strengthen the foundations of the profession. As more associations involve their membership in planning and supporting professional measures, results will be apparent in many fields (19:24-25).

The National Education Association, in another

source, urged the adherence to policies of school districts. As such, it felt teachers should use sick leave only for the purpose for which it is given. Teachers do not have an inherent right to be compensated for unused sick leave. Further, the National Education Association strongly urged sick leave to be built up for a time when it may really be needed (13:11). Moore and Walters felt that school boards were recognized as possessing fair employment practices by having reasonable leave policies but that these policies must be properly safeguarded against abuse (12:302).

The courts have ruled that boards of education have wide powers in administering leaves of absence and determining whether they are a right or a privilege of teachers. Thus, in the states that have specific laws regarding leaves of absences, the school boards will need to comply with the law. If certain types of leaves are not specified in the state regulations, the local school boards do have the right to determine whether they will be rights or privileges (7:199-200).

Do cumulative sick leave programs for teachers encourage undue absences? Only twenty per cent of the teachers who responded to a poll asking a question similar to this one felt that some teachers did have undue absences from school. The respondees felt that the teachers possessing the highest professional ethics did not use

sick leave unjustly. Those persons do not spend sick leave on minor ailments but tend to let their sick leaves build up. Those persons also feel that the regularly assigned teacher can best carry out the classroom program; that excessive absences may hinder promotion; and that leave programs tend to promote teacher welfare and security (4:8-9).

Those teachers who felt that some teachers unjustly use sick leave believe there are truants in all walks of life. Teachers in this category have little esprit de corps and are interested principally in receiving a pay check. Just having the title of teacher does not insure professional character and ethics (4:9). Every single item that relates to a good professional relations and conduct for teachers can not be included in a code of ethics. Certainly the majority of persons in the teaching profession agree and live by written or unwritten rules in a code (14:23).

Cascioli suggested that a sizeable portion of the total teacher salaries monies as budgeted is used to pay substitutes. It is somewhat different to find a substitute for an absent teacher than for an absent office worker. The general practice in the case of the latter is to let the work pile up until the absent employee returns. Cascioli felt that it was less than realistic to think

that a substitute teacher serves any significant purpose in the classroom. A rather unique suggestion was made by him to solve the fiscal problem faced by school districts to pay for substitutes. He was of the opinion that the film-series projects of recognized educational worth should be purchased and used in the absent teacher's room. A second suggestion was for greater curriculum flexibility whereby students would be absorbed in other classes studying similar subjects as those normally in the absent teacher's room. A third suggestion was for each teacher to have on file several prepared lesson plans that students could use with a minimum of understanding of directions. Then, if a substitute were called for the absent teacher, she would be used more as a supervisor in the room rather than as a teacher (2:242).

A more accepted practice followed by school districts is to replace absent teachers with well qualified teachers so that the level of education will be continued in classrooms. For this to be possible, the regular classroom teacher has a responsibility of great importance. The greatest single thing the teacher must do is to leave adequate lesson plans. In addition, related work projects for students that coincide with class units should be included in the plans. Notes on standard class procedures, schedules, seating charts, class rosters, and routines

relating to classroom organization are also a must if the substitute teacher is to be successful (11:486-487).

Lack of adequate teaching plans constitutes a great problem for the substitute teacher according to Lambert. Other problems for the substitute are poor pupil behavior as well as lack of sufficient prior notice when requested to work. Lambert quoted a veteran teacher who had also worked as a substitute as saying:

Substitute work is pleasant or unpleasant depending upon the kind of teacher regularly in charge. The teacher who has planned his work, who has gained the respect of the children, who is in the habit of keeping the room and materials in order, and who has the children organized for instruction is a pleasure to work for.

Although we keep our opinions to ourselves, we would really make good evaluators of teaching. It isn't hard to size up the quality of a teacher who lets you take his place for a day or two (10:149-150).

There are three main sources of substitute teachers according to Moore and Walters. The greatest single source consists of teachers who are unable to meet state certification. The next source consists of teachers who are serving as substitutes until a regular vacancy occurs. A third group of substitutes is made up of married women who formerly taught or married women who are trained teachers but who have never been regularly employed (12:306).

CHAPTER III

PROCEDURES USED

After research was finished to determine what teachers met the pre-determined criteria to be included in this study, it was then necessary to establish age groups of the single and married women. As pointed out previously, all men were placed in one age group because of the small number of cases.

Even though it was evident that a majority of women were over forty years of age, the writer desired to study absence patterns of all teachers possible. It was decided to group women by age thirty-nine years and younger, forty years through forty-nine, and fifty years of age and older.

It should be noted that although the study covered an eight year period, the study was broken into three periods of two years each hereinafter referred to as the first two-year study period, the second two-year study period, and the third two-year study period. Data from the school years 1959-60 and 1962-63 were not used in this study to enable the author to maintain similarity to study periods within the total six-year study period.

All statistical comparisons for significance were made at the five per cent level of significance.

Comparisons were made within each two-year period as well as to each other two-year period for each woman age group. The group of men was compared only to the men group by period and to each total group of single or married women by study period.

To determine frequency of absence as well as classification of reasons for reported teacher absences, a thorough study was made of each time-sheet for each month submitted by elementary school principals during the total six-year study period. In addition, those time-sheets revealed days of the week and length of each absence of teachers.

Composite data for each two-year study period were then made for each teacher. After placement of all persons in specific groups according to age, sex, and marital status, the writer then regrouped the composite data into the two-year study periods from which conclusions could be drawn.

The statistical procedures to test significance were as follows: (1) a frequency table was compiled for each group as described in the foregoing procedures section; (2) from the frequency tables the mean scores, standard deviations and standard error of the mean scores were computed for each group; (3) the standard error of

the difference between two uncorrelated means and \bar{z} were computed from the mean scores, standard deviations and standard error of the means; and (4) a table of \bar{z} was used to test the significance of data computed.

CHAPTER IV

THE STUDY

In describing the similarities and contrasts of the one hundred thirty men and women teachers in this study, this chapter will contain a discussion of:

(1) the causes of or classification of teacher absences; (2) the "frequency of absence" or number of times teachers were absent; (3) the length of teacher absences; (4) the number of days teachers were absent; (5) absence patterns by days of the week; and (6) absence patterns by months of the year.

I. CAUSES OF TEACHER ABSENCE

Causes of reported teacher absence were recorded in the following categories: (1) personal illness; (2) personal business; (3) illness of family members; (4) attendance at professional meetings; (5) death of immediate family members; and (6) other reasons.

Personal illness was by far the greatest single reason for teachers in all categories of this study being absent from school. Not only was this the number one category for "frequency of absence," but for the total number of days as well. Tables I, II, III, and IV show

TABLE I

NUMBER OF TIMES AND NUMBER OF DAYS ABSENT BY CLASSIFICATION OF ABSENCE
(PER CENT FIGURES REPRESENT THAT PORTION OF THE TOTAL ABSENCES
FOR THAT GROUP OF PERSONS FOR THE PERIOD 1957-59)

	NUMBER OF TIMES							NUMBER OF DAYS						
	PI	PB	IF	PM	DF	O	TOTAL	PI	PB	IF	PM	DF	O	TOTAL
SW ₁ N-11	27	0	0	0	0	0	27	47.5	0.0	0.0	0.0	0.0	0.0	47.5
SW ₂ N-13	62	2	0	0	0	1	65	175.0	4.0	0.0	0.0	0.0	0.5	179.5
SW ₃ N-10	22	2	0	0	0	0	24	64.5	2.0	0.0	0.0	0.0	0.0	66.5
TSW N-34	111	4	0	0	0	1	116	287.0 97.78%	6.0 2.04%	0.0 .00%	0.0 .00%	0.0 .00%	0.5 .17%	293.5 100.3%
MW ₁ N-16	72	1	2	0	1	1	77	151.0	1.0	1.5	0.0	2.0	1.0	156.5
MW ₂ N-35	203	10	6	1	3	0	223	497.0	24.0	7.5	0.5	7.0	0.0	536.0
MW ₃ N-27	89	4	1	0	2	1	97	230.5	7.5	4.0	0.0	5.0	0.5	247.5
TMW	364	15	9	1	6	2	397	878.5 93.45%	32.5 3.45%	13.0 1.38%	0.5 .05%	14.0 1.48%	1.5 .15%	940.0 100.3%
WOMEN N-112	475	19	9	1	6	3	513	1165.5 94.48%	38.5 3.12%	13.0 1.05%	0.5 .04%	14.0 1.13%	2.0 .16%	1233.5 100.3%
MEN N-18	47	4	0	7	1	2	61	77.5 82.01%	6.0 6.34%	0.0 .00%	6.0 6.34%	1.0 1.05%	4.0 4.23%	94.5 100.3%
TOTAL STUDY GROUP N-130	522	23	9	8	7	5	574	1243.0 93.60%	44.5 3.35%	13.0 .98%	6.5 .49%	15.0 1.13%	6.0 .45%	1328.0 100.3%

DESCRIPTION

PI - PERSONAL ILLNESS
PB - PERSONAL BUSINESS
IF - ILLNESS IN FAMILY
PM - PROFESSIONAL MEETING
DF - DEATH IN FAMILY
O - OTHER REASONS

SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women (Ages 22-57)
MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women

TABLE II

NUMBER OF TIMES AND NUMBER OF DAYS ABSENT BY CLASSIFICATION OF ABSENCE
(PER CENT FIGURES REPRESENT THAT PORTION OF THE TOTAL ABSENCES
FOR THAT GROUP OF PERSONS FOR THE PERIOD 1960-62)

	NUMBER OF TIMES							NUMBER OF DAYS						
	PI	PB	IF	PM	DF	Ø	TOTAL	PI	PB	IF	PM	DF	Ø	TOTAL
SW ₁ N-11	26	0	0	3	3	0	32	71.5	0.0	0.0	2.5	2.5	0.0	76.5
SW ₂ N-13	64	1	0	2	0	0	67	153.0	1.0	0.0	1.5	0.0	0.0	155.5
SW ₃ N-10	26	1	0	0	0	0	27	98.0	0.5	0.0	0.0	0.0	0.0	98.5
TSW N-34	116	2	0	5	3	0	126	322.5 97.57%	1.5 .45%	0.0 .00%	4.0 1.21%	2.5 .75%	0.0 .00%	330.5 100.0%
MW ₁ N-16	87	2	1	0	1	0	91	159.5	2.0	3.0	0.0	3.0	0.0	167.5
MW ₂ N-35	202	10	10	1	7	4	234	456.0	33.5	35.0	0.5	13.0	17.0	555.5
MW ₃ N-27	110	1	2	1	2	3	119	254.0	1.0	4.5	0.5	6.0	4.0	270.0
TMW N-78	399	13	13	2	10	7	444	869.5 87.60%	36.5 3.67%	42.5 4.28%	1.0 .10%	22.0 2.21%	21.0 2.11%	1002.5 100.0%
WOMEN N-112	515	15	13	7	13	7	570	1192.0 90.10%	38.0 2.87%	42.5 3.21%	5.0 .38%	24.5 1.85%	21.0 1.59%	1323.0 100.0%
MEN N-18	51	3	0	10	0	1	65	87.5 85.36%	1.5 1.46%	0.0 .00%	12.5 12.19%	0.0 .00%	1.0 .98%	102.5 100.0%
TOTAL STUDY GROUP N-130	566	18	13	17	13	8	635	1279.5 89.76%	39.5 2.77%	42.5 2.98%	17.5 1.23%	24.5 1.72%	22.0 1.54%	1425.5 100.0%

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SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women (Ages 22-57)
MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women

TABLE III

NUMBER OF TIMES AND NUMBER OF DAYS ABSENT BY CLASSIFICATION OF ABSENCE
(PER CENT FIGURES REPRESENT THAT PORTION OF THE TOTAL ABSENCES
FOR THAT GROUP OF PERSONS FOR THE PERIOD 1963-65)

	NUMBER OF TIMES							NUMBER OF DAYS						
	PI	PB	IF	PM	DF	O	TOTAL	PI	PB	IF	PM	DF	O	TOTAL
SW ₁ N-11	22	0	0	1	0	0	23	32.0	0.0	0.0	0.5	0.0	0.0	32.5
SW ₂ N-13	56	2	2	3	1	1	65	213.5	6.5	3.0	1.5	3.0	3.0	230.5
SW ₃ N-10	35	1	0	0	0	0	36	100.5	1.0	0.0	0.0	0.0	0.0	101.5
TSW N-34	113	3	2	4	1	1	124	346.0 94.92%	7.5 2.05%	3.0 .82%	2.0 .54%	3.0 .82%	3.0 .82%	364.5 100.0%
MW ₁ N-16	72	1	3	5	0	1	82	145.0	2.0	2.0	2.5	0.0	7.0	158.5
MW ₂ N-35	241	9	6	7	3	1	267	461.5	11.5	5.5	6.5	8.0	1.0	494.0
MW ₃ N-27	128	2	0	5	2	1	138	437.5	5.5	0.0	5.5	5.0	1.0	454.5
TMW N-78	441	12	9	17	5	3	487	1044.0 94.30%	19.0 1.71%	7.5 .67%	14.5 1.30%	13.0 1.17%	9.0 .81%	1107.0 100.0%
WOMEN N-112	554	15	11	21	6	4	611	1390.0 94.46%	26.5 1.80%	10.5 .71%	16.5 1.12%	16.0 1.09%	12.0 .82%	1471.5 100.0%
MEN N-18	49	0	0	15	2	1	67	74.5 84.18%	0.0 .00%	0.0 .00%	9.0 10.16%	4.0 4.51%	1.0 1.12%	88.5 100.0%
TOTAL STUDY GROUP N-130	603	15	11	36	8	5	678	1464.5 93.88%	26.5 1.68%	10.5 .67%	25.5 1.63%	20.0 1.28%	13.0 .83%	1560.0 100.0%

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DF - DEATH IN FAMILY
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SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women (Ages 22-57)
MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women (Ages 27-61)

TABLE IV

NUMBER OF TIMES AND NUMBER OF DAYS ABSENT BY CLASSIFICATION OF ABSENCE
(PER CENT FIGURES REPRESENT THAT PORTION OF THE TOTAL ABSENCES
FOR THAT GROUP OF PERSONS FOR THE TOTAL SIX YEAR STUDY PERIOD)

	NUMBER OF TIMES							NUMBER OF DAYS						
	PI	PB	IF	PM	DF	O	TOTAL	PI	PB	IF	PM	DF	O	TOTAL
SW ₁ N-11	75	0	0	4	3	0	82	151.0	0.0	0.0	3.0	2.5	0.0	156.5
SW ₂ N-13	182	5	2	5	1	2	197	541.5	11.5	3.0	3.0	3.0	3.5	565.5
SW ₃ N-10	83	4	0	0	0	0	87	263.0	3.5	0.0	0.0	0.0	0.0	266.5
TSW N-34	340	9	2	9	4	2	366	955.5 96.66%	15.0 1.51%	3.0 .30%	6.0 .60%	5.5 .55%	3.5 .35%	988.5 100.0%
MW ₁ N-16	231	4	6	5	2	2	250	455.5	5.0	6.5	2.5	5.0	8.0	482.5
MW ₂ N-35	646	29	22	9	13	5	724	1414.5	69.0	48.0	7.5	28.0	18.0	1585.0
MW ₃ N-27	327	7	3	6	6	5	354	922.0	14.0	8.5	6.0	16.0	5.5	972.0
TMW N-78	1204	40	31	20	21	12	1328	2792.0 91.85%	88.0 2.89%	63.0 2.07%	16.0 .52%	49.0 1.61%	31.5 1.03%	3039.5 100.0%
WOMEN N-112	1544	49	33	29	25	14	1694	3747.5 93.04%	103.0 2.56%	66.0 1.61%	22.0 .55%	54.5 1.35%	35.0 .87%	4028.0 100.0%
MEN N-18	147	7	0	32	3	4	193	239.5 83.88%	7.5 2.62%	0.0 .00%	27.5 9.63%	5.0 1.73%	6.0 2.10%	285.5 100.0%
TOTAL STUDY GROUP N-130	1691	56	33	61	28	18	1887	3987.0 92.43%	110.5 2.56%	66.0 1.53%	49.5 1.15%	59.5 1.38%	41.0 .97%	4313.5 100.0%

DESCRIPTION

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PB - PERSONAL BUSINESS
IF - ILLNESS IN FAMILY
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DF - DEATH IN FAMILY
O - OTHER REASONS

SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women (Ages 22-57)
MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women (Ages 27-61)

each classification of absence and for each grouping of teachers the number of times and the number of days teachers were absent. Tables I, II, III, and IV show that single women as a group, for each two-year period and for the total study period, had a higher per cent of absences contributed to personal illness than did married women as a group or the men. For the total study period, 96.66 per cent of the days absent by single women was a result of personal illness compared with 91.85 per cent for married women. For the total six-year study period, the men as a group had fewer days absent as a result of personal illness than either single or married women. That portion of the total days absent by the men's group amounted to 83.88 per cent.

The group of men had more days absent, more times absent, and a higher per cent of days absent resulting from attendance at professional meetings than did the women as a total or by age sub-groups.

In terms of the total number of days absent, personal business was the second leading reason given for teachers being absent for the total six-year study period as well as for two of the three two-year study periods. It is interesting to note, however, that attendance at professional meetings ranked second over all for the total

number of different times teachers were absent, but absences for this reason were of a shorter duration than when teachers were absent for personal business.

Married women, as might be expected, were more frequently absent resulting from illness in the immediate family than were single women or men. The "other" or miscellaneous category was generally the least often reason given for absence with less than one per cent of the total days absence for this reason.

II. "FREQUENCY OF ABSENCE"

It is perhaps essential to review the difference as noted in this study between times absent, or "frequency of absence," and days absent. The differentiation has been established to provide a basis for discussion of length of each absence and the number of different times teachers are absent. In short, a person could have one absence but be absent for more than one day.

Table V shows the "frequency of absence" for each person during the total study period. One person, a single woman in the twenty-two to thirty-nine age group, was not absent at all. Six persons were absent one time only and five were absent only twice. One person, a married woman in the forty to forty-nine age group, was

TABLE V

"FREQUENCY OF ABSENCE" OR NUMBER OF TIMES ABSENT
FOR ALL REASONS FOR EACH PERSON IN EACH GROUP
FOR THE TOTAL SIX-YEAR STUDY PERIOD

Number of Times Absent	SW ₁ N-11	SW ₂ N-13	SW ₃ N-10	TSW N-34	MW ₁ N-16	MW ₂ N-35	MW ₃ N-27	TMW N-78	WOMEN N-112	MEN N-18	TOTAL STUDY GROUP N-130
0	1			1					1		1
1			2	2			2	2	4	2	6
2	1	1	1	3		1	1	2	5		5
3			1	1		1		1	2		2
4			1	1	2	1	2	5	6	1	7
5	1			1	1		1	2	3		3
6		1	1	2		1	2	3	5	1	6
7	1	1		2	1	1	1	3	5	1	6
8	2		1	3			2	2	5	2	7
9	2			2	1	1	1	3	5	1	6
10	1	1		2		1	2	3	5	2	7
11		1	1	2	1	1		2	4	2	6
12	2			2		2	2	4	6		6
13							1	1	1	2	3
14		1		1	1	1		2	3		3
15		1		1	1		1	2	3	1	4
16					2	1		3	3		3
17					1	1	1	3	3		3
18		2		2			1	1	3		3
19					1	2	1	4	4		4
20		1		1		2	1	3	4	1	5
21		2		2		1		1	3		3
22						2	2	4	4	1	5
23			1	1	1			1	2		2
24							1	1	1	1	2
25						2		2	2		2
26						1		1	1		1
27						2		2	2		2
28			1	1					1		1
29					2			2	2		2
30							1	1	1		1
31						2		2	2		2
32					1	2	1	4	4		4
33						3		3	3		3
34		1		1					1		1
37						1		1	1		1
41							1	1	1		1
42						1		1	1		1

DESCRIPTION

SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women
(Ages 22-57)

MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women
(Ages 27-61)

absent forty-two different times, the most different absences for the total six-year study period. It is noteworthy to mention that she was absent a total of sixty-eight days, while the person absent $142\frac{1}{2}$ days was absent twenty-one different times.

More married women, particularly the forty to forty-nine age group had a higher "frequency of absence" than did single women or men. Slightly more than one-fourth, or 25.64 per cent of all married women were absent between twenty-five and forty-two times during the total study period. No man exceeded twenty-four different absences, while one single woman was absent twenty-eight different times and one thirty-four different times during the comparable period.

A relationship of the mean number of different absences for each group in this study can be seen on Table VI. Married women are shown there to have averaged 17.03 times absent, single women 10.76 times and men 10.72 times while the overall average was 14.52 times for each person during the six-year study period. The forty to forty-nine age group of single women had a higher mean number of absences than did either the twenty-two to thirty-nine or the fifty to fifty-seven age groups. The same was true for the married women. Single women in the

TABLE VI

MEAN LENGTH OF ABSENCES, MEAN NUMBER OF DAYS ABSENT, TOTAL NUMBER
OF ABSENCES AND MEAN NUMBER OF ABSENCES FOR ALL REASONS

	1957-59				1960-62				1963-65				TOTAL STUDY PERIOD			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
SW ₁	1.76	4.32	27	2.45	2.39	6.95	32	2.91	1.41	2.95	23	2.09	1.91	14.23	82	7.45
SW ₂	2.76	13.81	65	5.00	2.32	11.96	67	5.15	3.55	17.73	65	5.91	2.87	43.50	197	15.15
SW ₃	2.77	6.65	24	2.40	3.65	9.85	27	2.70	2.82	10.16	36	3.60	3.06	26.65	87	8.70
TSW	2.53	8.63	116	3.41	2.62	9.72	126	3.71	2.94	10.72	124	3.65	2.70	29.07	366	10.76
MW ₁	2.03	9.78	77	4.81	1.84	10.47	91	5.69	1.93	9.91	82	5.13	1.93	30.16	250	15.63
MW ₂	2.40	15.31	223	6.37	2.37	15.86	234	6.69	1.85	14.13	267	7.63	2.19	45.29	724	20.69
MW ₃	2.55	9.17	97	3.59	2.27	10.00	119	4.41	3.29	16.83	138	5.11	2.76	36.00	354	13.11
TMW	2.37	12.05	397	5.09	2.24	12.72	444	5.69	2.27	14.20	487	6.24	2.29	38.97	1328	17.03
WOMEN	2.40	11.01	513	4.58	2.32	11.81	570	5.09	2.41	13.14	611	5.45	2.38	35.96	1694	15.13
MEN	1.55	5.25	61	3.39	1.58	5.69	65	3.61	1.32	4.92	67	3.72	1.48	15.86	193	10.72
TOTAL STUDY GROUP	2.31	10.22	574	4.42	2.24	10.97	635	4.88	2.30	12.00	678	5.22	2.29	33.18	1887	14.52

DESCRIPTION

A - MEAN LENGTH OF EACH ABSENCE
B - MEAN NUMBER OF DAYS ABSENT FOR ALL REASONS
C - TOTAL NUMBER OF DIFFERENT ABSENCES
D - MEAN NUMBER OF DIFFERENT ABSENCES

SW₁ - Single Women (Ages 22-39)
SW₂ - Single Women (Ages 40-49)
SW₃ - Single Women (Ages 50-57)
TSW - Total Single Women (Ages 22-57)
MW₁ - Married Women (Ages 27-39)
MW₂ - Married Women (Ages 40-49)
MW₃ - Married Women (Ages 50-61)
TMW - Total Married Women (Ages 27-61)

twenty-two to thirty-nine age group, for the total study period, had a mean total of 7.45 different absences as compared to 20.69 for the twenty-seven to thirty-nine age group of married women.

Another note of interest as shown on Table VI is that with only three exceptions out of thirty-three possibilities, every age group of single and married women, single women as a whole, married women as a whole, women as a whole, men, and the total study group had a greater "frequency of absence" for each two-year study period than the previous two-year period study period. One exception is the twenty-two to thirty-nine age group of single women that was absent more frequently in the 1960-62 period than the 1957-59 period but had fewer different absences in the 1963-65 period than in either of the previous two periods. This first exception resulted in causing the second exception which showed single women as a total group to have fewer different absences in the 1963-65 period than in the period preceding it. The third exception is shown in the comparison of mean number of different absences of married women in the twenty-seven to thirty-nine age group from the second to the third two-year period.

III. LENGTH OF TEACHER ABSENCES

This study failed to show a real consistent pattern of mean length of each absence as shown on Table VI, although they tended to be greater in approximately two-thirds of the possibilities in each subsequent two-year period than the previous one.

While men had an average of 1.48 days absence from school for each different absence, women as a whole had 2.38 days, married women 2.29 days, single women 2.70 days, and the total study group a mean of 2.29 days. The youngest age groups, single women whose ages were from twenty-two to thirty-nine and married women whose ages were from twenty-seven to thirty-nine, had the lowest mean lengths of absence. The highest mean lengths of absence when comparing the single women with the married women was found to be the oldest age groups, single women whose ages were fifty to fifty-seven and married women whose ages were fifty to sixty-one. Neither of those sub-groups with the highest mean lengths of average had the highest per cent of mean number of different absences as mentioned previously.

Without question the single-day absence, mostly resulting from personal illness, was the most common length of absence. This held true for the total group

as well as for men and all categories of married and single women teachers. Over one-half of all absence, 51.83 per cent, were for one day only as is shown on Table VII. There was also consistency in the second, third, fourth, fifth, and sixth most common lengths of absence for single women, married women, and men for the total study period. They were in this order for the first six most common lengths: (1) one day; (2) two days; (3) three days; (4) one-half day; (5) four days; and (6) five days.

When comparing lengths of absence for men and women teachers, it was found that for the total six-year study period there were only three instances where men were absent from school in excess of five consecutive days. On one occasion a man was absent for six consecutive days and on two occasions men were absent for seven consecutive days. During the same period of time 7.65 per cent of the absences for single women were from six to fifty-one days in length which amounted to over four-tenths, 40.92 per cent, of all the days that group was absent. Also as a comparison, 4.74 per cent of the married women's absences were between five-and-one-half and one hundred five days in length which amounted to nearly one-third, 31.71 per cent, of all the days that

"FREQUENCY OF ABSENCE" OR NUMBER OF ABSENCES
FOR ALL REASONS BY LENGTH OF ABSENCE
FOR THE TOTAL STUDY GROUP

LENGTH OF ABSENCE	SINGLE WOMEN				MARRIED WOMEN				MEN				TOTAL STUDY GROUP			
	57-59	60-62	63-65	TOTAL STUDY PERIOD	57-59	60-62	63-65	TOTAL STUDY PERIOD	57-59	60-62	63-65	TOTAL STUDY PERIOD	57-59	60-62	63-65	TOTAL STUDY PERIOD
.5	5	10	6	21 5.74%	10	9	39	58 4.37%	8	4	18	30 15.54%	23	23	63	109 5.78%
1.0	53	67	54	174 47.54%	212	246	250	708 53.31%	30	36	30	96 49.74%	295	349	334	978 51.83%
1.5		1		1	3	4	4	11	2	4	1	7	5	9	5	19
2.0	24	25	24	73 19.95%	77	92	101	270 20.33%	11	13	10	34 17.62%	112	130	135	377 19.98%
2.5	1		1	2	1	1		2	1			1	3	1	1	5
3.0	14	8	14	36 9.84%	43	47	39	129 9.71%	6	4	7	17 8.81%	63	59	60	182 9.64%
4.0	7	3	6	16	14	12	18	44	1	1		2	22	16	24	62
4.5					7	1		.8		1		.1	7	2		9
5.0	7	4	4	15	10	9	14	33	1	1		2	18	14	18	50
5.5					1			1				1	1			1
6.0	1	1	3	5	4	4	4	12	1			1	6	5	7	18
7.0		1	1	2	2	1	4	7		1	1	2	2	3	6	11
7.5							1	1							1	1
8.0			4	4	1	2	2	5					1	2	6	9
9.0		2	1	3	3	3		6				3	5	1	9	
10.0			1	1	2	2	1	5				2	2	2	6	
11.0					1			1				1			1	
12.0					1			1				1			1	
13.0			1	1		2	1	3					2	2	4	
14.0					1			1				1			1	
15.0						1	2	3					1	2	3	
15.5	1			1		1		1				1	1		2	
16.0							1	1						1	1	
17.0		1		1	1	1		2				1	2		3	
18.0						1		1					1		1	
19.0			1	1											1	
20.0	2		1	3		1		1				2	1	1	4	
21.0	1		1	2		1		1				1	1	1	3	
22.0			1	1										1	1	
23.0						1		1					1		1	
24.0		1		1									1		1	
24.5						1		1					1		1	
25.0							1	1						1	1	
27.0					1			1				1			1	
28.0		1		1									1		1	
30.0							2	2						2	2	
37.0						1		1					1		1	
51.0			1	1											1	
65.0							1	1							1	
74.0							1	1							1	
105.0					1			1				1			1	

group was absent from school. Tables VII, VIII, IX, and X show a more detailed breakdown of this information.

IV. NUMBER OF DAYS TEACHERS WERE ABSENT

Reference is again made to Table VI and to Tables XI, XII, XIII, and XIV for a discussion on the total amount of days teachers were absent from school. These tables show frequencies of distribution of the total days absent for each person within a sub-group for each two-year period as well as for the total six-year study period. Table XI shows a comparison of length in range of total absences with each group from men, the smallest group, through single women and to married women, the largest group. For the total six-year study period, men had a range of absence for one day through forty-three days; single women, the next group in size, zero through $116\frac{1}{2}$ days; and married women a range of a one-half day absence through $142\frac{1}{2}$ days.

A similar analogy holds for the mean number of total days absent during the total six-year study period when comparing the similar single women's age sub-groups to those of the married women's groups. Again, group two in each case, single women and married women whose ages were forty to forty-nine, had the highest mean

"FREQUENCY OF ABSENCE" OR NUMBER OF ABSENCES
FOR ALL REASONS BY LENGTH OF ABSENCE
FOR SINGLE WOMEN

Length of Absence	Group One Single Women (Ages 22-39)				Group Two Single Women (Ages 40-49)				Group Three Single Women (Ages 50-57)				Total Single Women (Ages 22-57)			
	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period
.5	1	2	1	4	3	5	4	12	1	3	1	5	5	10	6	21
1.0	15	17	15	47	24	36	19	79	14	14	20	48	53	67	54	174
1.5		1		1										1		1
2.0	6	6	5	17	17	14	12	43	5	5	17	23	24	25	24	73
2.5				1	1		1	2					1		1	2
3.0	2	2	1	5	10	5	10	25	2	1	3	6	14	8	14	36
4.0	1	1	1	3	4	2	5	11	2			2	7	3	6	16
5.0	2	1		3	3	1	3	7	2	2	1	5	7	4	4	15
6.0		1		1			1	1	1		2	3	1	1	3	5
7.0						1	1	2						1	1	2
8.0							4	4							4	4
9.0						1	1	2		1		1		2	1	3
10.0							1	1							1	1
13.0							1	1							1	1
15.5					1			1					1			1
17.0						1		1						1		1
19.0							1	1							1	1
20.0					1			1	1		1	2	2		1	3
21.0					1			1			1	1	1		1	2
22.0							1	1							1	1
24.0		1	1											1		1
28.0						1		1						1		1
51.0											1	1			1	1

TABLE IX

"FREQUENCY OF ABSENCE" OR NUMBER OF ABSENCES
FOR ALL REASONS BY LENGTH OF ABSENCE
FOR MARRIED WOMEN

Length of Absence	Group One Married Women (Ages 27-39)			Group Two Married Women (Ages 40-49)			Group Three Married Women (Ages 50-61)			Total Married Women (Ages 27-61)						
	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period	1957-59	1960-62	1963-65	Total Study Period
.5	1		7	8	6	6	30	42	3	3	2	8	10	9	39	58
1.0	39	59	49	147	125	123	126	374	48	64	75	187	212	246	250	708
1.5	1			1	2	3	3	8		1	1	2	3	4	4	11
2.0	15	14	14	43	44	55	57	156	18	23	30	71	77	92	101	270
2.5						1			1			1	1	1		2
3.0	14	10	2	26	20	21	23	64	9	16	14	39	43	47	39	129
4.0	2	2	1	5	7	5	12	24	5	5	5	15	14	12	18	44
4.5	3	1		4	4			4				7	1			8
5.0	1	3	6	10	5	5	5	15	4	1	3	8	10	9	14	33
5.5									1			1	1			1
6.0					3	2	3	8	1	2	1	4	4	4	4	12
7.0			1	1		1	2	3	2		1	3	2	1	4	7
7.5							1	1							1	1
8.0		1		1		1	2	3	1			1	1	2	2	5
9.0					2	1		3	1	2		3	3	3		6
10.0					2	2	1	5					2	2	1	5
11.0									1			1	1			1
12.0									1			1	1			1
13.0						2		2			1	1		2	1	3
14.0					1			1					1			1
15.0		1	1	2							1	1		1	2	3
15.5						1		1							1	1
16.0			1	1											1	1
17.0	1			1						1		1	1	1		1
18.0															1	1
20.0						1		1							1	1
21.0						1		1							1	1
23.0						1		1							1	1
24.5						1		1							1	1
25.0							1	1							1	1
27.0									1			1	1			1
30.0											2	2			2	2
37.0										1		1		1		1
65.0											1	1			1	1
74.0											1	1			1	1
105.0					1			1					1			1

TABLE X

"FREQUENCY OF ABSENCE" OR NUMBER OF ABSENCES
FOR ALL REASONS BY LENGTH OF ABSENCE
FOR MEN

LENGTH OF ABSENCE	1957 to 1959	1960 to 1962	1963 to 1965	TOTAL STUDY
.5	8	4	18	30
1.0	30	36	30	96
1.5	2	4	1	7
2.0	11	13	10	34
2.5	1			1
3.0	6	4	7	17
4.0	1	1		2
4.5		1		1
5.0	1	1		2
6.0	1			1
7.0		1	1	2

TOTAL NUMBER OF DAYS ABSENT FOR EACH TEACHER FOR ALL REASONS
FOR THE TOTAL SIX-YEAR STUDY PERIOD

SW ₁ N-11	SW ₂ N-13	SW ₃ N-10	TSW N-34	MW ₁ N-16	MW ₂ N-35	MW ₃ N-27	TMW N-78	WOMEN N-112	MEN N-18	TOTAL STUDY GROUP	N-130				
0	1½	1	0	6	7	½	½	35	0	21½	47	1	0	17½	43
3	8	2	1	8	7½	4	4	35½	½	21½	47	1	½	18	43
8	19	9	1½	9	8	7	6	36	2	21½	47	4	1	18	44
10	26½	16	2	9	11½	7½	7	40	3	21½	47	5	1	18½	44½
10½	29	21½	3	14½	17½	10	7	41	4	22½	47½	10	1	18½	44½
12	33	30	8	16	18	14	7½	43	6	23	48	10½	1½	19	46
13	41½	38½	8	17	18½	15	7½	44	7	23½	49½	11	2	19	46
16½	42½	44½	9	18½	23½	15½	8	45½	7	24½	50	12	3	19½	46
23	47½	47	10	21½	24½	20	8	46	7½	25	51½	12½	4	20	47
25	52½	57	10½	26	27	21½	9	46	7½	25	52½	13½	4	21½	47
35½	65		12	43	29	21½	9	46	8	26	52½	17	5	21½	47
	83		13	44	33	22½	10	47	8	26	53	18	6	21½	47
	116½		16	46	35½	25	11½	47	8	27	54½	19	7	21½	47½
			16½	50	36	28	14	47	8	28	55	19½	7	22½	48
			19	54½	40	29	14½	48	9	29	56½	23	7½	23	49½
			21½	99	41	31	15	49½	9	29	57	30	7½	23	50
			23		46	34	15½	50	9	29	59½	35½	8	23½	51½
			25		47	35	16	51½	10	30	61	43	8	24½	52½
			26		47	45½	17	52½	10	31	62		8	25	52½
			29		47	46	17½	53	10½	33	63½		8	25	53
			30		48	49½	18	54½	11½	33	65		9	26	54½
			33		51½	56½	18½	55	12	34	67½		9	26	55
			35½		52½	59½	18½	56½	13	35	67½		9	27	56½
			38½		53	78½	20	59½	14	35½	68		9	27	56½
			41½		55	89	21½	61	14½	35½	74½		10	28	57
			42½		61	100	21½	62	15	36	76½		10	29	59½
			44½		62	106½	21½	63½	15½	38½	77		10½	29	62
			47		63½		22½	67½	16	40	78½		10½	30	63½
			47½		67½		23½	67½	16	41	83		11	30	65
			52½		67½		24½	68	16½	41½	89		11½	31	67½
			57		68		25	74½	17	42½	99		12	33	67½
			65		74½		26	76½	17½	43	100		12	33	68
			83		76½		27	77	18	44	106½		12½	34	74½
			116½		77		28	78½	18½	44½	116½		13	35	76½
					142½		29	89	18½	45½	142½		13½	35½	77
							29	99	19	46			14	35½	78½
							31	100	20	46			14½	35½	83
							33	106½					15	36	89
							34	142½					15½	38½	99
													16	40	100
													16	41	106½
													16½	41½	116½
													17	42½	142½

DESCRIPTION

SW₁ - Single Women (Ages 22-39)

SW₂ - Single Women (Ages 40-49)

SW₃ - Single Women (Ages 50-57)

TSW - Total Single Women (Ages 22-57)

MW₁ - Married Women (Ages 27-39)

MW₂ - Married Women (Ages 40-49)

MW₃ - Married Women (Ages 50-61)

TMW - Total Married Women (Ages 27-61)

TABLE XII

TOTAL NUMBER OF DAYS ABSENT FOR EACH TEACHER
FOR ALL REASONS FOR 1957-59

SW ₁ N-11	SW ₂ N-13	SW ₃ N-10	TSW N-34	MW ₁ N-16	MW ₂ N-35	MW ₃ N-27	TOTAL MW N-78	TOTAL WOMEN N-112	MEN N-18	TOTAL STUDY GROUP N-130								
0	1	0	0	1	0	0	5	14	0	3.5	7.5	15	0	0	3	7	15	
1	1.5	0	0	2	.5	0	5	14	0	4	7.5	15	0	0	3	7.5	15	
2	4.5	0	0	4	1	0	5	14	0	4	8	16	0	0	3.5	7.5	16	
2	7	0	0	4.5	1	1	5	15	0	4	8	17	1	0	4	8	17	
3	8	5	0	5	1	2	.0	6	15	0	4	8	17	2	0	4	8	17
3	10	5	1	6	2.5	2	1	6	16	0	4	9	17.5	2	0	4	8	17.5
3.5	12.5	7	1	7	4	2.5	1	7	17	0	4	9	18	3	0	4	9	18
4	13	12.5	1.5	7.5	4	3	1	7	17	0	4.5	9	19	3	0	4	9	19
7	15	13	2	8	4.5	4	1	7	17.5	0	4.5	10	20	4	0	4	9	20
9	20.5	24	2	10	7	4	1	7	18	.5	4.5	10	20	5	0	4	9	20
13	25		3	10	7	5	2	7.5	19	1	5	10	20.5	5	0	4.5	9	20.5
	27.5		3	11	8	5	2	7.5	20	1	5	11	20.5	5.5	0	4.5	10	20.5
	34		3.5	14	9	5	2	8	20	1	5	11	20.5	5.5	.5	4.5	10	20.5
			4	18	11	5	2.5	8	20.5	1	5	11.5	21	9.	1	5	10	21
			4.5	20	11.5	5	2.5	9	20.5	1	5	12	21.5	9	1	5	11	21.5
			5	28.5	13	5	3	9	21	1	5	12.5	24	12	1	5	11	24
			5		13	6	4	10	21.5	1	5	12.5	24	14	1	5	11.5	24
			7		14	7	4	10	24	1.5	5	13	24.5	14.5	1	5	12	24.5
			7		14	7.5	4	11	24.5	2	5	13	25		1	5	12	25
			7		14	9	4	11	26	2	6	13	26		1	5	12.5	26
			8		15	12	4	11.5	26	2	6	13	26		1	5	12.5	26
			9		15	13.5	4.5	12	28.5	2	7	13	27.5		1.5	5	13	27.5
			10		16	17.5	4.5	13	31	2	7	13.5	28.5		2	5	13	28.5
			12.5		17	26	5	13	34.5	2.5	7	14	31		2	5	13	31
			12.5		17	31	5	13.5	35	2.5	7	14	34		2	5.5	13	34
			13.0		19	34.5	5	14.0	119	3.0	7	14	34.5		2	5.5	13	34.5
			13		20	35				3	7	14	35		2	6	13.5	35
			13		20.5					3	7	15	119		2	6	14	119
			15		20.5										2	7	14	
			20.5		21										2.5	7	14	
			24		21.5										2.5	7	14	
			25		24										3	7	14	
			27.5		24.5										3	7	14.5	
			34		26										3	7	15	
					119													

TABLE XIII

TOTAL NUMBER OF DAYS ABSENT FOR EACH TEACHER
FOR ALL REASONS FOR 1960-62

SW ₁ N-11	SW ₂ N-13	SW ₃ N-10	TSW N-34	MW ₁ N-16	MW ₂ N-35	MW ₃ N-27	TOTAL MW N-78	TOTAL WOMEN N-112	MEN N-18	TOTAL STUDY GROUP N-130							
0	0	0	0	0	0	0	7	15	0	3	8	16	0	0	3	8	16
0	0	0	0	1	1	0	7	16	0	3	8	16	1	0	3	8	16
1	2	0	0	2	2	.5	7.5	16	0	3.5	9	17	1	0	3	8	17
2	3.5	0	0	3	5	1	7.5	17	0	4	9	18	2	0	3	9	17.5
2	7	.5	0	4	6	1	7.5	18	0	4	9	18	2	0	3	9	18
5	7	3	0	7	6	1.5	8	19	0	5	10	19	2	0	3.5	9	18
6	7	10	0	7	6	2	8	19	0	5	10	19	2.5	0	4	9.5	19
8	8	14.5	0	8	7.5	3	8	19	0	5	10	19	3	0	4	9.5	19
9	13	18.5	.5	8	7.5	3	8	20	0	5	10	20	3	0	4	10	19
11	13.5	52	1	10	7.5	4	9	20.5	0	6	10.5	20.5	4	0	5	10	20
32.5	26		2	11	10	5	9	21	0	6	11	21	6	0	5	10	20.5
	31		2	12.5	10.5	5	10	23	0	6	11	23	6	0	5	10	21
	37.5		2	19	11	6	10	23	.5	6	11	23	8	0	5	10.5	23
			3	19	11.5	6.5	10	24	.5	6	11	24	9.5	.5	6	11	23
			3.5	23	12	7	10.5	27	1	6.5	11	24	9.5	.5	6	11	24
			5	33	12.5	8	11	29	1	7	11.5	26	12.5	1	6	11	26
			6		12.5	8	11	33	1	7	12	27	13	1	6	11	27
			7		13.5	9	11	34	1	7	12.5	29	17.5	1	6	11	29
			7		14	9	11.5	39	1	7	12.5	31		1	6	11.5	31
			7		14	10	12	43.5	1.5	7	12.5	32.5		1	6	12	32.5
			8		14	11	12.5	46	2	7	13	33		1	6.5	12.5	33
			8		15	11	12.5	50	2	7.5	13.5	34		1	7	12.5	34
			9		16	20.5	12.5	52	2	7.5	13.5	37.5		1.5	7	12.5	37.5
			11		16	23	13.5		2	7.5	14	39		2	7	12.5	39
			13		17	24	14		2	8	14	43.5		2	7	13	43.5
			13.5		18	39	6.5	14	2	8	14	46		2	7	13	46
			14.5		19	52	7	14	3	8	14.5	50		2	7	13.5	50
			18		20				3	8	15	52		2	7.5	13.5	52
			26		21									2	7.5	14	52
			31		27									2	7.5	14	
			32.5		29									2	8	14	
			37.5		34									2	8	14.5	
			52		43.5									2.5	8	15	
					46									3	8		
					50												

TABLE XIV

TOTAL NUMBER OF DAYS ABSENT FOR EACH TEACHER
FOR ALL REASONS FOR 1963-65

SW ₁ N-11	SW ₂ N-13	SW ₃ N-10	TSW N-34	MW ₁ N-16	MW ₂ N-35	MW ₃ N-27	TOTAL MW N-78	TOTAL WOMEN N-112	MEN N-18	TOTAL STUDY GROUP N-130							
0	0	0	0	0	0	0	7	17	0	4	10	19	0	0	3.5	8	18
0	3.5	1	0	0	1	0	7	17	0	4	10	19	1	0	4	8	18
0	5	1	0	2	2	0	7	18	0	5	10	20	1.5	0	4	8	19
0	6.5	2	0	2	3	2	7.5	18	0	5	10.5	20	2	0	4	8.5	19
1	7	0	0	2.5	5	3	7.5	19	0	5	11	20.5	2	0	4	10	19
2	8	16	0	3	7	4	8	19	0	5	11	21	2.5	0	5	10	20
5	14	16	1	6	7	4	.5	10	19	0	5	11	3	0	5	10	20
5.5	21	17	1	6	7.5	4	2	10	20	0	5.5	12	4	0	5	10	20.5
6	21	20.5	1	6	8	5	2	10	20	0	6	12	5.5	0	5	10	21
6	21	21	2	6.5	10	5	2	10	21	0	6	13	5.5	0	5	10	21
7	31		2	13	10	7	2	10	21	0	6	14	5.5	0	5.5	10.5	21
	41		3.5	14	10	7	2.5	10.5	21.5	0	6	14	5.5	0	5.5	11	21
	51.5		5	15	10	7.5	3	11	21.5	.5	6	14	6	0	5.5	11	21
			5	18	10.5	10	3	11	22.5	1	6.5	14	7	.5	5.5	11	21
			5.5	27	11	11	3	11	23	1	6.5	14	8	1	5.5	11	21.5
			6	37.5	11	12	4	12	23.5	1	7	15	8.5	1	6	12	21.5
			6		14	12	4	12	25	2	7	16	10	1	6	12	22.5
			6.5		14	17	4	14	26	2	7	16	11	1	6	13	23
			7		14	17	5	14	27	2	7	16		1.5	6	14	23.5
			7		16	19	5	14	36	2	7	17	31	2	6	14	25
			7		17	20	5	14	37.5	2	7	17	36	2	6	14	26
			8		17	21	6	15	41.5	2	7	17	37.5	2	6.5	14	27
			14		17	23	6	16	53	2.5	7.5	17	41	2	6.5	14	31
			16		18	41.5	6	17	71.5	3	7.5	17	41.5	2	7	15	36
			16		19	53	6.5	17	78	3	8	17	51.5	2	7	16	37.5
			17		19	71.5	7	17		3	8	18	53	2	7	16	41
			20.5		20	78				3.5	10	18	71.5	2	7	16	41.5
			21		21					4	10	19	78	2.5	7	17	51.5
			21		21.5									2.5	7	17	53
			21		21.5									3	7	17	71.5
			21		22.5									3	7	17	78
			31		23.5									3	7.5	17	
			41		25									3	7.5	17	
			51.5		26									3	7.5	17	
					36												

number of days absent. Group three of each, single women whose ages were fifty to fifty-seven and married women whose ages were fifty to sixty-one, had the next highest, while the smallest mean total of days absent for single and married women teachers was group one for each, single women whose ages were twenty-two to thirty-nine and married women whose ages were twenty-seven to thirty-nine.

For the total six-year study period the men had a mean number of 15.86, single women had a mean number of 29.07, and married women a mean number of 38.97 days absent.

A further comparison noted was between age categories of single and married women. The least range was for the youngest age groups of single and married women, single women twenty-two to thirty-nine years of age and married women twenty-seven to thirty-nine years of age. The oldest age groups, single women fifty to fifty-seven and married women fifty to sixty-one, had the next greatest range, and the number two age group for single and married women, both forty to forty-nine, had the greatest range.

The full range of total days absent for the total study group for the total six-year study period was zero to $142\frac{1}{2}$ days. The total full range of days absent

amounted to one thousand eight hundred eighty-seven different absences, a mean of 33.18 days absent per teacher, a mean length for each absence of 2.29 days, a mean number of 14.52 absences per teacher, and a total of four thousand three hundred thirteen days absent from school for the various reasons.

V. ABSENCE BY DAYS OF THE WEEK

There appeared to be little difference in days of the week having the greatest or the least amount of absenteeism as a total study group. During the total study period, Friday was the most frequent day teachers were absent. Absences on that day amounted to only slightly more than one-fifth, 20.90 per cent, of the total days missed. Tuesday, Wednesday, Monday and Thursday followed in that order.

Men as a group had identically the same pattern as did the total study group in terms of ranking of days by order of most absences, while married women followed the pattern for three days but reversed Monday and Wednesday, and single women had a completely different pattern. They were absent most frequently on Wednesday followed by Friday, Tuesday, Thursday and Monday in that order. In all cases, whether it be for the total study group, men,

TABLE

NUMBER OF DAYS TEACHERS WERE ABSENT BY DAYS OF THE WEEK

TOTAL STUDY PERIOD					TOTAL STUDY PERIOD					TOTAL STUDY PERIOD				
57-59	60-62	63-65	TOTAL STUDY PERIOD		57-59	60-62	63-65	TOTAL STUDY PERIOD		57-59	60-62	63-65	TOTAL STUDY PERIOD	
MONDAY					MONDAY					MEN (N18)				
SW ₁ (N-11)	8.0	14.5	7.0	29.5	MW ₁ (N-16)	30.5	34.5	24.5	89.5					
SW ₂ (N-13)	31.0	31.5	38.5	101.0	MW ₂ (N-35)	117.5	116.5	90.5	324.5					
SW ₃ (N-10)	13.5	15.5	18.5	47.5	MW ₃ (N-27)	50.0	60.5	90.0	200.5	22.0	16.0	18.5	56.5	
TSW (N-34)	52.5	61.5	64.0	177.5	TMW (N-78)	198.0	211.5	205.0	614.5					
TUESDAY					TUESDAY					TUESDAY				
SW ₁ (N-11)	9.5	18.5	8.0	36.0	MW ₁ (N-16)	33.0	40.0	33.5	106.5					
SW ₂ (N-13)	37.5	33.0	48.0	118.5	MW ₂ (N-35)	105.5	112.5	93.0	311.0	23.0	19.5	16.0	58.5	
SW ₃ (N-10)	13.0	17.0	18.0	48.0	MW ₃ (N-27)	51.0	54.0	105.5	208.5					
TSW (N-34)	60.0	68.5	74.0	202.5	TMW (N-78)	189.5	206.5	230.0	626.0	18.0	24.0	21.5	63.5	
WEDNESDAY					WEDNESDAY					WEDNESDAY				
SW ₁ (N-11)	10.0	17.5	4.0	31.5	MW ₁ (N-16)	39.5	28.0	28.5	96.0					
SW ₂ (N-13)	37.5	35.5	52.0	125.0	MW ₂ (N-35)	101.5	109.0	111.0	321.5					
SW ₃ (N-10)	12.0	21.0	20.0	53.0	MW ₃ (N-27)	45.0	48.5	87.0	180.5					
TSW (N-34)	59.5	74.0	76.0	209.5	TMW (N-78)	186.0	185.5	226.5	598.0	12.5	14.0	14.5	41.0	
THURSDAY					THURSDAY					THURSDAY				
SW ₁ (N-11)	8.0	13.0	7.0	28.0	MW ₁ (N-16)	26.5	30.0	34.5	91.0					
SW ₂ (N-13)	35.0	25.0	45.0	105.0	MW ₂ (N-35)	101.0	99.5	103.0	303.5	19.0	29.0	18.0	66.0	
SW ₃ (N-10)	13.0	21.0	24.0	58.0	MW ₃ (N-27)	51.5	50.0	77.0	178.5					
TSW (N-34)	56.0	59.0	76.0	191.0	TMW (N-78)	179.0	179.5	214.5	573.0					
FRIDAY					FRIDAY					FRIDAY				
SW ₁ (N-11)	12.0	13.0	6.5	31.5	MW ₁ (N-16)	27.0	35.0	37.5	99.5					
SW ₂ (N-13)	38.5	30.5	47.0	116.0	MW ₂ (N-35)	110.5	117.5	96.5	324.5					
SW ₃ (N-10)	15.0	24.0	21.0	60.0	MW ₃ (N-27)	50.0	57.0	97.0	204.0					
TSW (N-34)	65.6	67.5	74.5	207.5	TMW (N-78)	187.5	209.5	231.0	628.0	272.5	289.0	287.5	848.5	(19.67%)
<u>TOTALS FOR TOTAL STUDY GROUP</u>										<u>(N-130)</u>				
										MONDAY				
										TUESDAY				
										WEDNESDAY				
										THURSDAY				
										FRIDAY				
										TOTALS				
										PERCENTAGES				

married women, single women, or any of the three subgroups of married and single women, Friday attendance seemed to be poor while Monday and Thursday were quite good, although differences between days is not substantially great as can be seen on Table XV.

VI. ABSENCE BY MONTHS OF THE YEAR

In studying Tables XVI and XVII on pages 57 and 58, one will note a greater variance in particular months of the year having the greatest amount of absenteeism than in days of the week. In this study the writer found February to have the greatest degree of teacher absence with March, January, April, May, October, December, November, September, and June following in that order for the total six-year study period. June was last as might be expected, because schools are dismissed for the summer during the first or second week of that month as a general rule in the Highline School District.

It is generally true that January, February and March had the most absences. It was interesting to note that as a rule the month of September had few absences, but with the coming of October a different picture is true, often that month outranking several others in terms of total days absence.

TABLE XVI
 NUMBER OF DAYS TEACHERS WERE ABSENT
 BY MONTHS OF THE YEAR

	Single Women (N-34)	Married Women (N-78)	Men (N-18)	Total Study Group (N-130)	Single Women (N-34)	Married Women (N-78)	Men (N-18)	Total Study Group (N-130)
	<u>1957-59</u>				<u>1960-62</u>			
September .	11.0	52.0	2.0	65.0	23.5	84.0	4.0	111.5
October . .	50.5	115.5	15.5	181.5	34.5	111.0	8.0	153.5
November .	22.5	59.0	19.5	101.0	43.5	101.5	17.0	162.0
December .	22.0	101.0	5.0	128.0	30.5	76.5	4.0	111.0
January . .	46.0	129.0	12.5	187.5	30.5	125.5	11.5	167.5
February .	58.5	108.5	7.0	174.0	56.0	163.0	18.0	237.0
March . . .	40.0	113.0	14.0	167.0	31.5	115.5	17.0	194.0
April . . .	23.0	155.0	9.0	187.0	34.5	86.5	12.0	133.0
May	19.0	90.0	8.0	117.0	37.0	84.0	5.0	126.0
June	1.0	17.0	2.0	20.0	9.0	15.0	6.0	30.0
TOTAL	293.5	940.0	94.5	1328.0	330.5	992.5	102.5	1425.5
	<u>1963-65</u>				<u>TOTAL STUDY PERIOD</u>			
September .	20.0	48.5	0.0	68.5	54.5	184.5	6.0	245.0
October . .	29.0	77.5	12.0	118.5	114.0	304.0	35.5	453.5
November .	31.0	61.5	15.0	107.5	97.0	222.0	51.5	370.5
December .	60.0	101.5	5.5	167.0	112.5	279.0	14.5	406.0
January . .	35.0	156.0	7.5	198.5	111.5	410.5	31.5	553.5
February .	52.5	155.0	15.0	222.5	167.0	426.5	40.0	633.5
March . . .	46.0	150.5	17.5	214.0	117.5	409.0	48.5	575.0
April . . .	62.0	104.5	5.5	172.0	119.5	346.0	26.5	492.0
May	29.0	199.0	10.0	238.0	85.0	373.0	23.0	481.0
June	0.0	53.0	0.5	53.5	10.0	85.0	8.5	103.5
TOTAL	364.5	1107.0	88.5	1560.0	988.5	3039.5	285.5	4313.5

TABLE XVII

NUMBER OF DAYS TEACHERS WERE ABSENT BY THE MONTHS OF THE YEAR AND THE PER CENT OF THE TOTAL ABSENCE FOR THAT MONTH FOR THAT PERIOD (FOR COMPARATIVE PURPOSES THE LINES AND FIGURES PERTAINING TO THE TOTAL STUDY PERIOD REPRESENT AN AVERAGE OF THE TOTALS FOR THE THREE TWO-YEAR PERIODS)

1957-59	September	65.0	4.89%	
	October	181.5		13.67%
	November	101.0	7.61%	
	December	128.0		9.64%
	January	187.5		14.12%
	February	174.0		13.10%
	March	167.0		12.58%
1960-62	April	187.0		14.08%
	May	117.0	8.81%	
	June	20.0	1.51%	
	September	111.5	7.82%	
	October	153.5		10.77%
	November	162.0		11.36%
	December	111.0	7.79%	
1963-65	January	167.5		11.75%
	February	237.0		16.63%
	March	194.0		13.61%
	April	133.0	9.33%	
	May	126.0	8.84%	
	June	30.0	2.10%	
	September	68.5	4.39%	
Total Study Period	October	118.5	7.60%	
	November	107.5	6.89%	
	December	167.0		10.71%
	January	198.5		12.72%
	February	222.5		14.26%
	March	214.0		13.72%
	April	172.0		11.03%
Total Study Period	May	238.0		15.26%
	June	53.5	3.43%	
	September	81.7	5.68%	
	October	151.2		10.51%
	November	123.5	8.59%	
	December	135.3	9.41%	
	January	184.5		12.83%
Total Study Period	February	211.2		14.69%
	March	191.7		13.33%
	April	164.0		11.11%
	May	160.3		11.15%
	June	34.5	2.40%	

VI. DIFFERENCES OF ABSENCE PATTERNS OF MEN AND WOMEN

Previous discussion has indicated that both single women and married women teachers in this study were absent from school more often than the men teachers studied. Reference is made to Table XVIII that was prepared to test, at the five per cent level of significance, the significant differences in the mean number of total days of absence for single women, married women, women, men, and the total study group.

Table XVIII shows near significance at the five per cent level for the total study period between single and married women teachers. A z score of 1.96 is needed for significance while the score attained was 1.84. It does show that single women were absent significantly less frequently than married women teachers in two of the six comparisons in the two-year study periods.

Single women are shown to have been absent significantly more often with a z score of 2.57 when compared with the absence pattern of men for the total six-year study period. In three of the six comparisons in the two-year study periods they were also significantly absent more often. No significance is shown in any comparison between single women and the total study group.

TABLE XVIII

A TABLE OF Z SCORES TO TEST THE SIGNIFICANCE OF MEAN SCORES FOR COMPARISON OF THE ABSENCES OF SINGLE WOMEN, MARRIED WOMEN, AND MEN TEACHERS TO EACH OTHER. (A z SCORE OF 1.96 IS NEEDED TO BE SIGNIFICANT AT THE FIVE PER CENT LEVEL)

1957-59					1960-62					1963-65				
SW	MW	W	M	ALL	SW	MW	W	M	ALL	SW	MW	W	M	ALL
SW	1.51	1.21	1.81	.85	.42	2.02	1.68	1.54	1.29	.81	2.52	2.27	2.20	1.77
MW		.49	3.37	.90	.85	.31	.12	3.09	.55	.49	.92	.51	3.83	.02
W			3.43	.47	.52	.92	.47	3.08	.02	.12	1.56	1.18	4.16	.58
M				3.17	1.85	4.32	4.15	.27	3.81	2.30	4.59	4.64	.25	4.25
ALL					.21	1.43	1.00	2.80	.50	.21	2.03	1.71	3.96	1.11
SW						1.19	.86	1.65	.53	.33	1.67	1.37	2.11	.94
MW							.52	3.95	1.05	.80	.71	.23	5.06	.41
W								3.75	.55	.46	1.22	.77	5.07	.12
M									3.43	2.35	4.28	4.28	.55	3.85
ALL										.11	1.70	1.32	4.80	.67
SW											1.31	.98	2.59	.53
MW												.51	5.21	1.11
W													5.52	.66
M														5.17
<u>TOTAL STUDY PERIOD</u>														
	SW	MW	W	M	ALL									
SW		1.84	1.36	2.57	.83									
MW			.75	5.61	1.49									
W				5.41	.80									
M					4.87									

With a z score of 5.61, married women are shown to have been absent significantly more often than men teachers during the total study period. The same significance is true in comparing married women with men in each comparison made regarding the two-year study periods.

In attempting to determine whether the increase in teacher absence is significant when comparing one group with that same group in a succeeding two-year period, as shown on Table VI on page 40, reference is again made to Table XVIII. That table shows that the increase in days absent for each group not to be significant at the five per cent level of significance.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

So that the data gathered might be of value in further assessing the problems of this study, a summary and conclusions reached as well as recommendations to be made will be presented in this concluding chapter.

I. SUMMARY

Personnel records of the Highline School District revealed the names of the one hundred thirty teachers who were under continuous contract to the Highline School District as elementary school teachers from September 1957 through June 1965. From the list of teachers, smaller groups were established for study of absence patterns according to sex, and in the women teacher age and marital status.

Three two-year study periods were established for study and comparison of the teacher absence patterns during 1957-59 when forty days was the maximum number of unused sick leave days teachers could accumulate; during 1960-62 and through 1963-65 when teachers could accumulate up to one hundred eighty days of unused sick leave; and during 1963-65 when noon-duty supervisors were hired to

allow elementary school teachers a duty-free noon hour.

Data from monthly time sheets from September 1957 through June 1965 submitted by Highline Elementary School Principals to the Central Administration Office were used to conduct this study. The time sheets revealed data from which Tables I through XVIII have been prepared to study (1) the length of each absence; (2) the total number of days absent; (3) the reported reasons for absence and the number of days absent for each reason; (4) the number of different times of absence; (5) the days of the week for greatest absence; and the months of the year teachers were most frequently absent.

II. CONCLUSIONS

In view of the information gathered, the following conclusions are made:

1. Personal illness is by far the greatest single reason for teachers being absent from school. Personal business, illness in the family, attendance at professional meetings, death in the family, and miscellaneous reasons made up less than eight per cent of all days absent for teachers in this study. There are some differences in the ratio of absence for personal illness with all days absent when comparing men and the

- various groups of single and married women.
2. Women teachers, both married and single, were shown to be absent from school more often than men teachers. When comparing men with women teachers the women teachers also averaged a longer duration of absence with each different absence and averaged more different absences than did men.
 3. Married women teachers averaged more days away from school, and had more different absences than single women, but single women teachers were gone for a longer period of time on the average than married women teachers.
 4. Single women in the twenty-two to thirty-nine age group and married women in the twenty-seven to thirty-nine age group had by far the best attendance at school; the fifty to fifty-seven age group of single women and fifty to sixty-one age group of married women had the next best attendance, while the forty to forty-nine age groups for single and married women were absent most often.
 5. January, February, and March generally are the months having the greatest teacher absence. One would conclude that there is perhaps a close correlation between teacher absence and children's absence during

the months when many children contact contagious diseases.

6. Although there are slight differences between age, marital and sex groups in the days of the week having the most teacher absence, Friday is the day having the greatest amount of absence for the total group. Interestingly, Thursday had the least amount of teacher absences. The days in order of most absence following Friday were Tuesday, Wednesday, Monday and Thursday.
7. There was perhaps an insufficient number of beginning teachers or even those with very limited teaching experience in this study to gain a complete understanding of the absence patterns of those persons.
8. Extended sick leave provisions, made available to teachers beginning with the 1959-60 school year, and the hiring of elementary school noon-duty supervisors that accompanied the provision for duty-free noon hours for teachers beginning with the 1963-64 school year, seemed to have had no curtailing effect on teacher absences as the writer thought would happen. Either this is true or there is a possibility that there is an aging effect that teachers have, because most age groups as well as the groups according to

marital status of women and those grouped by sex in this extended study tended to be absent from school more often and for longer periods of time in each succeeding two year period than the preceding one.

III. RECOMMENDATIONS

This study of teacher absences revealed to the author some recommendations which will perhaps not only help to gain a more thorough understanding of the problem but would help to improve morale of the teaching corps.

1. A study of absence patterns of all elementary school teachers during one year in each of the two-year study periods conducted in this study or to study the absences of teachers during other full year periods is recommended to provide a more complete picture of the problem. This would perhaps prove or disprove the similarities of advancing age and increasing absence rate expressed earlier in this chapter.
2. It is recommended that consideration be given for a similar study of teacher absences of secondary school teachers during the same years as this study covered for comparative purposes.
3. It is recommended that consideration be given for a study of the absence patterns of the classified school

personnel to perhaps show a comparison of absences of those persons with the teaching personnel in terms of reasons, frequency, length of absence as well as what days and months have the greatest absences. This would perhaps shed light on the fact that teachers and students both seem to have high absence rates during the same approximate months.

4. It is recommended that consideration be given to broadening the definition of "immediate family" as it pertains to leave provisions.
5. It is recommended that a study be conducted to allow teachers, after they have accumulated a large number of days, to use a portion of their sick leave to observe outstanding teachers in other schools. Would this curtail on an over-all basis the use of sick leave while at the same time be an attempt to improve classroom instruction, or would there be any change at all?
6. When it is known that a teacher is to be absent from school for an extended period of time there is a responsibility to hire a substitute teacher with not only good training and experience, but also one who is available and willing to stay on the job until the regularly-assigned teacher is capable of returning.

When it is known that the regular teacher will not return for the remainder of the school year, there should be a moral obligation to hire a competent permanent replacement to enhance a full educational program for the students in that room.

7. It is recommended that caution be exercised when one evaluates the amount of days, the length of each absence, the number of different times absent, the reasons for absence, and the days of the week individual teachers must be away from school. This study has failed to reveal a set pattern of absences for men or women, single or married, or age group of teachers.
8. A final recommendation is that schools maintain an on-going study and evaluation of the sick leave program that will provide for the occasions when regularly assigned teachers will be away from their classes, to help insure good staff morale, and to keep abreast of the procedures and practices in the field relating to the problem.

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