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The Impact of Year-Round School on Stress in Elementary School Teachers

Henriette Ingeborg Baker

THE IMPACT OF YEAR-ROUND SCHOOL ON STRESS IN ELEMENTARY SCHOOL TEACHERS.

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An Abstract Presented to the Faculty of the Graduate School
of Lindenwood College in Partial Fulfillment of the
Requirements for the Degree of Master of Art
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Abstract

In an effort to assess the impact of year-round school on teacher stress, a sample of 39 elementary school teachers from a year-round school was compared with a sample of 35 teachers from an elementary school in an adjacent district that is on a traditional schedule. A measure of teacher stress, the Teacher Stress Inventory (TSI), was administered to the teachers after they had completed one-half of the school year. Analysis of the data revealed that there was no significant difference in stress levels between the year-round teachers and the teachers on the traditional schedule. Stess levels were in the ranges of moderate to high for a majority of the teachers from both samples.

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Committee in Charge of Candidacy

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Dedication

To my children, Joel, Melissa, and Philip,

who were in this together with me.

Table of Contents

List of Tables

Chapter 1

Introduction

Year-round schooling has been applied as a solution to the problems of overcrowding of schools and budget deficits of school districts across the nation. A strong desire to improve public education, and thereby meet the demands of a complex society, has also been a factor in the development of year-round school programs ("Year-round schools," 1987).

Teacher attitudes towards year-round schooling significantly affect the implementation of a year-round program (Berger, 1975; Merino, 1983). In addition to the many demands that are placed on educators, teachers in year-round schools are faced with some unique challenges (Merino, 1983; "Statewide evaluation," 1989; Stiff, 1986).

Year-round school programs have been implemented at all levels of education. By far the greatest number of these programs are on the elementary level ("Year-round school," 1987). Stiff (1986) concluded that year-round school is most easily implemented at the elementary level.

Various plans presently in use divide the school year into periods of instruction which are

followed by periods of vacation. In a school with a single-track plan, all students are in school at the same time, and vacations are taken at the same time by all students. On a multitrack schedule, the students are divided into groups which attend school on different cycles. While one group is on vacation, the other cycles are in session. The length of the instructional periods ranges from 45 to 90 days. The most popular plan is the 45-15 multitrack model of year-round school (Shepard & Baker, 1977; "Year-round school," 1987).

Stress

Hans Seyle, a pioneer in the development of the concept of stress and medical research on stress, laid the foundation for the work of many others who have studied stress (Eliot, 1994). Seyle (1956) provided us with a definition of stress as "the state manifested by a specific syndrome which consists of all the nonspecifically induced changes within a biological system."

Miller, Smith, and Rothstein (1993) stated that unmanaged, excessive stress exacts a great toll on individuals and society in this culture. According to these authors, 75% to 90% of all physician office visits in the United States are

for stress-related complaints and ailments. Furthermore, 43% of all adults were found to suffer some adverse health effects from stress. The cost to society is great, both in terms of lost productivity and health care.

Stress has always been a part of living, and human beings are equipped to deal with acute stress. The "fight or flight" response prepares the body for adaptive responses to such stress. Therefore, the absence of all stress is neither possible nor desirable (Seyle, 1956). However, if stress becomes chronic, physiological and psychological functioning becomes impaired and the results can be fatal (Eliot, 1994; Miller, Smith & Rothstein, 1993). These authors explained in detail how all major body systems are affected. Muscular-sceletal symptoms, such as muscle tension, backaches, and TMJ pain are common. Among the gastrointestinal symptoms are digestive problems, bowel and bladder problems, and stomach ulcers. The cardio-pulminary system frequently responds to stress with shortness of breath, hyperventilation, dizziness, and fast or irregular heartbeat, and angina pectoris. Vascular symptoms include migraines and high blood pressure.

The endocrine system is responsible for providing the body with the resources to deal with stress. When confronted with acute stress, hormones, such as adrenaline, insulin, and cortisol, are released into the bloodstream to mobilize the body for a quick response. Chronic stress, however, is disruptive to the delicately balanced endocrine system, and the results may be hormonal imbalances that lead to lowered immunity, slow growth, menstrual irregularities, lowered sexual desire, and infertility.

The psychological effects of stress can be as debilitating as the physical symptoms. Emotional symptoms such as anxiety, depression, and anger are common results of stress. Cognitive impairment such as lack of concentration and poor memory interfere with daily functioning. High levels of adrenalin over time lead to hyperactivity of the brain which results in scattered and fragmented thinking, impaired judgment, hasty decisions, and ill-advised actions.

Besides the primary effects of stress, a secondary problem that may grow out of chronic stress is the inappropriate use of alcohol and

over-the-counter drugs. Fimian (1988) reported in his study that teachers who deal with stress are more likely to turn to alcohol and over-the-counter drugs than to call in sick.

Statement of purpose

Teaching as a whole has been considered to be an "imperiled profession" (Duke, 1984). Excessive stress and burnout are detrimental to the health and job satisfaction of teachers. Many good teachers leave the profession after a few years of service (Brown, 1984; Duke, 1984).

Little research has been done to investigate the effects of year-round school on teacher stress. Teachers in year-round programs are required to make many major and minor adjustments, such as sharing rooms and materials, and packing and unpacking several times each year (Berger, 1975; Merino, 1983; "Statewide evaluation," 1989; "Year-round school," 1987). These adjustments frequently result in increased stress and burnout (Stiff, 1986).

On the other hand, year-round scheduling may alleviate some of the stress of teachers. Duke (1984) and Swick (1985), for example, pointed out that student discipline is a major stressor for

teachers. The prospect of a vacation after eight or ten weeks of instruction may help teachers cope with the stress of difficult student behaviors (Stiff, 1986). White (1988) reported that teachers seemed to prefer the multiple vacation pattern and shorter continuous teaching terms of a year-round schedule. A report by the National Education Association ("Year-round school," 1987) concluded that teachers believed that a three-week vacation between teaching periods was beneficial for them because it helped them to be more effective teachers. However, in a study by Young and Berger (1983), some teachers indicated that they devoted time during their vacation to preparation for the upcoming term.

The hypothesis of this research is that the added burdens of a year-round schedule lead to higher levels of stress in year-round elementary school teachers compared to teachers on a traditional school schedule.

Chapter 2

Literature Review

The public school in this country is facing many pressures from within and without. Lawmakers, taxpayers, parents, students, rapid population growth, public polls, and the media exert pressures from all directions on our schools which directly affects teachers. In search of solutions, a number of school districts across the nation have implemented a year-round school calendar. Teachers in these schools are required to adapt to a variety of conditions that are unique to year-round school. Many of these conditions may add burdens to an already stressful profession.

Year-round School

When America was primarily an agrarian society, the traditional nine-month school calendar allowed children to help with farm work during the three months of summer vacation (Ballinger, 1988; Shepard & Baker, 1977). As early as 1920, some school districts turned to year-round schooling as a solution to overcrowding and a lack of funds for new school construction (Glines, 1987; Hoffman, 1991; Quinlan, George &

Emmett, 1987; Young & Berger, 1983). With the increase of urbanization, schools were confronted with new and more complex challenges. Shepard and Baker (1977) wrote that after World War II a building boom in the suburbs of America precipitated "housing problems" in the schools of many of these communities. Tax burdens grew and voters registered their complaints at the polls where they often defeated tax levies and bond issues (Merino, 1983; Shepard & Baker, 1977; White, 1988).

Another reason for implementation of year-round schooling was a desire to improve education ("Year-round school," 1987). In 1957, when Russia launched Sputnick, the first orbiting satellite, politicians and educators in this country began to examine the entire educational structure of America (Hermanson & Grove, 1971). Since that time, educational reform has been on the agenda of many educators.

Proponents of year-round schooling believed that the shorter vacations of this calendar would be less disruptive to student learning. It was thought that this schedule would lead to improved academic performance (Ballinger, 1987; Ballinger,

1988). The studies that have been done to examine this hypothesis, however, are inconclusive (Merino, 1983; Quinlan, George & Emmett, 1987; Richmond, 1977; "Year-round school," 1987; Young & Berger, 1983).

Several models of year-round calendars are in use. Most of these align the school year into periods of instruction which are followed by vacations. Glines (1987) and Ballinger, Kirschenbaum and Pokol-Poinbeauf (1987) described the most commonly used plans: they are the 45-15 multitrack focused on in this study, 45-15 single-track, 60-20, 60-15, 90-30, trimester, quarter, quinmester, Concept 6, five-track five-term, and flexible year-round plans. For a detailed description of these plans the reader may refer to the sources mentioned above.

Teacher Stress

Some of the year-round plans are more stressful for teachers than others. According to Merino (1983), reports of teacher attitude towards year-round school vary. Teachers were more dissatisfied with multitrack calendars than with single-track plans because the adjustments required by multitrack plans placed a significant

burden on teachers. More will be said about the reasons that teachers gave for their attitudes later on in this review of the literature.

All teachers, whether on a traditional or year-round schedule, are exposed to many factors that can lead to stress and burnout. Duke (1984) described in detail the major sources of stress for public school teachers. He wrote that public criticism of education grew and funds were cut even as the demands on teachers increased. Duke went on to say that changes inside the school and in society have made teaching an "imperiled profession." Attacks by the public, low pay, job and assignment insecurity, low academic achievement of students, discipline problems, legal constraints, and the accountability movement were among the areas that Duke identified as generating stress for teachers.

Alshuler, Carl, Leslie, Schweiger, and Uustal (1980) stated that, although reasonable amounts of stress can be positive, too much stress limits performance. Teachers are often caught up in a vicious cycle when they are asked to do more with less. At the same time they are often dealing with excessive stress, which leads to lower

performance.

Stress in Year-round Schools

Swick and Hanley (1985) categorized the stressors of teachers as environmental, interpersonal, or intrapersonal. A number of studies have shown that year-round school calendars contribute to teacher stress in some areas, such as frequent moving and sharing of rooms, and alleviate stress in other areas which include student discipline problems (Quinlan, George & Emmett, 1987; "Statewide evaluation," 1989; Stiff, 1986). These authors reported that some models of year-round school, such as the multitrack models, were found to increase environmental stress for teachers who pack and unpack materials several times a year, move from room to room, and share supplies and instructional materials.

Scheduling of school activities was identified as a problem by a number of studies ("Year-round school," 1987). Stiff (1986) reported that teachers who were on vacation missed opportunities for reinforcing their instruction during the observance of national holidays. Quinlan, George and Emmett (1987) stated that some administrators

pressured teachers who were on break to attend special school functions such as staff-development activities. This was found to be demoralizing to the teachers.

Interpersonal conflict was found to be a major factor in stress in elementary teachers by Gorrell et. al (1985). Student misbehavior and parent dissatisfaction ranked high as stressors (Alshuler et. al, 1980; Duke, 1984; Raschke, Dedrick, Strathe & Hawkes, 1985; Swick & Hanley, 1985). The shorter instructional periods interspersed with vacations were believed to alleviate this type of stress for many teachers (Quinlan, George & Emmett, 1987; Stiff, 1986; White, 1988; "Year-round school," 1987). An increase of interpersonal stress was reported for teachers whose student population changed with the rotation of the different tracks. These teachers had to adjust to a constantly changing student population (Merino, 1983; Berger, 1975).

Intrapersonal stress that was a result of year-round scheduling was identified by a number of researchers. One source of such stress is financial (Duke, 1984). Although some year-round plans offer teachers an opportunity to earn

additional income by working an extended school year, Mussatti (1981) determined that burnout was frequently the result for teachers who worked this schedule.

To increase their income and further their professional development, many teachers enroll in graduate courses to work towards higher degrees. Teachers in year-round schools were found to have difficulties in accomplishing their educational goals through graduate work, because they did not have an extended vacation (Berger, 1975; Merino, 1983; Milstein & Golaszewski, 1983, Mussatti, 1981).

In spite of the additional stress that some of the researchers reported, teachers who worked in a year-round school frequently indicated that they preferred this schedule over a traditional one. Merino (1981) compiled 13 studies of year-round schools and found that in only three of these studies teachers had negative attitudes towards year-round school. Quinlan, George and Emmett (1987) also reported teacher satisfaction with year-round school. In addition, teacher attendance was higher than that of those on a traditional school calendar, which was believed to

be an indication that teachers had positive attitudes toward working in year-round school (Ballinger, 1987; Quinlan, George & Emmett, 1987).

Baker and Johnson (1973) found that teachers who were unfamiliar with a year-round plan were opposed to the implementation of such a program. After the program was in place, the majority of those teachers opposed changed their opinions.

In a report on year-round and extended-day schools in Utah ("Statewide evaluation", 1989) the question of teacher stress was investigated. It was found that year-round teachers experienced an extreme amount of stress in several areas.

Changing rooms between tracks was named by teachers as the greatest drawback of year-round school. Over half of the teachers also reported high levels of stress concerning teaching salaries since they were unable to pursue summer employment to supplement their incomes. The number of students they worked with was another area of high stress for 45% of the teachers. One-third of the teachers stated that paperwork was very stressfull. Parent conferences were named by one-fourth of the teachers as a high stressor. Year-round teachers whose children were not on a

year-round schedule had difficulty with child care arrangements and scheduling of family vacations.

Teachers who had extended contracts experienced more stress than teachers who worked on one year-round cycle with vacations between the instructional sessions. Seventy-five percent of those teachers actually reported lower stress on the year-round schedule than on a nine-month schedule. In spite of increased stress in several areas, 84% of all year-round teachers indicated that, given a choice, they would teach on a year-round calendar ("Statewide evaluation, 1989).

Summary

Year-round school calendars have been implemented in school districts that lacked funds for new construction to accommodate a rapidly growing student population. Teachers in these schools were found to be confronted with unique stressors. High levels of stress were identified in the teaching profession in general, and the stressors of a year-round program may increase the overall stress of teachers. On the other hand some stressors of teachers were found to be alleviated by some year-round plans.

Several studies reported positive attitudes of

teachers toward year-round school. It seemed that the levels of work-related stress were not judged to be excessive by these teachers. Teachers who had not experienced working in a year-round program were more likely to have negative attitudes toward such a schedule.

Chapter 3

Methodology

Subjects

Teachers in two elementary schools that are located in neighboring suburban school districts in the Midwest were included in the study. Both school districts serve a predominantly white population from a wide range of socioeconomic backgrounds. The students in each school are representative of the total student population of their school district. Both schools incorporate grade levels Kindergarten through five.

A year-round plan has been in use for over twenty years in elementary schools of one of the districts, whereas the other district is on a traditional school schedule. The year-round calendar is a multitrack 45-15 program. Students in this school are divided into four cycles, with three of them being in the building at any time, while the fourth is on cycle break. The instructional periods are for the most part nine weeks long, followed by a three-week vacation.

The teachers in the year-round school are primarily teachers on cycle with a small number of special-service teachers working on extended year

contracts. To control for the varying number of days worked in a year, only teachers who work on cycle were included in the year-round sample. These teachers work the same number of days in a year as the teachers in the traditional school.

Both study groups of teachers included classroom teachers and special-service teachers. The decision to include both types of teachers was based on research by Beasley, Myette, and Serna (1983) who found no significant differences in stress among classroom teachers and special-service teachers. First-year teachers were not included in the study because the demands of a new job could have been a significant source of extraneous stress.

Instrumentation

To measure teacher stress, the Teacher Stress Inventory (TSI) by Fimian (1988) was administered to the teachers in both samples. This instrument is a 49-item self-report rating scale that takes 15 to 20 minutes to complete. A few demographic questions were part of the inventory. The title of the three-page test booklet is *Teacher Concerns Inventory*.

The scale is comprised of ten subscales.

Five of these assess stress sources: Time Management, Work-Related Stressors, Professional Distress, Discipline and Motivation, and Professional Investment. The other five assess stress-manifestation factors: Emotional Manifestations, Fatigue Manifestations, Cardiovascular Manifestations, Gastronomic Manifestations, and Behavioral Manifestations. The subscales are rated on a five-point scale with 1 indicating no strength and 5 indicating major strength. The mean scale-score of the norm group was 2.6 with a standard deviation of 0.7.

Validity was established by the author of the TSI by collecting evidence for construct, content, and convergent validity (Fimian, 1988). To show construct validity, the author performed factor analysis which resulted in the ten factors of the TSI. All ten factors had loadings that exceeded the .35 criterion level. All but two exceeded .40.

Content validity was established through data by experts who judged the items' relevance on a four-point Likert-type scale. Items that met or exceeded the 2.5 relevance level where retained for the TSI. Of the 49 items 28 met or exceeded

the 3.0 relevance-level, whereas 21 items fell between 2.5 and 3.0.

Convergent validity was demonstrated through independent ratings by significant others, and measures of psychological, physiological, and organizational constructs that were believed to be related to stress.

Internal consistency reliability for the TSI was measured by Cronbach's coefficient alpha. Sixty percent of the coefficient alphas were above .80, and 96% fell above .70. The combined scale had a coefficient alpha of .93. Test-retest reliabilities ranged from .67 to .99. The validity and reliability data provided by the author were judged to be adequate for using the TSI in research (Kramer & Conoley, 1992).

Procedure

The principals of both schools granted permission to conduct the study. The TSI was distributed to the teachers after they completed approximately half of the 1994-95 school year. For both schools this point was reached after winter break. The inventories were placed in the teachers' mailboxes in the teacher workroom of each school. Teachers were asked to complete the

inventories anonymously and return them in a self-addressed, stamped envelope. Although the inventories were intended to be self-scored by the teachers, each returned inventory was rescored and corrected, if necessary, to assure accuracy and uniformity in scoring.

To determine if there was a statistically significant difference in stress levels between the two groups of teachers, the mean and standard deviation of the TSI scores were computed for each of the samples. The delta index was used to calculate effect size (ES) as a measure of significance. An index of 0.5 was considered statistically significant.

Chapter 4

Results

A total of 39 inventories were returned by the year-round teachers, and the number of inventories returned by the teachers on the traditional schedule was 32.

All of the year-round teachers were female. Two of the teachers at the school with traditional schedule were male. Three categories of assignments were identified which included classroom, special education, and inclusion.

Table 4.1

Gender, Assignment, and School Schedule

	Male	Female
Y-R Classroom	0	28
Y-R Special Ed.	0	4
Y-R Inclusion	0	7
Trad. Classroom	1	19
Trad. Special Ed.	1	3
Trad. Inclusion	0	8

Age and years of teaching experience for both groups of teachers are shown in tables 4.2 and 4.3 respectively.

Table 4.2

Age

Age	Y-R Teachers	Trad. Teachers
23 - 30	9	8
31 - 40	11	13
41 - 50	14	9
51 - 57	5	2

Table 4.3

Teaching Experience

Years	Y-R Teachers	Trad. Teachers
2 - 7	16	11
8 - 13	7	11
14 - 19	9	5
20 - 26	7	5

Results of the data analysis revealed that there was no significant difference (ES=0.17) in stress levels for the two samples of teachers. The mean of the full-scale scores for the year-round sample (n=39) was 2.55 with a standard deviation of 0.52. The mean of the full-scale scores for the traditional teachers (n=32) was 2.46 with a standard deviation of 0.53.

To show how the two samples of teachers compared on the stress-source factors, subscale means and standard deviations as well as effect

size as shown in table 4.4 were calculated and revealed no significant differences in sources of stress between the teachers on the year-round schedule and the teachers on the traditional schedule. Thus the null hypothesis could not be rejected.

Table 4.4

Subscale Score means, SD, and ES

	Year-round		Traditional		
	mean	SD	mean	SD	ES
TM	3.43	0.65	3.30	0.51	0.25
WRS	3.49	0.78	3.52	0.94	-0.03
PD	2.92	1.06	2.72	1.09	0.18
DM	2.88	1.03	2.60	0.99	0.28
PI	2.12	0.86	1.98	0.80	0.18

TM = Time Management
WRS = Work-Related Stress
PD = Professional Distress
DM = Discipline and Motivation
PI = Professional Investment

Although no significant difference in stress levels between the teachers in the year-round school and the teachers on traditional schedule was found by this study, it is noteworthy that more than 80% of the teachers in each sample reported overall stress levels that were moderately strong or significantly strong.

Table 4.5

TSI significance levels of stress

	Year-round		Traditional	
Significantly strong	4	(10%)	3	(9%)
Moderate	28	(72%)	23	(72%)
Significantly weak	7	(18%)	6	(19%)
Total	39	(100%)	32	(100%)

3.28 and above - significantly strong
1.94 - 3.27 - moderately strong
1.93 and below - significantly weak

Chapter 5

Discussion

Stress and burnout have been prevalent among the conditions of malaise of the 20th century. Physical, and mental well-being are severely affected by stress. The cost to society and individuals is great.

Teachers are faced with many challenges and changes in their work environment, and theirs has been called the "imperiled profession" (Duke, 1984). Growing demands have been placed on our schools by an increasingly litigious society, a legislative climate that has been trying to address any student needs that schools might be responsible to meet, and a school population with a large number of troubled children (Duke, 1984).

Respect for the public school and for educators has been eroding, and the economic realities of many school districts across the nation make teaching a profession with low prestige and low pay. At the same time, schools are struggling to keep up with the educational needs of our technological society which constantly demands new skills in a changing world. In addition to providing an academic education,

educators are attempting to fight the battle against many of the ills of our society (Duke, 1984).

In an attempt to make more efficient use of school facilities, year-round school calendars have been introduced in school districts across the nation. After a decrease during the late 1970s, this trend has increased again in the past decade(Mussatti, 1981). This increase suggests that other school districts may look at the year-round option as they try to adapt to the economic conditions of their communities.

This study examined the effect that year-round scheduling has on teacher stress. It did not confirm the findings of Stiff (1986) and White (1988) who believed that a year-round school schedule alleviates stress in teachers. Likewise, this study did not confirm the conclusions of Berger (1975), Merino (1983), and the Utah State Board of Education (1989) that teachers in year-round schools experience higher levels of stress than teachers on a traditional schedule. The teachers in this study did not report significantly different levels of stress than their counterparts on a traditional schedule. The

results of this research suggest that a well implemented year-round plan is a feasible solution to the needs of a rapidly growing community, when stress on teachers is considered.

A number of limitations of this research are apparent. Only one year-round school was included in the study. This school is on a multitrack schedule. No other year-round plans, such as a single-track model, were included. Teachers on a single-track schedule may actually experience lower levels of stress than those on multitrack or traditional schedules because they do not need to pack up their classrooms and move every few weeks. However, this model does not address the problems that lead to implementation of year-round school. Single-track schedules may be used as a transitional plan to provide the structure of a year-round schedule that can be easily adapted to a multitrack plan as the growth of the school population increases. In fact, in the year-round school district of this study, both single-track and multitrack plans exist. After the construction of a new elementary school, the single-track is commonly implemented for the first few years, and when the school's enrollment grows

beyond the capacity of the building, the school is placed on a multitrack schedule. Therefore, if a single-track schedule is less stressful for teachers, the benefit would be short-lived.

Another limitation of this study lies in the fact that the year-round plan in this research has been in existence for over twenty years. Teachers are familiar with the plan and have adjusted to the demands of year-round school. Thus, no inference can be drawn for teachers in schools that have recently implemented year-round scheduling. Further studies are needed to assess the stress levels of teachers in such schools.

The teachers in both samples of this research reported levels of stress that warrant the attention of school administrations. Teacher training in stress management and attempts to address the major work-related stressors should improve the life of teachers.

Appendix A: Cover Letter

January 10, 1995

Dear Teacher:

In partial fulfillment of the requirements for a Master's Degree at Lindenwood College, I am working on a research project that addresses some concerns of teachers. Permission was granted by your principal to include the teachers of this school in the study.

A short questionnaire, called *Teacher Concerns Inventory*, has been included along with a self-addressed, stamped envelope. The questionnaire should be filled out completely and anonymously.

Please, take a few minutes to answer the inventory and mail it to me by January 31, 1995 in the envelope provided. No return address is required.

Thank you very much for your help with this study. After I have completed the study, I will provide your principal with a copy for your review.

Gratefully yours,

Henriette Baker
Graduate Student, Lindenwood College

Appendix B: TSI Scale Scores

Year-round (n=39)	Traditional (n=32)
2.21	2.23
2.15	1.95
2.83	1.47
2.27	3.51
2.53	3.45
2.38	2.81
2.47	2.96
1.84	2.23
2.78	2.26
3.35	1.89
1.78	2.68
2.77	2.41
3.10	2.23
2.96	1.94
1.62	2.18
3.41	2.59
2.05	1.99
3.32	1.80
1.90	2.74
3.21	2.70
1.73	2.75
2.84	3.41
2.88	1.90
3.55	2.46
2.23	1.81
2.86	1.53
1.81	2.94
3.09	2.54
2.60	2.93
2.92	2.47
2.36	3.23
1.66	2.41
2.08	
2.51	
2.52	
2.57	
2.71	
3.21	
2.58	

Appendix C: TEACHER CONCERNS INVENTORY

The following are a number of teacher concerns. Please identify those factors that cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate number on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). The rating scale is shown at the top of each page.

Examples	How Strong? No Strength				Major Strength
I feel insufficiently prepared for my job	1	2	3	4	(5)

If you feel very strongly that you are insufficiently prepared for your job, you would circle number 5.

I feel that if I step back in either effort or commitment, I may be seen as less competent.

(1) 2 3 4 5

If you never feel this way, and the feeling does not have noticeable strength, you would circle number 1.

HOW STRONG? ?	1 no strength; not noticeable	2 mild strength; barely noticeable	3 medium strength; moderately noticeable	4 great strength; very noticeable	5 major strength; extremely noticeable

TIME MANAGEMENT

1.	I easily overcommit myself	1	2	3	4	5
2.	I become impatient if others do things too slowly.	1	2	3	4	5
3.	I have to try doing more than one thing at a time.	1	2	3	4	5
4.	I have little time to relax/enjoy the time of day.	1	2	3	4	5
5.	I think about unrelated matters during conversations.	1	2	3	4	5
6.	I feel uncomfortable wasting time.	1	2	3	4	5
7.	There isn't enough time to get things done.	1	2	3	4	5
8.	I rush in my speech.	1	2	3	4	5

Add items 1 through 8; divide by 8; place score in the circle.

WORK-RELATED STRESSORS

9.	There is little time to prepare for my lessons/responsibilities.	1	2	3	4	5
10.	There is too much work to do.	1	2	3	4	5
11.	The pace of the school day is too fast.	1	2	3	4	5
12.	My caseload/class is too big.	1	2	3	4	5
13.	My personal priorities are being shortchanged due to time demands.	1	2	3	4	5
14.	There is too much administrative paperwork in my job.	1	2	3	4	5

Add items 9 through 14; divide by 6; place score in the circle.

PROFESSIONAL DISTRESS

15.	I lack promotion and/or advancement opportunities.	1	2	3	4	5
16.	I am not progressing in my job as rapidly as I would like.	1	2	3	4	5
17.	I need more status and respect on my job.	1	2	3	4	5
18.	I receive an inadequate salary for the work I do.	1	2	3	4	5
19.	I lack recognition for the extra work and/or good teaching I do.	1	2	3	4	5

Add items 15 through 19; divide by 5; place score in the circle.

HOW STRONG? ?	1 no strength; not noticeable	2 mild strength; barely noticeable	3 medium strength; moderately noticeable	4 great strength; very noticeable	5 major strength; extremely noticeable

DISCIPLINE AND MOTIVATION

I feel frustrated . . .

20.	because of discipline problems in my classroom.	1	2	3	4	5
21.	having to monitor pupil behavior.	1	2	3	4	5
22.	because some students would do better if they tried.	1	2	3	4	5
23.	attempting to teach students who are poorly motivated.	1	2	3	4	5
24.	because of inadequate/poorly defined discipline problems.	1	2	3	4	5
25.	when my authority is rejected by pupils/administration.	1	2	3	4	5

Add items 20 through 25; divide by 6; place score in the circle.

PROFESSIONAL INVESTMENT

26.	My personal opinions are not sufficiently aired.	1	2	3	4	5
27.	I lack control over decisions made about classroom/school matters.	1	2	3	4	5
28.	I am not emotionally/intellectually stimulated on the job.	1	2	3	4	5
29.	I lack opportunities for professional improvement.	1	2	3	4	5

Add items 26 through 29; divide by 4; place score in the circle.

EMOTIONAL MANIFESTATIONS

I respond to stress . . .

30.	by feeling insecure.	1	2	3	4	5
31.	by feeling vulnerable.	1	2	3	4	5
32.	by feeling unable to cope.	1	2	3	4	5
33.	by feeling depressed.	1	2	3	4	5
34.	by feeling anxious.	1	2	3	4	5

Add items 30 through 34; divide by 5; place score in the circle.

FATIGUE MANIFESTATIONS

I respond to stress . . .

35.	by sleeping more than usual.	1	2	3	4	5
36.	by procrastinating.	1	2	3	4	5
37.	by becoming fatigued in a very short time.	1	2	3	4	5
38.	with physical exhaustion.	1	2	3	4	5
39.	with physical weakness.	1	2	3	4	5

Add items 35 through 39; divide by 5; place score in the circle.

CARDIOVASCULAR MANIFESTATIONS

I respond to stress . . .

40.	with feelings of increased blood pressure.	1	2	3	4	5
41.	with feeling of heart pounding or racing.	1	2	3	4	5
42.	with rapid and/or shallow breath.	1	2	3	4	5

Add items 40 through 42; divide by 3; place score in the circle.

HOW STRONG? ?	1 no strength; not noticeable	2 mild strength; barely noticeable	3 medium strength; moderately noticeable	4 great strength; very noticeable	5 major strength; extremely noticeable

GASTRONOMICAL MANIFESTATIONS

I respond to stress . . .

43.	. . . with stomach pain of extended duration.	1	2	3	4	5
44.	. . . with stomach cramps.	1	2	3	4	5
45.	. . . with stomach acid.	1	2	3	4	5

Add items 43 through 45; divide by 3; place score in the circle.

BEHAVIORAL MANIFESTATIONS

I respond to stress . . .

46.	. . . by using over-the-counter drugs.	1	2	3	4	5
47.	. . . by using prescription drugs.	1	2	3	4	5
48.	. . . by using alcohol.	1	2	3	4	5
49.	. . . by calling in sick.	1	2	3	4	5

Add items 46 through 49; divide by 4; place score in the circle.

TOTAL SCORE (add all circles; divide by 10) _____

Demographic Variables

Your sex: _____ Number of years you have taught? _____

Your age: _____ How many students do you teach each day? _____

What level students do you teach? (circle the rest of your answers)

Elementary Middle School Secondary

With what type of students do you work? Nonhandicapped Handicapped

Which degrees do you have? Bachelor's Master's Doctorate

Do you and your peers support one another when needed? Yes No

Do you and your supervisors support one another when needed? Yes No

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