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## The Relationship Between Social Integration, Attitude Toward School and Absenteeism

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THE RELATIONSHIP BETWEEN SOCIAL INTEGRATION,  
ATTITUDE TOWARD SCHOOL AND ABSENTEEISM

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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

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by  
Donald A. Price  
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# TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . . . .	1
The Problem . . . . .	1
Statement of problem . . . . .	2
Definitions of Terms . . . . .	3
II. REVIEW OF LITERATURE . . . . .	5
Reasons for Absences: Illness . . . . .	5
Reasons for Absences: Non-Illness . . . . .	6
The home . . . . .	6
The school . . . . .	7
The pupil . . . . .	7
The community . . . . .	8
Days and Months When Absences Occur Most Frequently . . .	9
Days . . . . .	9
Months . . . . .	9
Factors Related to Absenteeism . . . . .	10
Attitude toward school . . . . .	10
Participation in organizations and activities . . . . .	12
Inclination to adopt the sick role . . . . .	13
Sibling position, residence and socio-economic status .	13
Attractiveness of the sick role . . . . .	14
Attendance Records of Whites and Non-whites . . . . .	15
Chapter Summary . . . . .	15

CHAPTER	PAGE
III. THE METHOD . . . . .	17
Introduction . . . . .	17
The Sample . . . . .	17
The Questionnaire . . . . .	17
The Procedure . . . . .	18
Data Analysis . . . . .	18
Item scoring . . . . .	18
Preparing data . . . . .	19
Correlational matrix variables . . . . .	20
IV. RESULTS . . . . .	22
Means, Standard Deviations, and Correlations . . . . .	22
Means and standard deviations . . . . .	22
Correlations . . . . .	22
Reliability . . . . .	22
Factors . . . . .	23
Factor identification . . . . .	23
V. INTEPRETATION AND DISCUSSION . . . . .	34
Characteristics of the Sample . . . . .	34
Ethnicity . . . . .	34
Sex . . . . .	35
Grade level . . . . .	35
Integration . . . . .	36
Social integration . . . . .	36
Friendship . . . . .	37

CHAPTER	PAGE
Organizational affiliation . . . . .	38
Interrelationships of the various indices of integration .	39
Summary of the interrelationships of the various indices of integration . . . . .	43
Attitude Toward School . . . . .	44
Institutional adequacy . . . . .	44
Powerlessness . . . . .	45
Teacher rapport . . . . .	45
Attitude toward confinement . . . . .	46
Attitude toward the study atmosphere . . . . .	47
Interrelationships of the various indices of attitude toward school . . . . .	47
Summary of interrelationships of the various indices of attitude toward school . . . . .	50
Absenteeism and Selected Variables . . . . .	51
Health . . . . .	53
Non-white . . . . .	54
Age . . . . .	54
VI. SUMMARY AND CONCLUSIONS . . . . .	56
Summary . . . . .	56
Conclusions . . . . .	56
BIBLIOGRAPHY . . . . .	62
APPENDIX . . . . .	65



## LIST OF TABLES

TABLE	PAGE
I. Number of Students in the High and Low Absence	
Groups Based on Ethnic Background . . . . .	34
II. Number of Students in the High and Low Absence	
Groups Based on Sex . . . . .	35
III. Number of Students in the High and Low Absence	
Groups Based on Grade Level . . . . .	36
IV. Factors and Variables Relative to Integration,	
Attitude Toward School, and Absenteeism . . . . .	40

## LIST OF APPENDICES

APPENDIX	PAGE
A. Questionnaire . . . . .	65
B. Correlational Matrix Variables and the Corresponding Questionnaire Numbers . . . . .	73
C. Combination Variables . . . . .	76
D. Variables Obtained from Permanent Record Files and Counselors .	77
E. The Method of Scoring Items 7, 9, 15, 16, 18-37, and 59 . . . .	79
F. Means, Standard Deviations, and N . . . . .	80
G. Rotated Factor Matrix . . . . .	82
H. Means, Standard Deviations, and N for Whites and Non-whites in the Low and High Absence Groups . . . . .	86

## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### I. THE PROBLEM

This research project is an outgrowth of a suggestion by William Benson, Assistant Professor of Sociology at Central Washington State College, who is concerned about the nature of the sick role. A survey of the literature led to the following conclusion: Factors other than illness or symptoms of illness influence students to adopt a sick role. Briefly, an inclination to adopt a sick role, social integration, the attractiveness of the sick role, and stress, to mention a few, are factors related to the sick role. These will be discussed more fully later in the paper.

During the first semester of the school year 1968-69, sparse attendance by certain students at Frontier Junior High in Moses Lake, Washington, suggested that conditions other than illness prompted students to adopt a sick role in the form of absenteeism. These high rates of absenteeism result in added work for the teachers when:

1. Assigning and grading make up work is performed.
2. A re-presentation of material is completed.
3. Students become too dispersed over the sequence of material.

The greatest loss, it would seem, would be to the absentee. Comer (9-11) pointed out the seriousness of absence when he wrote, "When a pupil does not attend school it suggests that he never gains

some of the education that is rightfully his." Records indicate that the greater amount of time spent away from the classroom, the greater the chance that a student will not make up all the work. A student suffers even more when he attempts to make up the work while, at the same time, he endeavors to grasp the new material being presented.

Goeden (15-80) pointed out the importance of school attendance when he reported, "It doesn't matter how fine the curriculum nor how good the teaching; if Mary and Jim aren't in school, they can't be educated."

#### Statement of Problem

In general, the purposes of this study are to determine which factors influence absenteeism through a review of literature and measure their relationship to absenteeism at Frontier.

In an attempt to cast new light on the problem of absenteeism specifically, this research project has been directed toward the following questions:

1. What is the relationship between absenteeism and
  - A. Age
  - B. Sex
  - C. Ethnic background
  - D. Grade level
  - E. Social integration
  - F. Inclination to adopt the sick role

- G. Attitude toward the school environment
  - H. Grade point average
  - I. Father's occupation
2. What is the ordinal value of the following in relation to absenteeism
- A. Inclination to adopt sick role
  - B. Social integration
    - 1. Friendship
    - 2. Organizational affiliation
    - 3. Participation in activities
  - C. School Adjustment

## II. DEFINITION OF TERMS

- 1. Student--Any person enrolled in the school.
- 2. School records--The official files kept on each student from the time he enters school until the time he leaves.
- 3. Sick role--A pattern of behavior usually prompted by illness, or symptoms of illness.  
  
Examples are doctor visitation, use of the health room, absenteeism, infirmity visitation.
- 4. Absentee--A person who is not present at school.
- 5. Absence rates--Established on the basis of number of days that student was not in school during first semester of 1968-69 school year. Students who had long term illness, recurring illness, or who had an operation were excluded

from the study.

6. Caucasion—For the purposes of this study, Mexican Americans were omitted from the caucasion group and listed separately.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter will examine the major factors related to absence, including illness and non-illness variables. In addition, the scope of absences will be discussed in light of the research reviewed.

#### I. REASONS FOR ABSENCES: ILLNESS

Records of absences due to illness indicate that colds, sore-throat and flu account for approximately half the absence.

Van Loan (41-56) reported that the following conclusions can be drawn from the table of cases reported and the number of days absent:

1. Boys are absent more than girls.
2. Colds, sorethroat, and "flu" account for approximately half the number of days absent.
3. Upset stomachs are the second most common cause of absence.
4. Only 16 per cent of the cases and 11 per cent of the absence is due to causes other than illness or causes relating to illness.
5. Injuries, burns, sprains, infections and skin disease account for but 6 per cent of the cases absent.
6. Earache, toothache and headache account for 8 per cent of the cases.

These findings were gathered from a survey of absences at Roosevelt Junior High in 1941. Findings by Comer (9-81) contradict the

conclusion that boys are absent more than girls.

## II. REASONS FOR ABSENCES: NON-ILLNESS

Apart from the absence due to illness, responsibility for the absence of students can be divided among the home, the school, the pupil, and the community.

The following list of primary reasons for absence as reported by William A. Yeager was taken from Comer (9-22).

### The Home

Single causes of non-attendance in which the home is primarily responsible:

Both parents employed

Church services

Domestic social maladjustments

Emergencies at home

Family moved out of district

Funerals

Geographic location of home

Illness of others in home

Lack of proper or adequate clothing

Malnutrition

Parental apathy

Poverty or economic mismanagement in the home

Private lessons

Pupil accompanying parents



Pupil belonging to migratory family  
Quarantine of home  
Weddings

### The School

Causes of non-attendance traceable to the schools responsibility  
are:

Age 14 and has passed highest grade offered  
Age 15 and is employed as domestic or as farmhand  
Age 16 (or legal age) and holds employment certificate  
Allowable transfer to another school  
Emergencies of the school plant and equipment  
Inability to secure a teacher  
Instruction at the expense of the teacher  
Lack of orientation or guidance  
Quarantine of school building  
Regular school vacancies  
Strikes of pupils or teachers  
Too few pupils in district  
Transportation defeciencies  
Unattractive school program  
Unwise location of school

### The Pupil

Causes of non-attendance for which pupil is responsible are:  
Pupil-pupil controversy

Pupil strikes

Shame (or pride) of pupil in which may be involved probation

Parole

Immorality

Alcoholism

Crime of parent, self or relation

Temporary, unconfining absence of pupil

Transportation by individual pupil

### The Community

Causes of non-attendance traceable to the community are:

Explosions

Fires that disrupt community routine

Impassible highways and detours

Strikes affecting community

Transportation emergencies

Wars and insurrections

Any combination of the above listed factors operate to influence absence from school. Comer (9-24) reported, "A large number of the single factors do not in themselves cause a student to be absent from school. It is rather a combination of these factors occurring at the same time that usually result in the student being absent."

### III. DAYS AND MONTHS WHEN ABSENCES OCCUR

#### MOST FREQUENTLY

##### Days

Absences seem to increase on certain days of the week. Comer (9-33) found that Monday was the poorest attendance day of the week in Toppenish Junior High, Toppenish, Washington. Monday was closely followed by Friday. The best attendance days seemed to be Tuesday and Wednesday and then Thursday.

These results compare similarly with Martin's (22-423) study. He reported that Monday had the largest percentages of absences. Girls tend to be absent more frequently on Mondays; the boys on Fridays. Wednesday seemed to be the best school day from the standpoint of lowest percentage of days absent.

##### Months

April was the poorest attendance month in Toppenish Junior High as reported by Comer (9-33). The first four months of the school year (September, October, November, December) were far better attendance months than the last five at the same school. Comer (9-33) reported, "From interest initiated by the study, the author informally investigated the 1958-9 school year attendance and found a great similarity suggesting the reliability of the one year index."

#### IV. FACTORS RELATED TO ABSENTEEISM

##### Attitude Toward School

A student's attitude toward school has been one major factor influencing or related to absenteeism. The student with the low absence rate is generally satisfied with his school environment.

Mullin (26-439) reported:

Superior attenders reveal a positive satisfied attitude toward school.....  
They do not find that teachers are too strict or that they would be happier if teachers were kinder.....  
On the Bell School Inventory poor attenders had the high scores that indicated unsatisfactory adjustment.

The conditions which contribute to a student's unfavorable attitude are reported by Greene (16-393) as being:

1. Unfavorable parental opinion of the school.
2. A previous history of absences.
3. Low previous and current school marks.
4. Over age-ness in school.
5. Dullness.
6. Arbitrary and inappropriate curriculum.
7. Inflexible academic standards.
8. Teachers who lack sympathetic understanding of the adjustment problems confronting the individual offender and/or who are unskilled in creating in their classroom an intellectual, emotional and social climate conducive to effective learning and adjustment.

Any of a combination of these forces may operate to influence a student's attitude toward school. It seems logical that students do not totally reject or totally accept the school system of which he is a part. Rather, the student lies somewhere on a continuum of acceptance-rejection of the school system on the basis of his attitude toward various academic and social aspects of the school, his adjustments within the school environment, and his parental attitude toward the school system.

Greene (16-390) also pointed out differences by sex in regard to student adjustment on the Bell Inventory. For example, girls in one school with good attendance scored favorably on the following items: (1) health adjustment, (2) emotional adjustment, and (3) general adjustment. None of the above were significantly related for boys who had good attendance. Differences in adjustment also occurred between girls and boys of different socio-economic status.

Greene's (16-391) position was summarized as follows:

In general, the detailed findings support the conclusion that absenteeism is a symptomatic behavior associated with certain other independent variables, each of which tends to be individually symptomatic of an unfavorable adjustment between the learner and the educational and social environment in which he is operating.

Clyne (8-31) contrary to Greene's opinion, deals with school refusal as an emotional problem that should be treated therapeutically. He reported that, "By and large educational stresses and the attitude of the teacher play little if any part in the problem of school refusal."

Clyne lists the following as the major physical symptoms of school refusal: (1) abdominal pains, and (2) complaints related to

respiratory tract. These symptoms are a result of a mental act against anxiety and depression.

It would seem that the theories represent two very different fields of thought, each with its own approach to the problem. More evidence supports the position held by Greene (16-393) and Mullin (26-439).

### Participation in Organizations and Activities

A student who is a member of school organizations and/or participates in school activities usually has a better attendance record. Mullin (26-440) reported that students with superior attendance are more likely to join school clubs than are poor attenders. She also says of the superior attender that, "He participates in the extra curricular activities to a greater extent." Comer (9-5) stated:

School activities prove to be among the most interesting features of the school, and many times will hold a student in school when nothing else will. Many times a student will endure the part of school he dislikes in order to participate in the part he likes.

Townshend (40-46) believed school activities are postulates securing good attendance. She reported that, "The school has the responsibility to see that school work and activities are made so worthwhile that the pupil will feel that he cannot afford to miss even a day unless it is absolutely necessary."

A research project conducted by Segal, Philipps and Feldmesser (34-245) found that participation in organizations at the college level was not as important a factor associated with the sick role as was friendship and academic satisfaction. These findings would suggest that:

1. Organizational affiliation was, indeed, related to the sick role.
2. A students satisfaction (or acceptance-rejection of the school system) would be a more closely related to absenteeism than would organizational affiliation.

### Inclination to Adopt the Sick Role

Why some students adopt a sick role and others do not when faced by identical or similar symptoms of illness can be discussed in terms of their inclination to adopt a sick role. Mechanic and Volkart (23-51) examined the relative influence of stress as compared with the tendency to adopt the sick role upon the frequency of known illness. They predicted that college students who frequented the medical center would be more inclined to adopt the sick role. Volkart and Mechanic conclude:

In view of this assumption, and since the population studied was exposed to approximately similar environmental conditions for a period of nine months, it was predicted that persons in high tendency group would actually use the student health center more frequently than persons in the low frequency group.

An inclination to adopt the sick role was found to be a more powerful variable than was the influence of stress in their project.

### Sibling Position, Residence and Socio-Economic Class

In general, there seems to be slightly less absence in the case of children coming from families with one or no siblings than in the case of children from families with two or more siblings older. Families with a larger number of children are more apt to have students with high absence rates than are families with three or fewer children.

Rural children are absent more than children from urban areas.

Among possible reasons related to the rural population as reported by Punke (30-287) are:

1. Greater distance from school buildings or bus route.
2. More non-school work to do.
3. The probability of all children of a family staying out when part of them do.
4. The home is not within walking distance of the school.
5. Less value placed on education among rural people.

Mullin (26-438) reported that, "The family's social and financial setting are involved in the decision to attend or not to attend."

She (26-442) recorded the following factors associated with the superior attender:

1. He comes from a higher socio-economic standing.
2. He is a member of a small family in which the parents have more formal education.
3. He is more generally approved by his teachers who assign to him higher ratings on character traits-his advantage being specifically evident in the traits related to school success.

#### Attractiveness of the Sick Role

An escape from normal social responsibilities is provided for by the adoption of the sick role according to Parson (28-436). Students adopt the sick role in order to escape the responsibilities at school, i.e., when the student is absent on test days. The sick role, then,



becomes more attractive than the responsibilities accompanying a student's educational endeavors.

#### V. ATTENDANCE RECORDS OF WHITES AND NON-WHITES

Differences in patterns of absence occur between white and colored students. White pupils average three absences for each in the colored group as reported by Taylor (38-312). Colored pupils lose nearly twice the amount of time per individual absence as the white pupil. Taylor suggests that this may be to the lack of proper medical care at home, lack of resistance, economic or general environment. The limited research in this area indicates the need for further interpretation of attendance records of white and non-white students.

#### VI. CHAPTER SUMMARY

Investigators have considered many factors that are related to absenteeism. The major ones have been discussed in this chapter. Among the factors more closely associated with absenteeism and the sick role are: (1) the inclination to adopt a sick role, (2) attitude toward school, (3) organizational affiliation, (4) participation in extra-curricular activities and (5) friendship.

Research has shown that any combination of factors may operate at the same time to influence the adoption of a sick role. Findings have also suggested that certain factors are more closely related to the sick role than are others. An inclination to adopt the sick role is a more important variable than stress; friendship and academic

satisfaction were more important variables associated with the sick role than was organizational affiliation.

Colds, sorethroat and flu account for half the absences due to illness. Earlier research has indicated that boys tend to be absent more than girls. The more recent studies show that girls have higher absence rates. Responsibility for the absence of students can be divided among the home, the school, the community, and the student.

Absences increase on certain days of the week. Monday and Friday are the poorest attendance days. Absences also seem to increase during the last five months of the school year (January, February, March, April and May).

The number of children and the position of the sibling in a family also is related to absence rates. The socio-economic background of families is a factor which can not be overlooked.

There are differences in absence rates by white and non-white students. The white are absent more frequently, but the non-white are absent for longer periods of time.

## CHAPTER III

### THE METHOD

#### I. INTRODUCTION

This research project was conducted in Moses Lake Washington. A questionnaire, largely multiple choice, was administered to the students at Frontier Junior High. Those selected for the sample were chosen on the basis of their absence rate during the first semester of the school year 1968-69. All variables were keycoded, transferred to key punch cards and sent to the University of Utah, Salt Lake City, Utah, for factor analysis.

#### II. THE SAMPLE

A print out of absence rates for each grade level was obtained from the counselor. The students on each grade level with the highest absence rate were selected for the "high absence group." Students with long term illness, recurring illness or who had an operation were omitted from the population because the study was concerned with the adoption of the sick role. Those selected for the low absence group were a random sample of the students with zero, one, or two absences.

#### III. THE QUESTIONNAIRE

The questionnaire (Appendix A) was designed to measure student attitude toward a number of academic and social aspects of the school

system; it also made use of a number of questions used in previous research, some with minor changes. The questionnaire also included items of interest to the counselors at Frontier Junior High. The questionnaire was pre-tested on individuals at each grade level and groups at each grade level. After minor adjustments, the final draft was printed and administered.

#### IV. THE PROCEDURE

The survey was conducted during social-studies classes. Permission could not be obtained from the School Administration at Moses Lake to administer the questionnaire to the sample alone. This necessitated a system to identify questionnaires of those selected in the sample. A numbering system was utilized, and all teachers who taught social studies were oriented. The two counselors who were carefully oriented on procedures aided in the administration of the questionnaire.

The experimenter then went through all questionnaires and prepared them for key punch operations.

#### V. DATA ANALYSIS

##### Item Scoring

Most of the item alternatives were coded with the lowest number "1" corresponding to the lowest value or least amount in that item. For example, item five was scored as follows:

How many school-sponsored organizations did you belong to last semester:

- 1 \_\_\_\_ none
- 2 \_\_\_\_ one
- 3 \_\_\_\_ two
- 4 \_\_\_\_ three
- 5 \_\_\_\_ four
- 6 \_\_\_\_ five or more

The number to the left indicates the numeral coding of each alternative. Those variables used in the correlational matrix which were coded as an exception to the rule stated above were items 7, 9, 15, 16, 18-37, and 59. The method of scoring these items is found in Appendix E.

#### Preparing Data

There were fifty-nine correlational variables prepared for analysis. Cards were punched at the Moses Lake School District Computer Center and sent to the University of Utah Computer Center for analysis. The mean, standard deviation, and correlations were obtained from the data. The correlational coefficients on all data were prepared for factor analysis program. A factor analysis was accomplished and the factors were rotated to an orthogonal solution. It may be noted here that the factor analysis was used in order to determine the interrelationship of the problems (variables). The factor matrix is an extension of the correlational matrix and in order to accomplish a factor analysis

it requires additional complex computations. Factor analysis reduces a complex set of correlations to a workable, interpretable set of factors. It often isolates relationships which were previously unsuspected. Correlational matrix, for example, may show that age, absenteeism and health room visitation are all highly interrelated. The factor analysis may show that age and health room use are unrelated (correlated) when the influence of absenteeism is partialled or factored out.

#### Correlational Matrix Variables

Appendix B shows the variables in the correlational matrices. They are listed by variable number, and the number in parenthesis is the question number accompanying that variable. Variables 11, 48, and 59 are combinations of other variables. A description of combination variables is found in Appendix C. Variables 41, 42, 43, 44, 45, and 53, were obtained from permanent record files and are described in Appendix D.

#### VI. LIMITATIONS

The review of literature pointed out that many variables are related to the sick role and absenteeism. One of the very important variables, as reported by Greene (16-393) and Punke (30-287) is parental attitude toward the school system. School district policy restricted the use of questions which measured parental attitude toward the educational system; therefore, this variable is not accounted for in the study.

The project was to include a cultural alienation scale in an attempt to measure the relationship between a student's attitude toward school, absenteeism, and cultural alienation. Kenniston (19-750) reported that, "The young men we are clearly discussing fit this initial definition of alienation by rejecting what they see as the dominant roles and institutions of their society." He writes that the alienated remain observers, not participants, they spend much of their time alone. These behavior patterns of the alienated student are similar to behavior patterns of the student with chronical absence. Since the questionnaire was restricted to those items which measured variables within the school environment, the alienation variable was omitted. The relationship between alienation, absenteeism, and attitude toward school can only be inferred at this point.

It is the suggestion of the researcher that another study be conducted that would include these two variables, parental attitude and alienation.

The study is also limited to the absenteeism at Frontier Junior High during 1968-69, and there were not as many Japanese, Chinese, and Negro students available for the sample as there were Mexican Americans and Caucasians so the variable for ethnicity was based on white and non-white groupings.

## CHAPTER IV

### RESULTS

#### I. MEANS STANDARD DEVIATIONS AND CORRELATIONS

##### Means and Standard Deviation

Appendix F lists the means, standard deviations and the number of responses for each variable included in the correlational matrix. Appendix H lists the mean, standard deviation, and the number of responses for the whites and non-whites in the low and high absence groups.

##### Correlations

Since there were fifty-nine variables analyzed in the program, a total of 1711 correlations were obtained. In addition, intercorrelations were obtained for each grade level, for whites and non-whites, and for each sex in the high and low absence groups. The intercorrelational matrices are not included in this report. If a particular coefficient is desired, it can be computed from the factor loadings. Estimates of the correlations may be found by summing the cross products of the factor matrix (13-35).

##### Reliability

In any factor matrix, the sum of the common variance plus the specific variance is equal to the reliability variance, or reliability of the measurement item (13-41). Thus, the communality of a variable,



which is the sum of its independent common variances, is an underestimate of its reliability. In the factor analysis program the communality ( $h^2$ ) is readily available, it will, therefore, be used as a conservative index of reliability of the variables in this study. Communality coefficients will be found listed under  $h^2$  in the extreme righthand column of the related matrix in Appendix G.

## II. FACTORS

Appendix G shows the rotated loadings for the total sample of 139 students. Factor analysis reduced the data to twenty factors which were extracted and rotated to an orthogonal solution. Factor loadings, which are the values of the square roots of the common variances, may be viewed as the amount of correlation of each variable with each factor. Fruchter (13-46) stated that it is appropriate to use the standard error of the  $r$  for the standard error of the factor loadings. For this study, fifteen or less regardless of sign have been regarded as insignificant, loadings of 16-29 as low but significant, 30-49 as moderate, 50-69 as high, and 70 and above as very high. Twenty factors are identified and described below.

### Factor Identification

**Factor I-Absence:** Variable 41, Absence, is highly loaded with a .66. Variable 8, Number of Classes That Were Too Difficult, is equally loaded at .67. Variable 6, Participation in Activities, is negatively loaded with .30. Variable 11, Inclination to Adopt the Sick Role, is loaded with a .29. There is a high negative loading

in variable 17, Student's Future Plans, and a low but significant negative loading in variable 43, Father's Occupation. Variable 59, School Adjustment, is negatively loaded with .23. Variable 42, Grade Point Average, has a high negative loading. Privacy (variable 32) has a low but significant negative loading with .29. Variable 48, Social Integration, is loaded negatively with a .23. Attitude Toward the Grading System (variable 20) is loaded at .26. Variables 12 and 13 are loaded highly at .56 and .52 respectively. These variables are: Number of Times Played Sick and Counselor Visitation. Variable 44, Ethnic Background: Assimilation, loaded with a -.18, while variable 27, Curriculum Meets Interest, loaded with a .18. Variable 10, Health Room Use, loaded with a .23.

Factor II-Teacher Rapport: Variable 9 is very highly loaded with a .77, variable 15 is very highly loaded with a .71, and variable 33 is highly loaded with a .66. These variables represent relationships between student and teacher. They are as follows: The Number of Teachers Who Are Friendly (variable 33), Teacher Aid (variable 9) and Teacher Friendliness (variable 15). Variable 20, Attitude Toward the Grading System, is highly loaded with a .54. Variables 23, 25, 31, 32, 36, 37, and 59, which are a reflection of a student's attitude toward school, are moderately loaded. Variables 19, and 27, which show a reflection of a student's attitude toward school, are loaded low but significant. Variable 42, Grade Point Average, is loaded with a -.19. Variable 51, Reason for Attendance: Create Trouble, and variable 55, Leisure: Read, loaded low but significant with .24 and -.17. Class

Difficulty (variable 8) is loaded with a .24. Variable 1, Sex, is loaded with a -.18. Variable 16, Peer Treatment, variable 17, Future Plans, and variable 18, Value of Education at Frontier, are loaded low but significant with a .22, -.24 and .23 respectively. Variable 49, Reason for Attendance: Education, loaded moderately with a -.36.

Factor III-Age: Variable 3, Age, is very highly loaded at .89. Variables 2 and 47, which are measures of grade level are very highly loaded. Variable 5, Participation in Organizations, is loaded with a .31. Variable 8, Class Difficulty, is loaded with a -.27. An Inclination to Adopt the Sick Role (variable 11) is negatively loaded with a .24. Variable 16, Peer Treatment, is also loaded negatively with a .16. Variables 25 and 37, Attitude Toward Hall Pass System and Attitude Toward College, are negatively loaded at a low but significant level. Variable 57, Leisure: Hobbies, is loaded with a .17.

Factor IV-Institutional Adequacy: Variable 22, Attitude Toward the Curriculum, is highly loaded with a .63, variable 24, Attitude Toward Social Activities, is very highly loaded with .78, and variable 27, Curriculum Meets Interest, is highly loaded at .68. This factor is tentatively identified as Institutional Adequacy. Variable 8, Class Difficulty, is loaded with a .16. Variable 11, Inclination to Adopt a Sick Role, is negatively loaded with a .17. Counselor Visitation (variable 13) is loaded with a .17. Variable 18, Value of Education at Frontier, is loaded with a .17. Variables 19, 25, and 26 are moderately loaded. These variables are: Attitude Toward the Dress Code, Attitude Toward the Hall Pass System and Sufficiency of Organizations. Variable

20, Attitude Toward Grading System, and Variable 23, Attitude Toward the Behavior Code, are loaded at a low but significant level. Variable 59, School Adjustment, is very highly loaded with a .70 and variable 49, Reason for Attendance: Education, is negatively loaded with a .20. Variable 37 and 39, Attitude Toward College and Service Points Awarded, loaded negatively low but significant.

Factor V-General Health: Variable 10, Health Room Visitation, and variable 14, Counselor Visitation, are very highly loaded with a .74. This variable is tentatively called General Health. Variable 1, Sex, is moderately loaded with a .44. Variable 11, Inclination to Adopt the Sick Role, is loaded with a .28. Variable 13, Counselor Visitation, is moderately loaded with a .34. Variable 19, Attitude Toward the Dress Code, variable 24, Sufficiency of Social Activities, and variable 32, Privacy, are all loaded low but significant. Attitude Toward College (variable 37) is loaded at .17. Variable 41, Absenteeism, is loaded with a .26. Variable 49, Reason for Attendance: Education, is loaded with -.19. Variable 58, Leisure: Sports, is loaded with a -.17. Variable 27, Curriculum Meets Interest, is loaded at -.19.

Factor VI-Powerlessness: Variable 29, Student's Ability to Change the Curriculum, and variable 30, Student's Ability to Change Regulations, are very highly loaded at .84 and .83 respectively. Variable 59, School Adjustment, is moderately loaded with a .41. Variable 11, Inclination to Adopt the Sick Role, is negatively loaded with a .21. Variable 28, Individual's Ability to Change Rules, is moderately loaded with a .46.

Factor VII-Social Integration: Variable 48, Social Integration, is highly loaded with a .68. Variable 6, Participation in Activities, is loaded very highly with a .70, and variable 38, Good Friends, is highly loaded with a .69. Variable 5, Participation in Organizations, is loaded with a .22. Variable 1, Sex, is loaded moderately with -.41. Variable 20, Attitude Toward the Grading System, and variable 27, Curriculum Meets Interest, are loaded at .24 and .16 respectively. Variable 23, Attitude Toward Behavior Code, variable 25, Attitude Toward the Hall Pass System, variable 36, Attitude Toward High School, variable 31, Attitude Toward School, and variable 26, Sufficiency of Organizations, are all negatively loaded at a low but significant level. Variable 41, Absenteeism, is negatively loaded with a .27. Variable 51, Reason for Attendance: Create Trouble, is loaded negatively with .22, and variable 50, Reason for Attendance: Parents, loaded with .16.

Factor VIII-Friendship: Variable 4, Number of Best Friends, is loaded very highly with .77. Variable 1, Sex, is loaded moderately with a .33. Number of Times Played Sick (variable 12) is negatively loaded with a .21. Variable 13, Counselor Visitation, is negatively loaded with .16. Peer Treatment (variable 16) is moderately loaded at -.56. Variable 20, Attitude Toward Grading System is negatively loaded with .17. Variable 25, Attitude Toward Hall Pass System, is loaded at a low but significant level. Variable 27, Curriculum Meets Interest, and variable 31, Attitude Toward School, load negatively at a low but significant level. Number of Good Friends (variable 38) loaded with a .25. Variable 42, Grade Point Average, loaded at .18. Social

Integration (variable 48) loaded with a .26. Variable 49, Reason for Attendance: Education, loaded with a .23. Variable 51, Reason for Attendance: Create Trouble, loaded moderately at  $-.50$ .

Factor IX-Reason for Attendance: Friendship: Variable 35 is very highly loaded at .73. This variable is Reason for Attendance: Friendship. Variable 52, Reason for Attendance: Free Will, was equally loaded with a .77. Variable 12, Number of Times Played Sick, is moderately loaded with .43. Variable 22, Attitude Toward Curriculum, is loaded with a .19. Variable 26, Sufficiency of Organizations, and variable 49, Reason for Attendance: Education, are negatively loaded with a .18 and .46 respectively. Variable 11, Inclination to Adopt the Sick Role, loaded at a low but significant level.

Factor X-Grade Level: 8th: Variable 46, Grade Level: 8th, is loaded very highly with a .93. Variable 11, Inclination to Adopt the Sick Role, is negatively loaded at .28. Variable 15, Number of Teachers Who Are Friendly, is also negatively loaded at a low but significant level. Variables 1, 12, and 13 (Sex, Number of Times Played Sick and Number of Times Sent to Counselor) loaded low but significant. Variable 26, Sufficiency of Organizations, is loaded at .18, and variable 36, Attitude Toward High School, is loaded with a .19. Variable 38, Good Friends, is loaded with a .20. Variables 2 and 47, which measure the other grade levels, were loaded negatively.

Factor XI-Read for Leisure: Variable 55, Read for Leisure, is loaded very highly with .79. Variable 58, Leisure: Sports, is highly loaded at  $-.61$ . Variable 17, Future Plans, variable 13, Counselor

Visitation, variable 18, Value of Education at Frontier, variable 19, Attitude Toward Dress Code, and variable 37, Attitude Toward College, load negatively with .28, .25 and .33. Variable 51, Reason for Attendance: Education, loaded with a .21 and variable 43, Father's Occupation, loaded moderately with a .34.

Factor XII-Non-white: Variable 44 and 45 are very highly loaded with a .91. These variables are Ethnicity: Assimilation and White; Non-white. Variable 6, Participation in Activities, is negatively loaded at .23. Variable 41, Absenteeism, and variable 43, Socio-economic Status (derived from father's occupation) are loaded moderately with a .33 and -.40. Variable 16, Peer Treatment, is loaded with a .27. Variable 23, Attitude Toward the Behavior Code, variable 31, Attitude Toward School, variable 36, Attitude Toward High School, and variable 37, Attitude Toward College, are loaded low but significant. Variable 29, Student's Ability to Change Curriculum, and variable 42, Grade Point Average, are negatively loaded with .19 and .24.

Factor XIII-Study Atmosphere: Variable 7, Study Atmosphere, is very highly loaded with .85. Variable 43, Father's Occupation, is moderately loaded with a .40. Variable 4, Friendship, and variable 6, Participation in Activities, are negatively loaded low but significant. Variable 8, 9, and 51 are loaded with .21, .22, and -.23 respectively. These variables are: Number of Classes Too Difficult, Teacher Aid, and Reason for Attendance: Create Trouble. Variables 35 and 38 (Reason for Attendance: Friends and Number of Good Friends) loaded low but significant.

Factor XIV-Organization Affiliation: Variable 5, Participation in Organizations, is very highly loaded with a .72. Variable 39, Service Points Awarded, is equally loaded with a .74. Variable 11, Inclination to Adopt the Sick Role, is negatively loaded with a .18. Variable 33, Teacher Friendliness, variable 36, Attitude Toward High School, variable 37, Attitude Toward College, and variable 41, Absenteeism, load negatively at a low but significant level. Variable 22, Attitude Toward the Curriculum, variable 18, Value of Education at Frontier, load negatively at a moderate level. Variable 8, Class Difficulty, variable 14, Counselor Visitation (free will), and variable 25, Attitude Toward Hall Pass System, load low but significant. Variable 48, Social Integration, loaded highly with a .52, while variable 58, Leisure: Sports, loaded low but significant with .16.

Factor XV-Watch T.V. for Leisure: Variable 56, Leisure: T.V., is very highly loaded with a .90. Variable 9, Teacher Aid, variable 19, Attitude Toward Dress Code, and variable 42, Grade Point Average, loaded significant but low. Variable 18, Value of Education at Frontier, loaded moderately with a -.45. Variable 16, 25, 36, 37, which are a reflection of a students attitude toward school, load negatively at a low but significant level. Leisure: Sports (variable 58) also loaded negatively with a .22.

Factor XVI-Reason for Attendance: Parents: Variable 50, Reason for Attendance: Parents, is loaded very highly with a .79. Variable 43, Socio-economic Status., variable 23, Attitude Toward the Behavior Code, and variable 31, Attitude Toward School, were moderately loaded



at .36, .41, and .33 respectively. Variable 49, Reason for Attendance: Education, loaded negatively with a .38. The Number of Times Played Sick (variable 12), Number of Teachers Who Are Friendly (variable 15) and Sufficiency of Organizations (variable 26) loaded low but significant. Variable 33, Teacher Friendliness, loaded negatively with a .19. Variables 22 and 36, Attitude Toward the Curriculum and Attitude Toward High School, loaded low but significant.

Factor XVII-Attitude Toward Confinement: Variable 21, Attitude Toward Confinement, is very highly loaded with a .79. Variable 36, Attitude Toward High School, is loaded with a .18, while variable 37, Attitude Toward College, is loaded negatively with a .18. Variables 18, 28, 32, 35 and 59, which are measures of a student's attitude toward school, loaded low but significant. Grade Point Average (variable 42), Number of Times Requested or Sent to the Counselors (variable 13), and Future Plans (variable 17) load low but significant.

Factor XVIII-Leisure: Hobbies: Variable 57, Leisure: Hobbies, is very highly loaded with a .73. Variable 12, Number of Times Played Sick, is loaded negatively with a .21. Variables 16, Peer Treatment, and variable 17, Future Plans, are also loaded negatively low but significant. Variables 22 and 28 (Attitude Toward the Curriculum and Ability to Change the Rules) are loaded negatively with a .18 and .27 respectively. Variable 19, Attitude Toward the Dress Code, and variable 21, Attitude Toward Confinement, are loaded with a .24 and .16 respectively. Variable 20, Attitude Toward the Grading System, and variable 26, Sufficiency of Organizations, loaded moderately with a -.31 and -.46.

Teacher Friendliness (variable 33) and Attitude Toward High School (variable 36) loaded low but significant. Variable 42, Grade Point Average, loaded negatively with a .17, and variable 49, Reason for Attendance: Education, loaded negatively with a .17.

Factor XIX-Leisure: Friends: Variable 40 is very highly loaded with a .88. This variable is Leisure: Friends. Variable 1, Sex, loaded with a .27. Variables 12 and 13 (Number of Times Played Sick and Number of Times Requested or Sent to the Counselors) loaded low but significant. Variable 19, Attitude Toward the Dress Code, loaded with a .16. Peer Treatment and Value of Education at Frontier (variables 16 and 18) loaded negatively with .16 and .18 respectively. Variable 49, Reason for Attendance: Education, and variable 55, Leisure: Read, also loaded negatively at a low but significant level. Variable 58, Leisure: Sports, loaded negatively at a moderate level.

Factor XX-Study for Leisure: Variable 54, is very highly loaded with a .84. This variable is Study for Leisure. Variable 9, Teacher Aid, loaded low but significant, as did variable 32, Privacy. Variable 11, Inclination to Adopt the Sick Role, loaded with a .32, and variable 28, Ability to Change Rules, loaded negatively with a .50. Variables 19, 28, and 58 loaded negatively at a moderate level, while variable 31, 33, 37, 55, and 59 loaded negatively low but significant. These variables are as follows: Attitude Toward the Dress Code (variable 19), Students Ability to Change Rules (variable 28), Leisure: Sports (variable 58), Attitude Toward School (variable 31), Teacher Friendliness (variable 33), Attitude Toward College Attendance (variable 37),

School Adjustment (variable 59), Leisure: Read (variable 55).

## CHAPTER V

### INTERPRETATION AND DISCUSSION

#### I. CHARACTERISTICS OF THE SAMPLE

Examination of the sample on the basis of ethnicity, grade level, and sex reveals a number of interesting characteristics.

##### Ethnicity

Table I lists the number of students in the high and low absence groups based on ethnicity. Twenty-three non-white students and forty-three whites were in the high absence group at Frontier Junior High. These figures compare with the six non-whites and sixty-seven whites with low absence. Of the students with high absence rates, 34.7 per cent were non-whites, while only 8 per cent of the total in the low absence group were non-whites.

TABLE I

NUMBER OF STUDENTS IN THE HIGH AND LOW ABSENCE  
GROUPS BASED ON ETHNIC BACKGROUND

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	Absence Rates		
	High	Low	Total
White	43	67	110
Non-white	23	6	29
Total	<u>66</u>	<u>73</u>	

Sex

Table II lists the number of students in the high and low absence groups based on sex calculations. Forty-five or 68.2 per cent of the sixty-six students in the high absence group were female. Thirty-two or 43.8 per cent of the seventy-three students in the low absence group were females.

TABLE II

NUMBER OF STUDENTS IN THE HIGH AND LOW  
ABSENCE GROUPS BASED ON SEX

Absence Rates			
	High	Low	Total
Male	21	41	62
Females	<u>45</u>	<u>32</u>	77
Total	66	73	

Grade Level

Table III lists the number of students in the high and low absence groups based on grade calculations. Forty-two seventh grade students, forty-seven eighth grade students, and fifty ninth grade students made up the sample of 139.

TABLE III  
NUMBER OF STUDENTS IN THE HIGH AND LOW  
ABSENCE GROUPS BASED ON GRADE LEVEL

	Absence Rates		
	High	Low	Total
Grade level 7th	20	22	42
Grade level 8th	23	24	47
Grade level 9th	23	27	50

## II. INTEGRATION

### Social Integration

Social integration (combination variable identified in Appendix C) emerged as a distinct factor in the matrix and many variables related significantly to the factor. Participation in activities and the number of good friends were more highly loaded and related to this factor than was participation in organizations. The number of three best friends who attended Frontier did not load significantly. The loadings of the variables which make up the combination factor suggest that the number of good friends and participation in activities are the best indicators of social integration at Frontier Junior High. Males are more integrated into the school than are females at Frontier Junior

High. There is a low but significant, negative relationship between social integration and absenteeism. As social integration increases, absenteeism decreases. These findings are consistent with those of Mullin (26-439) and Segal, Phillips and Feldmesser (34-245).

Students with high rates of social integration project a less favorable attitude toward the grading system, but seem to approve of the behavior code at Frontier. There is a low but significant relationship between social integration and attitude toward high school, i.e., an increase in integration is accompanied by a slight increase in favorable attitude toward high school. Students with high rates of social integration have a better attitude toward the hall pass system and the organizations offered, but disapprove of the curriculum slightly. These relationships indicate that the importance of school centers around the activities in which the socially integrated participate.

### Friendship

There were two measures of friendship. The first was the number of a student's three best friends who attended Frontier and the second was the number of good friends at Frontier. The first variable emerged as a factor separate from the second; therefore, confirming the suspicion that they were separate variables.

The factor friendship is not related to absenteeism. Segal, et al. (34-246), however, found that friendship was related to the sick role at the college level. Friendship is related to sex. Females report more intimate friends than do the males.

Friendship and the number of times played sick are related negatively. As friendship increases, the number of times played sick decreases slightly. This suggests the influence of friends at school when a student plans to "play sick". In addition, students with more best friends have a more favorable attitude toward the grading system and the curriculum, but disagree with the hall pass system at Frontier.

Grade point averages seem to increase slightly as the number of best friends increases and one's attitude toward school improves slightly with an increase in friendship. Students with more best friends also report that they are treated courteously by more fellow students and they have been sent to or requested by the counselors less often.

### Organizational Affiliation

Although participation in organizations related to social integration, it emerged as a separate factor in the matrix. Students who participate in organizations have fewer absence rates. The relationship, though significant, is very low. This is consistent with the findings of Segal, et al. (34-245) when they found that organizational affiliation, though related to the sick role, was not highly related. A relationship also emerged between organizational affiliation and an inclination to adopt the sick role. An increase in organizational affiliation is accompanied by a slight decrease in an inclination to adopt the sick role. A moderate relationship emerged between participation in organizations and attitude toward the education at Frontier. Students who participate in organizations place more value



on their education at Frontier. These relationships further suggest the importance of organizations at school.

As expected, participation in organizations and service points awarded are highly related; students often earn service points by joining school organizations.

Participation in organizations is accompanied by a more favorable attitude toward high school, college, and the classes offered at Frontier, but an unfavorable attitude toward the hall pass system.

#### Interrelationships of the Various Indices of Integration

Table IV shows that three integration factors emerged: social integration (combination variable), organizational affiliation, and friendship. Sex is positively related to social integration and negatively related to friendship, but there is no relationship between sex and organizational affiliation. That is, males participate in more activities and have more good friends than girls, but females have more intimate friends. This phenomena can be explained, in part, by the availability of social integration to males. There are more activities for males to participate in; therefore, they come into contact with more students who share the same interests and goals. The result of this interaction is the formation of friendship.

No relationship appeared between health room use and any of the three measures of integration. Absenteeism is associated negatively with organizational affiliation and social integration, but no relationship emerged between absenteeism and the factor identified as friendship.

TABLE IV

FACTORS AND VARIABLES RELATIVE TO INTEGRATION,  
ATTITUDE TOWARD SCHOOL, AND ABSENTEEISM

	VII	VIII	XIV	XII	I	V	IV	VI	II	XVII	XIII
1. Sex	-41	33									
3. Age						44			-18		
4. Friendship		77									-16
5. Part. in Organ.	22		72								
6. Part. in Act.	70			-23	-30						-16
7. Study Atmosphere											85
8. Class difficulty			16		67		16		24		21
9. Teacher aid									77		22
10. Health room use					23						
11. Inclination			18		29		-17	-21			
12. Played sick		-21			56						
13. Counselor visit.		-16			52		17			21	
14. Counselor visit. (V)			17								
15. Teacher friendli.									71		
16. Peer Treatment		-56		27					22		
17. Aspiration					-49				24	29	
18. Value of Ed.			-40				17		23	27	
19. Attit. dress code							36		18		
20. Attit. grad. syst.	24	-17			26		24		54		
21. Attit. confine.										79	
22. Attit. curr.			-36				63				
23. Attit. behav. code	-20			17			26		49		
24. Suffi. of act.							78				
25. Attit. hall pass	-29	16	25				33		35		
26. Suffi. of organ.	-23						42				
27. Curr. Meets Int.	16	-20			18-19		68		28		
28. Abil. change rule(S)								46		25	
29. Abil. change curr(I)				-19				84			
30. Abil. change rules(I)								83			
31. Attit. to school	-19	-16		18					43		
32. Privacy					-29	16			45	22	
33. Teacher			-23						66		
36. Attit. to high sch.	-27		-25	20					43	18	16

TABLE IV (continued)

	VII	VIII	XIV	XII	I	V	IV	VI	II	XVII	XIII
37. Attit. to college			-23	27		17	-18		44	-18	
38. Good friends	69	25									21
39. Service points			74				-17				
41. Absences	-27		-25	33	66	26					
42. G.P.A.		18		-24	59				-19	18	
43. S.E.S.				-40	-23						40
44. Ethnicity (A)				-91	-18						
45. Ethnicity (W-N)				91	15						
48. Social int.	68	26	52		-23						
59. School adj.					19		70	41	32	17	

There is an association between organizational affiliation and an inclination to adopt a sick role, but a relationship does not exist between the other indices of integration and an inclination to adopt the sick role.

No association is present between the socio-economic status and the three measures of integration. In addition, ethnicity is not related to any of the three factors of integration. This is a particularly interesting finding since Taylor (38-312) reported that non-white students often participate in fewer organizations and have fewer friends. However, the factor analysis did show that non-whites participate in fewer activities than the whites.

Students who are socially integrated dislike the grading system used at Frontier, while students who have more best friends approve of it slightly. No relationship emerged between organizational affiliation and this variable.

Attitude toward the hall pass system related significantly to each of the measures of integration. An increase in social integration is accompanied by a more favorable attitude toward the hall pass system, while an increase in friendship or organizational affiliation is accompanied by a less favorable attitude toward the hall pass system used at Frontier.

Social integration and organizational affiliation are associated with attitude toward high school, but there appeared no significant relationship between friendship and this variable. For example, a student who is more socially integrated will have a better attitude

toward high school. The student who participates in more organizations has a better attitude toward high school, but the student who has more best friends attending Frontier will not necessarily have a more favorable attitude toward high school.

### Summary of the Interrelationships of Integration

Three measures of integration emerged in the data matrix: participation in organizations, friendship, and social integration. The three measures of integration relate to personal characteristics as follows:

1. Boys have fewer best friends than girls, but are more socially integrated (participate in more activities and have more good friends).
2. Health room use: no relationship.
3. Absenteeism is inversely related to social integration and organizational affiliation.
4. Inclination to adopt the sick role and organizational affiliation are negatively related.
5. Socio-economic status is unrelated to the three factors of integration.
6. Ethnicity is unrelated to the three factors.
7. Attitude toward the grading system is positively related to social integration and negatively related to the number of best friends.
8. A relationship emerged between an attitude toward the hall pass system and each of the indices of integration.

9. Attitude toward school relates significantly to social integration and friendship.
10. Attitude toward high school relates significantly to organizational affiliation and social integration.

### III. ATTITUDE TOWARD SCHOOL

#### Institutional Adequacy

There is no relationship between institutional adequacy and absenteeism, i.e., student dissatisfaction with the curriculum (doesn't meet needs or interests) and with the social activities is not related to absenteeism at Frontier. There is a slight tendency for students with high absence rates to feel that the curriculum does not meet their interests when this variable is isolated. Segal, et al. (34-245), however, found academic satisfaction to be a more important variable related to absenteeism than organizational affiliation.

There is a positive relationship between institutional adequacy and school adjustment. A student who is less satisfied with the curriculum and the social activities at Frontier appears to be less adjusted on the basis of attitude toward the hall pass system, dress code, the behavior code, and the grading system. Dissatisfaction with the school is related to service points, i.e., students who are dissatisfied receive few service points. Institutional adequacy is also related to an inclination to adopt the sick role. A student who is dissatisfied is less inclined to adopt the sick role. This relationship was not expected and it is not accounted for in the review of

literature. Finally, the dissatisfied students have been sent to or requested by counselors more often.

### Powerlessness

A student's perception of his ability to change the rules and the curriculum at Frontier and an inclination to adopt the sick role are negatively related. In other words, the students who have high rates of "powerlessness" are less inclined to adopt a sick role. This relationship is also not accounted for in the review of literature. There is, however, no relationship between absenteeism and powerlessness. Powerlessness may be an indication of alienation and, if so, there appears to be no relationship between absenteeism and alienation.

Powerlessness and school adjustment are negatively related at a moderate level; the higher the feeling of powerlessness, the less the adjustment to the school system.

### Teacher Rapport

There is no relationship between absenteeism and the variables which contribute to teacher rapport (number of teachers who are friendly, the amount of teacher aid, and quality teacher friendliness), nor is there a relationship between teacher rapport and frequency of health room use or an inclination to adopt the sick role. These findings contradict those suggestions of Mullin (26-439) when she reported that students with perfect attendance feel that they would not be more satisfied if teachers were kinder or less strict.

Teacher rapport is related to sex. Compared with girls, there is a very slight tendency for males to report less rapport with teachers.

A negative relationship is present between a student's aspirations and teacher rapport. A decrease in teacher rapport would be accompanied by a slight decrease in aspirations. A positive relationship is evidenced between teacher rapport and a student's attitude toward high school and college attendance. A low but significant relationship between teacher rapport and school adjustment also emerged. Students with low rates of rapport with teachers possess a number of characteristics: They report more classes were too difficult, they are treated courteously by fewer students, they place less value on their education at Frontier, they disagree with the dress code, grading system, behavior code, hall pass system, and the curriculum does not meet their interests. These relationships are indicators of the positive or negative influence that teachers can have on students.

#### Attitude Toward Confinement

The students who feel that being confined in certain areas at noon is unreasonable place less value on their education at Frontier. They also have low aspirations, disagree with the hall pass system used at Frontier, and feel that they cannot change the curriculum. The students who disagree with the restrictions placed on them also project a less favorable attitude toward high school, but place more value on college attendance. Finally, there is a slight tendency for students



who dislike being confined to have high grade point averages, but be somewhat less adjusted at Frontier.

#### Attitude Toward the Study Atmosphere

The students at Frontier who find it extremely difficult to study participate in few activities and have few intimate friends, but have more good friends. They also report more of their classes were too difficult, that they receive less teacher aid, and they have an unfavorable attitude toward high school.

Interestingly enough, the student who finds it difficult to study has parents with higher socio-economic status compared with students who find it easy to study.

#### Interrelationships of the Various Indices of Attitude Toward School

Table IV shows that five distinct attitude toward school factors emerged. The five were identified as institutional adequacy, powerlessness, teacher rapport, attitude toward confinement, and attitude toward study atmosphere.

Females report high rates of teacher rapport, i.e., they feel that teachers are more friendly and more willing to provide aid. The other indices do not relate significantly to males and females.

None of the five factors were associated with frequency of health room visitation. A relationship did emerge, however, between institutional adequacy and an inclination to adopt the sick role. Students who report to be less satisfied with the curriculum and the social activities are less inclined to adopt a sick role. In addition, powerlessness related significantly to an inclination to adopt the sick

role. Students who feel powerlessness at Frontier are also less inclined to adopt the sick role. The other indices, however, did not relate significantly to an inclination to adopt the sick role at Frontier. It is significant to note that none of the five factors of attitude toward school were associated with absenteeism. These findings are inconsistent with those reported by Mullin (26-439), Greene (16-393), and Segal, et al. (34-245).

Socio-economic status did relate significantly to a student's attitude toward the study atmosphere. The students who are dissatisfied with the study atmosphere have a high socio-economic status. Four of the factors identified as indices of attitude toward school are related significantly to school adjustment. The only factor which did not relate significantly to school adjustment was attitude toward confinement. The researcher suggests that dissatisfaction with being confined at noon is expressed by the well adjusted as well as the less adjusted student. The strongest relationship emerged between school adjustment and institutional adequacy.

The value of education at Frontier related significantly to institutional adequacy, attitude toward confinement, and teacher rapport, but not to the other factors, study atmosphere and powerlessness. Examples are, students who feel dissatisfied with the school place little value on their education at Frontier, students who have very little rapport with teachers place less value on their education, and students who are too confined place less value on their education.

Students who are less satisfied with their institution and/or who report low rates of teacher rapport seem to be dissatisfied with the behavior codes, grading system, dress code, and hall pass system. These relationships did not emerge for the other indices of attitude toward school.

Opposed to this, students who report low rates of rapport with teachers and/or who feel too confined have low aspirations, feel there are not enough private places at Frontier, and they place less value on high school attendance. In addition, students who have low rapport with teachers have low grade point averages, while students who disagree with being confined at noon have high grade point averages.

Attitude toward confinement and powerlessness related positively to a student's perception of others ability to change the rules at Frontier. For example, students with powerlessness perceive that others cannot change the rules.

Class difficulty related significantly to three of the indices: institutional adequacy, teacher rapport, and attitude toward the study atmosphere. The relationships were positive. For example, students who are dissatisfied with the social activities and the curriculum also claim that more classes were too difficult.

Institutional adequacy and attitude toward confinement are associated with the use of counselor services when visits are based on the number of times a student has been sent or requested by the counselor. Students who are dissatisfied and/or dislike being confined have been sent to the counselors more often. Students who are

dissatisfied with the curriculum and the social activities and/or disagree with being confined at noon place high value on college attendance, while students with little rapport with teachers place low value on college attendance. The researcher suggest that these relationships point out the influence that teachers have on students.

#### Summary of the Interrelationships of the Various Indices of Attitude Toward School

Five indices of attitude toward school emerged. Institutional adequacy and teacher rapport are highly interrelated. Teacher rapport and attitude toward confinement are highly interrelated, while the other indices seem to be more independent of each other.

The five factors of attitude toward school relate to personal characteristics in the following ways:

1. Females have higher rates of rapport with teachers.
2. Health room use-no relationship emerged.
3. Inclination to adopt the sick role related significantly to institutional adequacy and powerlessness.
4. Absenteeism-no relationship emerged between any of the five factors of attitude toward school and absenteeism.
5. Socio-economic status is associated directly with an attitude toward the study atmosphere.
6. School adjustment-significant relationships emerged between school adjustment and four of the indices of attitude toward school. Attitude toward the study atmosphere did

not relate significantly. This is a natural phenomena since each of the four indices of attitude toward school contribute to adjustment within school.

7. Value of education at Frontier--an association is present for attitude toward confinement, institutional adequacy and teacher rapport.
8. Ethnic background--none of the attitude toward school indices were significantly associated to whites and non-whites.

#### IV. ABSENTEEISM AND SELECTED VARIABLES

The following constitutes a discussion of the relationships with which the investigator was concerned and which have not already been discussed in the paper.

There is no association between grade level and absenteeism at Frontier Junior High, that is, high and low rates of absences occur at all grade levels. There appeared to be no significant relationship between absenteeism and sex at Frontier Junior High.

Inclination to adopt the sick role and absenteeism are positively related at Frontier. This association was not as great as the researcher had predicted since Mechanic and Volkart (23-58) found an inclination to adopt the sick role was more closely related to the sick role than was stress.

The number of classes that were reported by students to be too difficult and absenteeism related very highly. Students with high absence rates had more classes that were too difficult for them.

Absenteeism was also positively related to health room visitation, i.e., students who have high rates of absence report more visits to the health room during the first semester of the 1968-69 school year. Health room use is a form of adopting the sick role, therefore, this association would be expected. A positive relationship emerged between absenteeism and the number of times a student has been sent to or requested by the counselors; however, there emerged no relationship between absenteeism and voluntary counselor visitation. Counselor visitation (requested or sent) may be another indication of school adjustment.

There is a tendency for students with high absence rates to disagree with the dress code, but report that Frontier provides them with a place to be private or alone.

A very significant relationship is present between absenteeism and a student's future plans (aspirations). High absence rates are accompanied by low aspirations or future plans. It is possible that students with low aspirations recognize the value of education in achieving high goals, but since they have low goals they place little value on school attendance.

An inverse relationship also emerged between absenteeism and participation in activities. Students with low absence rates participate in activities at a high level. This finding is consistent with those findings of Mullin (26-439) and Comer (9-81). Absenteeism and school adjustment related at a low level. Students who are adjusted tend to have low absence rates. However, the various indices of

attitude toward school when examined separately do not relate significantly to absenteeism.

A student's grade point average is highly related to absenteeism. Students with high absence rates have low grade point averages. The correlation between the factor identified as absenteeism and grade point average was  $r=.59$ . This relationship is more significant than that found by Comer (9-79). He reported a correlation of  $r=.12$  at Toppenish Junior High in 1958. This is a strong indication that academic achievement is very important when a student considers adopting a sick role.

Finally a student's socio-economic status (based on their father's occupation) is related to absenteeism. Students with high socio-economic status have low absence rates. This finding is consistent with those findings reported by Mullin (26-442).

## V. HEALTH

General health, as identified by frequency of health room use and counselor visitation, is related to absenteeism; however, there is no relationship between frequency of voluntary counselor visitation and absenteeism.

General health and an inclination to adopt the sick role relate significantly, though low. There is also a relationship between health and sex. The females report more use of the health room and counselor services at Frontier Junior High.

## VI. NON-WHITE

The non-white students have higher absence rates than white students at Frontier Junior High. Ethnicity emerged as a factor in the matrix and it is related to absenteeism at a low level. There is an inverse relationship between ethnicity and participation in activities; that is, the white students participate in more school activities than do the non-whites. There is no relationship between ethnicity and frequency of health room use or an inclination to adopt the sick role.

Non-whites report that they are treated courteously by few students, and they project a less favorable attitude toward the behavior code at Frontier, while white students project a more favorable attitude toward high school and college attendance. In addition, non-white students have low grade point averages and a low socio-economic status (based on their father's occupation). Many of the factors which influence whites to adopt the sick role appear to be present for the non-white population. The factors which are more closely related to absenteeism for non-whites than whites may be those which are discussed in this section.

## VIII. AGE

Age emerged as a distinct factor in the matrix and there is no relationship between age and absenteeism at Frontier Junior High. Age is, however, related to other variables. Older students participate



in more activities. Age and grade level are highly related as would be expected. There is a negative relationship between age and an inclination to adopt the sick role. Students who are more inclined to adopt the sick role may have dropped out of school. The younger student reported that fewer classes were too difficult or unreasonable regarding the amount of work. The older students disagree more with the hall pass system used at Frontier, but have a more favorable attitude toward high school and college attendance. Older students are also more apt to engage in hobbies than are younger students.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was to investigate the relationship between social integration, absenteeism, and attitude toward school at Frontier Junior High in Moses Lake, Washington.

The subjects were 139 students representing each grade level at the junior high level. The sample was selected on the basis of absence rates during the first semester of the school year 1968-69. Questionnaires, largely multiple choice, were administered to the students during social studies classes. The 139 subjects represent a 96 per cent response rate. Six students chosen for the study were absent on the day that the survey was administered.

There were fifty-nine correlational variables developed from the questionnaire and the permanent records of the sample. Means and standard deviations were obtained for each variable. Correlational matrices were obtained and subsequently factor analyzed. The data yielded twenty factors which were rotated to an orthogonal solution.

#### Conclusions

From the preceding data analysis, these conclusions are presented as plausible statements regarding absenteeism, social integration, and attitude toward school at the junior high level. They include a list of the specific questions posed in the statement of the problem (Chapter I) and are followed by the corresponding findings from

Frontier Junior High. Approximately 35 per cent of the sample of students with high absence rates were non-white, while only 8 per cent of the total in the low absence group were non-white. Forty-five or 68 per cent of the students in the high absence group were females. Thirty-two or approximately 44 per cent of the students in the low absence group were females.

1. What are the interrelationships of the integration indices?
  - a. Males are more socially integrated (participate in more activities and have more good friends) into the school system, while females have more best friends attending Frontier.
  - b. Students who have high rates of absence are less socially integrated and participate in fewer organizations.
  - c. Students who are less inclined to adopt a sick role participate in organizations more frequently.
  - d. Students with an unfavorable attitude toward the grading system are somewhat more socially integrated, but have fewer best friends at Frontier.
  - e. Students who have an unfavorable attitude toward the hall pass system have high rates of organizational affiliation and more best friends, but are less socially integrated.
  - f. Students with a more favorable attitude toward high school participate in more organizations and are socially integrated.

- g. Students who have a better attitude toward school in general, have more best friends and are more socially integrated.
2. What are the interrelationships of the various indices of attitude toward school?
- a. Females report higher rates of rapport with teachers than males.
  - b. Health room use and the indices of attitude toward school are unrelated.
  - c. Students who are less inclined to adopt the sick role are less satisfied with the curriculum and the social activities and have high rates of "powerlessness".
  - d. Absenteeism is not related significantly to any of the indices.
  - e. Students whose parents have a high socio-economic status disapprove of the study atmosphere.
  - f. School adjustment related significantly to four of the factors identified in the matrix. Students who are less adjusted disapprove of being confined at noon, are dissatisfied with the social activities and the curriculum, have low rates of rapport with teachers, and they feel that they cannot change the rules or the curriculum at Frontier.
  - g. The students who place little or no value on their education at Frontier disapprove of being confined at

noon, disapprove of the curriculum and the social activities, and have very little rapport with teachers.

- h. None of the indices of attitude toward school related significantly to ethnic background.

3. What is the relationship between absenteeism and:

- a. Sex-no significant relationship emerged between sex and absenteeism.
- b. Age-no relationship.
- c. Grade level-no relationship.
- d. Social integration-a significant relationship emerged, i.e., students with high absence rates are less socially integrated.
- e. Inclination to adopt the sick role-a positive relationship emerged, i.e., students who have high absence rates are more inclined to adopt the sick role.
- f. Grade point average-students who have high absence rates have low grade point averages.
- g. School adjustment-a significant relationship emerged, i.e., students who have high rates of absence are slightly less adjusted to the school. It is noted that absenteeism did not associate significantly to teacher rapport, institutional adequacy, dissatisfaction with the study atmosphere, attitude toward confinement, or student's ability to change the rules or the curriculum at Frontier.

- h. Health room visitation-absenteeism is positively related to the frequency of health room use, i.e., students who have high rates of absences reported more visits to the health room during the first semester of 1968-69 school year.
- i. Counselor services-a positive relationship emerged between the number of times a student has been sent to or requested by the counselors and absenteeism; however, no relationship emerged between absenteeism and voluntary counselor visitation.
- j. Class difficulty-a very high positive relationship emerged between absenteeism and the number of classes that were deemed by the students to be too difficult.
- k. Aspirations-students who have high absence rates have low aspirations or future plans.
- l. Attitude toward grading system-there is a tendency for students with high absence rates to disagree with the grading system used by their teachers.
- m. Privacy-students who have high absence rates contend that Frontier provides them with a place where they can be private or be alone.
- n. Participation in activities-absenteeism associated negatively to participation in activities.

- o. Socio-economic status--there is a negative relationship between socio-economic status (based on father's occupation) and absenteeism.
- p. Ethnic background--non-whites have higher absence rates at Frontier.
- q. Friendship--no relationship.
- r. Participation in organizations--a negative relationship emerged between absenteeism and organizational affiliation.
- s. Attitude toward the curriculum--students who have low absence rates seem to approve of the curriculum slightly.

As a result of the factor analysis, it was found that attitude concerning class difficulty was more closely related to absenteeism than was any other variable. Grade point average was also highly related to absenteeism as was the number of times played sick, the number of times sent to or requested by the counselors, and a student's aspirations. Of the integration variables, participation in activities was more closely associated with absenteeism. The remaining variables reported were related to absenteeism at a low but significant level.

The conclusions and knowledge gained from this and similar studies can be expanded in further research to include a predictive measure of absenteeism.

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## APPENDIX

APPENDIX A  
QUESTIONNAIRE

1. Sex: 1. ☐ Male 2. ☐ Female
2. Grade level: ☐ 7th ☐ 8th ☐ 9th
3. How old are you: ☐ 12 ☐ 13 ☐ 14 ☐ 15  
☐ 16 or over
4. How many of your three best friends attend Frontier Junior High?  
☐ none ☐ one ☐ two ☐ three
5. How many school-sponsored organizations did you belong to last semester? (Example--Letterman Club, Honor Society)  
☐ none ☐ two ☐ four  
☐ one ☐ three ☐ five or more
6. How many school-sponsored activities such as basketball or G.A.A. did you participate in last semester?  
☐ none ☐ two ☐ four  
☐ one ☐ three ☐ five or more
7. How do you feel about the atmosphere or conditions for studying at Frontier?  
☐ It is not at all difficult to study  
☐ It is somewhat difficult to study  
☐ It is difficult to study  
☐ It is extremely difficult to study

8. How many of the classes that you took last semester were too hard?  
(unreasonable regarding homework and difficulty of work)

<input type="checkbox"/> none	<input type="checkbox"/> four classes
<input type="checkbox"/> one class	<input type="checkbox"/> five classes
<input type="checkbox"/> two classes	<input type="checkbox"/> six classes
<input type="checkbox"/> three classes	

Please list the classes \_\_\_\_\_

9. I find that teachers at Frontier are

☐ never willing to help me  
☐ seldom willing to help me  
☐ sometimes willing to help me  
☐ always willing to help me

10. How many times did you go to the health room last semester?

<input type="checkbox"/> never	<input type="checkbox"/> three times	<input type="checkbox"/> six times
<input type="checkbox"/> one time	<input type="checkbox"/> four times	<input type="checkbox"/> seven times
<input type="checkbox"/> two times	<input type="checkbox"/> five times	<input type="checkbox"/> eight or more

11. Would you report to the health room if you had a slight temperature?

☐ no  
☐ not likely  
☐ probably  
☐ certainly

12. How many times did you "play sick" to get out of school work?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> never       | <input type="checkbox"/> five times    |
| <input type="checkbox"/> one time    | <input type="checkbox"/> six times     |
| <input type="checkbox"/> two times   | <input type="checkbox"/> seven times   |
| <input type="checkbox"/> three times | <input type="checkbox"/> eight or more |
| <input type="checkbox"/> four times  |  |

13. How many times were you sent to the counselor last semester?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> never       | <input type="checkbox"/> four times    |
| <input type="checkbox"/> one time    | <input type="checkbox"/> five times    |
| <input type="checkbox"/> two times   | <input type="checkbox"/> six times     |
| <input type="checkbox"/> three times | <input type="checkbox"/> seven times   |
|                                      | <input type="checkbox"/> eight or more |

14. How many times did you see a counselor of your own free will?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> never       | <input type="checkbox"/> five times    |
| <input type="checkbox"/> one time    | <input type="checkbox"/> six times     |
| <input type="checkbox"/> two times   | <input type="checkbox"/> seven times   |
| <input type="checkbox"/> three times | <input type="checkbox"/> eight or more |
| <input type="checkbox"/> four times  |  |

15. How many of your teachers treat you the way you think they should:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> none   | <input type="checkbox"/> 3 or 4 |
| <input type="checkbox"/> 1 or 2 | <input type="checkbox"/> 5 or 6 |

16. You are treated courteously or pleasantly by

\_\_\_none of the students at Frontier?

\_\_\_a few of the students at Frontier?

\_\_\_most of the students at Frontier?

\_\_\_all of the students at Frontier?

17. What do you plan to do when you complete school? \_\_\_\_\_

18. My education at Frontier

\_\_\_will not help me achieve my goals in life

\_\_\_may help me achieve my goals in life

\_\_\_will definitely help me achieve my goals in life

Please check your response to the following items

If you definitely agree check D.A.

If you moderately agree check M.A.

If you are neutral check N

If you moderately disagree check M.D.

If you definitely disagree check D.D.

	(DD) Defin- itely <u>Disagree</u>	(MD) Moder- ately <u>Disagree</u>	(N) <u>Neutral</u>	(MA) Moder- ately <u>Agree</u>	(DA) Defin- itely <u>Agree</u>
19. The regulations regarding dress habits and personal grooming (example—hair length) are reasonable	( )	( )	( )	( )	( )
20. The grading system used by Frontier teachers is reasonable	( )	( )	( )	( )	( )
21. To keep students confined in certain halls at noon is reasonable	( )	( )	( )	( )	( )
22. Frontier provides a wide variety of classes to take	( )	( )	( )	( )	( )
23. Frontier's rules regarding hall and class behavior are reasonable	( )	( )	( )	( )	( )
24. Frontier has a sufficient number of social activities for students	( )	( )	( )	( )	( )
25. The hall pass system used at Frontier is reasonable	( )	( )	( )	( )	( )
26. Frontier provides students with enough clubs and organizations	( )	( )	( )	( )	( )



- |  | (DD)<br>Defin-<br>itely<br><u>Disagree</u> | (MD)<br>Moder-<br>ately<br><u>Disagree</u> | (N)<br><u>Neutral</u> | (MA)<br>Moder-<br>ately<br><u>Agree</u> | (DA)<br>Defin-<br>itely<br><u>Agree</u> |
|--|--|--|-----------------------|---|---|
| 27. The curriculum (classes offered) meets my individual needs   | ( )  | ( )  | ( )                   | ( )                                     | ( )                                     |
| 28. Students at Frontier can determine or change any of the rules and regulations governing themselves                   | ( )  | ( )  | ( )                   | ( )                                     | ( )                                     |
| 29. I could help change the curriculum (classes offered) if I wanted to  | ( )  | ( )  | ( )                   | ( )                                     | ( )                                     |
| 30. I could help change the rules governing students at Frontier if I wanted to  | ( )  | ( )  | ( )                   | ( )                                     | ( )                                     |
| 31. Which of the following statements best fits your attitude toward school?   |  |  |                       |   |   |
| ___ It can't help me in any way  |  |  |                       |   |   |
| ___ It might help me but I don't know how  |  |  |                       |   |   |
| ___ It can help me   |  |  |                       |   |   |
| ___ It is very important   |  |  |                       |   |   |
| 32. To what extent does Frontier provide you with a place where you can be private? (a place to be alone or by yourself) |  |  |                       |   |   |
| ___ not at all   |  |  |                       |   |   |
| ___ somewhat   |  |  |                       |   |   |
| ___ completely   |  |  |                       |   |   |

33. My teacher are

☐ not at all friendly

☐ barely friendly

☐ somewhat friendly

☐ very friendly

34. What is the most important reason for your attendance at school?

\_\_\_\_\_

35. Would you report to the health room if you had a high temperature

☐ no

☐ not likely

☐ probably

☐ certainly

36. Which of the following best fits your attitude toward high school

☐ It is not important that I attend high school

☐ It is somewhat important that I attend high school

☐ It is important that I attend high school

☐ It is extremely important that I attend high school

37. Please check one of the following

☐ I am not going to attend college

☐ I may attend college

☐ I probably will attend college

☐ I definitely will attend college

38. How many of your good friends attend Frontier \_\_\_\_\_

39. How many service points were you awarded last semester (for such things as intramural manager, vice president, etc.)

\_\_\_ 0-50

\_\_\_ 60-100

\_\_\_ 110-150

\_\_\_ 160-200

\_\_\_ over 200

40. What do you do in your leisure time?

---

APPENDIX B  
CORRELATIONAL MATRIX VARIABLES AND  
THE CORRESPONDING QUESTIONNAIRE NUMBERS

Variable Number	Question Number	Subject Matter
01	(1)	Sex
02	(2)	Grade level: 7th
03	(3)	Age
04	(4)	Friendship
05	(5)	Participation in Organization
06	(6)	Participation in Activities
07	(7)	Atmosphere for Studying
08	(8)	Number of Classes too Difficult
09	(9)	Teacher Aid
10	(10)	Health Room Visitation
11	(C)	Inclination to Adopt Sick Role
12	(12)	Number of Times "Played Sick"
13	(13)	Number of Times Requested or Sent to Counselor
14	(14)	Counselor Visitation: Free Will
15	(15)	Number of Teachers who are Friendly
16	(16)	Peer Treatment
17	(17)	Future Plans
18	(18)	Value of Education at Frontier
19	(19)	Attitude Toward Dress Code
20	(20)	Attitude Toward Grading System

Variable Number	Question Number	Subject Matter
21	(21)	Attitude Toward Confinement
22	(22)	Attitude Toward Curriculum
23	(23)	Attitude Toward Behavior Code
24	(24)	Sufficiency of Social Activities
25	(25)	Attitude Toward Hall Pass System
26	(26)	Sufficiency of Organizations
27	(27)	Curriculum Meets Interests
28	(28)	Students Ability to Change Rules
29	(29)	Students Ability to Change Curriculum
30	(30)	Students Ability to Change Regulations
31	(31)	Attitude Toward School
32	(32)	Privacy
33	(33)	Teacher Friendliness
34	(34)	Reason for Attendance: Activities
35	(35)	Reason for Attendance: Friends
36	(36)	Attitude Toward High School
37	(37)	Attitude Toward College
38	(38)	Number of Good Friends
39	(39)	Service Points Awarded
40	(40)	Leisure: Friends
41	(D)	Absence Rates
42	(D)	Grade Point Average
43	(D)	Fathers Occupation

Variable Number	Question Number	Subject Matter
44	(D)	Ethnic Background: Assimilation
45	(D)	Ethnic Background: White and Non-white
46	(2)	Grade Level: 8th
47	(2)	Grade Level: 9th
48	(C)	Social Integration
49	(34)	Reason for Attendance: Education
50	(34)	Reason for Attendance: Parents
51	(34)	Reason for Attendance: Create Trouble
52	(34)	Reason for Attendance: Free Will
53	(C)	Absences: High and Low Group
54	(40)	Leisure: Study
55	(40)	Leisure: Read
56	(40)	Leisure: Watch Television
57	(40)	Leisure: Hobbies
58	(40)	Leisure: Sports
59	(C)	School Adjustment

APPENDIX C  
COMBINATION VARIABLES

Variable 11 is called "Inclination to Adopt the Sick Role." It is the sums of responses given to items 11 and 35 on the questionnaire. It is similar to that variable used in research discussed in Chapter II with minor changes.

Variable 48 is a combination variable which is arrived at by summing the responses to items 4, 5, 6, and 39. This variable is called "Social Integration" and is identical to that used in previous research except for the addition of item 39.

Variable 59 is obtained by totaling responses 19-28 and shall be referred to as "School Adjustment".

## APPENDIX D

VARIABLES OBTAINED FROM  
PERMANENT RECORD FILE AND COUNSELORS

Variable 42, "Grade Point Average" was obtained from the permanent record file of each student selected for the sample and keyed into the program.

Variable 43 is called "Father's Occupation" and it represents the only indicator of social class that could be obtained. The variable was obtained from the permanent record file.

Unskilled labor=1

Semiskilled labor=2

Skilled labor=3

White collar=4

Professional=5

Unskilled laborer included custodian, warehouseman, miner, etc.

Semi-skilled laborer included truck driver, iron molder, heavy duty operator, retired farmer without acreage listed.

Skilled laborer included baker, fireman, policeman, carpenter, mechanic, housewife, foreman, mail carrier, barber, bartender.

White collar included clerk, salesman, store keeper, service station operator.

Professional included proprietor, manager, semi-professional, teacher, and minister.



## APPENDIX D CONTINUED

Variable 44 named "Ethnic Background: Assimilation" was obtained by conference with counselors. The variable was scored as follows:

Negro=1

Mexican-American=2

Chinese=3

Japanese=4

White=5

Variable 45 named "Ethnic Background: White and Non-white" was coded by the following numbers:

White=1

Non-white=2

Caucasian=1

Negro=2

Mexican-American=2

Chinese=2

Japanese=2

## APPENDIX E

## THE METHOD OF SCORING ITEMS 7, 9, 15, 16, 18-37, AND 59

Variables 7, 9, 15, 16, 18-37, and 59 which measured the student attitude toward various social and academic aspects of the school were coded with the lowest number "1" corresponding to the highest value in that item. For example, item 31 was scored as follows:

Which of the following statements best fit your attitude toward school?

1. \_\_\_\_ It is very important
2. \_\_\_\_ It can help me
3. \_\_\_\_ It might help me but I don't know how
4. \_\_\_\_ It can't help me in any way

The number to the left indicates the numeral coding of each alternative.

## APPENDIX F

## MEANS, STANDARD DEVIATIONS AND N

Variable	Mean	S.D.	Number
1. Sex	1.55	.499	139
2. Grade level: 7th	1.31	.467	139
3. Age	2.69	1.040	139
4. Friendship	3.37	.735	139
5. Participation in Organization	2.08	1.192	139
6. Participation in Activities	2.99	1.477	139
7. Atmosphere for Studying	1.86	.632	139
8. Number of Classes too Difficult	1.86	.942	139
9. Teacher Aid	1.55	.592	139
10. Health Room Visitation	2.16	1.831	139
11. Inclination to Adopt Sick Role	4.62	1.585	139
12. Number of Times "Played Sick"	1.69	1.322	139
13. Number of Times Requested or Sent to Counselor	2.10	1.758	139
14. Counselor Visitation: Free Will	2.33	1.779	139
15. Number of Teachers who are Friendly	1.73	.841	139
16. Peer Treatment	2.17	.550	139
17. Future Plans	3.71	1.114	121
18. Value of Education at Frontier	1.73	.575	139
19. Attitude Toward Dress Code	3.55	1.267	139
20. Attitude Toward Grading System	2.59	1.121	139
21. Attitude Toward Confinement	3.59	1.317	139
22. Attitude Toward Curriculum	2.87	1.361	139
23. Attitude Toward Behavior Code	2.10	1.079	139
24. Sufficiency of Social Activities	2.50	1.359	139
25. Attitude Toward Hall Pass System	2.38	1.348	139
26. Sufficiency of Organizations	2.23	1.157	139
27. Curriculum Meets Interests	2.63	1.315	139
28. Students Ability to Change Rules	3.28	1.469	139
29. Students Ability to Change Curric.	3.52	1.379	139
30. Students Ability to Change Regula.	3.55	1.352	139
31. Attitude Toward School	1.56	.762	139
32. Privacy	2.49	.557	139
33. Teacher Friendliness	1.65	.610	139
34. Reason for Attendance: Activities	1.00	.000	136
35. Reason for Attendance: Friends	1.14	.427	139
36. Attitude Toward High School	1.39	.654	139
37. Attitude Toward College	1.91	.996	139
38. Number of Good Friends	3.09	1.589	138
39. Service Points Awarded	1.35	.875	139
40. Leisure: Friends	1.16	.370	135
41. Absence Rates	3.12	2.415	139
42. Grade Point Average	4.19	1.488	139

## APPENDIX F CONTINUED

Variable	Mean	S.D.	Number
43. Father's Occupation	2.94	1.254	121
44. Ethnic Background: Assimilation	4.43	1.161	139
45. Ethnic Background: White and Non-white	1.21	.408	139
46. Grade level: 8th	1.34	.475	139
47. Grade level: 9th	1.36	.482	139
48. Social Integration	4.87	1.288	139
49. Reason for Attendance: Education	1.87	.337	139
50. Reason for Attendance: Parents	1.01	.119	139
51. Reason for Attendance: Create Trouble	1.01	.119	139
52. Reason for Attendance: Free Will	1.02	.146	139
53. Absences: High and Low Group	1.47	.501	139
54. Leisure: Study	1.12	.329	139
55. Leisure: Read	1.21	.413	139
56. Leisure: Watch Television	1.05	.219	139
57. Leisure: Hobbies	1.06	.234	139
58. Leisure: Sports	1.32	.469	139
59. School Adjustment	4.81	1.449	139

APPENDIX G  
ROTATED FACTOR MATRIX

Variables	Factors									
	I	II	III	IV	V	VI	VII	VIII	IX	X
1	.08	-.18	-.00	.10	.44	.04	-.41	.33	.05	.16
2	.05	.05	-.74	-.05	-.06	-.06	-.04	.04	-.04	-.53
3	.02	.00	.89	-.00	.06	-.03	-.02	.02	.07	-.03
4	-.11	.13	-.04	-.08	-.04	.14	.15	.77	.03	.01
5	-.04	-.06	.31	.04	.09	-.05	.22	.00	-.09	-.13
6	-.30	-.14	.04	.07	.04	.08	.70	.02	.09	-.12
7	-.00	.06	.04	-.02	-.01	-.01	.00	-.07	.06	-.04
8	.67	.24	-.27	.16	-.05	.12	.10	-.06	.00	-.05
9	.11	.77	.03	.01	.08	.02	.00	.11	-.12	.08
10	.23	.15	.08	-.02	.74	-.01	-.13	-.09	.08	.00
11	.29	.00	-.24	-.17	.28	-.21	.10	.15	.20	-.28
12	.56	-.03	.07	-.12	.04	.11	-.15	-.21	.43	.18
13	.52	.04	-.00	.17	.34	-.04	-.08	-.16	-.12	.16
14	.08	.10	.05	.06	.74	-.01	.11	-.07	-.09	-.00
15	.11	.71	-.05	.05	.14	.07	.12	.00	-.04	-.27
16	.03	.22	-.16	-.00	.09	.00	-.03	-.56	.10	.09
17	-.49	-.24	.12	-.10	-.02	-.03	.14	.08	-.15	.11
18	.13	.23	.01	.17	.13	.00	-.05	-.08	.08	-.09
19	.11	.18	-.08	.36	.22	.07	.02	-.14	.08	-.03
20	.26	.54	-.09	.24	.05	-.11	.24	-.17	.09	.06
21	-.00	.10	-.09	.03	-.05	.00	-.07	-.06	.06	-.02
22	-.02	.00	.05	.63	-.08	.12	.14	-.03	.19	.15
23	.08	.49	-.15	.26	-.11	-.02	-.20	.02	.07	-.05
24	-.06	-.03	.03	.78	.26	.06	-.06	.04	.04	.00
25	.05	.35	-.26	.33	-.15	-.04	-.29	.16	.00	-.15
26	.13	.07	.10	.42	-.02	.07	-.23	.11	-.18	.18
27	.18	.28	-.01	.68	-.19	-.15	.16	-.20	-.12	-.06
28	.07	-.05	.05	.02	-.10	.46	.07	-.08	.06	-.08
29	.06	.05	-.06	.07	-.07	.84	.02	-.00	.04	.02
30	-.05	-.10	-.00	.08	.07	.83	-.01	.10	-.06	-.10
31	.02	.43	.00	.03	.10	-.11	-.19	-.16	.15	.02
32	-.29	.45	.15	.11	.16	-.03	-.04	-.05	.10	.00
33	.14	.66	.09	.11	-.09	-.05	-.10	-.07	.01	.00
34	.00	.00	-.00	.00	-.00	.00	.00	.00	.00	.00
35	.05	-.03	-.04	-.10	-.04	.10	-.03	.07	.73	.08
36	.08	.43	-.00	.05	.06	.02	-.27	.03	.10	.19
37	.03	.44	-.19	-.18	.17	-.02	-.06	-.12	-.07	.03
38	-.01	.04	-.08	.00	-.07	-.10	.69	.25	-.11	.20
39	-.09	-.09	.04	-.17	.06	.12	.02	.05	.04	.01
40	-.02	-.00	.11	.03	.07	.04	.00	.11	-.00	-.02
41	.66	-.02	.10	.04	.26	-.01	-.27	.06	.04	.00
42	-.59	-.19	.07	.00	-.07	.11	.13	.18	-.10	.07

## APPENDIX G CONTINUED

Variables	I	II	III	IV	V	VI	VII	VIII	IX	X
43	-.23	-.04	-.12	.08	.03	-.07	.06	.12	.02	-.11
44	-.18	-.01	.02	-.03	.02	.04	.10	.04	-.04	.05
45	.15	.03	.01	.02	-.03	-.03	-.06	-.04	.02	-.05
46	.03	-.04	-.12	.04	.03	-.08	.02	-.03	.03	.93
47	-.08	.02	.85	.00	.01	.01	.00	.06	-.00	-.42
48	-.23	-.04	.09	-.03	.01	.10	.68	.26	-.06	-.03
49	-.06	-.36	.15	-.20	-.19	.01	.09	.23	-.46	.02
50	.09	.06	-.05	.13	-.07	.06	.16	-.00	-.04	.00
51	.08	.24	-.11	.00	.11	.13	-.22	-.50	-.03	.03
52	.04	.00	.13	.14	-.02	-.11	.00	-.01	.77	-.04
53	.66	.05	.13	.06	.30	.01	-.23	.08	-.03	.02
54	.00	.03	-.13	-.06	-.04	.04	-.08	-.07	-.00	-.01
55	-.00	-.17	-.01	-.06	.16	-.09	.03	-.02	-.05	.01
56	-.09	.03	-.02	-.04	-.02	-.01	-.03	-.00	-.01	.03
57	.07	.06	.17	-.08	.02	.14	-.00	.05	-.06	.09
58	-.09	.01	-.00	.07	-.17	-.13	.04	.06	-.05	-.01
59	.19	.32	-.04	.70	.00	.41	-.06	-.01	.06	.02

## APPENDIX G CONTINUED

Variables	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	h2
1	-.15	.01	.15	.05	.08	-.11	-.02	-.00	.27	.12	71
2	-.02	.11	-.00	-.04	-.03	.02	.03	-.03	-.05	.04	87
3	-.04	.10	-.01	.11	-.03	-.04	-.07	.14	.05	-.10	86
4	.04	-.06	-.16	.08	-.11	-.02	-.05	-.08	.06	-.04	74
5	-.04	-.09	.03	.72	.04	-.14	.11	-.05	-.04	-.00	75
6	-.08	-.23	-.16	.05	.05	.04	-.04	.03	-.09	-.00	73
7	-.07	-.08	.85	-.02	-.00	-.12	-.00	.04	-.07	-.00	76
8	.00	-.02	.21	.16	-.04	-.03	.11	-.01	-.05	.03	72
9	-.11	-.11	.22	.07	.18	.00	-.08	-.05	.01	.17	79
10	.07	-.07	-.11	-.10	-.06	.01	-.15	-.02	.11	-.08	74
11	.03	-.11	-.07	-.18	.12	.07	-.11	-.00	.04	.32	62
12	-.07	.12	.02	-.05	.00	.20	-.08	-.21	.18	-.05	77
13	-.23	-.03	-.06	.05	-.14	.04	.21	.06	.19	.06	66
14	.09	.02	.05	.17	-.01	-.00	.05	.03	-.03	.03	64
15	-.11	-.09	-.09	-.09	.03	.25	.07	-.08	-.04	.11	77
16	-.01	.27	-.00	-.14	-.23	.07	-.06	-.18	-.16	.10	64
17	-.28	-.12	-.11	-.06	.03	.09	.29	-.24	-.15	-.11	67
18	-.25	.11	.07	-.40	-.45	.05	.27	-.02	-.18	-.03	69
19	-.33	-.12	-.03	-.11	.21	.09	-.10	.24	.16	-.32	64
20	-.01	.10	.09	.02	.08	-.10	.04	-.31	.05	.04	67
21	.01	.01	-.00	-.08	.06	.07	.79	.16	.02	-.10	70
22	.06	.05	-.02	-.36	.00	.16	-.11	-.18	.08	-.10	73
23	-.03	.17	-.02	.02	-.04	.41	-.12	.14	.10	-.07	65
24	-.07	.05	.08	.03	-.04	-.05	.02	-.06	-.12	.10	74
25	-.13	.00	-.11	.25	-.19	-.03	-.11	.08	.07	-.14	62
26	.09	-.10	.05	-.08	.03	.24	-.13	-.46	-.10	.01	66
27	.03	-.07	-.11	-.03	-.13	.08	.09	.07	.14	-.07	79
28	-.09	.03	.02	.02	-.08	-.10	.25	-.27	.05	-.50	67
29	-.09	-.19	-.08	.02	.08	-.00	-.04	.10	.00	-.05	79
30	.08	.09	.04	.05	-.07	.04	-.00	.07	.04	.07	77
31	-.04	.18	.00	-.13	-.12	.33	.12	.08	-.02	-.17	51
32	.13	-.08	-.00	.03	-.09	-.13	.22	-.00	-.10	.18	49
33	.03	.11	-.11	-.23	-.08	-.19	.11	.22	-.08	-.22	73
34	.00	.00	.00	-.00	-.00	-.00	.00	.00	-.00	-.00	00
35	.02	.02	.16	.03	-.03	-.02	.27	-.08	.10	.02	68
36	-.09	.20	.03	-.25	-.18	.27	.18	.24	.06	-.08	64
37	-.20	.27	.11	-.23	-.21	-.04	-.18	.10	.11	-.26	66
38	.11	-.00	.21	.08	-.07	-.00	-.01	-.02	.14	-.11	72
39	-.07	.08	-.05	.74	-.03	.14	-.14	-.03	-.12	-.09	69
40	-.07	.04	-.08	-.12	-.08	-.01	.01	-.06	.88	.01	85
41	.09	.33	-.12	-.25	-.01	-.01	.07	-.03	-.09	-.07	81
42	.07	-.24	.10	.15	.18	-.10	.18	-.17	.06	.05	67
43	.34	-.40	.40	.03	-.07	.36	-.00	-.02	-.04	-.00	68
44	-.00	-.91	.02	-.00	-.00	-.06	-.00	-.07	-.03	-.05	89

## APPENDIX G CONTINUED

Variables	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	h2
45	.00	.91	-.05	-.00	-.00	.03	.00	.04	.03	.06	87
46	-.00	-.07	-.06	-.09	.04	.00	-.01	.03	-.02	.02	92
47	.01	-.04	.05	.13	-.01	-.02	-.01	-.01	.06	-.05	93
48	.04	-.13	.01	.52	-.00	-.03	-.11	.03	-.04	-.04	91
49	-.02	-.05	.14	-.00	.09	-.38	-.04	-.17	-.16	.03	73
50	.02	.08	-.02	-.05	-.00	.79	.11	.00	-.05	-.01	71
51	.21	-.18	-.23	.13	-.02	-.09	.11	-.07	-.04	-.12	60
52	-.02	.03	-.04	-.08	.01	-.07	-.14	.05	-.13	-.02	70
53	.06	.29	-.12	-.25	.02	.06	.02	-.05	-.10	-.01	79
54	-.09	.12	.01	-.06	-.06	-.06	-.05	-.04	.05	.84	77
55	.79	-.09	-.06	-.02	-.10	-.07	-.03	-.08	-.18	-.18	79
56	-.07	.02	.00	-.02	.90	.00	.08	-.06	-.09	-.03	85
57	-.00	.09	.06	-.05	-.05	.02	.13	.73	-.07	.02	65
58	-.61	-.15	.08	.16	-.22	.00	-.04	-.15	-.37	-.32	80
59	-.11	.06	-.00	-.08	.02	.10	.17	-.07	.05	-.20	90



## APPENDIX H

MEANS, STANDARD DEVIATIONS, AND N FOR WHITES AND

NON-WHITES IN THE LOW AND HIGH ABSENCE GROUPS

Variable	White						Non-white					
	Low			High			Low			High		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
1	67	1.46	.502	43	1.67	.474	6	1.16	.408	23	1.69	.471
3	67	2.58	1.017	43	2.74	1.093	6	2.83	.752	23	2.91	1.083
4	67	3.49	.636	43	3.27	.766	6	3.00	1.095	23	3.30	.822
5	67	2.29	1.370	43	1.95	.871	6	2.50	1.870	23	1.56	.728
6	67	3.55	1.197	43	2.62	1.480	6	2.83	1.834	23	2.08	1.534
7	67	1.92	.531	43	1.83	.687	6	1.50	.547	23	1.78	.795
8	67	1.65	.769	43	2.06	1.032	6	1.66	.816	23	2.13	1.140
9	67	1.49	.560	43	1.67	.680	6	1.50	.547	23	1.47	.510
10	67	1.52	1.105	43	3.13	2.396	6	1.33	.516	23	2.39	1.725
11	67	4.34	1.503	43	5.02	1.625	6	4.33	1.633	23	4.73	1.657
12	67	1.20	.640	43	2.09	1.268	6	1.00	.000	23	2.56	2.170
13	67	1.47	.785	43	2.79	2.076	6	1.50	.547	23	2.78	2.557
14	67	2.04	1.450	43	2.79	2.122	6	1.66	1.032	23	2.47	1.974
15	67	1.67	.805	43	1.81	.852	6	1.50	.836	23	1.78	.951
16	67	2.02	.491	43	2.23	.570	6	2.66	.516	23	2.34	.572
17	60	4.05	.928	37	3.48	1.169	5	4.00	1.000	19	3.00	1.201
18	67	1.58	.526	43	1.83	.614	6	1.66	.516	23	1.95	.562
19	67	3.43	1.258	43	3.79	1.225	6	3.50	1.378	23	3.47	1.344
20	67	2.35	1.096	43	2.81	1.160	6	3.16	1.169	23	2.73	1.009
21	67	3.61	1.403	43	3.53	1.221	6	3.16	1.472	23	3.78	1.241
22	67	2.68	1.394	43	3.11	1.417	6	3.00	1.095	23	2.91	1.202
23	67	1.91	1.011	43	2.11	1.138	6	2.16	.408	23	2.60	1.157
24	67	2.37	1.368	43	2.74	1.364	6	2.50	1.378	23	2.43	1.342
25	67	2.29	1.314	43	2.39	1.416	6	2.50	1.048	23	2.56	1.440
26	67	2.08	1.097	43	2.53	1.315	6	1.83	.752	23	2.17	1.029
27	67	2.50	1.223	43	2.79	1.355	6	3.33	1.505	23	2.47	1.441
28	67	3.32	1.470	43	3.25	1.497	6	2.66	1.366	23	3.34	1.495
29	67	3.58	1.468	43	3.67	1.375	6	3.33	1.366	23	3.08	1.083
30	67	3.55	1.384	43	3.44	1.484	6	3.66	1.211	23	3.69	1.063
31	67	1.40	.652	43	1.62	.817	6	1.83	1.169	23	1.82	.777
32	67	2.50	.503	43	2.53	.591	6	2.66	.516	23	2.34	.647
33	67	1.50	.587	43	1.74	.658	6	1.83	.408	23	1.86	.548
34	66	1.00	.000	42	1.00	.000	6	1.00	.000	22	1.00	.000
35	67	1.17	.423	43	1.06	.257	6	1.00	.000	23	1.21	.671
36	67	1.19	.434	43	1.53	.797	6	1.33	.516	23	1.69	.764
37	67	1.77	.918	43	1.86	1.037	6	1.83	.752	23	2.43	1.079
38	67	3.37	1.515	43	2.88	1.636	6	3.33	1.861	22	2.59	1.563

## APPENDIX H CONTINUED

Variable	White						Non-white					
	Low			High			Low			High		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
39	67	1.52	1.092	43	1.11	.447	6	1.00	.000	23	1.39	.782
40	66	1.15	.361	42	1.16	.377	4	1.00	.000	23	1.21	.421
41	67	1.00	.000	43	5.27	1.240	6	1.00	.000	23	5.82	1.403
42	67	4.94	1.217	43	3.62	1.414	6	4.50	1.048	23	3.00	1.243
43	59	3.32	1.151	40	2.87	1.244	4	2.50	1.732	18	1.94	.937
44	67	5.00	.000	43	5.00	.000	6	2.66	1.211	23	2.17	.576
48	67	5.35	1.299	43	4.51	1.099	6	5.00	1.414	23	4.13	1.013
49	67	1.91	.287	43	1.86	.350	6	2.00	.000	23	1.73	.449
50	67	1.00	.000	43	1.02	.152	6	1.00	.000	23	1.04	.208
51	67	1.00	.000	43	1.04	.213	6	1.00	.000	23	1.00	.000
52	67	1.01	.122	43	1.02	.152	6	1.00	.000	23	1.04	.208
54	67	1.08	.287	43	1.11	.324	6	1.33	.516	23	1.17	.387
55	67	1.20	.409	43	1.27	.453	6	1.16	.408	23	1.13	.344
56	67	1.05	.238	43	1.04	.213	6	1.00	.000	23	1.04	.208
57	67	1.04	.208	43	1.04	.213	6	1.00	.000	23	1.13	.344
58	67	1.41	.496	43	1.25	.441	6	1.33	.516	23	1.17	.387
59	67	4.50	1.470	43	5.13	1.457	6	4.50	1.224	23	5.13	1.290