

Running Head: Attitudes of Teachers Concerning Year-Round Education

A SURVEY OF TEACHERS' ATTITUDES  
IN THE MIDWEST  
CONCERNING YEAR-ROUND EDUCATION

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## ABSTRACT

The purpose of this study was to ascertain teacher opinions concerning year-round education. The research summarizes findings that answer the questions, “What is the overall opinion of teachers concerning year-round education?”, and “Is there a difference between primary and secondary teachers’ opinions concerning year-round education?” The research was conducted using an anonymous survey distributed in a Midwestern Metropolitan Area. The findings were analyzed through Microsoft Excel and A Statistical Program (ASP) software.

Findings indicate that there is a difference of opinion between primary teachers and secondary teachers concerning year-round education. Further research on the educational discussions concerning year-round education is warranted. Additionally, the districts covering the Metropolitan Area may want to consider conducting additional surveys to ascertain teachers’ opinions on year-round education for their school district.

## INTRODUCTION

### *Background, Issues and Concerns*

The traditional education calendar was developed in an agricultural society over 150 years ago. At that time the students were needed to assist with the summer harvesting of crops (Alternatives to the Traditional School-Year Calendar, 2007). However, society has changed greatly over the years. The dawn of the twentieth century has brought many technological advances that reduce the number of farmhands needed to complete the work on the farm (Year-Round Schooling, 2010).

Although there are fewer needs for students to be out of school in those summer months, the school calendar has not changed in most public school districts. Many are questioning if the traditional education calendar is still meeting the needs of the students in today's society. In a comparison study of 57 countries, the United States ranked near the middle of the pack in education. On average 16 other countries scored above the United States in science, and 23 scored above us in math (How Do United States Students Compare, n.d.).

Research shows that students in the United States lose knowledge over the summer months they spend away from school. This much time off hinders many students' learning, and therefore their progress and achievement. Summer loss for students is estimated to be about one to two months, but varies across subject matters (Summer Learning Loss, n.d.). In many classes and grades, the first month to month and a half of school is spent simply reviewing the previous year's content and not exploring new curriculum (Year-Round Schooling, 2010). As a result to this loss of knowledge over the summer months and in order to gain more time on exploring new curriculum and

less time on reviewing past curriculum, some school districts in the United States have changed their education calendar to a year-round education approach.

While the research that has been done provides benefits and drawbacks of a year-round education calendar, many of those studies show that going to school throughout the whole year, with small breaks throughout, will reduce the loss of knowledge that students are experiencing. Considering the history of America's traditional education school calendar, the needs of students have certainly changed since the late nineteenth century, yet the educational system continues to rely on the same calendar schedule. Some have hypothesized that year-round education is the change that is needed.

#### *Practice Under Investigation*

The practice under investigation is whether year-round education would be supported by teachers in the Metropolitan Area.

#### *School Policy to be Informed by Study*

All Metropolitan area teachers surveyed are currently employed at a school which operates on a traditional school year schedule. A traditional school year is a 180 day schedule over nine months with a three month break. A year-round education school year changes the traditional school calendar where students attend a 180 day schedule with the summer break mixed in throughout the school year in more frequent shorter breaks (Year-Round Schooling, 2010).

#### *Conceptual Underpinning*

Over the summer months, students' academic loss, on average, are estimated to be about one to two months, but varies across subject matters (Summer Learning Loss, n.d). A solution to this loss of knowledge is to remove the summer break and adopt a year-

round education calendar. A year-round education calendar “redistributes the school days uniformly throughout the year, eliminating a long summer vacation in lieu of shorter breaks called intersession” (Alternatives to the Traditional School-Year Calendar, 2007). Research that has been done provides benefits and drawbacks of a year-round education calendar.

Year-round education reorganizes the school year to provide more continuous learning by breaking up the long summer vacation into shorter, more frequent intersession throughout the year (Alternatives to the Traditional School-Year Calendar, 2007). Students attending a year-round education would be offered the same instruction and courses as students on a traditional education calendar. This calendar minimizes the learning loss that occurs during a typical three-month summer vacation (Alternatives to the Traditional School-Year Calendar, 2007). In addition to this, year-round education also decreases drop-out rates and provides counseling year-round, the availability of cooperative work experience, and improved staff development (Year-Round Schooling, 2010). “Teachers, students, and administrators who have had the opportunity to take part in year-round education have expressed an overall satisfaction and further stated that boredom and fatigue were reduced with the shorter, more frequent vacations” (Year-Round Schooling, 2010).

Alternatively, a year-round education calendar can be viewed as a possible disruption to summer. Summer is a time for childhood growth and development, family relationships and traditions, learning and enrichment opportunities, and summer employment (Don’t Change Schools Because Summer Matters, 2001). Year-round schooling can also cause scheduling conflicts for teachers who coach athletics or sponsor

extracurricular clubs and activities that do not stop when there are breaks (Year-Round School Debate, n.d). It is also reported that a notable number of schools have returned to traditional education calendars after implementing year-round education calendars (Year-Round School Debate, n.d).

### *Statement of the Problem*

There is a lack of knowledge about how teachers in the Metropolitan Area feel about implementing year-round education in their school district.

### *Purpose of the Study*

The purpose of this study is to ascertain teachers' opinions about year-round education. The information gained will help administrators of schools in the Metropolitan Area know the opinions concerning implementing year-round education in their school district.

### *Research Questions*

RQ 1: What is the overall opinion of teachers concerning year-round education?

RQ 2: Is there a difference between primary and secondary teachers' opinions concerning year-round education?

### *Null Hypothesis*

H<sub>0</sub>. There is no difference of opinion between primary and secondary teachers concerning year-round education.

### *Anticipated Benefits of the Study*

The results of this study will inform administrators of school districts in the Metropolitan Area about the opinions of teachers concerning year-round education. It

will help the school districts to understand how the teachers would feel if a year-round education was implemented.

### *Definition of Terms*

**Traditional Education:** A school year that is 180 days schedule over nine months with a three month break.

**Year-Round Education:** A school year that is 180 days schedule over 12 months with the summer break mixed in throughout the school year in more frequent shorter breaks (Year-Round Schooling, 2010).

**Single Track:** Year-round schedule where all students and staff are on the same time schedule for classes and vacations (Year-Round Schooling, 2010).

**Multi-Track:** Year-round schedule where students and staff are on different time schedules. Classes and vacations times are spread out so the facilities are always in use throughout the year (Year-Round Schooling, 2010).

**Extended School-Year:** Adding more days to the school calendar and reducing the number of days for summer. Also can be known as summer learning.

### *Summary*

Traditional education has been around for over 150 years. It was created in a time where having the summer months off was necessary. However, society has changed and so has the need of having those summer months off. Many countries around the world are increasing in their education levels; however, the United States is not. Instead, we are ranked in the middle compared to the other countries. With those summer months off, the majority of the students in the United States are losing the knowledge. This, in return,

takes away a month to a month and a half of the next school year to review prior year subject matter instead of using that time to introduce and explore new curriculum.

Year-round education has been on the rise in the education world offering many benefits. Such benefits include the following: minimizes the learning loss that occurs during a typical three-month summer vacation; decreases drop-out rates; provides all-year counseling; increases the availability of cooperative work experience; improves staff development; and decreases students' feelings of fatigue and boredom with school. Year-round education also has drawbacks. Such drawbacks include the following: causes a disruption to summer; interferes with summer employment opportunities; prevents family summer vacations and traditions; hinders childhood growth and development which occurs during summer activities; and causes scheduling conflicts for teachers who coach athletics or sponsor extracurricular clubs and activities.

This study is analyzing a survey which was given to 46 individuals, made up of 24 primary teachers and 22 secondary teachers within the Metropolitan Area. This study investigates the opinions of teachers in the Metropolitan Area and will determine whether there is a need for further research in the area of implementing year-round education.



## REVIEW OF LITERATURE

Education is extremely important in today's society. It is a way for individuals to learn and grow into productive citizens. The majority of the public schools in the United States currently operate on a traditional education calendar. A traditional school year is a 180 day schedule over nine months with a three month break (Year-Round Schooling, 2010). This type of education calendar was first developed in an agricultural society over 150 years ago. At that time the students were needed to assist with the summer harvesting of crops (Alternatives to the Traditional School-Year Calendar, 2007). It was critical to have those three months off in the summer.

Our society has changed greatly over the years and the twentieth century has brought many technological advances that reduce the number of people needed to complete the work on the farm (Year-Round Schooling, 2010). Although there is no longer a need for students to be out of school during those summer months, many schools still operate on the traditional education schedule. Those three months off in the summer are used for summer employment, sports, vacations, family relationship and traditions. It also provides a break for students in hopes of minimizing the number of students who feel overwhelmed and tired of school.

However, some wonder if summer break is worth it. Many countries around the world are increasing in their educational levels while the United States is not. The United States, which was once ranked towards the top in education, is now ranked in the middle (How Do United States Students Compare, n.d.). The United States is no longer

leading in education. Many are questioning if the traditional education calendar is still meeting the needs of the students in today's society.

Research shows that students in the United States lose knowledge over those summer months away from school. The knowledge lost is estimated to be about one to two months, but varies across subject matters (Summer Learning Loss, n.d). The large amount of time off hinders many students' learning and therefore their progress and achievements. As a result, many classes and grades spend the first month to month and a half of school simply reviewing the previous year's content and not exploring new curriculum (Year-Round Schooling, 2010). A solution to this loss of knowledge is to change from the traditional education calendar and adopt a year-round education calendar.

There are two main types of year-round education calendars, single track and multi-track. Each of these year-round calendars serves a different purpose. The first type of year-round education is the single track calendar. The single track calendar is a year-round schedule where all students and staff are on the same time schedule for classes and vacations (Year-Round Schooling, 2010). The main purpose of this calendar is to increase students' academic success and reduce the knowledge lost over the long summer break. The second type of year-round education is the multi-track calendar. The multi-track calendar is a year-round schedule where students and staff are on different time schedules. Class and vacation times are spread out so the facilities are always in use throughout the year (Year-Round Schooling, 2010). The main purpose of this calendar is to prevent over populated schools and classrooms.

The year-round education type this research paper is focusing on is the single-track calendar. This year-round education calendar changes the traditional education calendar by breaking up the three month summer break into more frequent shorter breaks throughout the same 180 day schedule. (Year-Round Schooling, 2010). Students go to the same classes and receive the same instruction as students on the traditional education calendar. However, this reorganizing of the school year provides more continuous learning and more benefits than the traditional education calendar (Alternatives to the Traditional School-Year Calendar, 2007).

However, not everyone feels that year-round education is the solution. A year-round education calendar can be viewed as a possible disruption to summer. Summer is a time for childhood growth and development, family relationships and traditions, learning and enrichment opportunities, and summer employment (Don't Change Schools Because Summer Matters, 2001). Year-round education also causes scheduling conflicts for teachers who coach athletics or sponsor extracurricular clubs and activities that do not stop when there are breaks (Year-Round School Debate, n.d) It is also reported that a notable number of schools have returned to traditional education calendars after implementing year-round education calendars (Year-Round School Debate, n.d.).

Year-round schooling is the best practice for schools in today's society. However, just changing the long summer break into smaller frequent breaks is not the only thing that needs to occur to make year-round education a success. A new curriculum needs to be addressed along with this change. More importantly, the support from the parents, teachers, and administration that this change in the education calendar will create more successful students is needed.

## RESEARCH METHODS

### *Research Design*

A non-experimental, one-time survey served as the research design. The alpha level was set at 0.25 for all tests with this research. The independent variable was the person's title as either a primary teacher or a secondary teacher. The survey will measure the results of several dependent variables. Tests run will include chi square and ANOVA.

### *Study Group Description*

The study group for this research consisted of 24 primary teachers and 22 secondary teachers in the Metropolitan Area. The primary teachers consist of three early childhood teachers and 21 elementary teachers. The following is the breakdown of the 24 primary teachers' years of experience in teaching: 12 primary teachers have one to five years of experience of teaching; nine primary teachers have six to 10 years of experience of teaching; one primary teacher have 11 to 15 years of experience of teaching; two primary teachers have 16 to 20 years of experience of teaching; zero primary teachers have 21 to 25 years of experience of teaching; and zero primary teachers have over 25 years of experience of teaching.

The secondary teachers consist of nine middle school teachers and 13 high school teachers. The following is the breakdown of the 22 secondary teachers' years of experience in teaching: four secondary teachers have one to five years of experience of teaching; nine secondary teachers have six to 10 years of experience of teaching; five secondary teachers have 11 to 15 years of experience of teaching; two secondary teachers have 16 to 20 years of experience of teaching; one secondary teacher have 21 to 25 years

of experience of teaching; and one secondary teacher have over 25 years of experience of teaching.

### *Data Collection and Instrumentation*

An anonymous questionnaire was distributed via paper by a third party source to a selection of 46 teachers in the Metropolitan Area who were enrolled in graduate school. Questions were the same for all teachers to allow for an understanding of attitudes and perceptions of the teachers surveyed. The questionnaire contained some general demographics questions and some questions concerning their attitude towards year-round education. For the general demographics questions, they were given a list of options and asked to choose the one that relates most to them. For questions surrounding their attitude regarding year-round education the teachers were given the following responses to choose from: strongly agree; agree; disagree; strongly disagree. On one question about their attitude on year-round education the teachers were given the response options of “I am for year-round education” or “I am against year-round education” to choose from.

The survey was given by a third party source to teachers who enrolled in graduate school. 46 teachers responded to the survey. Responses were posted to a Microsoft Excel spreadsheet. Words were recorded as numbers in answers so that the statistical analysis could be completed. Strongly agree will be represented by the number one; agree will be represented by the number two; disagree will be represented by the number three; and strongly disagree will be represented by the number four.

*Statistical Analysis Methods*

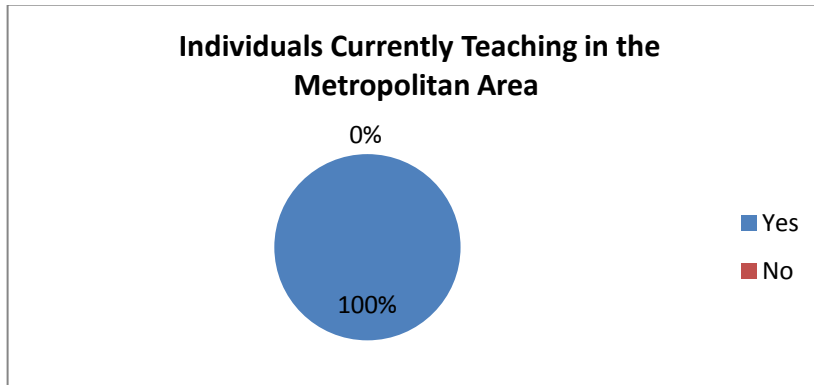
A Statistical Package (ASP) software was used to complete the statistical calculations in this study. Descriptive statistics, chi-square, and ANOVA were calculated. Additionally, Microsoft Excel was used to compile some data used in the research.

## FINDINGS

To determine the attitudes and perceptions of teachers in the Kansas City Metropolitan Area, the survey began with four questions asking basic demographic questions about the teachers surveyed to identify a basic background.

Table 1

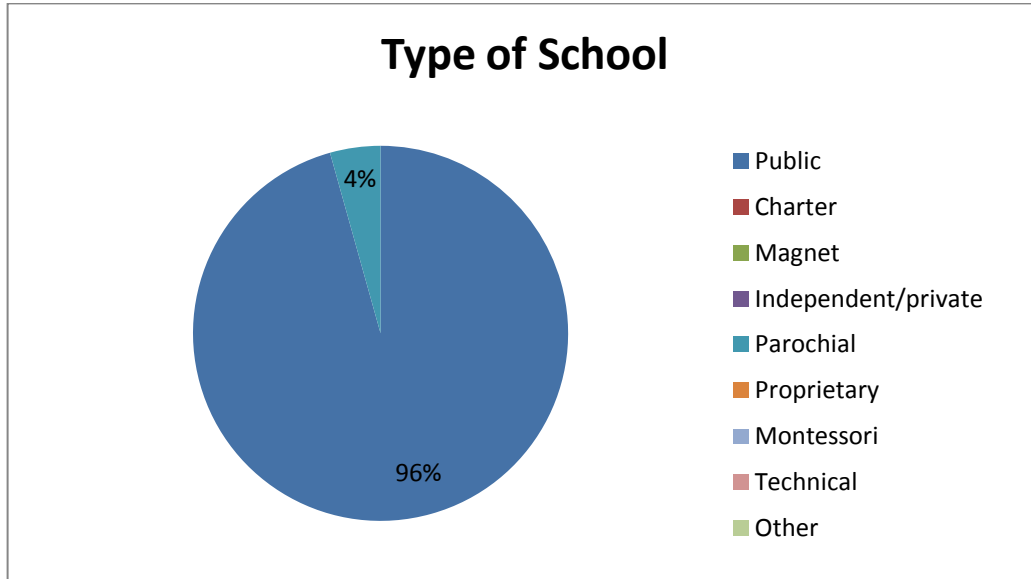
Question: Are you currently teaching in the Metropolitan Area?



The first question on the survey stated “Are you currently teaching in the Metropolitan Area?” The individuals had the option to choose “yes” or “no.” All 46 individuals answered “yes” stating they are currently teaching in the Metropolitan Area. Since all 46 individuals answered “yes” the graph above shows 100% of the individuals are currently teaching in the Metropolitan Area.

Table 2

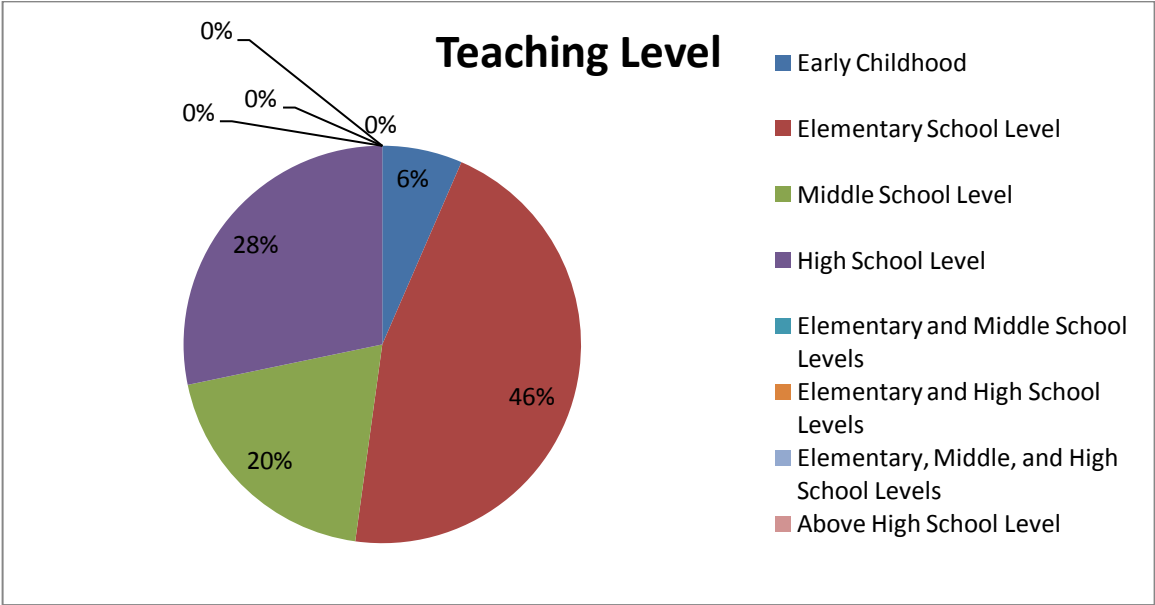
Question: Which of the following best describes the school you work at?



The second question on the survey stated “Which of the following best describes the school you work at?” The individuals had the following options to choose from: public school, charter school, magnet school, independent/private school, parochial school, proprietary school, Montessori school, technical school, and other. 44 of the 46 individuals stated that public school best describes the school they work at and 2 individuals stated that parochial school best describes the school they work at. The graph above shows 96% of the individuals surveyed work at a public school and 4% of the individuals surveyed work at a parochial school.

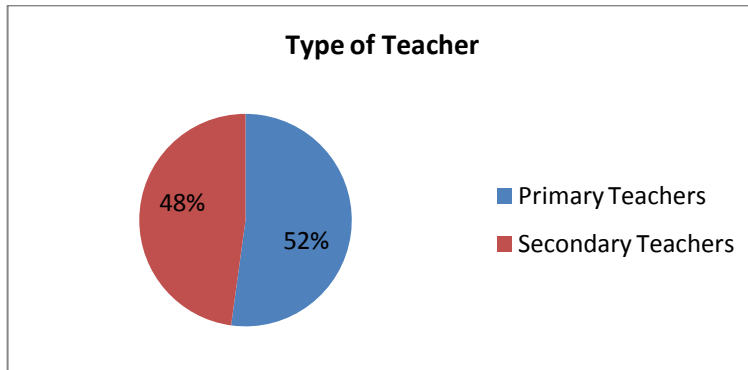


Table 3  
Question: What level do you teach at?



The third question on the survey stated “What level do you teach at?” The individuals had the following options to choose from: Early childhood, elementary school level, middle school level, high school level, elementary and middle school level, elementary and high school level, all three levels (elementary, middle, and high school), and above high school level. Out of the 46 individuals surveyed, 3 stated they work at the early childhood level, 21 stated that they work at the elementary level, nine stated that they work at the middle school level, and 13 stated that they work at the high school level. The graph above shows 6% of the individuals surveyed work at the early childhood level, 46% of the individuals surveyed work at the elementary school level, 20% of the individual surveyed work at the middle school level, and 28% of the individuals surveyed work at a high school level.

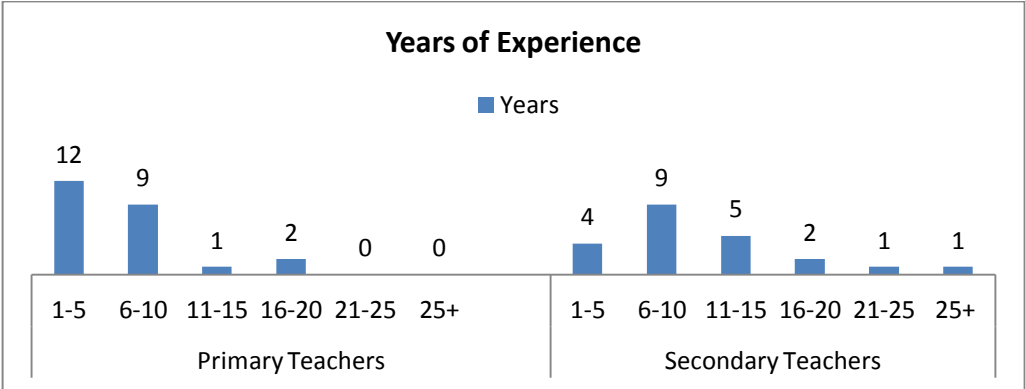
Table 4  
Primary Teachers Compared to Secondary Teachers



For this study, individuals were grouped into two categories based on their responses provided in table 3's question: primary teachers and secondary teachers. Responses were analyzed within these groups. The group containing primary teachers consists of 24 of the 46 individuals surveyed. This group consists of the three individuals that teach early childhood and the 21 individuals who teach at the elementary level. The group containing secondary teachers consists of 22 of the 46 individuals surveyed. This group consists of the nine individuals that currently teach at the middle school level and the 13 individuals that currently teach at the high school level. The graph above shows that 52% of the individuals surveyed create the primary teachers group and 48% of the individuals surveyed create the secondary teachers group.

From this point on, the data will be analyzed and compared between two groups: primary teachers and secondary teachers. There are 24 primary teachers which make up 52% of the individuals surveyed. There are 22 secondary teachers which make up 48% of the individuals surveyed.

Table 5  
Question: How many years experience do you have as a teacher?



The fourth question on the survey stated “How many years of experience do you have as a teacher?” The individuals surveyed had the following response options to choose from: one to five years, six to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years, and over 25 years. Out of the 24 primary teachers surveyed, 12 have one to five years of experience, nine have six to 10 years of experience, one has 11 to 15 years of experience, two have 16 to 20 years of experience, zero have 21 to 25 years of experience, and zero have over 25 years of experience. Out of the 22 secondary teachers surveyed, four have one to five years of experience, nine have six to 10 years of experience, five has 11 to 15 years of experience, two have 16 to 20 years of experience, one has 21 to 25 years of experience, and one has over 25 years of experience.

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The following tables show the individuals’ opinions on year-round education. The individuals were given a statement. They were then asked to rank their feelings about the statement choosing one of the following choices: strongly agree, agree, disagree, and strongly disagree. Strongly agree will be represented by the number one; agree will be

represented by the number two; disagree will be represented by the number three; and strongly disagree will be represented by the number four.

Table 6  
Statement: Year-round education will definitely increase student learning.

VARIABLE:		FREQUENCY PLOT				
	Q5	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
		----	----	----	----	-----
x < 1		0	0	0	0	
1 <= x < 2		5	5	10.9	10.9	****
2 <= x < 3		32	37	69.6	80.4	*****
3 <= x < 4		7	44	15.2	95.7	*****
4 <= x < 5		2	46	4.3	100	**
5 <= x		0	46	0	100	
<b>TOTAL</b>		<b>46</b>		<b>100</b>		

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education will definitely increase student learning; five individuals, or 10.9%, said they strongly agree that year-round education will definitely increase student learning. 32 individuals, or 69.6%, said they agree year-round education will definitely increase student learning. Seven individuals, or 15.2%, said they disagree that year-round education will definitely increase student learning. Two individuals, or 4.3%, said they strongly disagree that year round education will definitely increase student learning. Overall, more individuals agreed or strongly agreed that year-round education will definitely increase student learning.

Below is a table that compares primary teachers’ opinions to secondary teachers’ opinion on the statement that year-round education will definitely increase student learning. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 7  
Is there a difference in opinion between primary teachers and secondary teachers’ opinions on the statement that year-round education will definitely increase student learning?

Crosstab Q5 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	91.7% (22)	68.2% (15)			
Disagree	8.3% (2)	31.8% (7)	4.023	1	0.045

As shown in the table above, a significant difference was noted (Chi Square (1)= 4.023, p-value= 0.045) between primary teachers’ and secondary teachers’ opinions on the statement that year-round education will definitely increase student learning was found. 22 primary teachers agreed that year-round education will definitely increase student learning (91.7%), where only 15 secondary teachers agreed that year-round education will definitely increase student learning (68.2%). However, the small sample size (primary teachers=24 and secondary teachers =22), may limit study significance of the results. The survey shows that there was a significant difference between the primary teachers and secondary teachers’ opinions on the statement that year-round education will definitely increase student learning. Elementary teachers agreed with the statement year-round education will increase student learning more than secondary teachers.

Table 8  
Statement: Year-round education will prepare students better for entering college.

FREQUENCY PLOT						
VARIABLE:	Q6	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
		-----	-----	-----	-----	-----
x < 1		0	0	0	0	
1 <= x < 2		4	4	8.7	8.7	****
2 <= x < 3		26	30	56.5	65.2	*****
3 <= x < 4		15	45	32.6	97.8	*****
4 <= x < 5		1	46	2.2	100	*
5 <= x		0	46	0	100	
<b>TOTAL</b>		<b>46</b>		<b>100</b>		

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education will prepare students better for entering college; four individuals, or 8.7%, said they strongly agree that year-round education will prepare students better for entering college. 26 individuals, or 56.5%, said they agree that year-round education will prepare students better for entering college. 15 individuals, or 32.6%, said they disagree that year-round education will prepare students better for entering college. One individual, or 2.2%, said they strongly disagree that year-round education will prepare students better for entering college. Overall, more individuals agreed or strongly agreed that year-round education will prepare students better for entering college.

Below is a table that compares primary teachers' opinions to secondary teachers' opinions on the statement that year-round education will prepare students better for

entering college. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 9

Is there a difference in opinion between primary teachers and secondary teachers' opinions on the statement that year-round education will prepare students better for entering college?

Crosstab Q6 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	70.8% (17)	59.1% (13)			
Disagree	29.2% (7)	40.9% (9)	0.698	1	0.403

As shown in the table above, no significant difference was noted (Chi Square (1)=0.698, p-value= 0.403) between primary teachers' and secondary teachers' opinion on the statement that year-round education will prepare students better for entering college. However, the small sample size (primary teachers=24 and secondary teachers =22), may limit study significance of the results. The survey shows that there was no significant difference between the primary teachers and secondary teachers' opinion on the statement that year-round education will prepare students better for entering college.

Table 10

Statement: Year-round education will enable students to be better prepared to enter the work force.

VARIABLE:		FREQUENCY PLOT			
Q7	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
x < 1	0	0	0	0	
1 <= x < 2	8	8	17.4	17.4	*****
2 <= x < 3	31	39	67.4	84.8	*****
3 <= x < 4	7	46	15.2	100	*****
4 <= x	0	46	0	100	
<b>TOTAL</b>	<b>46</b>		<b>100</b>		

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education will enable students to be better prepared to enter the work force; eight individuals, or 17.4%, said they strongly agree that year-round education will enable students to be better prepared to enter the work force. 31 individuals, or 67.4%, said they agree that year-round education will enable students to be better prepared to enter the work force. Seven individuals, or 15.2%, said they disagree that year-round education will enable students to be better prepared to enter the work force. Zero individuals, or 0%, said they strongly disagree that year-round education will enable students to be better prepared to enter the work force. Overall, more individuals agreed or strongly agreed that year-round education will enable students to be better prepared to enter the work force.

Below is a table that compares primary teachers' opinions to secondary teachers' opinions on the statement that year-round education will enable students to be better



prepared to enter the work force. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 11

Is there a difference in opinion between primary teachers and secondary teachers' opinions on the statement that year-round education will enable students to be better prepared to enter the work force?

Crosstab Q7 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	95.9% (23)	72.7% (16)			
Disagree	4.1% (1)	27.3% (6)	4.75	1	0.029

As shown in the table above, a significant difference was noted (Chi Square (1)= 4.75, p-value= 0.029) between primary teachers' and secondary teachers' opinions on the statement that year-round education will enable students to be better prepared to enter the work force was found. 23 primary teachers agreed that year-round education will enable students to be better prepared to enter the work force (95.9%), where only 16 secondary teachers agreed that year-round education will enable students to be better prepared to enter the work force (72.7%). However, the small sample size (primary teachers=24 and secondary teachers =22), may limit study significance of the results. The survey shows that there was a significant difference between the primary teachers' and secondary teachers' opinion on the statement that year-round education will enable students to be better prepared to enter the work force. Elementary teachers agreed with the statement year-round education will enable students to be better prepared to enter the work force more than secondary teachers.

Table 12

Statement: Year-round education is a disruption to summer.

VARIABLE :		FREQUENCY PLOT				
	Q8	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
	x < 1	0	0	0	0	
1	<= x < 2	7	7	15.2	15.2	*****
2	<= x < 3	14	21	30.4	45.7	*****
3	<= x < 4	24	45	52.2	97.8	*****
4	<= x < 5	1	46	2.2	100	*
5	<= x	0	46	0	100	
<b>TOTAL</b>		<b>46</b>		<b>100</b>		

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education is a disruption to summer; seven individuals, or 15.2%, said they strongly agree that year-round education is a disruption to summer. 14 individuals, or 30.4%, said they agree that year-round education is a disruption to summer. 24 individuals, or 52.2%, said they disagree that year-round education is a disruption to summer. One individual, or 2.2%, said they strongly disagree that year-round education is a disruption to summer. Overall, more individuals agreed or strongly agreed that year-round education is not a disruption to summer.

Below is a table that compares primary teachers' opinions to secondary teachers' opinion on the statement that year-round education is a disruption to summer. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 13

Is there a difference in opinion between primary teachers' and secondary teachers' opinions on the statement that year-round education is a disruption to summer?

Crosstab Q8 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	37.5% (9)	54.5% (12)			
Disagree	62.5% (15)	45.5% (10)	1.344	1	0.246

As shown in the table above, a significant difference was noted (Chi Square (1)= 1.344, p-value= 0.246) between primary teachers' and secondary teachers' opinions on the statement that year-round education is a disruption to summer was found. Nine primary teachers agreed that year-round education is a disruption to summer (37.5%), where 12 secondary teachers agreed that year-round education is a disruption to summer (54.5%). However, the small sample size (primary teachers=24 and secondary teachers =22), may limit study significance of the results. The survey shows that there was a significant difference between the primary teachers' and secondary teachers' opinion on the statement that year-round education is a disruption to summer. More secondary teachers agreed with the statement that year-round education is a disruption to summer than elementary teachers.

Table 14  
 Statement: Year-round education will increase the burn out rate of teachers.

VARIABLE:		FREQUENCY PLOT				
Q9	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT	
x < 0	0	0	0	0		
0 <= x < 1	0	0	0	0		
1 <= x < 2	5	5	11.4	11.4	*****	
2 <= x < 3	12	17	27.3	38.6	*****	
3 <= x < 4	21	38	47.7	86.4	*****	
4 <= x < 5	6	44	13.6	100	*****	
5 <= x	0	44	0	100		
<b>TOTAL</b>	<b>44</b>		<b>100</b>			

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education will increase the burn out rate of teachers only 44 of them answered. Out of those 44 individuals; five individuals, or 11.4%, said they strongly agree that year-round education will increase the burn out rate of teachers. 12 individuals, or 27.3%, said they agree that year-round education will increase the burn out rate of teachers. 21 individuals, or 47.7%, said they disagree that year-round education will increase the burn out rate of teachers. Six individuals, or 13.6%, said they strongly disagree that year-round education will increase the burn out rate of teachers. Overall, more individuals felt that year-round education will not increase the burn out rate of teachers.

Below is a table that compares primary teachers' opinions to secondary teachers' opinions on the statement that year-round education will increase the burn out rate of teachers. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 15

Is there a difference in opinion between primary teachers and secondary teachers' opinions on the statement that year-round education will increase the burn out rate of teachers?

Crosstab Q9 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	34.8% (8)	42.9% (9)			
Disagree	65.2% (15)	57.1% (12)	0.302	1	0.583

As shown in the table above, no significant difference was noted (Chi Square (1)= 0.302, p-value= 0.583) between primary teachers' and secondary teachers' opinions on the statement that year-round education will increase the burn out rate of teachers was found. However, the small sample size (primary teachers=23 and secondary teachers =21), may limit study significance of the results. The survey shows that there was no significant difference between the primary teachers and secondary teachers' opinions on the statement that year-round education will increase the burn out rate of teachers.

Table 16

Statement: Year-round education will create exhaustion in students' learning.

VARIABLE:	FREQUENCY PLOT				
	Q10 FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
x < 1	0	0	0	0	
1 <= x < 2	5	5	10.9	10.9	****
2 <= x < 3	7	12	15.2	26.1	*****
3 <= x < 4	29	41	63	89.1	*****
4 <= x < 5	5	46	10.9	100	****
5 <= x	0	46	0	100	
<b>TOTAL</b>	<b>46</b>		<b>100</b>		

Key:			
1- Strongly Agree	2-Agree	3- Disagree	4- Strongly Disagree

When the survey asked the 46 individuals their opinion on the statement that year-round education will create exhaustion in students' learning; five individuals, or 10.9%, said they strongly agree that year-round education will create exhaustion in students' learning. Seven individuals, or 15.2%, said they agree that year-round education will create exhaustion in students' learning. 29 individuals, or 63%, said they disagree that year-round education will create exhaustion in students' learning. Five individuals, or 10.9%, said they strongly disagree that year-round education will create exhaustion in students' learning. Overall, more individuals felt that year-round education will not create exhaustion in students' learning.

Below is a table that compares primary teachers' opinions to secondary teachers' opinion on the statement that year-round education will create exhaustion in students' learning. In this table the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

Table 17

Is there a difference in opinion between primary teachers and secondary teachers' opinions on the statement that year-round education will create exhaustion in students' learning?

Crosstab Q10 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
Agree	29.2% (7)	22.7% (5)			
Disagree	70.8% (17)	77.3% (17)	0.247	1	0.619

As shown in the table above, no significant difference was noted (Chi Square (1)= 0.247, p-value= 0.619) between primary teachers' and secondary teachers' opinions on the statement that year-round education will create exhaustion in students' learning was found. However, the small sample size (primary teachers=23 and secondary teachers =21), may limit study significance of the results. The survey shows that there was no significant difference between the primary teachers' and secondary teachers' opinions on the statement that year-round education will create exhaustion in students.

The last question of the survey asked the individuals what their overall feeling was on implementing year-round education in the Kansas City Metropolitan Area. The individuals were given two choices to choose from; I am for year-round education or I am against year-round education. The number one indicates those individuals who are for year round education. The number two indicates those individuals who are against year-round education.

Table 18  
 Statement: What is your overall feeling on implementing year-round education in the Metropolitan Area?

VARIABLE:		FREQUENCY PLOT				
	Q11	FRQ.	CUM.	%	CUM.	FREQUENCY PLOT
		----	----	----	----	-----
x < 0		0	0	0	0	
0 <= x < 1		0	0	0	0	
1 <= x < 2		30	30	66.7	66.7	*****
2 <= x < 3		15	45	33.3	100	*****
3 <= x		0	45	0	100	
<b>TOTAL</b>		<b>45</b>		<b>100</b>		

Key:

1- For Year-Round Education                      2- Against Year-Round Education

When the survey asked the 46 individuals their overall feeling on implementing year-round education in the Metropolitan Area only 45 of them answered. Out of those 45 individuals; 30 individuals, or 66.7%, said they are for year-round education. 15 individuals, or 33.3%, said they are against year round education. Overall, more individuals are for implementing year-round education in the Metropolitan Area.

Below is a table that compares the overall opinion of primary teachers and secondary teachers on implementing year-round education in the Metropolitan Area.



Table 19  
 Is there a difference in opinions of implementing year-round education in the Metropolitan Area between primary teachers and secondary teachers?

Crosstab Q11 BY Primary/Secondary Teachers					
Source	Primary	Secondary	Chi Sq	Df	p-value
For Year-Round Education	79.2% (19)	52.4% (11)			
Against Year-Round Education	20.8% (5)	47.6% (10)	3.616	1	0.057

As shown in the table above, a significant difference was noted (Chi Square (1)= 3.616, p-value= 0.057) between primary teachers' and secondary teachers overall opinions of implementing year-round education in the Metropolitan Area was found. The majority of primary teachers were for implementing year-round education in the Metropolitan Area (79.2.5%), where about half of the secondary teachers were for implementing year-round education in the Metropolitan Area (52.4%). However, the small sample size (primary teachers=24 and secondary teachers =21), may limit study significance of the results. The survey shows that there was a significant difference between the primary teachers' and secondary teachers' overall opinion of implementing year-round education in the Metropolitan Area. More elementary teachers were for implementing year-round education in the Metropolitan Area than secondary teachers.

## CONCLUSIONS AND RECOMMENDATIONS

The null hypothesis stated that there is no difference of opinion between primary and secondary teachers concerning year-round education. The results of this study indicate that three out of the six statements showed a significant statistical difference of opinion between primary teachers and secondary teachers concerning year-round education.

Questions five and seven on the survey provided statements regarding how year-round education will positively affect the students' success in the future. The first statement was, "Year-round education will definitely increase student learning." The second statement was, "Year-round education will enable students to be better prepared to enter the work force." There was a significant statistical difference of opinion between primary teachers and secondary teachers concerning both of these statements. More primary teachers agreed with these statements than secondary teachers. However, this does not mean that secondary teachers disagreed with these statements. Over half of the secondary teachers did agree to both of these statements. However, more secondary teachers disagreed to these two statements than primary teachers. This shows that more secondary teachers do not feel that year-round schooling positively affect the students in their future as primary teachers. Due to the small sample size of 24 primary teachers and 22 secondary teachers.

Question eight on the survey provided a statement regarding how year-round education will negatively affect students' learning. The statement was, "Year-round education is a disruption to summer." There was a significant statistical difference of

opinion between primary teachers and secondary teachers concerning this statement.

More primary teachers disagreed with this statement than secondary teachers. The majority of the primary teachers (15 out of 24) stated they disagreed with this statement where just under half of secondary teachers (10 out of 22) stated they disagree with it. This shows that more secondary teachers agreed that year-round education is a disruption to summer than primary teachers.

The results of this study indicate three out of six statements where there was not a significant statistical difference of opinion between primary teachers and secondary teachers. Those statements were questions six, nine, and ten on the survey. Question six on the survey provided a statement regarding how year-round education will positively affect the students' success in the future. That statement was, "Year-round education will prepare students to be better prepared to enter the work force." The majority of primary teachers and secondary teachers both agree that year-round education will better prepare students to enter the work force.

Questions nine and ten both provided statements regarding how year-round education negatively affects students' learning. The first statement was, "Year-round education will increase the burn out rate of teachers." The second statement was, "Year-round education will create exhaustion in students' learning. The majority of primary teachers and secondary teachers both disagreed that year-round education will increase teachers' burn out rate or that it will create exhaustion in students' learning.

At the end of the survey, there was one final question. That question was, "What is your overall feeling about implementing year-round education in the Metropolitan

Area?” Overall, 30 individuals stated they were for implementing year-round education, 15 individuals stated they were against implementing year-round education, and one individual did not respond. When further analyzed these results indicated that there was a significant statistical difference of opinion between primary teachers and secondary teachers concerning their overall feeling on implementing year-round education in the Metropolitan Area. More primary teachers (19) stated they were for implementing year-round education, which is majority of the primary teachers. About half of the secondary teachers (11) stated they were for implementing year-round education, while the remaining secondary teachers (10) against implementing year-round education.

There appears to be a difference of opinion between primary teachers and secondary teachers on year-round schooling. As one looks through the results, the majority of the primary teachers agreed with the positive statements on year-round education and disagreed with the negative statements. However, when it comes to secondary teachers, their results were scattered. This indicates that there are mixed opinions about year-round education at the secondary level. These mixed opinions might be due to their years of experience or amount of knowledge on this issue of year round education.

Year-round education is a growing topic in the field of education. Many school districts across the United States are implementing it in one particular school to test it out or have implemented year-round education across their district. I feel that teachers in the Metropolitan Area need to be provided additional information so that they can be well educated on the positives and negatives of year-round education. They need to

understand what it takes to effectively set-up and implement year-round education so that it has a positive effect on students' learning and development.

The first thing that school districts in the Metropolitan Area should do is create a plan to implement year-round education. Creating a plan does not mean they have to implement year-round education, but it means they are ready and able to if the decision is made to do so.

After this plan is created, additional research should be done to ascertain the teachers' opinion on year-round education within their district. The sample size used in this study was small. A larger sample size will be able to identify areas where there is a significant difference between primary and secondary teachers' opinions more clearly. This survey will also be able to identify those areas where teachers are concerned year-round education will provide no change or negative change.

An additional study then should be done with both primary teachers and secondary teachers about their understanding on year-round education. This study should identify many misconceptions about year-round education and also provide information from schools which have already implemented year-round education.

Finally, parents' opinions should be analyzed and considered before implementing year-round education. As a learning community you need support from administration, teachers, and parents. All three parties must work together to achieve the educational goal of helping the students succeed.

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APPENDIX 1

This survey is collecting data to help assist in the completion of a research paper in a graduate degree program. The survey involves answering some general demographics questions and some questions about your attitude toward Year-Round Education. The survey takes about 10 minutes to complete. Your participation is completely voluntary, and your responses will be completely anonymous.

If you agree to complete the survey, please continue.

If you do not want to complete the survey, please mark a “X” through it.

Thank you for your participation.

1. Are you currently teaching in the Kansas City metropolitan area?
  - a. Yes
  - b. No

(If no is answered your survey ends here.)

2. Which of the following best describe the school you work at?
  - a. Public School
  - b. Charter School
  - c. Magnet School
  - d. Independent/ Private School
  - e. Parochial School
  - f. Proprietary Schools
  - g. Montessori School
  - h. Technical School
  - i. Other

3. What level do you teach at?
  - a. Early Childhood
  - b. Elementary School Level
  - c. Middle School Level
  - d. High School Level
  - e. Elementary and Middle School Levels
  - f. Elementary and High School Levels
  - g. Elementary, Middle, and High School Levels
  - h. Above the High School Level

4. How many years experience do you have as a teacher?
  - a. 1-5 years
  - b. 6-10 years
  - c. 11-15 years
  - d. 16-20 years
  - e. 21-25 years
  - f. 25+ years

#### About Year-Round Education

Year-Round Education is when schools operate on a 180 day system, yet they spread these days out across the year with shorter breaks between each term as opposed to a longer summer break. In America, schools typically operate on a 10-months system as established when the United States was still a largely agrarian nation. However, year-round education would change this so that instead of 10 months in school with a two month summer vacation, students would go for shorter periods of time and have longer breaks interspersed. The most popular example of year-round education is the 45-15 plan. This has students attending school 45 days and then getting three weeks (15 days) off. The normal breaks (holiday, spring) are still built into this calendar.

For the following statements, please mark if you strongly agree, agree, disagree, or strongly disagree.

5. Year-round education will definitely increase student learning.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
6. Year-round education will prepare students better for entering college?
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
7. Year-round education will enable students to be better prepared to enter the work force.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree



8. Year-round education is a disruption to summer.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
9. Year-round education will increase the burn out rate of teachers.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
10. Year-round education will create exhaustion in students' learning.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
11. What is your overall feeling on implementing year-round education in the Kansas City Metropolitan Area?
  - a. I am for year-round education.
  - b. I am against year-round education.