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AN ANALYSIS OF TEACHER MORALE AND ABSENTEEISM
IN A DECLINING ENROLLMENT SCHOOL DISTRICT

by

Terry M. Booth

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1980

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Western Michigan University

ED.D.

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CHAPTER I

The Problem and Its Background

Introduction

Teacher absenteeism was identified as an ongoing and significant problem for the East Detroit Public Schools in recent years. Absenteeism is not a problem unique to the school district of East Detroit or to public education. Over the last decade work loss due to absenteeism has increased costs in both the public and private sectors.

Two major areas of concern in educational organizations which have emerged as a result of increasing teacher absenteeism are the increased costs of employment of substitute teachers and the increased frequency of interruptions in the instructional process within the classrooms. The dollar costs of a substitute teacher are easily computed. The impact of the teacher's absence on the instructional program is more difficult to assess.

School boards, personnel administrators, and the general public are expressing concern over the growing rate of teacher absenteeism and the resultant problems caused by its rising rate. Increased absenteeism results in cost escalation at a time when school budgets are being challenged. Citizen groups are pressuring school systems to cut costs. The recent trend of failures in millage proposals is evidence that the public feels that school systems must reduce costs.

Statement of the Problem

East Detroit is a community located immediately to the north of the city of Detroit. It is a stable community of Italian and Polish composition with a 1980 population of 45,920 people. According to the Bureau of Census, the growth rate in population has been .4% over the past decade. However, the school system has been suffering through a period of declining student enrollment. As a result of 7% annual decline in student population, the board of education has been forced to reevaluate the staffing priorities of the district.

Inflation also has had an impact on the school system. Increased costs of operation have burdened the district to the point of financial crisis. In the spring of 1978, the school district had reached the brink of insolvency. The general operating budget showed a deficit of nearly \$2,500,000. This represented a shortfall of nearly 15% in revenues.

In an attempt to resolve the financial crisis the board of education sought a special appropriation from the State Legislature. In addition to direct financial assistance in the form of a loan from the state, the board of education initiated an austerity program designed to reduce operating expenses. Plans were drawn and implemented to close three elementary schools within the district. The previous year, the board of education had closed one elementary school. Class sizes were increased to contractual capacity, and the number of certified teaching personnel under contract was reduced. Since 1976, the teaching staff has been reduced from 540 to 410.

With the closing of school buildings and the related staff reductions and transfers, it became common practice to give some teachers assignments which were not commensurate with their academic expertise.

During the 3 years preceding this study teacher absenteeism had been identified as a significant factor in the school board's efforts to control and reduce costs. The problem had been openly discussed in collective bargaining, and various futile attempts had been made to reduce absenteeism by individual building administrators. Little has been done to determine the cause of absenteeism.

Purpose of the Study

The major purposes of this 3-year ex post facto case study were to ascertain if a relationship exists between the rate of teacher absenteeism and program curtailments, necessitated by financial problems resulting from declining enrollments, and the morale of teachers. Specifically, this study analyzed the absence pattern of those teachers affected by building closings, academic reassignment, and notification of layoff, over a 3-year period, to determine their relationship to absenteeism. In addition, the teacher's perception of the quality of leadership exhibited by the school board, superintendent, and principal was examined. The intent of this investigation was to determine if a relationship existed between the teacher's perception of the effectiveness of the administrative leadership on morale and the rate of teacher absenteeism. This study also investigated the following variables on a district-wide basis: sex, age, marital status, grade level taught, years of teaching in the district, and residency. The

purpose of the analysis of the above identified demographic factors was to ascertain whether or not the population being studied typified the pattern of absentee behavior reported in the literature. This author was concerned that there might be some unusual demographic pattern within the population that might account for the increase in absenteeism other than that hypothesized. This information was gathered on the possibility that it might provide useful information in the overall review of the study.

On a district-wide basis, the variable morale was measured to determine the level of morale within the teaching staff, and whether morale was significantly related to teacher absenteeism.

Significance of the Study

School systems must now focus greater attention on teacher absenteeism and possible solutions. Limited educational research has been done which examines the causes of teacher absenteeism. An examination of the findings in industrial research provided information regarding factors which have been identified as being causes of industrial employee absenteeism. Although these findings could be considered as educators attempt to identify causes of teacher absenteeism, research in the industrial setting is not always applicable to the school situation.

If research on teacher absenteeism is to provide information that will be helpful in the development of effective methods of dealing with absenteeism, efforts must be made to investigate the factors, in addition to physical illness and disability, that cause teacher

absenteeism.

Parameters of the Study

This study was conducted in the East Detroit Public School District during the 1979-1980 school year.

The teachers included in this study were those teachers, secondary and elementary, who had been in the school district's employment for the 3 school years 1976-1977, 1977-1978, and 1978-1979.

The absence records of teachers were recorded on the basis of total number of days they had been absent from work in the school years 1976-1977, 1977-1978, and 1978-1979. Absence records for all teachers were tabulated. Records of those teachers who were absent for a long period of time due to illness, yet were not normally a part of a high absence group were excluded from the population. In recognition that some teachers had resigned, retired, or had taken a leave of absence during the term of the study, absentee records were analyzed on an annual basis as well as on a cumulative basis for the 3-year period under investigation.

Morale scores were obtained using the Purdue Teacher Opinionnaire. It was administered to those teachers directly affected by the program curtailments and a random sampling of those teachers unaffected by program curtailments. The Purdue Teacher Opinionnaire is a nationally normed and validated instrument. This instrument generated a Total Morale score for each teacher based on a compilation of scores for each of 10 sub-factors identified as contributors to the measurement of teacher morale. A Supplement was utilized in the overall

administration of the Purdue Teacher Opinionnaire which added the factors of (a) the school board and (b) the superintendent. The 10 sub-factors' scales of the Opinionnaire are listed below:

1. Teacher rapport with principal
2. Satisfaction with teaching
3. Rapport among teachers
4. Teacher salary
5. Teacher load
6. Curriculum issues
7. Teacher status
8. Community support of education
9. School facilities and services
10. Community pressures

Theoretical Definitions

To clarify the use of terminology in this investigation, the following definitions are provided:

Absence: An absence is the failure of workers to appear on the job when they are scheduled to work. It is a broad term which is applied to time lost because sickness or accident prevents a worker from being on the job, as well as unauthorized time away from the job for other reasons (United States Department of Labor, 1972, p. 20).

Area of expertise: The area of expertise is that subject area or grade level for which a teacher has been certified by the state. An evaluation of skills or qualifications for teaching the subject area or grade level was not attempted.

Involuntary transfer: An involuntary transfer refers to a change in building assignment which was mandated by administrative action.

Notice of termination: Commonly referred to as a "pink slip," a notice of termination is a formal notification that the employment relationship will be discontinued with the expiration of the teacher's contract. A notice of termination does not necessarily mean that the teacher was not recalled at a later date.

Teacher: Teacher is used to refer to all full-time professional employees of the East Detroit Public Schools with the exception of building and central office administrators.

Teacher morale: A survey of literature on morale indicates some variance on a definition of morale. For purposes of this research the following definition was accepted: "Morale is the general term used to describe the extent to which an individual has actually identified his own personal hopes, desires, and ambitions with the goals of the organization for which he works" (Bentley & Rempel, 1970, p. 2).

Overview of Dissertation

The remaining chapters of this dissertation include the following areas. Presented in Chapter II is a review of pertinent literature related to absenteeism. This review leads to the development of the seven major research hypotheses. The research design, major research hypotheses, sample-population characteristics, instrumentation, and procedures are presented in Chapter III. A statistical

analysis of the data is presented in Chapter IV. Chapter V concludes the dissertation with a review of the problem and procedures, a discussion of the findings, their implications for practice, and areas for further research. Appendices are included in which pertinent documents and appropriate statistical information are presented.

CHAPTER II

Review of Related Literature and Research

Introduction

It is the purpose of this chapter to examine literature and research which deal with the variables of absenteeism and morale. Emphasis in this examination is placed on the literature and research which have appeared in the last 30 years. Since World War II, both absenteeism and morale have received increasing attention by authors and researchers in the industrial, business, and governmental fields. Researchers in the field of education, although indicating an interest in the subjects, have done little work of an analytical nature.

In the literature reviewed as background for this study, the existence of a relationship between absenteeism and morale is frequently discussed. However, there have been a limited number of studies in which absenteeism and morale have been examined as correlates of each other.

It is this author's intent to investigate and report on the literature and research available on absenteeism and morale as background for the premises being examined in this study. A review of research and literature in the fields of industry, government, business, and education is included.

Literature and Research on Absenteeism

As one reviews the literature and research on absenteeism it is necessary to standardize the definition of absenteeism. Inasmuch as there is a general lack of agreement as to such a definition, it is necessary to ascertain, in the studies being reviewed, how absenteeism has been defined if absence rates or findings and conclusions are to be compared.

The United States Bureau of Labor Statistics has developed a definition of absenteeism which has been widely quoted in the literature. This definition indicates that:

Absenteeism is the failure of workers to appear on the job when they are scheduled to work. It is a broad term which is applied to time lost because sickness or accident prevents a worker from being on the job, as well as unauthorized time away from the job for other reasons. (United States Department of Labor, 1972, p. 20)

Upon consideration of absenteeism, as defined above, it would appear that it is a simple variable that can be readily observed and easily qualified. However, as soon as an attempt is made to determine and classify the causes of, or reasons for, a worker's absence, then a more complex variable emerges.

Classifying absences. The causes of an absence can best be classified as voluntary or involuntary. An involuntary absence is an absence in which the employee's will could not prevent it. A voluntary absence is an absence that falls within the will or control of the employee. That is, it could have been avoided. If an employee is sick and unable to perform the duties of the job, the absence from work would easily be classified as involuntary. If an employee

chooses to go hunting or Christmas shopping, then the absence would be voluntary. However, the causes of most absences are usually not as clearly identifiable as the examples given.

Organizational concern. The literature on absenteeism indicates that a major concern of organizations is absenteeism and sick leave abuse. Sick leave abuse is viewed as the voluntary type of worker absence. Castetter (1971) indicated that an important question which faces the organization is, "How can abuse of the absence privilege be minimized?" (p. 288). This is a difficult problem for organizations because of the complexity of the absence variable, the constraints placed on organizations by labor agreements, and the difficulty in classifying absences as voluntary or involuntary.

Reasons reported for absences do little to enable organizations to assess the degree to which their absentee problem is caused by voluntary or involuntary absences. When a worker is absent and reports that he is ill, the employer may have the alternatives of accepting the reason given or requesting verification of illness. However, it is seldom possible to prove, even when a doctor's certification of illness is required, that an absence is unavoidable. Typically, a doctor's excuse is worthless on a short-term basis since the doctor must take the patient's word for not feeling well. As was pointed out in The Economists ("Unwell or Fed Up," 1970), a doctor's excuse is typically only an indication that the patient sought medical assistance.

The complexity of the absence variable is illustrated by Bachenheimer (1967) when he said that, "The same degree of illness in

two different people may keep one off the job and may not impede the other at all" (p. 3).

The data generally recorded by organizations on the reasons for absence offer little as to the actual cause of absences. Hedges (1973) reported that, from a review of data on absences that are available from the Current Population Survey conducted by the Bureau of Census, she is unable to determine the causes of absence or to distinguish unavoidable absenteeism from avoidable absenteeism.

Since the classification of absences is almost impossible and, thus, is of little assistance in determining the degree of sick leave abuse, this study does not attempt to determine whether the absence was voluntary or involuntary. This study attempts to investigate the factors related to absenteeism. Identification of these factors should aid organizations in understanding the causes of absenteeism and in developing programs to correct the problem.

As was indicated earlier, absenteeism has become an increasing problem for employing organizations. Gaudet (1963) pointed out that during World War II, anxiety over absenteeism reached a pitch which could be described as "hysterical." Since World War II, research in the area of absenteeism has received increasing emphasis. Investigation of the causes of absenteeism has been a major area of exploration.

Causes of absenteeism. The literature and research on the causes of absenteeism among workers centered on factors associated with the job and factors associated with the employee as an individual. A review of this literature indicated the complexity of the causes of

absenteeism. It would appear that there is no single reason or cause of employee absenteeism.

Brookshire (1960) classified the causes of absence as: (a) situations external to the work relationship, (b) personal and economic characteristics of the work group itself, and (c) situations in the work relationship that affect the attitude toward attendance (p. 25). Brookshire indicated that these classifications are interrelated, which serves to emphasize the complexity of the causes of absenteeism.

In 1970, a report of the Bureau of National Affairs' survey of large and small companies, nationwide, indicated that "the primary causes of absenteeism lie in factors associated with the employee rather than the job, such as illness, child care problems, other family responsibilities, transportation problems, and marital difficulties" (p. 4).

The literature indicated that personal factors contribute to causing absenteeism, but that worker dissatisfaction may be the real cause of a large percentage of absences. Work in America (1973), a report to the United States Department of Health, Education, and Welfare by a special task force, supports the view that worker dissatisfaction is the real cause of many absences that are recorded as illness, family responsibilities, or other personal reasons. Steinmetz and Schoderbek (1967) indicated that lack of job satisfaction is a leading factor contributing to high absenteeism.

Recent industrial literature points out that employee attitudes must be considered as factors influencing absenteeism. Merritt (1974), reporting on a survey of industrial firms, indicated that the changing

attitudes of employees and their changing environment are receiving attention as reasons for absenteeism. He cited the following factors for specific consideration:

1. Younger employees are no longer satisfied with just adequate income and work in a safe, accepting working environment. They expect to obtain some job satisfaction for the time and energy they contribute to the job.
2. The farm attitude that a job must be accomplished above anything else no longer exists.
3. Today's society, with many outside activities, competes for employee's time and energy.
4. A monotonous work environment leads to employee dissatisfaction and increased absenteeism.
5. Communication flows only from top to bottom. (p. 177).

Teacher absenteeism. Research on teacher absenteeism and its causes has been very limited. The National Education Association in 1960 reported that "Data on the causes and extent of absences . . . are scarce" (p. 1).

The research available on teacher absenteeism is descriptive rather than analytical. The research has dealt with teacher absenteeism in relation to sick leave plans, collective bargaining, reward structures, and administrative structure.

Gibson and Hunt (1965) reported that 50% of the time lost through absences is lost by 80% of the personnel. The remaining 50% of the time lost through absences is lost by 20% of the personnel. These statistics have led researchers to concentrate on an analysis of the characteristics of the group of employees that is absent most frequently.

Steinmetz and Schoderbek (1967) suggested that an investigation be made by an organization concerned about absenteeism to determine which workers are absence prone. Gaudet (1963) presented the following arguments for the theory of the existence of the "absence prone" individual. They are: (a) A small proportion of the employees have a large proportion of the absences, (b) high absentees are a fixed group of employees, and (c) distribution of the frequency of absences in a large group of employees cannot be explained by chance alone (p. 71). Gaudet also stated that a great deal more research must be done before the acceptance of the concept of the "absence prone" worker is a reality in the personnel field.

Demographic factors. In an attempt to describe the characteristics of absentees, several demographic factors have been the subject for research and seem to have some measurable effect upon attendance. In many cases, however, the findings have been contradictory.

In a study conducted by Corrothers in 1924, it was reported that: (a) Women had more days of recorded illness than men, (b) married women had more recorded days of sickness than single women, (c) single men had more days of recorded sickness than married men, and (d) younger teachers had more days of recorded sickness than older teachers. He also reported that size of class, type of school, experience, salary, and years of education bore no significant relationship to the number of days of sick leave used each year.

Statistics from a large number of studies indicate that the sex of the worker is related to absenteeism. In both industrial and educational settings, it has been reported that a significant

relationship exists between the number of days a worker is absent and the sex of the worker. In all cases reviewed, women were reported as being absent more often than men.

The factor of age has often been investigated in relationship to absenteeism, with contradictory results. The United States Department of Labor Statistics show that young workers account for more short-duration absences and older workers for more long-duration absences. U.S. News and World Report indicated that young workers were the most common absentees ("Absent Workers--A Spreading Worry," 1972).

The relationship between absenteeism and marital status of workers has been the topic of some researchers. Heustess (1971), in his study of elementary teachers, reported that marital status was significantly related to absenteeism. Single teachers had larger percentages of absence. Widowed and married teachers followed with smaller percentages of absence.

Gaudet (1963) reported that: "Several studies have indicated that employees who live far away from work are likely to be absent more frequently than others" (p. 75).

Brewster (1970) and Shoop (1965), both studying teacher absenteeism, found a relationship between grade level taught and the number of days absent. Brewster reported that elementary teachers were absent more frequently than junior or senior high school teachers. Junior high teachers were found to be absent more than teachers at the high school level. Shoop's findings agreed with those of Brewster.

From a review of the literature on absenteeism, it appears that the causes are complex and can be loosely categorized as voluntary or involuntary. Research in the industrial area has investigated worker dissatisfaction as one of the "real" causes of absenteeism. Demographic characteristics of workers have often been investigated in relationship to absence behavior, and seem to have some measurable effect on absenteeism.

In that the literature supports a relationship between the above identified demographic variables and absenteeism, this investigator felt that an analysis of the relationship of sex, age, marital status, grade level taught, and residency to absenteeism was not necessary. No hypotheses were generated regarding the demographic characteristics. The demographic data collected will be used to help interpret the major hypotheses and is reported in summary form in Appendix A.

Literature and Research on Morale

A review of the literature and research which speaks to the variable morale reveals a concept that is multidimensional, elusive, and complex. The term morale was virtually unknown prior to World War I and received scant attention from educators until the late 1930s. Blocker and Richardson (1963) indicated, as a result of their review of morale research, that education has lagged behind industry in studying morale. For this reason, it was necessary to include discussions and findings in the private sector in this review of literature and research regarding morale.

Definition of morale. There is no commonly accepted definition of morale. Bentley and Rempel (1970) described morale as an imprecise term. Vroom (1964) wrote that:

One suspects . . . that the concept of morale is seldom given precisely the same definition by two different investigators. It has been used to refer to such widely different properties of individuals as their satisfaction with their membership in an organization and their willingness to exert effort to attain organizational goals. It has also been used as a descriptive property of social systems ranging in size from the face-to-face work group to the whole nation. (p. 4)

Vroom, in his discussion of the variety of meanings attributed to morale, indicated that some of these definitions correspond quite closely to definitions of the terms attitude and satisfaction. For example, Likert and Willits (1940) defined job morale as an individual's "mental attitude toward all features of his work and toward all of the people with whom he works" (p. 27). Guion (1958) defined morale as "the extent to which the individual's needs are satisfied and the extent to which the individual perceives satisfaction as stemming from the total job situation" (p. 62). Blum (1956) viewed morale as a global concept, embracing the individual's work attitude and job satisfaction, but not reducible to either of them. Work attitudes contribute to job satisfaction and job satisfaction to morale.

Many writers use the term job satisfaction interchangeably with the term morale. Blocker and Richardson (1963), in their review of morale research, pointed out that the difference between the two terms, as defined by many authors, would appear to be the more encompassing nature of job satisfaction; whereas morale tends to concern itself

more specifically with personnel practices.

Cleveland (1973) indicated that many authors' definitions of morale typically consider two factors which differentiate the concept from job satisfaction. Job satisfaction usually indicates the degree of need satisfaction an individual receives from his work environment. Morale definitions indicate that morale is based on individual and group interaction and the integration of individual and group goals. Katzell (1958) defined morale as "a condition of congruent motivation among members of a group resulting in relatively high levels of energy expenditure toward common goals" (p. 73). Roethlisberger (1941) defined morale as the "dynamic relationship of equilibrium between individuals and the organization they serve" (p. 193). Lonsdale (1964) defined morale in the following manner:

Morale is a feeling of participants in an organization stemming from a combination of (a) perceived productivity or progress toward the achievement of the tasks of the organization, and (b) perceived job satisfaction of individual needs through the interaction of the participant in his role within the work group and the total organization. (p. 165)

Fawcett (1964), in his definition of morale, included an explanation of high and low morale. Fawcett said that:

Morale is the extent to which an individual has actually identified his own personal hopes, desires, and ambitions with the goals of the organization for which he works. In this sense, high morale is a term used to describe the individual's willingness to stay within the organization, to exert the maximum effort to complete the tasks assigned to him, to develop his skills, attitudes, and knowledge so that he can be of greater service to the organization, and to study the problem of the organization to the end that it can more nearly accomplish its goals. In the same sense low morale is a term used to describe the individual's reluctance to stay within the organization, to exert a maximum effort to complete the tasks assigned and to work for

the improvement of the organization. High and low morale is, of course, not a constant phenomena nor is it the same for all employees. (p. 115)

Fawcett's definition of morale is the one accepted for specific use in this thesis.

The foregoing discussion of the various definitions that have been given to the concept of morale reveals the complexity and multi-dimensional nature of the term. Bentley and Rempel (1970) in the development of the Purdue Teacher Opinionnaire, which is an instrument utilized in this study, conceived of morale as a continuous variable. That is, morale is the extent to which an individual's needs are satisfied, and the extent to which the individual perceives satisfaction as stemming from the total job situation.

Morale research in education. Morale research, in the field of education, has been slow in its development. Hansen (1950) explained that, historically, educators had a tendency to regard morale as a spiritual intangible which developed by itself. Elsbree and Reutter (1954) reported that "One of the reasons why morale has received as little attention as it has is that it is hard to define and hard to measure" (p. 262). However, a review of the literature and research on morale, in the field of education, reveals an increasing interest in and a need to define, measure, and study teacher morale.

Research on teacher morale is usually based on a general definition of morale such as Fawcett's (1964) or Lonsdale's (1964), and is categorized in terms of component parts or common factors which seem to influence morale levels.

Van Zwoll (1964), based on a review of educational literature dealing with morale, listed the following basic factors which affect teacher morale:

1. Administrative cooperation, assistance, and support.
 2. A just and adequate salary plan.
 3. Job assignment in terms of competency and interest.
 4. Evidence of administrative confidence in teachers.
 5. Friendly, cooperative, and professional attitudes on the part of fellow workers.
 6. Pleasing physical working conditions, adequate equipment and supplies.
 7. A worthy retirement plan.
 8. Recognition of merit by administrators.
 9. Position security through tenure provisions.
 10. Freedom from out-of-school tensions.
 11. Adequate sick leave policy.
 12. Existence of a practical written educational philosophy for the school.
 13. Community acceptance of financial and moral responsibility to maintain an adequate educational program.
 14. Freedom to approach administrators and supervisors for help and counsel without prejudice or danger of penalty.
 15. Equality of status within the staff.
 16. Cooperative and appreciative parental attitude.
- (p. 171)

Coughlan (1970), in a recent study on the dimensions of teacher morale, listed 13 factors which he considered to be basic to the concept of teacher morale. The factors are:

1. School board functioning.
2. System administration.
3. Work load.
4. Materials and equipment.
5. Buildings and facilities.
6. Principal relations.
7. Colleague relations.
8. Community relations.
9. Instructional program.
10. Student development.
11. Performance appraisal.
12. Financial incentives.
13. Professional autonomy. (pp. 221-233)

Bentley and Rempel (1970) based their research, which led to the development of the Purdue Teacher Opinionnaire, on sub-factors of morale similar to those mentioned by Coughlan (1970). These sub-factors are:

1. Teacher rapport with principal.
2. Satisfaction with teaching.
3. Rapport among teachers.
4. Teacher salary.
5. Teacher load.
6. Curriculum issues.

7. Teacher status.
8. Community support of education.
9. School facilities and services.
10. Community pressures. (p. 4)

In 1972, Bentley and Rempel added two additional sub-factors to the Opinionnaire entitled "School Board" and "Superintendent." The Purdue Teacher Opinionnaire, including the Supplement which adds the sub-factors of "School Board" and "Superintendent," is the instrument selected for use in this author's research.

The National Education Association, in 1960, examined 19 factors which were considered to be basic to morale. It was concluded that the area of interpersonal relations was one of the most important factors related to job satisfaction or high morale. "A sensitivity for one's fellow workers is of prime importance. Teachers want to feel that they are an essential and recognized part of an important enterprise" (p. 29).

Morale instruments. Blocker and Richardson (1963) point out that the major problem in morale research in the last 25 years has been the lack of a valid instrument to assess morale. Moore, Deever, and Hunnicutt's (1965) report of panel findings on teacher morale indicated that there was a need for the development of instruments for the appraisal of teacher morale.

Research indicates that efforts to measure morale originated in the armed forces. Measurement procedures came into full operation during World War II. Harding (1970), Roethlisberger (1941), and others utilized polling techniques in the analysis of morale in

plants manufacturing war materials.

Herzberg, Mausner, and Snyderman (1959) point out three types of morale or attitude measures which have been used in industrial studies of morale. These three types of morale measures are: (a) questions answered by workers that investigate overall attitude toward the job, (b) scaled inventories of morale, and (c) observation of worker behavior by psychologists. Researchers have employed all of these types of measures to assess morale with varying degrees of success.

Research on teacher morale studies reveals that educational researchers have struggled with the measurement of teacher morale for the following reasons: (a) teacher morale is difficult to define and (b) there were no validated instruments to measure teacher morale. Many of the attempts to measure morale included the development of instruments by the researcher.

The categorization of teacher morale into basic components has assisted in the development of measurement instruments. The Purdue Teacher Opinionnaire is a validated instrument which assesses total teacher morale based on a summing of 10 sub-factor scores. It has been widely used by teacher morale researchers. The components of morale included in this instrument represent the factors which many researchers have commonly identified.

Recent emphasis in morale research. In surveying recent educational research on morale, it has become apparent that researchers are placing emphasis on the relationship between morale and organizational structure and administrative practices. Characteristics of

this type of research are studies by Tirpak (1971), Burkett (1965), and Hood (1965).

Tirpak's (1971) research dealt with the relationship between the organizational climate of schools and personal characteristics of the schools' principals. Tirpak found that personality traits of the administrator had an effect on the satisfaction (morale) of teachers. Traits which research revealed to be associated with principals of open climate schools seemed to promote higher teacher satisfaction.

Burkett's (1965) research centered on the relationship between teacher morale and democratic school administration. His findings indicated that the more democratic the administration, the higher the morale.

Hood (1965) studied the congruence of perceptions concerning factors which affect morale. Based on his research findings, Hood reported that the teacher's relationship with the principal was more important in determining morale level than was the teacher's relationship with other teachers.

Moore, Deever, and Hunnicutt's (1965) summary of research studies on teacher morale research also illustrates the emphasis in teacher morale research on administrative practices and administrative qualities. The majority of the studies discussed these variables in relationship to teacher morale.

As a result of this review of the literature and research regarding morale, it is evident that morale is an attitudinal variable that is difficult to define and measure. In the field of education, the breakdown of morale into its component parts has assisted

researchers to assess morale levels and to produce instruments to measure morale. Emphasis in recent educational research has been on the relationships between morale, administrative structure, and qualities of administrators. Because of the recent thrust of the research, and the availability of an instrument which includes a subscale measure of perceived quality of educational leadership on the part of building principals, superintendents, and the school board, the following research hypotheses were generated relative to teacher morale and absenteeism:

1. Teachers who rank "above average" on the morale subscale entitled "School Board" will have a lower mean rate of absenteeism than those who rank "below average" on the morale subscale.
2. Teachers who rank "above average" on the morale subscale entitled "Superintendent" will have a lower mean rate of absenteeism than those who rank "below average" on the morale subscale.
3. Teachers who rank "below average" on the morale subscale entitled "Rapport With Principal" will have a higher mean rate of teacher absenteeism than those who rank "above average" on the morale subscale.

Literature and Research on the Relationship Between Morale and Absenteeism

A review of the available literature and research which deals with the relationship between teacher morale and teacher absence behavior is pertinent to the major premise of this research. Although the relationship of these two variables is frequently implied and

accepted by authors and researchers, reports of scientific analysis of this relationship are limited in number.

There are many indications in the literature surveyed that absenteeism is related to morale. Van Zwoll (1964) wrote that the measurement of morale is actually a noting and evaluation of a number of indices, one of which is the use and abuse of leave privileges. Moore et al. (1965) indicated that absenteeism is one of the indices of morale. Pigors and Myers (1969) regarded absence records as one of the most direct and important measures of employee attitude toward their jobs. Griffiths (1956) indicated that one of the obvious signs of low morale is high absenteeism. Herzberg et al. (1957) reported that, based on literature reviewed regarding the relationships between job attitudes and resulting behavior, more uniform relationships are evident between workers' attitudes and absenteeism than between workers' attitudes and other behavior, such as, performance on the job.

Vroom's (1964) survey of research on the relationship between job satisfaction (morale) and absences reported on 10 studies which were conducted during the time span from 1932 to 1963 in industrial settings. Of these 10 studies, four yielded significant correlations between job satisfaction and absences and three did not yield significant correlations. The three remaining studies supported the relationship with specific qualifications, such as, (a) the kind of absence measure used (total absence, unexcused absence, or frequency of absence) affects the size and direction of the relationship, and (b) the sex of the worker affects the relationship.

Industrial concern. Industry's concern over absenteeism is manifested in particular companies studying employee attitudes as they affect absences. The Detroit Edison study, carried out by the Survey Research Center at the University of Michigan in 1949-1950, attempts to assess the relationship between attitudes (morale) and attendance patterns of workers. The Detroit Edison study showed that the attendance pattern of workers was definitely related to the overall feeling they had about their supervisor and the company.

Two recently published studies by Sharples (1973) and Stecker (1972) deal with the relationship between absenteeism and morale. The significance of the relationship remains to be proven conclusively, however, as these studies produced conflicting results.

Sharples's (1973) study, involving classified civil service personnel, showed a significant relationship between job satisfaction, as measured by the Job Description Index, and absenteeism. Those individuals whose scores on the Index indicated that they were satisfied typically had low absence records, and those individuals whose scores indicated that they were dissatisfied had high absence records.

Stecker's (1972) research setting was a manufacturing firm. He utilized an original test instrument to assess attitude. He found no statistically conclusive results regarding the relationship between absenteeism and job attitudes.

Educational research. An investigation of recently published research dealing with the relationship between teacher absence and morale found that research efforts have been almost nonexistent.

Suehr's (1961) study of morale in education did not attempt to assess the significance of the relationship between absenteeism and morale. However, as a result of his findings on the characteristics of teachers with low and high morale, he reported that teachers with low morale missed more school than did teachers with high morale.

Silva's (1973) study, involving 125 teachers in five communities, was the only research found which examined the relationship between teacher morale and teacher use of sick leave. He used the Purdue Teacher Opinionnaire as the instrument to measure teacher morale. Teacher absence was measured by the number of short periods (1-5 days) for which teachers were absent from school in 1 year. Silva concluded on the basis of his analysis that there were no significant relationships between five sub-factor scores and teacher absenteeism. These sub-factor scores were: "Teacher Rapport With Principal," "Community Pressures," "Teacher Load," "Community Support of Education," and "Curriculum Issues."

Research on morale has indicated that absenteeism is a direct index of the level of morale within the organization. Specifically, high absenteeism is symptomatic of low morale. Vroom's (1964) survey of research on job satisfaction (morale) implies a significant relationship between job satisfaction and employee absences. Detroit Edison, in a study conducted in 1949-1950, indicated a definite relationship between one's overall feelings about one's job and supervision and absenteeism.

Although educational research has been sparse on the relationship of morale to absenteeism, this author feels that sufficient

literature exists to warrant investigation of morale as a variable in this study. Throughout the literature reviewed there is the implicit or implied commentary on the use of sick leave as an indication of worker dissatisfaction (morale).

Personal experience and knowledge as Negotiations Chairman of the East Detroit Federation of Teachers has led me to conclude that frustration and worker dissatisfaction (morale) may well be a major contributing factor in many of the problems confronting this school district. Absenteeism is only one manifestation of the overall situation.

This study investigates the relationship of administrative action in a financial crisis to teacher absenteeism. Schools have been closed, teachers have been terminated, and academic reassignment have been a fact for a significant portion of the teacher population. The disruption to program, insecurity, isolation, and confusion created have reduced job satisfaction and destroyed the rapport and comraderie that comes with program stability. The research and literature reviewed indicates that job satisfaction (morale) under such circumstances would be adversely affected.

Although results have not been conclusive regarding morale and its relationship to absenteeism, the literature asserts a need for its examination.

Based on the indicated need for research on the relationship of morale to absenteeism, the following hypotheses were generated:

1. The rate of teacher absenteeism as measured by work days lost will be higher among teachers receiving "notices of termination"

than among those teachers who were not notified of an impending layoff.

2. The rate of teacher absenteeism as measured by work days lost will be higher among teachers assigned outside their "area of expertise" than among teachers assigned to instructional areas from which they obtained their experience.

3. The rate of teacher absenteeism as measured by work days lost will be higher among teachers transferred as a result of a building closing than among teachers who were not transferred as a result of a building closing.

4. Teachers with low morale scores as measured by the Purdue Teacher Opinionnaire score for Total Morale will have a higher rate of absenteeism than teachers with high morale scores.

CHAPTER III

Methodology

Research Design

This investigation was designed to obtain information on the impact of a prolonged financial crisis on the morale and absentee rates of the teachers of the East Detroit Public Schools. The relationship between these variables was then examined. The descriptive statistical format was deemed the most appropriate approach for this study. Information was gathered on-site from existing personnel and related demographic data as well as by survey techniques. The Purdue Teacher Opinionnaire, a validated and nationally normed research instrument, was administered to measure morale of those teachers identified as: (a) having received "notices of termination," (b) being transferred outside their "area of expertise," or (c) having been reassigned as a result of a building closing. A modified sample methodology was utilized to identify representative respondents.

Review of Research Hypotheses

Based upon personal experience, as indicated in Chapter II, and a review of related literature and research, the following directional research hypotheses were developed:

1. The rate of teacher absenteeism as measured by work days lost will be higher among teachers receiving "notices of termination" than among those teachers who were not notified of an impending

layoff for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

2. The rate of teacher absenteeism as measured by work days lost will be higher among teachers assigned outside their "area of expertise" than among teachers assigned to instructional areas from which they obtained their experience for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

3. The rate of teacher absenteeism as measured by work days lost will be higher among teachers transferred as a result of a building closing than among teachers who were not transferred as a result of a building closing for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

4. Teachers with low morale scores as measured by the Purdue Teacher Opinionnaire score for Total Morale, will have a higher rate of absenteeism than teachers with high morale scores.

Additional research questions and hypotheses were generated around three subscales of the Purdue Teacher Opinionnaire. The hypotheses which follow are included in the study because of the author's desire to determine if a relationship exists between the teacher's perception of the quality of administrative leadership and the rate of teacher absenteeism.

1. Teachers who rank "above average" on the morale subscale entitled "School Board" will have a lower mean rate of absenteeism than those who rank "below average" on the morale subscale.

2. Teachers who rank "above average" on the morale subscale entitled "Superintendent" will have a lower mean rate of absenteeism

than those who rank "below average" on the morale subscale.

3. Teachers who rank "below average" on the morale subscale entitled "Rapport With Principal" will have a higher mean rate of teacher absenteeism than those who rank "above average" on the morale subscale. (See pages 38-39 for definitions of these subscale factors.)

The demographic factors of age, sex, marital status, residency, years taught in the district, and grade level taught were also examined. The purpose of this examination was to provide descriptive data on the population under investigation. All descriptive data concerning these variables are reported in Appendix A.

The remainder of this chapter describes the sample population, the sampling procedure, the instrument used, the procedures utilized for data collection, and the methods which were used to analyze the data collected.

Sample Characteristics

The "affected" teacher samples were drawn from the entire population of K-12 grade teachers employed in the East Detroit Public Schools during the 1979-1980 school year. This population includes all teachers who received "notices of termination," were transferred outside their "area of expertise," or were transferred as a result of a building closing. This group represents a composite of teaching personnel who, over a 3-year period beginning with the 1976-1977 school year, have been the victims of austerity programs necessitated by the financial crisis and declining enrollment. Within the

population, the majority of the teachers have 10 years or less seniority within the district, and are primarily, as a group, elementary school teachers.

The "unaffected" teacher sample was drawn from the entire population of K-12 grade teachers under age 45 employed by the East Detroit Public Schools during the 1979-1980 school year. The age limitation is an attempt to negate the factor of age between the study groups. This sample of 100 teachers was randomly selected using the random number table found in Statistical Methods in Education and Psychology by Glass and Stanley (1970, pp. 510-512). The sample was drawn from the published seniority list for the 1979-1980 school year provided by the Personnel Office of the East Detroit Public Schools. This group is reflective of the certified personnel employed in the district throughout the 3 years of the absentee study (1976-1977, 1977-1978, 1978-1979). As a group, the length of service to the district is typically more than 10 years. The grade level taught by the group is weighted to grades 7-12 in that the building closings and notices of termination have had a greater impact at the elementary grade level. This is a result of the demographic pattern of the declining enrollment experienced by the school system over the time span of the study. Since the 1976-1977 school year, the board of education has closed three elementary school buildings.

Sampling Design

A sampling design was utilized to collect research data. Because of the resources available and the scope of this investigation,

the use of the total population was deemed appropriate in all but the administration of the Purdue Teacher Opinionnaire to the "unaffected" group. In the selection of the "unaffected" group, all members of the group chosen for the study were randomly selected from the total school populations under age 45 ($N = 100$).

The teacher "affected" group included the entire populations which could be identified using existing building rosters, layoff lists, and information obtained through Personnel Data Cards completed by the certified teaching staff for the East Detroit Federation of Teachers during the 1979-1980 school year. A copy of the Personnel Data Card can be found in Appendix C.

Absentee records were obtained for all teachers employed during the 3 years of the study using existing Personnel Office records.

To meet university requirements to assure the rights of human subjects, the anonymity of the respondents was protected by using no identifying codes for individual responses.

Demographic data collected in this investigation include:

(a) age, (b) sex, (c) marital status, (d) level of education, (e) residency, (f) number of dependents, (g) years of teaching in the school district, (h) educational certification, and (i) academic majors and minors.

A potential source of sample bias involving nonparticipants was eliminated in that all desired information was available and intact for the period of time covered by the study. This information was gathered by a Personnel Data Card distributed through the East Detroit Federation of Teachers and supported by records obtained from the

Personnel Office and the Federation.

Instrumentation

The instrument selected for use in this study was the Purdue Teacher Opinionnaire, developed by Ralph R. Bentley and Averno M. Rempel at Purdue University. The Purdue Teacher Opinionnaire was designed to provide a measure of teacher morale. The authors of this instrument indicate that it is useful because it provides specific and valid information about crucial problems and tensions which concern faculties and which have had an adverse effect on their morale.

The first form of the Opinionnaire, developed in 1961, consisted of 145 items selected and logically grouped to sample eight categories pertaining to the teacher and his school environment. The eight categories were as follows: (a) teaching as an occupation, (b) relationships with students, (c) relationships with other teachers, (d) administrative policies and procedures, (e) relationships with community, (f) curriculum factors, (g) working conditions, and (h) economic factors. In the development of the instrument, an experimental form was administered to a large representative sample of high school teachers. The final choice of items for the Opinionnaire was based on internal consistency item analysis techniques.

The present form of the instrument is composed of 100 items which yield 10 subscores as well as a Total Morale score. The following is a brief description of the 10 sub-factors included in the revised Opinionnaire:

Factor 1: "Teacher Rapport With Principal" deals with the teacher's feelings about the principal--his/her professional competency, his/her interest in teachers and their work, his/her ability to communicate, and his/her skill in human relations.

Factor 2: "Satisfaction With Teaching" pertains to teacher relationships with students and feeling of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his/her job, enjoys his/her students, and believes in the future of teaching as an occupation.

Factor 3: "Rapport Among Teachers" focuses on a teacher's relationships with other teachers. The item solicits the teacher's opinion regarding the cooperation, preparation, ethics, influences, interests, and competency of his/her peers.

Factor 4: "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5: "Teacher Load" deals with such matters as record-keeping, clerical work, red tape, community demands on teacher time, extracurricular load, and keeping up to date professionally.

Factor 6: "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7: "Teacher Status" samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he/she is an accepted member of the community.

Factor 8: "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9: "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10: "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his/her participation in outside-school activities, and his/her freedom to discuss controversial issues in the classroom (Bentley & Rempel, 1970).

The Purdue Teacher Opinionnaire Supplement, administered as part of the Purdue Teacher Opinionnaire, provides teachers with the opportunity to express their opinions on items concerning the school board and the superintendent of schools in a specific school system. A brief description of the two supplemental sub-factors follows:

Factor 11: "School Board" has to do with the political, educational and institutional commitment of the school board. It also speaks to the openness of the board and its rapport with the administration and the teaching staff.

Factor 12: "Superintendent" is concerned with the leadership skills of the superintendent. Several of the items deal with human

relations and rapport with the teaching staff and the community.

Each subscale is composed of from 5 to 20 individual items. There are no right or wrong answers to the items. Four response alternatives are presented for each item. They are: "Agree," "Probably Agree," "Probably Disagree," and "Disagree." Responses are weighted 4, 3, 2, 1 or 1, 2, 3, 4 depending upon the structure of the particular question. That is, a response of "agree" would receive a weight of 4 unless the item was phrased in a negative manner, in which case it would receive a weight of 1. A score is thus generated for each of the 10 factors. Additionally, a Total Morale score is obtained by summing each of the factor scores.

No time limit was imposed for the completion of the Opinionnaire. The suggested administration time was 30 minutes.

Validity. To establish the validity of the Opinionnaire, Bentley and Rempel asked teachers in a particular school system to identify, by name several other teachers whom they considered to have the highest morale and an equal number of teachers whom they considered to have the lowest morale, based on Bentley and Rempel's conceptualization of morale. "High," "middle," and "low" teacher morale groups were identified on the basis of these peer judgments. Each individual was then asked to complete the Opinionnaire. To determine the instrument's validity against the peer judgment criterion, mean Opinionnaire scores were calculated for each of the groups. Differences among the three groups were in the expected direction and significant beyond the .05 level of significance. This information was generated on the basis of the original 145-item form of the instrument.

The reduction of the number of items on the Opinionnaire to the present number of 100 was done on the basis of factor analysis procedures. These procedures made it possible for the authors to identify 10, rather than the original eight, factors.

The validity of the 100-item form was further verified by asking principals of 76 Oregon and Indiana schools to react to the items as they believed teachers would react. Differences between teacher and principal scores were not significant.

Reliability. The reliability of the revised form of the Opinionnaire was established by the administration of the instrument to the 3,023 teachers in the 76 Oregon and Indiana schools previously mentioned. After a 4-week period, the Opinionnaire was readministered. The test-retest correlations are reproduced in Table 1.

General Procedures

Permission to survey teachers was obtained from the Superintendent of the East Detroit Public Schools. Accessibility to personnel records was assured through his authority. Additional records were available through the East Detroit Federation of Teachers.

The individual number of absences for each teacher in each year of the study was obtained by a review of the records maintained by the school district payroll office. It was necessary to make a hand count of each absence for each year desired. The records of teachers who had retired or left the district were obtained from "closed" personnel files in a similar manner.

Table 1
Test-Retest Correlations of Subscale Factors
of the Purdue Teacher Opinionnaire

Factor (N = 3,023)	Correlation
1 Teacher rapport with principal	.88
2 Satisfaction with teaching	.84
3 Rapport among teachers	.80
4 Teacher salary	.81
5 Teacher load	.77
6 Curriculum issues	.76
7 Teacher status	.81
8 Community support of education	.78
9 School facilities and services	.80
10 Community pressures	.62
Total score	.87

Accessibility to identified teachers participating in the study was accomplished through personal contact. Each teacher was also informed of the intentions and parameters of the study in the Federation Focus, a bimonthly publication of the East Detroit Federation of Teachers.

The cooperation of the staff was openly solicited using the letterhead of the East Detroit Federation of Teachers. Distribution of the Purdue Teacher Opinionnaire was through interschool mail services to the individual participants. The completed Opinionnaire was

returned for scoring and coding in a self-addressed envelope provided. The survey was administered during the week of February 4, 1980. Administration of the instrument took place during the regular scheduled activities of the school day.

The completed Opinionnaires were hand scored and tallied for sub-factors and total score on morale. The statistical analysis of sub-factor and total morale scores was obtained using the Statistical Package for the Social Sciences (SPSS) at Western Michigan University. The analysis of this data is included in Chapter IV.

Statistical Procedures

The research hypotheses were tested inferentially. The research hypotheses were either supported or found to be inconclusive based on descriptive statistics. The statistical procedure utilized to test the seven research hypotheses was the one-tailed t-test of independent means. The .05 level of significance was used to test all null hypotheses. All statistical data were coded using NCS Trans-Optic E. F5661-54321 (Form Number 4) and analyzed using the Statistical Package for the Social Sciences (SPSS) at Western Michigan University.

Statements of the major research hypotheses and corresponding operationalized null hypotheses comprise the remainder of this chapter.

First research hypothesis. The rate of teacher absenteeism as measured by the number of work days lost will be higher among teachers receiving "notices of termination" than among teachers who were not notified of their impending layoff. The belief underlying this

hypothesis was that the lack of job security and the effort needed to seek employment for the following school year would result in an increase in leave time usage. The uncertainty involving the employment situation was also viewed as a detriment to morale and, thus, likely to lead to an increase in absenteeism.

The null hypothesis states that there will be no difference in the mean rate of absenteeism between teachers receiving "notices of termination" and those teachers that did not for each of the 3 years of the study. The alternate hypothesis states that the mean rate of absenteeism of those teachers receiving "notices of termination" will be greater than that of teachers who did not receive notices of their impending layoff for each of the 3 years of the study. This hypothesis was tested for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

Second research hypothesis. The rate of teacher absenteeism as measured by work days lost will be higher among teachers assigned outside their "area of expertise" than among teachers assigned to the instructional area from which they obtained their experience. The underlying belief in this hypothesis was that the lack of teaching experience in the new assignment would result in an increased work load, thus, resulting in a reduction in morale and increase in absenteeism.

The null hypothesis states that there will be no difference in the mean rate of absenteeism between those teaching outside their "area of expertise" and those teaching in the instructional areas from which they obtained their experience for each year of the 3 years of

the study. The alternate hypothesis states that the mean rate of absenteeism of those teaching outside their "area of expertise" will be greater than that of teachers assigned within the instructional areas from which they obtained their experience for each of the 3 years of the study. This hypothesis was tested for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

Third research hypothesis. The rate of teacher absenteeism as measured by work days lost will be greater among teachers transferred as a result of a building closing than the rate among teachers who were not transferred as a result of a building closing. The belief underlying this hypothesis was that the disruption to the teacher's social and work group would lower morale and increase absenteeism.

The null hypothesis states that there will be no difference between the mean rate of absenteeism among those teachers transferred as a result of a building closing and that of teachers who were not transferred for each year of the 3 years of the study. The alternate hypothesis states that the mean rates of absenteeism for teachers transferred will be greater than for those who were not transferred for each year of the 3 years of the study. This hypothesis was tested for each of the following school years: 1976-1977, 1977-1978, and 1978-1979.

Fourth research hypothesis. Teachers with low morale scores as measured by the Purdue Teacher Opinionnaire score for total morale will have a higher rate of absenteeism than teachers with high morale scores. The belief underlying this hypothesis is that morale is a determining factor in the individual rate of absenteeism.

The null hypothesis states that there will be no difference in the mean rate of absenteeism between the high morale group and the low morale group. The alternate hypothesis states that the low morale group will experience a higher mean rate of absenteeism than the high morale group.

Fifth research hypothesis. Teachers who rank "above average" on the morale subscale entitled "School Board" will have a lower rate of absenteeism than those who rank "below average" on the morale subscale. Underlying this hypothesis is the author's belief that the perceived quality of leadership contributes to the morale of the individual subordinate and that morale is a factor in absenteeism.

The null hypothesis states that there will be no difference between the rate of absenteeism between those ranking "above average" and those ranking "below average" on the subscale entitled "School Board." The alternate hypothesis states that the rate of absenteeism for the group ranking "below average" will be greater than the rate for the group ranking "above average."

Sixth research hypothesis. Teachers who rank "above average" on the morale subscale entitled "Superintendent" will have a lower rate of absenteeism than those who rank "below average" on the morale subscale. The literature lends support to this statement in that the perceived quality of leadership is reported as a factor in determining morale in subordinates.

The null hypothesis states that there will be no difference in the rate of absenteeism between the "above" and "below" average groups on the "Superintendent" subscale. The alternate hypothesis states

that the "below average" group membership will have a higher rate of absenteeism than the "above average" group.

Seventh research hypothesis. Teachers who rank "below average" on the morale subscale entitled "Rapport With Principal" will have a higher rate of absenteeism than those who rank "above average" on the morale subscale. The support for this statement is this writer's belief that the teacher's relationship with his/her building principal is an important contributing factor to his/her morale. And, as has been indicated, morale is reported to be a contributing factor in absenteeism.

The null hypothesis states that there is no difference in the rate of absenteeism between those teachers who rank "above average" than those who rank "below average" on the subscale entitled "Rapport With Principal." The alternate hypothesis states that teachers who rank "below average" on the morale subscale will have a higher rate of absenteeism than those ranked "above average."

This chapter has presented the research design, instrumentation, and statistical procedures employed in this investigation. Chapter IV will describe the sample population studied, discuss the administration and scoring of the Purdue Teacher Opinionaire, and present and analyze the data collected for this study.

CHAPTER IV

Presentation and Analysis of Data

Introduction

The major purpose of this chapter is to present and analyze the data collected for this study. In addition, descriptions of the sample population studied, and the administration and scoring of the Purdue Teacher Opinionnaire are also reported.

Selection and Description of the Sample Population

The research design of this investigation called for the construction of two sample groups. The study groups identified as the "affected" and the "unaffected" groups were constructed using random sampling techniques from the total population of certified teachers employed by the East Detroit Public Schools for the 1979-1980 school year.

Those categorized as "affected" were those who, during one of the 3 years of the study, were transferred as a result of a building being closed, were reassigned to a teaching position outside their area of expertise, or were notified that they had been laid off as a result of a reduction in staff for the following school year.

The "affected" population included 81 teachers. For the purposes of this investigation, the total population of "affected" teachers was included in the administration of the Purdue Teacher

Opinionnaire.

The sample population identified as the "unaffected" group was randomly selected from the total population of certified teachers who had not been directly affected by the three identified variables. A sample size of 100 was arbitrarily determined for the administration of the Purdue Teacher Opinionnaire to the "unaffected" group. In total, 181 Opinionnaires were distributed to the identified populations. In the analysis of absenteeism and its relationship to building closings, transfers outside one's area of expertise, and layoff status, the entire "unaffected" population under age 45 was analyzed on the basis of available personnel records.

In the random selection of the 100 "unaffected" sample group members of the administration of the Purdue Teacher Opinionnaire, a stipulation was added which limited the selection of group membership to those teachers under 45 years of age. Inasmuch as staff reductions are based on seniority, and in that age and seniority are highly correlated, it was determined that a limitation as to the age of the "unaffected" sample group would reduce the possibility of a bias based on the age of the respondent.

As part of the research design, data on the demographics of the total population was collected and analyzed. The factors of age, sex, marital status, residency, years of seniority, degree, and grade level taught were included in the data collection. A summary of this data is presented in Appendix A.

In reviewing the summary data contained in Appendix A, it was noted that 97% of the sample population were clustered in the 30 to 45

year age groups. Additionally, 64% of the sample were representative of secondary teachers whereas the general population is composed of 48% secondary teachers.

The profile of the sample group on the variables of sex, residency, marital status, and degree indicated a similarity between the population and the sample group selected in the random sampling.

The sample population is composed of 100 teachers randomly selected from the population of those unaffected by layoff, building closings, or academic reassignment. With seniority used as the basis of layoff and academic reassignment, it would necessarily follow that the older, more senior teacher would be the "unaffected" staff member. The fact that all buildings closed in the school district during the period under study were elementary schools adds further explanation as to the disproportionate representation of secondary teachers in the unaffected teacher sample population.

Based on a comparison of the demographic variables of sex, marital status, residency, and degree, it was concluded that the sample group was representative of the total population of unaffected teachers.

The disproportionate representation within the sample group on the variables of age and grade level taught was to be expected and is acknowledged to be a function of the study design.

Data Collection

In the fall of 1979, demographic data were obtained on each teacher employed in the East Detroit Public Schools for the period

of time beginning with the 1976-1977 school year through the 1979-1980 school year. In addition, the absentee records of all teachers were reviewed, and the total number of days absent was recorded for each school year of the study. A summary of this data is included in Appendix B.

Identification of those teachers laid off, transferred, or assigned outside their area of expertise was obtained using existing personnel records for the 3 years under examination. This information was supplemented by records maintained by the East Detroit Federation of Teachers, and by information supplied by the teaching staff in a demographic survey taken in the fall of 1979.

In February of 1980, the Purdue Teacher Opinionaire was distributed to the sample populations via interschool mail. Responses to the Opinionaire, which measures teacher morale on 12 subscales in addition to a total score on morale, were recorded anonymously and returned via enclosed preaddressed envelopes. Seventy-two percent of the Opinionaires were returned. Of the Opinionaires received, 20 were deleted from use in the study because they were returned blank, incomplete, or too late for inclusion in the analysis. A summary of the information on the number of Opinionaires sent, returned, and usable appears in Table 2.

In an investigation of the reasons for nonresponses, personal contact was made with those teachers failing to return the Opinionaire. Discussions with the nonrespondents contacted failed to reveal a pattern that might bias the analysis. It was therefore assumed that the respondents were representative of the total population

under investigation.

Table 2
Data on Return of Purdue Teacher Opinionnaire

Group	Possible return	Total return		Usable return	
	No.	No.	%	No.	%
Affected	81	57	70.4	43	53.1
Unaffected	100	76	76.0	70	70.0

The usable Opinionnaires were hand scored. Raw scores for each of the 10 sub-factors were recorded for each respondent. In addition, scores for total morale and for the Supplement sub-factors of the perceived effectiveness of the school board and the superintendent were also recorded. Data on the mean, standard deviation, and the possible and attained range of all respondents on the Purdue Teacher Opinionnaire appear in Appendix F.

Data Analyses With Regard to the Stated Hypotheses

This study attempted to determine if there was any difference between teachers who had been transferred, academically reassigned, or laid off during a 3-year period beginning with the 1976-1977 school year, and teachers who had not been directly affected by transfers, reassignment, or notice of layoff. In addition, morale was examined as a possible factor in the rate of teacher absenteeism. And, although considered sub-factors in the measurement of morale

using the Purdue Teacher Opinionnaire, the perceived effectiveness of the school board, superintendent, and the principal was also examined.

Treatment of the data, which consisted of the total number of recorded absences and individual scores obtained on the level of morale as measured by the Opinionnaire, consisted of a statistical analysis using the one-tailed t-test of independent mean scores.

The first set of hypotheses dealt with the annual rate of absenteeism, over a 3-year period, for two selected groups of teachers. One group was categorized as having received notice of layoff, the other as not having received such notification. The hypotheses tested represent an attempt to establish a relationship between the receipt of a notification of layoff and the rate of absenteeism. A .05 level of significance was selected as the criterion at which the null form of the hypotheses could be rejected.

Hypothesis one. The first research hypothesis states that there will be a difference in the mean rate of absenteeism between teachers receiving notices of layoff and those who did not. Subhypotheses were generated for each year of the study (1976-1977, 1977-1978, 1978-1979). Stated in the null form, they also indicated that there would be no difference in the mean rate of absenteeism between teachers who had been laid off and those who had not. The results of the t-tests are shown in Table 3.

The mean number of days absent for teachers laid off in 1978-1979 was 9.0 days. The mean number of days absent for teachers unaffected by layoff was 9.02 days. Statistical analysis of the difference revealed a t-score of .04 with a level of significance of .49.

Using a level of significance of .05 as criterion for rejection, the subhypothesis of the null hypothesis for the school year 1978-1979 could not be rejected.

Table 3
Three Year Annual Comparison of the Rate of Absenteeism
of Teachers Affected by Layoff With Those
Teachers of Unaffected Population

Category	Number of cases	Mean	Standard deviation	t value	Level of signif.	Decision
1978-1979						
Affected	30	9.0	4.6	.04	.49	Accept H_0
Unaffected	242	9.02	8.0			
1977-1978						
Affected	53	10.4	4.3	1.25	.11	Accept H_0
Unaffected	236	9.4	8.8			
1976-1977						
Affected	39	10.5	8.8	1.59	.06	Accept H_0
Unaffected	257	8.2	5.8			

Note. One-tailed t -test of independent means using .05 as criterion for rejection.

The mean number of days absent for teachers laid off in 1977-1978 was 10.4 days. The mean number of days absent for teachers unaffected by layoffs was 9.4 days. Statistical analysis of the difference in the means revealed a t -score of 1.25 with a level of significance of .11. Using the .05 criterion level of rejection, the subhypothesis of the null hypothesis for the school year 1977-1978 could not be rejected.

The mean number of days absent for teachers laid off in 1976-1977 was 10.5 days. The mean number of days absent for teachers unaffected by layoff was 8.2 days. Statistical analysis of the difference in the means revealed a t-score of 1.59 with a level of significance of .06. Using the .05 criterion level of rejection, the subhypothesis for the year 1976-1977 could not be rejected.

In conclusion, the findings of the data analysis with regards to each of the subhypotheses of the null hypothesis failed to support a relationship between the absenteeism rate and the notification of layoff. Although the data fail to support a relationship between the receipt of a "pink slip" and the rate of absenteeism, it should be noted that the mean rates of absenteeism for the affected teachers has declined from 10.5 days to 9.0 days in the 3 years of this study. The mean rate of absenteeism for the unaffected group has increased from 8.2 days to 9.02 days.

Hypothesis two. The second research hypothesis states that the rate of teacher absenteeism as measured by the number of work days lost will be higher among teachers assigned outside their area of expertise than among teachers assigned to instructional areas from which they obtained their experience. The null hypothesis states that there will be no difference in the mean rate of absenteeism between those teaching outside their area of expertise and those teaching in the instructional area from which they obtained their experience. A subhypothesis was generated for each year of the 3 years of the case study. A summary of the data analysis of the three subhypotheses is contained in Table 4.

Table 4

Three Year Annual Comparison of the Rate of Absenteeism
of Teachers Assigned Outside Their Area of Expertise
With Unaffected Teacher Population

Category	Number of cases	Mean	Standard deviation	<u>t</u> value	Level of signif.	Decision
1978-1979						
Affected	14	12.0	5.6	1.49	.07	Accept H_0
Unaffected	257	8.9	7.7			
1977-1978						
Affected	7	11.6	3.7	1.39	.10	Accept H_0
Unaffected	282	9.5	8.2			
1976-1977						
Affected	2	6.8	4.0	2.51	.25	Accept H_0
Unaffected	290	8.6	6.4			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

The mean number of days absent for teachers assigned outside their area of expertise for 1978-1979 was 12.0 days. The mean number of days absent for teachers unaffected by academic reassignment was 8.9 days. A statistical analysis of the difference in the means revealed a t-score of 1.49 with a level of significance of .07. Using the .05 criterion level of rejection, the subhypothesis of the null hypothesis for the 1978-1979 school year could not be rejected.

The mean number of days absent for teachers assigned outside their area of expertise for the 1977-1978 school year was 11.6 days. The mean number of days absent for teachers unaffected by academic reassignment was 9.5 days. A statistical analysis of the difference in the means revealed a t-score of 1.39 with a level of significance

of .10. Using the .05 criterion level of rejection, the subhypothesis of the null hypothesis for the 1977-1978 school year could not be rejected.

The hypothesis comparing the rate of absenteeism of teachers assigned outside their area of expertise for the 1976-1977 school year could not be tested because of the small number of cases reported. Only two teachers were identified as having been reassigned outside their area of expertise. As such, it was felt that any statistics generated would lack the validity necessary to draw a reasonable conclusion relative to a relationship of the variable to absenteeism.

In conclusion, the findings of the data analysis failed to support the relationship of a teacher's assignment outside of his/her area of expertise with the teacher's rate of absenteeism. The level of significance of all t-tests used to analyze the difference in the rates of absenteeism for teachers reassigned and those that were not was greater than the .05 criterion for rejection. Therefore, the null hypotheses could not be rejected. Based on the difference of the group mean rates of absenteeism of the affected and unaffected teachers, for each year of the 3 years of the study, it has been concluded that there is no evidence to support the relationship of a teacher's reassignment to a position different from that in which they had obtained their experience (their area of expertise) and the rate of absenteeism experienced by that teacher. Also noteworthy is the small number of cases of teachers reporting such reassignment.

Hypothesis three. The third research hypothesis investigates the rate of teacher absenteeism by analyzing the difference between the number of days not worked by teachers who were transferred to a new building assignment as a result of a building being closed, and the number of days not worked by those teachers who were not affected directly by a building being closed. Stated in the null form, the hypothesis states that there will be no difference in the mean rate of absenteeism between those teachers who were transferred and those who were not transferred as a result of a building being closed.

A subhypothesis was generated for each year of the 3 years of the study. Summary data of the analysis of the subhypotheses of the null hypothesis is contained in Table 5.

Table 5

Three Year Annual Comparison of the Rate of Absenteeism
of Teachers Transferred as a Result of a Building
Closing With Unaffected Population

Category	Number of cases	Mean	Standard deviation	t value	Level of signif.	Decision
1978-1979						
Affected	11	8.18	4.17	.66	.26	Accept H_0
Unaffected	261	9.07	7.77			
1977-1978						
Affected	12	12.4	15.13	.68	.26	Accept H_0
Unaffected	277	9.4	7.7			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

The mean number of days absent for teachers transferred as a result of a building closing in 1978-1979 was 8.18 days. The mean

number of days absent for teachers unaffected by a building being closed was 9.07 days. Statistical analysis of the difference revealed a t-score of .66 with a level of significance of .26. Using the .05 criterion level of rejection, the subhypothesis of the null hypothesis for the 1978-1979 school year could not be rejected.

The mean number of days absent for teachers transferred as a result of a building closing in 1977-1978 was 12.4 days. The mean number of days absent for teachers unaffected by a building closing was 9.4 days. Statistical analysis of the difference between the means using the one-tailed t-test of independent means revealed a t-score of .68 with a level of significance of .26. Using the .05 level of significance as criterion for rejection, the subhypothesis of the null hypothesis for the 1977-1978 school year could not be rejected.

The sample population representing those teachers affected by a building closing in 1976-1977 was too small to allow for valid analysis.

To summarize, the analysis of the rate of absenteeism among teachers affected by building closings in relation to the rate among teachers unaffected by building closings for each of the 3 years of the study failed to establish a statistical significance. All three subhypotheses could not be rejected. Thus, it has been concluded that there is no evidence to support the relationship between a teacher being transferred as a result of a building closing and the rate of teacher absenteeism.

Hypothesis four. The fourth research hypothesis investigates the relationship of morale to teacher absenteeism. It states that teachers with low morale, as measured by the Purdue Teacher Opinionnaire score for total morale, will have a higher rate of absenteeism than teachers with high morale. Absenteeism was measured on the basis of the total number of days absent for the 3 years of the study. The null hypothesis states that there will be no difference in the mean rate of absenteeism between the high and low morale groups.

For purposes of determining high and low morale, the 50th percentile raw score for total morale of the nationally normed Purdue Teacher Opinionnaire was employed as the determinator of high and low morale. Scores above the 50th percentile were considered to represent high morale, and scores below the 50th percentile were considered to represent low morale. A summary of this data analysis is presented in Table 6.

Table 6

A Comparison of Mean Rates of Absenteeism of High and Low Morale Respondents on the Purdue Teacher Opinionnaire

Category	Number of cases	Mean	Standard deviation	<u>t</u> value	Level of signif.	Decision
High morale	11	30.6	29.1	.11	.46	Accept H_0
Low morale	86	32.0	38.3			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

The mean rate of absenteeism of teachers in the high morale group for the 3 years of the study was 30.6 days. The low morale group mean rate of absenteeism was 32.0 days. An analysis of the difference between the means using the one-tailed t-test of independent means revealed a t-value of .11 with a level of significance of .46. Using the .05 criterion for rejection, it was determined that the null hypothesis could not be rejected.

A review of the data and the statistical profile of morale in the East Detroit Public Schools indicates that the data analysis fails to support a relationship between absenteeism and morale. However, the literature reviewed as part of this research indicated that absenteeism was a valid index of morale.

Further review of the data reveals that the morale of all respondents is low, based on national norms for the instrument. The mean score of all respondents on the Purdue Teacher Opinionnaire was 276.2. This places the average score of all respondents in the 17th percentile.

Based on the low morale of all respondents, it becomes difficult to compare absentee rates of high and low morale groups. In short, it would appear that there are too few high morale respondents to determine whether or not there is a difference in absenteeism between the high and low morale groups.

Hypothesis five. The fifth research hypothesis investigates the perceived effectiveness of the school board, considered a sub-factor of morale, and its relationship to teacher absenteeism. The hypothesis states that teachers who rank above average on the Purdue Teacher

Opinionaire subscale entitled "School Board" will have a lower rate of absenteeism than those who rank below average on the subscale.

The decision rule employed to segregate the above average scores from the below average scores was the 50th percentile raw score of the subscale based on national norms for the instrument. This score was determined to be 28.75 of a possible score of 40.

The null hypothesis used in the statistical analysis stated that there would be no difference between the mean rate of absenteeism between those ranking above average and those ranking below average for the 3 years of the case study. A summary of the data analysis of the hypothesis is contained in Table 7.

Table 7

A Comparison of the Mean Rates of Absenteeism of Above and Below Average Respondents on Subscale of Purdue Teacher Opinionaire Entitled "School Board"

Category	Number of cases	Mean	Standard deviation	<u>t</u> value	Level of signif.	Decision
Above average	11	27.5	14.3	.9	.18	Accept H_0
Below average	86	32.5	39.2			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

The mean number of days absent among teachers scoring above average on the subscale entitled "School Board" was 27.5 days. The mean number of days absent for teachers scoring below average was 32.5.

Statistical analysis of the difference in the mean scores using the one-tailed t-test of independent means revealed a t-score of .9 with a level of significance of .18. Using the .05 criterion for rejection, the null hypothesis could not be rejected.

Although statistically there was no significance in the rate of absenteeism between the above and below average groups on the subscale entitled "School Board," it is noteworthy to add that the mean score of all respondents was 21.46 on a scale of 40. The 21.46 mean score of all respondents ranks below the 10th percentile of the national norms established for the subscale entitled "School Board."

Hypothesis six. The sixth research hypothesis investigates the perceived effectiveness of the superintendent, as a sub-factor of morale, and its relationship to teacher absenteeism. The hypothesis states that teachers who rank above average on the morale subscale entitled "Superintendent" will have a lower rate of absenteeism over the 3 years of the case study than teachers who rank below average on the subscale. The null hypothesis states that there will be no difference in the rate of absenteeism between the two groups.

The decision rule employed to segregate the above average and below average groups was the 50th percentile raw score of the subscale based on national norms. This score was determined to be 31.52 of a possible score of 40.

A summary of the data analysis of the hypothesis is presented in Table 8.

The mean number of days absent for teachers scoring above average on the morale subscale entitled "Superintendent" was 24.1 for

the 3 years of the case study. The mean number of days recorded absent for the below average group was 32.4 days.. Statistical analysis using the one-tailed t-test of independent means revealed a t-score of 1.85 with a level of significance of .03. Using the .05 criterion of rejection, the null hypothesis could be rejected. However, the low number of cases scoring above average was felt to be too small to make meaningful statistical inferences. A review of the raw scores of all respondents on the Opinionaire subscale entitled "Superintendent" reveals a mean score of 21.19. A mean score of 21.19 places the average score of the respondents below the 10th percentile of the nationally normed scores on the subscale entitled "Superintendent."

Table 8

A Comparison of the Mean Rates of Absenteeism of Above and Below Average Respondents on Subscale of Purdue Teacher Opinionaire Entitled "Superintendent"

Category	Number of cases	Mean	Standard deviation	t value	Level of signif.	Decision
Above average	7	24.1	4.9	1.85	.03	Reject H ₀
Below average	90	32.4	38.6			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

Hypothesis seven. The seventh research hypothesis investigates the relationship of a teacher's rapport with the building principal to the rate of absenteeism. The hypothesis states that teachers who

rank below average on the morale subscale entitled "Rapport With Principal" will have a higher rate of absenteeism over the 3 years of the case study than teachers who rank above average on the subscale. The null hypothesis states that there will be no difference in the mean rate of absenteeism between the two groups over the period of time under investigation.

The decision rule employed to segregate the above and below average respondents was the 50th percentile raw score of the nationally normed scores of the Opinionnaire. This score was determined to be 65 out of a possible score of 80.

A summary of the data analysis of the hypothesis is contained in Table 9.

Table 9

A Comparison of the Mean Rates of Absenteeism of Above and Below Average Respondents on Subscale of Purdue Teacher Opinionnaire Entitled "Rapport With Principal"

Category	Number of cases	Mean	Standard deviation	<u>t</u> value	Level of signif.	Decision
Above average	16	28.1	24.6	.59	.28	Accept H_0
Below average	81	32.6	39.4			

Note. One-tailed t-test of independent means using .05 as criterion for rejection.

The mean rate of absenteeism for respondents scoring above average on the subscale entitled "Rapport With Principal" for the 3-year

period of the study was 28.1 days. The mean rate of absenteeism for the teachers scoring below average was 32.6 days. The difference between the means was statistically analyzed using the one-tailed t-test of independent means which revealed a t-score of .59 with a level of significance of .28. Using the .05 criterion of rejection, it was determined that the null hypothesis could not be rejected.

The mean score of all respondents on the subscale entitled "Rapport With Principal" was 52.9 which ranks in the 17th percentile on the national normed scores on the subscale.

In summary, this chapter has presented a description of the sample population based on the demographic data collected. A review of each of the seven research hypotheses was offered. In addition, the data analysis was profiled and the results of the analysis were reported. Chapter V will summarize the purposes, findings, and conclusions of this study, discuss its implications, and make recommendations for further study.

CHAPTER V

Summary, Findings, Conclusions, Implications, and Recommendations for Further Study

Introduction

This chapter presents a summary of the purposes, procedures, and findings of this research study. The conclusions, implications, and recommendations for further study generated by this research are also included.

Summary of the Purposes and Procedures

The major purposes of this study were to investigate the relationship between the rate of teacher absenteeism, program curtailments initiated by a board of education, and the morale of the teachers. This was done in hopes of providing information that would be helpful to school districts facing similar economic hardship in understanding and dealing with teacher absenteeism.

A review of the literature and research on absenteeism has indicated the existence of a relationship between morale and absenteeism. However, statistical evidence to support such a relationship has not been conclusive.

In this 3-year ex post facto case study conducted in the East Detroit Public Schools, located in East Detroit, Michigan, the total sample population consisted of all full-time teachers employed by the district during the 1979-1980 school year. Two subgroups of the

total population were identified for testing purposes. One subgroup was determined on the basis of building rosters, layoff lists, and surveys to represent teachers who had been transferred, academically reassigned outside their area of expertise, or laid off during one or more of the 3 years under investigation. The second group was a randomly selected population of 100 teachers who had not been transferred, academically reassigned, or laid off during the school years 1976-1977, 1977-1978, or 1978-1979. The random selection of the unaffected sample population was limited to those teachers under age 45. This was done to reduce the potential of bias in the statistics based on the age of the participant. Data on the 3-year absence records of teachers in the total population and selected demographic characteristics were obtained from existing personnel records available through the school district and the East Detroit Federation of Teachers.

The Purdue Teacher Opinionnaire was administered to all teachers employed in the district in 1979-1980 who had been affected by the closing of a building, academic reassignment, or layoff during the previous 3 years. Eighty-one teachers were identified as being part of the "affected" group. The Opinionnaire was also administered to the "unaffected" sample population of 100 randomly selected teachers under age 45. A total of 181 Opinionnaires were sent to teachers in the "affected" and "unaffected" groups. Of the 181 Opinionnaires sent out, 133 were returned (73.4%) and 113 of the returned Opinionnaires were usable (62.4%).

The Purdue Teacher Opinionnaire was developed by Ralph R. Bentley and Averno M. Rempel to measure teacher morale. The Opinionnaire consists of 100 items which yield 10 subscale scores as well as a total morale score. The 10 subscales are "Teacher Rapport With Principal," "Satisfaction With Teaching," "Rapport Among Teachers," "Teacher Salary," "Teacher Load," "Curriculum Issues," "Teacher Status," "Community Support of Education," "School Facilities and Services," and "Community Pressures." Each subscale is composed of from 5 to 20 individual items. Four response items are presented for each item. They are: "Agree," "Probably Agree," "Probably Disagree," and "Disagree." Responses are weighted 4, 3, 2, and 1 or 1, 2, 3, and 4 depending upon the valence of the particular item. A total morale score is generated by summing the 10 subscale scores.

The Supplement to the Purdue Teacher Opinionnaire was also utilized. The Supplement provides two additional subscales of 10 items each, which measure the respondents perceptions of the effectiveness of the school board and the superintendent. The possible responses and scoring of the Supplement are identical to the Opinionnaire.

The data collected for this study were analyzed at the Western Michigan University Computer Center using the Statistical Package for the Social Sciences (SPSS).

The one-tailed t-test of independent mean scores was used to test all of the null hypotheses associated with the hypotheses of this study. The .05 level of significance was used as the criterion of rejection.

Findings

The data analyzed in this study failed to give support to the stated hypotheses. The hypotheses formulated regarding the relationship of building closings, academic transfers, and receipt of layoff notices to teacher absenteeism were not supported. It was shown that the mean rate of absenteeism of those teachers affected by the austerity programs necessitated by declining enrollments was no different than that of the unaffected teacher population.

Teacher morale was also examined as it related to the rate of teacher absenteeism. It was hypothesized that low morale teachers would have a higher rate of absenteeism than high morale teachers. The analysis of the data collected failed to support this hypothesis. The failure to identify a strong representation of teachers with high morale was a possible factor in the lack of support for this hypothesis.

The perceived effectiveness of the school board, superintendent, and the principal were also hypothesized to be a factor in teacher absenteeism. The hypotheses indicated that low perceived effectiveness of the school board, superintendent, or building principal would result in a higher rate of absenteeism. These hypotheses were not supported. The number of respondents scoring above average on the Purdue Teacher Opinionnaire subscales entitled "School Board," "Superintendent," and "Rapport With Principal" leaves the reliability of the data analysis questionable in the mind of this researcher. The data analysis on the subscales "School Board" and "Rapport With

Principal" failed to support the hypotheses. The data analysis on the subscale entitled "Superintendent" indicated support for the hypothesis. However, the low number of respondents in the above average range leaves the reliability of the conclusions drawn questionable.

Conclusions

The following conclusions were drawn on the basis of the analysis of the data collected in this study. The conclusions formulated here relate only to the studied population of teachers employed by the East Detroit Public Schools during the 1979-1980 school year.

The analysis of the collected data indicated that teachers affected by building closings, academic reassignment, or layoff did not have a higher rate of absenteeism than those teachers unaffected by the identified variables. This analysis compared the mean rates of absenteeism for each year of the 3 years of the case study. In failing to demonstrate an increase in the rate of absenteeism that could be related to the austerity programs of the board of education, it was concluded that the data analysis of the lack of differences in the mean rates of absenteeism between teachers affected and unaffected by the austerity programs failed to support the hypotheses formulated or the literature that was reviewed.

The data analysis relative to the hypothesis involving "Total Morale" indicated that teachers with below average morale did not have a higher rate of absenteeism than teachers with above average morale. The results of the data analysis do not support the research

and literature reviewed as part of this study. Van Zwoll (1964) indicated that the measure of morale was based on a number of indices, one of which was the use and abuse of leave privileges. Herzberg et al. (1957) and other authors, including Griffiths (1956), supported the premise that high absenteeism is a sign of low morale. The conclusion reached as a result of the lack of a statistically significant relationship between "Total Morale" and high absenteeism was that there was no evidence to support a relationship, as reported in the literature, of high absenteeism to teacher morale.

The average rate of absenteeism for teachers employed in the district since 1976-1977 was determined to be 8.9 days. Using the collective bargaining agreement provision which speaks to a maximum of 11 days per year, it could be determined that 8.9 days was high. It is also conceded that a different interpretation of the contract language granting 11 days leave annually would find 8.9 days within the permissible limit, and therefore, does not constitute abuse or high absenteeism. The literature reviewed as part of this study failed to indicate what could be considered high absenteeism for school teachers.

The hypotheses involving morale and its identified subscales revealed very few respondents in the above average group. One of the problems that occurred in the analysis of the high and low morale factors was the inability of this investigator to identify sufficient numbers of high morale respondents to give reliability to the conclusions. In short, most respondents were in the low categories. Based on the national norms for raw scores published for the Purdue Teacher

Opinionaire, the average respondent on the Opinionaire ranked in the 17th percentile on the "Total Morale" factor. That is to say that, nationally, 83% of all mean rate responses to the Opinionaire would rank higher than those of the respondents employed by the East Detroit Public Schools during the 1979-1980 school year.

The subscales rating the respondents' perceived effectiveness of the superintendent and the school board placed the mean response of the participating staff in the 10th percentile. This translates to the fact that 90% of all mean rate responses to the Opinionaire would rate their school board and superintendent more effective as administrators.

The conclusions that can be drawn from this study are somewhat limited, but obvious. However, to indicate that the low morale that is apparent in the East Detroit Public School teaching staff is a factor in the high rate of absenteeism would be to give an arbitrary definition to the subjective appraisal of what constitutes high absenteeism. Morale in the East Detroit Public Schools is low. The financial crisis and resulting administrative actions have not had an impact on any identifiable subgroup of the total population of teachers. And as such, it could be said that there is a good probability that all have been affected in a similar manner.

If one accepts the notion that absenteeism is high, in the absence of a definition of what constitutes high absenteeism, it would follow that there is a possibility that morale is at the root of the absentee problem. This assumption would be consistent with the literature reviewed in Chapter II of this study.

The failure of the data collected as part of this study to support the literature, in the mind of this investigator, does not affect the validity of the relationship of morale to absenteeism established by previous research. Rather, it is felt that the unsupportive results of this investigation were a result of the unique situation in which the majority of the teachers in the district had relatively low morale scores.

Implications

A major premise of this study was that teachers that had been transferred, academically reassigned, or laid off would experience higher rates of absenteeism than teachers unaffected by the actions of the board of education in the 3 years beginning with the 1976-1977 school year. The literature reviewed also supported the theory that high absenteeism would reflect low morale. The literature reviewed further supported the theory that program disruptions, job security, social subgroupings, and the perceived quality of supervision were all related to morale.

If one accepts the statement that if the rate of absenteeism is high, and that if morale is low, it would follow that a school district concerned with improving teacher absenteeism should give attention to the improvement of teacher morale. This statement is based upon the literature reviewed and not on the findings of this study.

Then, on the basis of the previous paragraph, it is suggested that school districts concerned with reducing absenteeism should place emphasis on the following procedures: (a) periodic assessment

of morale levels of teachers, (b) development of practices and programs to improve teacher morale, (c) periodic review of teacher absentee records to identify teachers who are consistently high absentees and who should be targeted for specific morale improvement programs.

Recommendations for Further Study

Based upon the lack of support for the research hypotheses which were designed to study the relationship of program curtailments and teacher morale with teacher absenteeism, and on the apparent lack of research on the effects of morale and its related factors on the teacher population of a declining enrollment school district, the following recommendations are made for further study:

1. This study should be replicated on a broader scale, including school districts that are not experiencing declining enrollments, comparing their absentee rates with that of a declining enrollment district.
2. Case studies should be done on individual high absence record teachers in an attempt to determine the specific causes of their absences.
3. Case studies should be done on other financially troubled, declining enrollment school districts to determine the effect of austerity programs on teacher morale and absenteeism.
4. Research should be initiated to determine what constitutes high and low absenteeism among teachers.

APPENDICES

Appendix A

Demographic Characteristics Of The Total Population And Sample Groups

Demo. Char.	Grouping	Total Sample N = 479		Unaffected N = 100		Affected N = 82	
		No.	%*	No.	%*	No.	%*
Sex	Male	179	37.4	57	57	26	37.7
	Female	300	62.6	43	43	56	68.3
Age	20-24	2	.4	0	0	1	1.0
	25-29	18	3.8	3	3	7	8.5
	30-34	107	22.3	30	30	22	26.8
	35-39	102	21.3	40	40	14	17.1
	40-44	64	13.4	27	27	10	12.2
	45-49	68	14.2	0	0	4	4.9
	50-54	56	11.7	0	0	16	19.5
	55-59	29	6.1	0	0	7	8.5
	60-	23	4.8	0	0	0	0
Marital Status	Single	133	27.8	23	23	30	36.6
	Married	346	72.2	77	77	52	63.4
Level of Teaching	Elem.	219	45.7	36	36	56	68.3
	Sec.	234	48.9	64	64	26	31.7
Years of Experience	2-4	16	3.3	2	2	5	6.0
	5-7	41	8.6	5	5	10	12.2
	8-10	100	20.9	21	21	34	41.5
	11-13	97	20.3	48	38	13	15.9
	14-16	61	12.7	13	13	6	7.3
	17-19	44	9.2	8	8	4	4.9
	20-22	63	13.2	13	13	8	9.8
	23-25	29	6.1	0	0	0	0.0
	26-	28	5.9	0	0	2	2.4
Residence	E. Det.	70	14.6	9	9	14	17.1
	Non. Res.	409	85.4	91	91	68	82.9
Degree	BA/BS	156	32.4	20	20	34	41.5
	MA/MS	303	63.3	75	75	48	58.5
	Ed. S.	12	2.5	3	3	0	0.0
	Ph.D/Ed.D	8	1.7	2	2	0	0.0

Appendix B
Three Year Comparison Of Population Absenteeism

Days Absent	1978-1979			1977-1978			1976-1977		
	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %
00-02	47	11.3	11.3	42	9.6	9.6	46	10.3	10.3
03-05	75	18.0	29.3	87	19.8	29.4	93	20.8	31.2
06-08	102	24.5	53.8	107	24.4	53.8	113	25.3	56.5
09-11	92	22.2	76.0	94	21.4	75.2	106	23.8	80.3
12-14	55	13.2	89.2	62	14.1	89.3	45	10.0	90.4
15-17	25	6.0	95.2	23	5.3	94.5	21	4.7	95.1
18-21	5	1.1	96.4	10	2.3	96.8	8	1.7	96.9
22-25	5	1.2	97.6	2	0.5	97.3	3	0.6	97.5
26-29	3	0.6	98.3	1	0.2	97.5	0	0	0
30-40	3	0.6	99.0	2	0.4	97.9	6	1.3	98.9
41-50	2	0.4	99.5	4	0.9	98.9	2	0.4	99.3
51-	2	0.4	100.0	5	1.0	100.0	3	0.6	100.0

Appendix C

Personnel Data Card

East Detroit Federation of Teachers

Name _____ Age _____ Elementary _____ Secondary _____ Other _____

Address _____ City _____ Phone _____

Marital Status:

Married _____ Single _____ Number of Dependent Children _____

Degrees Earned:

BS/BA _____ MA _____ SPEC _____ PHD/ED _____ Years taught in ED _____

Areas of Certification: _____

Majors: _____

Minors: _____

Current Building Assignment: _____ Were you "pink slipped" _____

1978-79 Building Assignment: _____ in 1978-79 Yes _____ No _____

1977-78 Building Assignment: _____ 1977-78 Yes _____ No _____

1976-77 Building Assignment: _____ 1976-77 Yes _____ No _____

Are you currently teaching in your area of expertise? Yes _____ No _____

Did you teach in your area of expertise in 1978-79? Yes _____ No _____

Did you teach in your area of expertise in 1977-78? Yes _____ No _____

Did you teach in your area of expertise in 1976-77? Yes _____ No _____

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Appendix F

Mean, Standard Deviation, And Possible And Attained Range Of Purdue Teacher Opinionnaire Raw Scores For All Respondants

Factor	Mean	Stan. Dev.	Possible Range	Attained Range
Teacher Rapport with Principal	52.9	13.4	20-80	27-53
Satisfaction with Teaching	61.6	11.3	20-80	24.80
Rapport Among Teachers	40.8	6.7	14-56	22-56
Teacher Salary	15.9	3.9	7-28	7-28
Teacher Load	33.6	5.9	11-44	20-44
Curriculum Issues	13.8	3.5	5-20	5-20
Teacher Status	18.4	4.7	8-32	8-31
Community Support of Education	11.3	3.5	5-20	5-20
School Facilities and Services	13.3	3.6	5-20	5-20
Community Pressures	15.9	6.1	5-20	6-20
Total Morale	276.2	41.6	100-400	112-378
School Board	21.5	5.6	10-40	10-33
Superintendent	21.2	8.0	10-40	10-40

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