

# AN EXPLORATION OF SOURCES OF STRESS AMONG BAND DIRECTORS IN GEORGIA: A DESCRIPTIVE STUDY

by

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(Under the Direction of Alison Farley)

## ABSTRACT

Band directors experience different work environments compared to those of their traditional teaching counterparts, having to manage, coach, and instruct an increased number of students and work in ever changing environments outside of normal school hours (Abril & Bannerman, 2014). Although music educators experience both school and school district level factors that impact music programs and experiences on the job, they often fail to grasp a broader understanding of individual stressors that they experienced in K-12 settings. Currently, studies examine burnout in conjunction with job satisfaction for educators in a traditional school format (Woestman & Wasonga, 2015). Bridging the gap in the literature to focus on specific stressors that can be experienced will help strengthen music programs and the educators of this educational subject.

The purpose of this quantitative descriptive study was to investigate band directors' sources of stress that lead to burnout in the State of Georgia. Because many studies appeared to focus solely on traditional school environments, it was imperative to focus on band directors due to a differing work environment that offers different challenges than those found in traditional classroom settings. To collect the quantitative data, the researcher utilized a survey, asking respondents to rate 24 statements based on a five level Likert scale. The survey questions

highlighted the statements to each of the participants, with the researcher allowing a final open-ended question to determine if there was any other information the participant wanted to provide while participating in the study. The statements in the survey reflected current sources of stress found in K-12 schools and allowed the respondents to grade the statements based on a scale as originally developed by Bechen (2000). The findings indicated that band director stressors differed throughout the different education levels and band director stressors differed from suburban, urban, and rural band directors.

**INDEX WORDS:** Teacher Stress, Teacher Burnout, Classroom Management, Band Director Stress

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## **DEDICATION**

I would like to dedicate this work to my Mother Linda Wright and my deceased father Arthur Wright Jr. I would also like to dedicate this work to my two sisters, Amelia and Angela, my son and daughter, Ashlyn and Arthur, Santredra, my significant other, my family, and friends. Thank you for your support throughout this journey.

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## CHAPTER 1: Introduction

Teacher stress and burnout has always been an important facet in educational research, especially with the ever-changing school environments, coupled with technological advances and classroom designs (Skaalvik & Skaalvik, 2017). During the late 20th century in the United Kingdom, half of the teachers employed within the country's school system had resigned from their posts, citing severe health declines due to different sources of stress (Cosgrove, 2001).

Due to the many areas within the education field that educators can focus on when planning their careers, it is important to understand educators' sources of stress within the different fields of academics. Many previous studies have focused on general education teachers working in a classroom environment, often being exposed to traditional sources of school environmental stressors (Woestman & Wasonga, 2015). These stressors include overcrowded classrooms, a reduction of supplies for classroom planning, and strong testing procedures. Other studies have focused on educational leadership styles, promoting the success of transformational leadership at an administrator level to increase student engagement and the positive climate of the school (Shatzer, Caldarella, Hallam, & Brown, 2015).

Music is an important aspect of educational curriculums and can be beneficial to many different student populations, including those with learning disabilities and other emotional issues (Welch & Ockelford, 2017). Band Directors are often overlooked in an educational research setting. Heston, et al (1996) completed research in 1996 that focused on job satisfaction and stress amongst band directors. It was noted that the main source of stress for band directors was their students; however, the same study highlighted how students can be a major source of

job satisfaction. Although the study focused on job satisfaction and stress, it failed to demonstrate different sources of stress that band directors can face (Heston, Dedrick, Raschke & Whitehead, 1996). Band directors often face different learning environments than their counterparts when working in K-12 settings. Their job description includes numerous tasks such as organizing, teaching, and coaching numerous students in a music program, organizing events and other music rehearsals, and working many hours that are outside of traditional school hours. This study explores the sources of stress that band directors experience in order to gauge a direction for future studies that could be warranted to provide support to these group of educators.

This dissertation was organized into five different chapters; Chapter 1 introduce the study, outlining the problem statement, purpose of the study, research questions, and provides an outline of the methodology to be utilized. Chapter 2 includes a review of literature, showing the gap in the literature and the theoretical concept that framed the study. Chapter 3 describes the methodology that outlined why a quantitative design was best suited for this study. Participant selection, data collection, and other important research factors were also discussed in this chapter. Chapter 4 includes an analysis of the data and Chapter 5 concludes the study, focusing on the research findings, recommendations for future research, and the limitations of the study.

### **Background of the Problem**

Numerous studies focusing on teacher stress and job satisfaction have been completed. Typically, these two areas of study are researched together, allowing many to conclude that a teacher's students are both a source of stress and job satisfaction. With the decreasing number of music programs being cut from school funding over the past two to three years (Burrack, Payne, Bazan, & Hellman, 2014), band directors are often ignored when it comes to the identification of

different stressors due to increased job responsibilities that they encounter (Shaw, 2014; Hancock, 2015). Many band directors are faced with larger classroom sizes where they must organize, coach, and instruct their students; however, with these current issues, there are specific mentor practices that seasoned and new band directors can follow (Conway, 2013).

There were issues found for newer band directors in the early 2000s that highlighted concerns of the curriculum that they were teaching. Although this can create stress within their work environment, research has not directly addressed an exploration of stressors that band directors face on a daily basis. Although studies have suggested that mentoring programs can be beneficial to newer band directors, a main source of stress has been that of the students themselves. This does not appear to be concrete in nature, as studies have also suggested that a band director's main source of job satisfaction is that of the students themselves (Heston et al, 1996).

In conjunction with a lack of focus on band directors, many studies in education have focused on teacher burnout and stress in traditional school settings. For example, teachers in traditional classroom settings have identified sources of stress that include rigorous testing procedures, overcrowded classrooms, and a lack of school supplies (Nosheena, 2015). Other studies have ignored band directors, instead discussing leadership styles of the school, highlighting the need for transformational leadership to improve the school's climate, student engagement, and classroom management (Shatzer et al, 2015). However, due to a band director's different classroom climate, different potential sources of stress, and reduced funding sources, these findings are not applicable to music programs in traditional school settings.

## **Statement of the Problem**

Band directors experience different work environments compared to those of their traditional teaching counterparts, having to manage, coach, and instruct an increased number of students and work in ever changing environments outside of normal school hours (Abril & Bannerman, 2014). Although music educators experience both school and district level factors that impact music programs and experiences on the job, they often fail to grasp a broader understanding of individual stressors that are experienced in K-12 settings. Currently, studies examine burnout in conjunction with job satisfaction for educators in a traditional school format (Woestman & Wasonga, 2015). Bridging the gap in the literature to focus on specific stressors that can be experienced will help strengthen music programs and the educators of this educational subject.

## **Purpose of the Study**

The purpose of this quantitative descriptive research study was to investigate band directors' sources of stress that lead to burnout in the State of Georgia. Because many studies have appeared to focus solely on traditional school environments, it was imperative to focus on band directors due to a differing work environment that offers different challenges than those found in traditional classroom settings.

## **Research Questions**

Two research questions guided this study:

**RQ1.** How do band directors' stressors differ throughout the different education levels in a K-12 school setting?

**RQ2.** How do band directors' stressors differ between band directors working in rural, urban, and suburban schools?

## **Methodology**

This study utilized a quantitative descriptive research design as it was investigating band directors' sources of stress that may lead to burnout in the State of Georgia. A descriptive research design was most appropriate for this study as it allowed the researcher to determine relationships between a band director's stressors, the school setting in which they work, and the education levels they instruct. This research design is optimal when investigating larger populations promoting rich data (Creswell & Creswell, 2017).

Because the researcher wanted to explore sources of stress amongst band directors from schools located in differing locales, the researcher collected data via the use of an instrumental survey which asked questions based on a Likert scale. This allowed the researcher to quantify and analyze the data through the use of the Statistical Package of the Social Sciences (SPSS) to determine any correlations or relationships between the different variables.

## **Significance of the Study**

There were many studies that dealt with teacher burnout but there were few that deal with music teacher burnout, and specifically that of band directors. There was a review of literature from 1970 to present. A number of articles exist concerning teacher burnout in music education. Several authors presented autobiographical accounts of their battle with burnout and why they left the profession (Forbes, 1982; Mercer, 1986; Solomon, 1983). Many of these authors were critical of teacher preparation programs and believed the stress of music teaching could be lessened if addressed by teacher preparation programs.

The current study aimed to bridge the gap between sources of stress of traditional classroom settings versus those of a music program. Music programs can include more students to coach and instruct, as well as working outside of general school hours to provide music

instruction to students. Understanding main sources of stress that band directors experience can help strengthen teaching patterns in this otherwise understudied population.

### **Definition of Terms**

**Stressors:** "...specific internal and/or external demands that are appraised as taxing or exceeding the resources of the person" (Lazarus & Folkman, 1984, p. 141).

**Occupational Stress:** "overload of stressors originating wholly (or largely) from the occupational environment" (Byrne & Espnes, 2008, p. 231), has been described as a complex, bio-psycho-social situation.

**Rural School (RS):** Rural refers to any school's location ranging from three locale codes prefixed as either rural fringe, rural distant, or rural remote as developed by the National Center for Education Statistics (2006).

**Rural, Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

**Rural, Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster.

**Rural, Remote:** Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster. (p. 1)

**Urban School (US):** An inner-city school is an urban high school serving predominantly high poverty, racial/ethnic minority populations (Black, Hispanic, Native American, and immigrant Asian) and that is located in or whose students live in economically depressed neighborhoods (Brunetti, 2006, p. 812).

**Suburban School (SS):** A school relating to, or being located in, a suburb.

### **Organization of the Remaining Chapters**

This dissertation consisted of five chapters: Chapter 1 provided an introduction to the study, outlining the problem statement, purpose of the study, research questions, and an outline of the methodology that was being utilized. Chapter 2 included an exhaustive search of literature, depicting the gap in the literature and the theoretical concept that viewed the study. Chapter 3 was the methodology that outlined why a quantitative design was best suited for this study. Participant selection, data collection, and other important research factors were also discussed in this chapter. Chapter 4 included a strong analysis of the data and Chapter 5 concluded the study, focusing on the research findings, recommendations for future research, and the limitations of the study.

## **CHAPTER 2: Literature Review**

### **Introduction**

This chapter will provide an overview of the research focused on band directors, their sources of stress, and how sources of stress is dealt with within an education system. The possible sources of band directors' stress were mainly researched for this study. The literature review includes peer-reviewed articles and studies that are focused on stress and burnout on educators working within a K-12 school environment. Moreover, this literature focuses on the historical background of teacher stress, as there appears to be little to no research regarding band directors, their sources of stress, and how they deal with stressors in the workplace. A review of the literature was conducted to gain a broader understanding of all relevant topics related directly to band directors and their sources of stress within a K-12 educational institution. Additional references, such as published reports and online sources, were identified concerning sources of stress in band directors and coping strategies that they utilize to deal with stressors within the workplace.

### **The Decline of Music Education Curriculum**

Many studies have been completed when it comes to the importance of music education in K-12 educational institutions, especially when focusing on supporting the development of students with learning disabilities, as well as the development of self-concepts and self-esteem in mainstream students (Welch & Ockleford, 2017; Scales et al, 2016). There has been a decline in music education in many schools over the past two decades; however, many elite private schools



are among the main sources of continuing music curriculum. In the public arena, many students are not provided the opportunity to complete music curriculums, due to four reasons outlined by Aróstegui (2016): the model of music curriculum supported in educational reforms, an emphasis on standardized evaluation, less resources available, and a wrong approach to music advocacy.

**The model of music curriculum not supported in educational reforms.** Throughout educational reforms, models of music curriculums were not as popularly supported as they were previously, due to a changing shift that schools have begun focusing on two main areas of student success: college preparation and practical training for the workforce.

**An emphasis on standardized evaluation.** When President George W. Bush signed into law the No Child Left Behind Act in 2002, schools began constructing a stronger emphasis on standardized evaluations, especially in the arenas of reading and mathematics. Schools were required to raise test scores each year to continue to receive funding or face penalties due to non-compliance (Elpus, 2014). For the most part, it has been determined that although students continued to be able to complete music courses within public school systems, music curriculums appeared to be underrepresented, especially when examining Mexican students, students with Individualized Education Plans (IEPs), and students within English as a Second Language (ESL) programs.

**Fewer resources available.** Due to the decline in music education, many public schools have fewer resources available to provide their students with a strong music program (Aróstegui, 2016). Many larger K-12 educational institutions may have the luxury of providing their students with more than one music educator; however, many smaller schools have one music educator for the entire student body. This educator is therefore responsible for all aspects of the music curriculum, having to teach and be responsible for choir, piano, band, orchestra, and music

appreciation classes, increasing the exposure to stressors while experiencing higher workplace stress levels.

**The wrong approach to music advocacy.** Aróstegui (2016) argues that music educators are being forced to approach music advocacy in a wrong way, simply because they must continuously defend the need for music programs in schools. This argument may not be viable for K-12 schools in the near future due to the recent implementation of the Every Student Succeeds Act (ESSA) (2015), narrowing the level of control by the federal government and replacing control with the different states and school districts. Because this act has not been fully rolled over and received by the states, music educators are experiencing difficulties when championing as strong advocates for music programs, due to having to discuss superficial issues regarding the importance of music as a basic subject. Instead, music educators must change their approach to music advocacy and discuss issues that are related to the importance of student success; music appreciation through the creation of music, live performances, and listening to the different genres to help increase an enriched life for all students.

Abril & Bannerman (2014) discussed the decline of music programs through research completed at a school level. The authors were able to conclude that although there are strong declines in music education throughout K-12 educational institutions, many music educators experienced stressors at a micro (school) level that contributed to the decline of music programs. The authors reported that meso (district) levels were found to be the main influence on whether music programs continued strongly in the school and stated that few macro (state and national) issues were to blame for the decrease in music programs. This study appears counterintuitive to previous studies; however, it is important to note that many public schools received funding through state and federal governments for complying with appropriate educational programs and

testing when it comes to reading and mathematics, concentrating on students receiving continuous higher test scores each year as mandated by different government entities.

It is important to gain a broader understanding of the decline of music programs in K-12 educational institutions, as this could potentially become a source of stress for music educators, having to take on larger roles and responsibilities if they are the only representative of music programs in any given school. The decline of music programs in schools is worthy of exploration, simply because the workload of band directors will directly increase.

### **Teacher Stress**

Teacher stress and burnout has always been an important facet in educational research, especially with the ever-changing school environments, coupled with technological advances and classroom designs (Skaalvik & Skaalvik, 2017). During the late 20th century in the United Kingdom, half of the teachers employed within the country's school system had resigned from their posts, citing severe health declines due to different sources of stress (Cosgrove, 2001). Many stressors found within traditional classroom settings have included inadequate salaries, students, assessments, and time (Feltoe, 2013).

**Inadequate salaries.** Salaries have long played a major role in teacher retention/attrition and the provision of quality education (Avalos & Valenzuela, 2016). Many studies have focused on teacher salaries, in conjunction with a high workload and increased student, teacher assessments, as a source of stress. Many school districts struggle to offer teachers higher salaries, when engaging in the process of increasing salaries, current teacher salaries are not appropriately compared to that of the areas outside of education with higher salaries. For example, Murray (2016) discusses how teacher salaries are mainly calculated based on an employee's years of experience and population composition, versus that of the area in which they work. It is essential

to identify trends in teacher salaries, simply because higher salaries have been associated with more experienced teachers, therefore a stronger educational experience for students (Hanushek, 2016). Low teacher pay has existed for decades, due to an unbalanced equilibrium found in the education system in the United States. Obstacles in increasing teacher salaries stem from the difficulties of rewarding effective teachers, as Hanushek (2016) results in ineffective teachers receiving higher salaries too.

In 2016, the national average teacher salary in the United States was \$45,622, with the lowest salaries in Oklahoma, with a mean wage of (\$42,460). The highest salaries for teachers' salaries was in Alaska, where the wage is \$82,020 per year (National Education Association, 2016; Bureau of Labor Statistics, 2016). Over the past decade, teachers have only experienced a 35 percent increase in salaries, versus that of 47 percent of their superintendent counterparts. Although many studies have suggested that class size does not affect student achievement, there have been studies that suggest that teacher turnover affects student achievement in a K-12 school (Hanushek & Woessmann, 2016).

Simon & Johnson (2013) discuss how low-income schools suffer from higher teacher turnovers and are known as 'hard to staff' schools. Reviewing different studies on teachers who serve in low-income communities, the authors highlighted how frequently teachers leave these schools, transferring to more economically sustained communities. This provides a strong link to teacher salaries and school selection, inundating economically challenged communities with the least experienced and least effective teachers.

Lower salaries also promote the need for teachers to obtain secondary employment in order to maintain economic comfort. In 2015, a study concluded that public school teachers were paid 17 percent less than other college-educated professionals, forcing many teachers to obtain

secondary employment. For example, Weldon (2015) reported that by 2018, the Commonwealth of Australia experienced an increase of teachers requiring part-time work. When teachers are forced to seek secondary employment to maintain economic comfortability, stress levels will rise, and it may be difficult to continue achieving job responsibilities and classroom effectiveness.

**Students.** Other sources of stress that teachers experience are the students themselves. Variables that teachers face include increasing classroom sizes, higher teacher to student ratios, and student behaviors and learning styles that must be addressed. According to the National Center for Education Statistics (2016), the average class size in 2011 to 2012 was 21.2 students for public elementary schools and 26.8 students for public secondary schools. With the ever-changing assessments that teachers are required to conduct in their classroom, larger class sizes can cause an increased number of stressors in all educators. Because a teacher's level of emotional exhaustion can be related to a student's level of achievement, teachers must be able to handle their classroom size. This presents problems twofold, simply because public schools and teachers are graded on assessment scores of the students, and if teachers are not readily supported in the classroom, they are more apt to burnout and lower assessment and test scores (Klusmann et al, 2016).

Friedman-Krauss et al (2014) researched teachers' stress levels and classroom management, placing student behavior into the equation of stress and burnout. The study concluded that there is a strong relation between a student's behavior in the classroom setting and the emotional climate set by the teacher. For example, low to moderate teacher stress levels correlated to more positive behaviors of students. Teachers must be able to handle their stress levels and identify stressors that can affect both their classroom environments and personal lives

in order to lower burnout levels throughout the profession, while effectively dealing with students and their stress rates.

A main function of a teacher is to manage their classroom, and that can present many stressors in conjunction with lower salaries, the implementation of assessments, and time management. Dicke et al (2015) understood the importance of classroom management and completed a study that focused on training novice teachers how to manage their classrooms effectively in order to reduce shock when entering the teaching profession. Understanding how the management of student behaviors and other learning abilities can be stressful to the teacher, classroom management courses can help teachers change the dynamics of the classroom, learning and refining skills such as increasing listening skills, determining rules, consequences, and rewards, and addressing specific student behaviors. Classroom management is not only for the students but for that of the teacher as well. Classroom management courses help teachers build confidence, commit to being humble, taking responsibility to the classroom, and planning and strategizing lessons (Dicke et al, 2015). Currently, for new teachers there are no mandatory courses that focus on classroom management despite the research that has concluded that effective classroom management styles reduce teacher stress and increase student achievements; however, this should specifically be monitored for teachers entering high-stress classroom settings, such as that of low-income schools, or other institutions that find it difficult to retain teachers.

Another effect that may occur outside of classroom management issues is that of the behaviors of the students themselves. Learning disabilities, physical aggression, and constant interruptions are just some of the behaviors that teachers face on a daily basis. Not all teachers have advanced training to deal with these behaviors, increasing stress levels and psychological

distress. Jennings (2015), explored how early childhood teachers are instrumental in creating a classroom that is socially and emotionally supportive of children. With larger classroom sizes, higher teacher to student ratios, and an overwhelming array of student behaviors, teachers lack training to respond effectively to classroom management, as teachers are unaware of effective discipline techniques and fail to create a classroom climate that promotes higher student achievement, lower stress levels, and strong emotional support (Jennings, 2015).

**Assessments.** Due to the increasing amount of student testing and assessment measures, teachers experience higher stress levels and negative student-to-student relationships within their classrooms, increasing difficulties in classroom management (Von der Embse, Pendergast, Segool, Saeki, & Ryan, 2016). Currently, policy makers do not appear to take teacher stress, classroom management, and the building of relationships into the equation when building measurements and testing procedures for students. Therefore, the focus is constantly on student achievement without the influences of other variables within the classroom. Von der Embse et al (2016) discussed how teacher stress and standardized testing and assessments can negatively correlate within the classroom. From an educator's perspective, teachers who feel that the test they are providing their students is invalid will experience lower student achievement and an increase of stress levels. The author's study indicated that when this occurs in the classroom and the teacher does not feel that the assessment is not accurately testing the student's education level, they will then incorporate negative and counterproductive teaching techniques into the classroom, inciting higher levels of stress and burnout.

Counterproductive teaching techniques can also lead the teacher to provide motivation using fear to encourage students to do well on the test, which can also increase stress levels amongst other areas of the teaching community including administrators, students, and their

parents. Outside of the United States, other countries have experienced higher levels of stress when testing students. In the Commonwealth of Australia, many concerns have been raised on the impact that the national standardized testing program has both inside and outside of the classroom. The National Assessment Program-Literacy and Numeracy (NAPLAN) has been studied providing recommendations of further research that it has on students, parents, and teachers. Although exact levels of stress were unable to be measured, studies have demonstrated a negative correlation between emotional distress by parents, teachers, and students during test time, carrying over to other areas of the individuals' personal lives (Rogers, Barblett & Robinson, 2016). In one study focused on 11 independent schools located in the State of Western Australia, NAPLAN has a, "broad negative impact on well-being", highlighting the need for future research (p. 340).

**Time.** Time can have many negative effects on teacher stress and burnout, with many studies indicating instances of teachers having to work outside of their normal work hours, planning lessons, grading papers, and monitoring student behaviors. Other teachers also must work outside of their traditional work hours to complete extra-curricular activities, monitor school groups, or conduct musical arrangements. Outside of other stressors such as student discipline, low student motivation, and value dissonance, teachers are also experiencing time pressures (Skaalvik & Skaalvik, 2017). Skaalvik & Skaalvik (2017) researched 1,145 teachers in grades K to 12, exploring different dimensions of teacher stress and burnout. The study concluded that teacher stressors, including time pressures, all correlated to emotional exhaustion, especially focusing on teachers in lower grade levels. The study also highlighted how teachers at lower grade levels struggled with student behaviors combined with time pressures, whereas teachers in higher grade levels experienced lower student motivation.



To highlight the importance of time pressures and teacher stress in other areas outside of the United States, Banerjee & Mehta (2016) researched teacher stress and burnout in India, citing that lack of time to plan and teach are linked to high levels of home/work interface, which creates extreme stress levels that promote the ‘fight or flight’ response of teachers fleeing their chosen careers. Band directors can also experience these issues due to high levels of overlap that they experience when it comes to performing under tight time constraints, working outside of typical work hours, and interacting and supervising multiple students under enormous amounts of pressure.

Many similarities can be found between teacher burnout and band director burnout, with many issues being experienced by traditional teachers and music educators. Low paying wages, time constraints and pressures, high teacher to student ratios, and overextended classrooms are just some of the many causes studied demonstrating a link between sources of stress and burnout rates. Although there are many similarities between band directors and traditional teachers, it is also important to examine teacher specific burnout issues that are experienced within the classroom.

One main area that has been researched includes that of a teachers’ perceived ideas of the school’s climate, which in turn can negatively change levels of self-efficacy, leading to poor job satisfaction and burnout. Malinen & Savolainen (2016) concluded that although a school’s climate can have a positive effect on job satisfaction, managing negative student behaviors on their own can lead to decreased job satisfaction and burnout. A good example that is seen throughout the literature includes negative issues that can be seen throughout the school climate. A school climate can be defined as the quality and character of the life found within a school (Bradshaw, Waasdorp, Debnam & Johnson, 2014). For example, a school climate can reflect the

norms, goals, values, interpersonal relationships, and teaching practices found within the school. This is the area that Malinen & Savolainen (2016) focused on, due to the many other studies that demonstrate negative impacts and stressors that teachers face. In relation to placing this information in greater context to band directors, it is essential to understand the different workload that band directors and music educators experience.

### **The Workload of Band Directors**

Band directors complete a variety of tasks within their job descriptions. They are graded and rated on their performance, while having to work with many students focusing on tone/quality production, maintaining positive relationships with their students, and monitoring their own behaviors within the classroom, during performances, and while conducting and teaching curriculums (Juchniewicz et al, 2014). Because many public K-12 educational institutions employ fewer music educators, the workload has increased ten-fold. For example, band directors are typically the sole music educator at any school level within grades K through 12, most commonly working with an average of 19 students compared to that of 15 students in other subjects (National Center for Education Statistics, 2017). Additionally, band directors also face having to work outside of traditional school hours, at times supervising an average of eight percent of the school's population.

Due to the ever-growing responsibilities that band directors face, Shaw (2016) highlighted the importance of directors implementing a strong work-life balance when working as a competitive instructor. This research concluded that many stressors that competitive band directors face include that of pressure from parents, students and staff, upholding the reputation of the school, and extreme time-commitments via an overloaded work environment. A work life balance when working as a band director is paramount, due to the expanding educational and

skills requirements, the supervision of a higher classroom ratio, and working outside of traditional school hours. Shaw (2016) concluded that band directors must build personal rules, strong boundaries, and an understanding of a blended identity when working in this position.

Si Millican (2014) completed a content analysis covering 6,430 topics during a discussion forum for band directors and professional development. Music repertoire, work environment, employment, and festival policies and procedures were chief topics during this forum. Many newer band directors found that there were many forms of support for them as they began their careers; however, less attention has been consistently observed on band directors as they move through their careers, warranting a stronger focus on stressors for seasoned music educators. The author noted that work environment played a major role in the discussion forums, focusing on levels of workloads, a higher classroom ratio, and the wearing of multiple positions versus that of traditional educators (Si Millican, 2014). To further research on the different stress levels amongst band directors, Shaw (2016) completed a multiple case study on competitive marching band directors with a purpose of exploring how they strive for a positive work life balance. The participants of this study described pressure as a main source of stress, having to deal with a higher workload in conjunction with dealing with the pressures of parents, students, teachers, and the responsibility of upholding the school's music reputation. When dealing with a higher workload and a higher ratio of students within their classrooms, band directors stated that they had to ensure higher levels of boundaries with parents, teachers, and students, and be proactive when it came to balancing their work and professional lives.

### **Band Director Stress**

Due to different sources of stress, music teachers tend to leave the field within the first 10 years of their careers (Madsen et al, 2002). One main source of stress that band directors face is

the duality of their role within a K-12 school. For example, many band directors work simultaneously doing administrative work, rehearsal planning, attending professional development, dealing with parents, and other duties assigned, having to wear multiple hats. These differing roles can cause high levels of stress, as band directors are faced with challenges from students, parents, and school administrators alike (Shaw, 2016). Shaw (2016) also discusses other stressors that band directors face within their multiple faceted roles within K-12 schools, including changes in teacher evaluation, the need for schools to increase their test scores, and changes to teacher tenure.

**Changes in teacher evaluation.** Differing changes in teacher evaluations can affect the stress levels of band directors and music educators more readily, simply due to the changes found in curriculums around the United States that have begun placing a reduced impact on music and other extra-curricular activities such as band, orchestra, and marching band. Because there is plethora of studies that examine teacher stress and burnout, there appears to be limited-to-no studies completed on how the recent changes to curriculums influence music teacher stress levels (Shaw, 2016).

Shaw (2016) discusses how currently, many public schools are pressured to focus more readily on student achievements through test scores, which in turn changes the climate of teacher evaluations. If public schools focus on more of the test scores of areas of the social sciences and mathematics, this can create stress for music educators simply because their evaluation changes, possibly affecting salary changes and tenure. Gilbert (2016) supports Shaw (2016) by stating that since the Common Core has been introduced to public school systems, music educators have been placed on the backburner, making way for other subjects such as English, mathematics, and

the language arts. Because of the Common Core, there has been a major shift on how the framework has changed for 21<sup>st</sup> century learning.

Federal laws and funding initiatives do not place music as a priority in the State of Georgia; therefore, Gilbert (2016) argues that for music educators and band directors to maintain a role as an essential subject in 21<sup>st</sup> century curriculums, a different framework needs to be adopted. For music to be taken more seriously within curriculums, band directors and music educators need to begin to associate themselves with new testing procedures that help to demonstrate how student assessments and achievements can meet the benchmarks required at the state and national levels, without decreasing the integrity of music programs. Therefore, Gilbert (2016) put forth a framework in which music educators and band directors could operate.

The framework should be changed to allow music educators and band directors to demonstrate a student's progress within music education, while determining their effectiveness levels and highlighting stronger learning objectives. The most appropriate model includes that of the Framework for 21<sup>st</sup> Century Learning, providing this new structure within public schools at all grade levels. A key word oftentimes floated around 21<sup>st</sup> century learning is that of creativity. This framework not only aids the music field, but also that of other subjects that have seen a growth of technology as a learning tool used within classrooms (Egan et al, 2017). To implement the Framework for 21<sup>st</sup> Century Learning can help change the values placed on music curriculum, by lessening teacher stress, adding creativity to lesson plans, structuring assessment techniques, and solidifying teacher assessment and tenure.

The Framework for 21<sup>st</sup> Century Learning continues to place common core standards in specific course areas such as English, mathematics, language arts, and science; however, also pushes for an understanding of student achievement in other areas of life, including curriculum

and instruction, professional development, and learning environments, in conjunction with life and career skills, creativity, technology skills, and learning and innovation skills (see Figure 1).

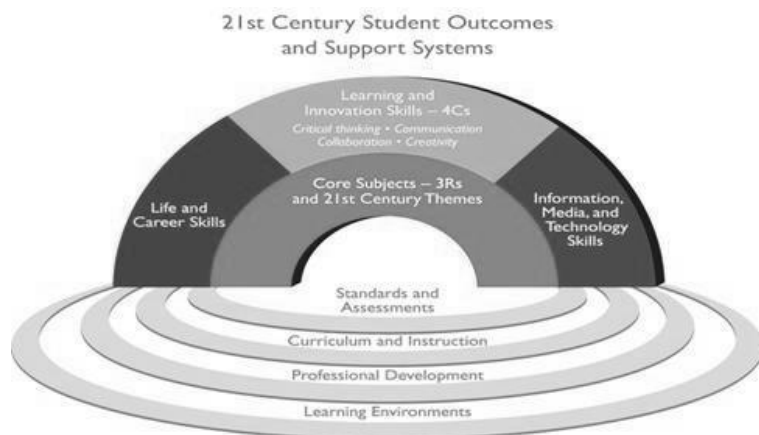


Figure 1. The Framework for 21<sup>st</sup> Century Learning (Egan et al, 2017).

Currently, testing procedures in public schools do not account for areas such as creativity, when scoring and understanding student achievement (Egan et al, 2017); therefore, it is up to music educators and band directors to begin championing a new framework to be added to teacher evaluations and student testing to harvest and value this necessary skill. Changing teacher evaluation and student testing will begin to allow music educators and band directors the ability to be a part of the curriculum and feel that their positions at schools are worthy and needed in 21<sup>st</sup> century education.

**The need for schools to increase their test scores.** Because the current climate of the school does not support a framework that supports music education or band activities, schools are highly encouraged and motivated by federal and state funding as a result of their students' test scores. This increases a higher level of focus on non-music courses such as that of English, language arts, science, and mathematics (Shaw, 2016; Gilbert, 2016; Egon et al, 2017). Due to the motivation to concentrate on Common Core subjects, Wright (2017) discusses how music

teachers experience stress due to school administrators not providing their employees sufficient time to understand curriculum and testing changes, as well as preparation time, and lesson planning. Changes can be made quickly and without prior consultation of teachers, leaving them to make haphazard changes to their coursework, increasing stress levels. Individual student issues are also placed to the backburner, as changes are made quickly without leaving sufficient planning time for teachers to consider these issues with any changes that need to be made.

**Changes to teacher tenure.** Historically, music instruction was one of the seven main courses in liberal arts that helped solidify a strong and proper education (Kelly, 2015). With the emergence of the Common Core, applying new student testing procedures, teacher tenure began to change for music educators and band directors. Teacher tenure is a policy that protects teachers from being fired under a ‘just cause’ category. For the most part, states create and establish their own tenure systems; however, many changes have been occurring over the past two decades in the protection of music educators. This alone can create stress for the music teacher and band directors, as without this protection their job satisfaction levels can decrease, as well as providing them with worry since music education has been placed on the backburner of many educational curriculums. Changes in teacher tenure can potentially force music educators and band directors to continue working under deplorable conditions, working over their needed weekly hours, participating in extracurricular activities, and working with higher teacher/student ratios and larger classroom sizes for fear of losing their position. Coupled with the need for schools to focus on more Common Core subjects, along without implementing an effective framework for 21<sup>st</sup> century education, stress levels for music educators and band directors can rise, creating burnout or having them flee their positions Shaw (2016).

**Increased workloads.** Due to increased teacher/student ratios and larger classroom sizes, music educators and band directors experience increased workloads, especially if they have operating under a milieu of more than one job responsibility (Shaw, 2016). An increased workload also promotes higher levels of paperwork, reports, and documentation, with teachers spending more time ensuring that these responsibilities are completed on-time and correctly (Skaalvik & Skaalvik, 2017). With the induction of the Common Core, workloads were predicted to decrease once the implementations had taken place, due to a teacher's perception of the new testing regimen (Cochrane & Cuevas, 2015); however, this did not always occur. For example, in the State of Georgia, Common Core was implemented during the 2011 and 2012 school year. A study was completed on public schools in Georgia, with teachers mainly supportive towards the Common Core, as it would appear to help their students with college and job preparations and creative and critical thinking skills. However, teacher morale decreased after implementation, simply because of the increased workload caused by the Common Core testing regimen. The teachers did say that although they did see a few benefits, they mostly felt that it did not support time management techniques due to increased paperwork, testing regimens, and having to follow a specific curriculum (Cochrane & Cuevas, 2015).

Teacher workload is also correlated to exhaustion and demoralization, especially when band directors are not feeling the importance of their courses, or when the school lacks support of their program, as seen in the inability to provide instruments or instruments that are not efficiently being able to be used as a teaching tool (Naylor, 2001). Combining these issues allows stress levels to be determined throughout a correlation effect in order to examine band director burnout.



### **Band Director Burnout**

According to the International Perspectives on Research in Music Education (IPRME) (2016), 50 percent of schools either do not have musical instruments or have instruments that are inefficient for a music educator and/or band director to perform their duties. Teachers involved in a study with the IPRME located in Chicago, did not place music or the arts as valuable subjects within a school's curriculum. This demonstrates the climate within which music educators and band directors are working, experiencing traditional teacher issues such as low-paying wages, high teacher/student ratios, larger classroom sizes, and working multiple hours outside of their required weekly job duties. Specifically, band directors face additional challenges that can expedite burnout, including changes in testing requirements, changes in tenure, increased workloads, and coping with the pressure of the school's reputation from students, parents, and administrators alike. In this era of accountability, music teacher stress is at an all-time high (Shaw, 2016).

### **Differing Stress in Urban and Rural Areas**

Although there has been limited to no research focused on band directors working in different locations, it is important to attempt to understand research that has focused on different stressors that occur in both urban and rural areas. Many studies have focused on urban schools and the stressors that teachers experience during their teaching assignments. Day & Hong (2016) examined the emotional resiliencies of teachers working in urban school settings and determined that although resiliency levels change, it should continue to fluctuate according to personal circumstances. There are many challenges found in urban schools, especially ones which highlight lower socio-economic students. It is difficult for teachers to find professional support in the majority of these schools; therefore, it is essential for the head teacher to provide emotional

support to teachers dealing with stress (Fang, Sun & Yueng, 2016). In terms of other stressors that teachers experience in an urban setting include high levels of negative student behaviors, learning difficulties, and the continuous referring to mental health programs (Ouellette et al, 2017). Interacting on a daily basis with students who experience aggression and other mental health traits can place a strain on an untrained teacher while interrupting classroom and other student learning activities.

From a rural perspective, Adams & Woods (2015) completed research that focused on recruiting and retaining teachers in the State of Alaska. Because Alaska has some of the lowest teacher retention rates in the country, the state created the Alaska Statewide Mentor Project (ASMP), which aided in the increase of teacher retention over the span of six years. Stressors that teachers typically face in rural situations include having to walk a fine line between professionalism and socialization within the community and working more individually with students in the classroom setting.

Other studies have also been completed that have investigated band directors' sources of stress from a quantitative perspective. Bechen (2000) was able to investigate music educators' sources of stress within the music teaching profession and utilized a survey within a quantitative descriptive research design. The author created a survey that followed a Likert scale response and was able to gauge the sources of stress that different music educators encountered. The results of the study indicated that the majority of teachers identified the major stressor being from placing too high expectations on themselves; more recent studies have also utilized a quantitative survey when investigating sources of stress amongst music educators. Wong et al (2018) completed a quantitative study that focused on primary school music teachers in Hong Kong, utilizing a questionnaire to investigate their sources of stress. The authors obtained 309 randomly

sampled responses from primary school teachers, which identified five key stressors: changing education policy of the government; being observed by a colleague, student teacher, college tutors, inspectors, or parents; too much subject matter to teach; inclusive education; and additional administrative work. The results of this study suggested that the sources of stress were neutral, meaning stressor response levels reflected contextual factors.

Doss (2016) examined perceived stressors found amongst public school educators, using a questionnaire to determine stressors over time in relation to demographic differences. Using Cohen and Williamson's (1988) 10-item Perceived Stress Scale, the author was able to track a music educator's stress level throughout a three-month period, which demonstrated a decline in stressors when being tracked. Demographic factors, such as school location and socioeconomic status appeared to correlate to stressor levels in music educators.

### **Dealing with Stress**

Due to the higher ratios of students in their classroom and the combination of extra activities that are required for their positions, band directors must proactively work at balancing their work and personal lives (Shaw, 2016). When examining how competitive band directors balance their work and personal lives, many participants in an instrumental multiple case study completed by Shaw (2016) reported that one must be proactive when it came to balancing these two areas; setting personal time aside, reaching out to supportive individuals, and setting personal rules and boundaries. One important theme emerged when reviewing the results of the study, which concluded that most band directors tended to blend both their identities and work and home domains into one, which appeared as restrictive and inhibitive on their ability to deal with workforce stressors.

Because there is limited to no information that focuses on the sources of stress that music educators and band directors face specific to their teaching assignments, this topic will fill the gap found in the literature which will be able to promote further studies to determine how band directors deal with job-specific stressors. Although there would obviously be some overlap with traditional teaching assignments, it is the hope of this researcher that specific related stress related techniques could be used to help retain band directors working in K-12 public schools throughout the country.

### **Summary**

There has been a global decline in music education in many schools over the past two decades, however, many elite private schools are among the main sources of continuing music curriculums. In the public arena, many students are not provided the opportunity to complete music curriculums, due to four reasons outlined by Aróstegui (2016): the model of music curriculum supported in educational reforms, an emphasis on standardized evaluation, less resources available, and a wrong approach on music advocacy.

Although sources of stress for band directors may appear to be similar to that of traditional classroom teachers, there are other job specific stressors that they may experience outside of stressors found in recent research. Some areas of other stressors include that of changes in teacher evaluation, threats to teacher tenure, and severe time restriction issues due to larger classrooms and higher teacher to student ratios.

This research added to the scholarly literature as the researcher focused on specific sources of stress that band directors face in the State of Georgia, and differences that occurred in both rural and urban settings. The continuation of this area of research will help provide

identification to music educators and band directors so that music can once again become an important aspect in the American education system.

## **CHAPTER 3: Methodology**

### **Introduction**

This study investigated band directors' sources of stress that lead to burnout in the State of Georgia, namely in rural, suburban, and urban areas. Because many studies have been completed regarding the burnout experiences of educators working in traditional school settings, little research exists when examining band directors working within a K-12 school music program. This chapter addresses the study's research design and methodological practices, participant selection, the materials and instruments used to obtain the data, as well as how the data was analyzed. This chapter will conclude with ethical assurances, limitations, and assumptions of the study.

### **Purpose of this Study**

The purpose of this quantitative descriptive research study was to investigate band directors' sources of stress that lead to burnout in the State of Georgia. Because many studies have appeared to focus solely on traditional school environments, it was imperative to focus on music educators/band directors due to a differing work environment that offers different challenges than those found in a traditional classroom setting.

### **Research Questions**

Two research questions guided this study:

**RQ1.** How do band directors' stressors differ throughout the different education levels in a K-12 school setting?

**RQ2.** How do band directors' stressors differ between band directors working in rural, urban, and suburban schools?

### **Research Methodology and Design**

This study utilized a quantitative descriptive research design that aimed at investigating the perceptions and experiences stressors of band directors working in urban, suburban, and rural schools in the State of Georgia in a K-12 setting. Because the researcher wanted to investigate sources of stress amongst band directors from schools located in differing locales, a descriptive research design was best suited as it allowed the researcher to collect large amounts of rich data through the means of an instrumental survey (Creswell & Creswell, 2017). Descriptive research designs allow for a stronger study in natural environments to better understand beliefs, attitudes, behaviors and habits of members of a target audience. The researcher ensured that he obtained participants from three different types of school settings: urban, suburban, and rural schools.

### **Participants**

This study collected data from participants who currently work at a school as a band director in the State of Georgia. Each participant met these four requirements to participate in the study:

1. Each participant had an active and current teaching license/credential in the State of Georgia.
2. Each participant had been working as a band director for a minimum of one year.
3. Each participant had worked in one of three school settings: urban, rural, or suburban.
4. Each participant currently worked in a middle or high school setting.

The researcher utilized survey sampling of a purposive nature, where each participant was randomly selected to participate in the study. The researcher reached out to a variety of K-12

schools in the State of Georgia, with each school being in an urban, suburban, or rural setting. The researcher contacted the participants and accepted the participant after they had signed a consent form and confidentiality agreement, agreeing to participate in the study (Creswell, 2013). The researcher accepted agreements from band directors in each of the three school settings, until the maximum number of participants needed to complete the data collection was reached.

### **Materials/Instruments**

To collect the quantitative data, the researcher utilized an instrumental survey, asking respondents to rate the 25 statements based on a five level Likert scale, as seen in Appendix B. The respondents were asked to qualify each statement on their own judgement (High Stress, Moderate Stress, Light Stress, Not a Problem, or Does Not Apply). The survey questions highlighted the statements to each of the participants, with the researcher allowing a final open-ended question to determine if there was any other information the participant wanted to provide while participating in the study. The statements in the survey reflected current sources of stress found in K-12 schools, which allowed the respondents to grade the statements based on a six-point Likert scale, as originally developed by Bechen (2000). The author had previously created a survey that investigated music educators' sources of stress that they encountered within the music profession. This survey acted as a model for the current study, as the instrument was only slightly altered to accommodate for demographic differences that occurred during participant selection.

The beginning of the survey required each participant to complete a demographic questionnaire to determine their eligibility to participate in the study. The demographic questionnaire asked each respondent the length of their teaching tenure, the county and area their



school was located in, and the different subjects that they taught. The researcher provided different school districts in the State of Georgia with a link of the survey allowing them to deliver the survey information to their active band directors encouraging them to participate in the study via Qualtrics. Qualtrics database collected the data so it could be analyzed through the SPSS quantitative software program (see Appendix B for survey).

### **Data Collection, Processing and Analysis**

The researcher followed strict protocols when collecting data ensuring for an ethical and robust data collection. Before the data collection begun, it was essential for the researcher to ensure that each participant agreed to participate in the study by signing a consent form and a confidentiality agreement. When presented with the survey link to Qualtrics, before rating the 24 Likert scale statements, the participants were required to read both the consent form to participate in the study and the confidentiality agreement. After reviewing the consent to participate in the study and confidentiality agreements at the beginning of the survey, the respondents either agreed to participate and were directed to the Likert scales, or were redirected to the end of the survey and thanked for their time.

**Confidentiality.** The researcher ensured confidentiality to each of the participants by having them sign a confidentiality agreement and a consent form, providing permission to participate in the study via Qualtrics. The researcher maintained confidentiality by ensuring that any identifying information was not released, unless it was to the university's Chair of the program that the researcher was working under. Another way that the researcher maintained confidentiality was to ensure that each participant was referred to in numerical order. For example, each participant was assigned a Unique Respondent Code before starting the survey, which deleted any identifying information from the survey. If the researcher needed to refer to

any of the participants, they were referred to by their seven-digit unique respondent code. The researcher also deleted any information and data obtained from the study when approved to do so by the university's Institutional Review Board (IRB).

**Data collection method.** The researcher collected the data via Qualtrics where he invited each participant to complete a survey upon meeting the study's requirements for participants to partake in the study. The survey began with a demographic questionnaire that determined eligibility to participate in the survey, asking the length of time teaching in the State of Georgia, the milieu of their school (i.e. urban, suburban, or rural schools), and whether they had an active teaching license. Data collection only began once the study was approved by the university's Institutional Review Board (IRB) and after each participant had signed and agreed to the consent form and the confidentiality agreement.

**Data Analysis.** After the data had been collected, the researcher reviewed the data and completed a descriptive analysis using Microsoft Excel. After transferring the confidential data from Qualtrics, the researcher then inputted the data into spreadsheets, obtaining statistical results of the participants' responses.

### **Validity and Reliability**

To ensure reliability and validity of the data that was collected the researcher utilized Qualtrics, a common form of data collection when performing quantitative research. Qualtrics automatically placed the data into a Microsoft Excel spreadsheet, which then was placed into the SPSS program for analysis. This ensured that the data remained valid and reliable when working with a larger subset of a population.

### **Methodological Assumptions, Limitations, and Delimitations**

It was important for the researcher to list different assumptions, limitations, and delimitations of the study so that the data could be as valid as possible. There were some assumptions of the study that needed to be addressed. One major assumption was that each participant would have the knowledge to rank each statement based on a six-point Likert scale as posed when completing the survey. Because of this assumption, it was important to note that each participant was able to rank the statements based upon their perceptions and experiences when working as a band director in a K-12 school setting and experiencing stressors.

Some limitations of the study included the fact that the researcher must be careful not to inject a bias into the study. Because the researcher had experience within an educational setting, it could be easy for him to inject biases into the study. This could be monitored by the researcher following a strict data collection protocol when surveying each participant to ensure that he remained objective and provided the same statements to each participant to ensure validity of the data. Another way that ensured that the researcher's bias did not get injected into the study was to have a colleague with similar education and experience as that of the researcher review the survey, the research methodology, and the participant selection process to ensure that it was appropriate and in alignment with the research's purpose. Another limitation of the study was the fact that it only sought to address band directors' experiences and perceptions of sources of stress in the State of Georgia. The results of the study are not be reflective to other educational settings outside of the school or state, which could warrant future research.

### **Ethical Assurances**

Each participant provided their permission to the study and signed a consent agreement that detailed the aim and goal of the study, and that their participation was voluntary. Each

participant could remove themselves from the study at any time by closing the survey and exiting their web browser. Confidentiality played a major role in this study and each participant agreed to a confidentiality agreement that mandated that their identity and answers to interview questions were kept private and confidential at all times. Each participant had the name and contact information of the researcher and his supervisor, who they could contact at any time with questions pertaining to the study. Each participant was also informed that the data collected in the study would be stored for a limited time and would be deleted by a date that is agreed upon between the researcher and the university's Institutional Review Board (IRB). The participants were provided with a seven-digit Unique Respondent Code, allowing for confidentiality throughout the study by deleting any identifying information.

### **Summary**

Chapter 3 discussed the quantitative descriptive research design that was being used for this study. An overview of the participant selection process was discussed as well as the data collection method and the importance of confidentiality. Also discussed in the chapter were the different assumptions, limitations, and delimitations of the study, as well as how the researcher could limit researcher bias and ensure for rich data. An analysis plan was discussed, and this chapter ended with a discussion on important ethical insurances that were mandated by both the university and the Institutional Review Board (IRB).

## **Chapter 4: Results**

This chapter presents the findings and interpretation of data for the study which aimed at carrying out an exploration of sources of stress amongst band directors in Georgia. An online questionnaire was used to collect data on respondents' levels of stress related to personal concerns, environmental factors, classroom management, and program management. The analysis was guided by the following research questions:

**RQ1.** Do band directors' stressors differ throughout the different education levels in a K-12 school setting?

**RQ2.** Do band directors' stressors differ between band directors working in rural, urban, and suburban schools?

### **Data Summary**

Survey data were downloaded from the Qualtrics website once collection was complete. The original dataset included 385 survey responses from band directors who currently work at a school as a band director in the State of Georgia. The Qualtrics data file was cleaned to remove incomplete survey responses. A survey response was considered incomplete if it did not contain data for all following key variables of the present study: gender, age, years of teaching experience, grade level taught, course(s) taught, school locale, and percentage of minority student population. Responses were also considered incomplete if the band director did not respond to all 25 questions related to the stress factors encountered in their work. Fifty-three survey responses were removed from the data set due to missing or incomplete information. As a

result, the final data set included a total of 332 survey responses, which represents 86.2% of responses from the original dataset.

### **Data Analysis Protocol**

The Statistical Package for Social Sciences (SPSS) version 25 was used to perform all quantitative analyses. The following demographic data were collected as part of the survey design: gender, age, marital status, number of years teaching music, grade level(s) taught, and subject(s) taught, locale, and ethnic makeup of the student population. The following independent variables were coded in preparation for statistical analyses:

- *School locale*: Because school location is static and mutually exclusive for all respondents, the categorical variable *Locale* was coded as “urban” (1), “suburban” (2), and “rural” (3).
- *Grade level(s) taught*: Upon reviewing the data, it was discovered that approximately 22% of respondents taught multiple grade levels. As a result, this categorical variable was recoded into three new variables in SPSS – *GL\_ElemSchool*, *GL\_MiddleSchool*, and *GL\_HighSchool*. –to aid in determining which respondents taught multiple grade levels. Possible values for each new variable included “yes” (1) or “no” (0). A new variable, *GL\_Total*, was created to determine which teachers taught multiple grade levels. *GL\_Total* was calculated by adding the values for *GL\_ElemSchool*, *GL\_MiddleSchool*, and *GL\_HighSchool*. Possible values for *GL\_Total* included “1”, “2”, or “3”. Respondents whose *GL\_Total* value was greater than one was excluded from the grade-level-specific analyses. Those respondents were excluded because they

would be counted more than once when getting the total number of stress responses.

The dependent variables are the 25 survey items related to the four stress domains highlighted in Bechen (2000): *Personal Concerns*, *Program Management*, *Classroom Management*, and *Environmental Factors*. Each survey response was coded according to the associated level of stress: “high stress” (4), “moderate stress” (3), “light stress” (2), and “not at all” (1). Responses labeled “did not apply” were coded as missing and excluded from analyses. The questions aligned with each of the stress domains are outlined in Table 1.

Table 1

*Survey Items by Stress Domain*

Stress Domain	Applicable Questions
Personal Concerns	12. Placing too high expectations on self 17. Having a feeling of not being able to spend enough time with family 28. Health Problems 29. Family Problems 31. Concerns about relationship with supervisor or principal
Program Management	13. Too much paperwork and/or non-teaching duties 18. Too many school-related evening commitments and performances 21. Problems retaining students from middle to high school 23. Designing a marching band show 24. Declining enrollments in ensembles/ performing groups 25. Administrating fundraising projects to earn money for band program 33. Using time effectively/time management
Environmental Factors	10. Lack of or inadequate equipment, facilities, and materials 11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles 15. Lack of planning and/or teaching time to meet individual student needs 16. Inadequate class schedule 20. Lack of participation in decisions that affect band program 22. Too many interruptions in teaching day 26. Unclear goals from general administration, music administration, principals 30. Lack of recognition by administration, other band directors, peers, parents, and students 32. Too heavy of a class load 34. Parental apathy and lack of involvement in program
Classroom Management	14. Unmotivated and/or uncooperative students 19. Not sure of options available in dealing with discipline 27. Music students lack of respect for school equipment



## Descriptive Statistics

### Band Director Demographics

Demographic data were highlighted as follows: gender, age, marital status, number of years teaching music, grade level(s) taught, and subject(s) taught, locale, and ethnic makeup of the student population. An overview of band director demographics is presented in Table 2.

**Gender and age.** The sample included 89 female band directors (26.8%) and 243 male band directors (73.2%). The mean age of the band director sample was 38.7, ranging from 22 to 65 with a standard deviation of 9.79. The largest subgroup of band directors by age was 26-35 years of age (36.1%), followed by 36-45 years of age (31.0%), 46-55 years of age (18.4%), 25 years of age or younger (7.8%), and 56 years of age or older (6.6%).

**Marital status.** Approximately 69% of band directors were married, compared to 27.1% of band directors who were single. Divorced band directors accounted for 2.1% of the sample. Five band directors (1.5%) were engaged. Two band directors (0.6%) did not disclose their marital status.

**Years of experience.** The mean years of experience was 14.8, ranging from 1 to 43 with a standard deviation of 9.21. Most band directors had 6-10 years of teaching experience (22.3%). Approximately 18% of band directors had five years of teaching experience or less. Conversely, 15.4% of band directors had 26 years of experience or more. Approximately 11% of band directors had 21-25 years of experience, compared to 18.4% who had 16-20 years of experience and 15.7% who had 11-15 years of experience.

Table 2

*Band Director Demographic Characteristics (N = 332)*

Characteristic	<i>n</i>	%
Gender		
Male	243	73.2
Female	89	26.8
Age		
25 years or younger	26	7.8
26-35 years	120	36.1
36-45 years	103	31.0
46-55 years	61	18.4
56 years or older	22	6.6
Marital Status		
Married	228	68.7
Single	90	27.1
Divorced	7	2.1
Engaged	5	1.5
Unknown	2	0.6
Years of Experience		
5 years or less	59	17.8
6-10 years	74	22.3
11-15 years	52	15.7
16-20 years	61	18.4
21-25 years	35	10.5
26+ years	51	15.4
Grade Level(s) Taught*		
Elementary School (Grades PreK-5)	14	4.2
Middle School (Grades 6-8)	188	56.6
High School (Grades 9-12)	214	64.5
Subject(s) Taught		
Band Only	186	56.0
Multiple Subjects	146	44.0
Choir	11	3.3
Guitar	19	5.7
Music Appreciation	62	18.7
Music Technology	28	8.4
Music Theory	38	11.4
Orchestra	15	4.5
Piano	13	3.9
Other	20	6.0

\* A subgroup of teachers taught multiple grade levels ( $n = 73$ ); total percentage is greater than 100%.

**Grade level(s) taught.** Seventy-eight percent of band directors taught one grade level ( $n = 259$ ), compared to 22% who taught multiple grade levels ( $n = 73$ ). Three percent of band directors taught across all three grade levels – elementary, middle, and high school. Most band directors were secondary band directors, with 188 band directors (56.6%) teaching middle school students and 214 band directors (64.5%) teaching high school students. Only 14 band directors (4.2%) taught elementary school students.

**Subject(s) taught.** All of the survey respondents were band directors; however, 146 band directors (44%) taught other subjects in addition to their band director duties. Other subjects taught included music appreciation (18.7%), music theory (11.4%), music technology (8.4%), guitar (5.7%), orchestra (4.5%), piano (3.9%), and choir (3.3%). Six percent of band directors taught other subjects such as percussion ensemble, jazz ensemble, color guard, and IB music.

### **School Demographics**

School demographic data for school locale and ethnic makeup of the student population were highlighted. An overview of school demographics is presented in Table 3.

**School locale.** A total of 45.2% of the band directors included in the study were from suburban districts, which are located within the metropolitan area of a mid- to large-size city. Band directors from urban districts – located within mid- to large-size cities with populations of at least 25,000 people – accounted for 22.3% of the sample. Band directors from rural districts, which are considered small or large towns with populations less than 25,000, represented 32.5% of the sample.

**Ethnic makeup of student body.** The majority of band directors work in schools where the majority of enrolled students are from racial or ethnic minority backgrounds. Fifty-five

percent of band directors work in schools where at least 51% of the student body identifies as a racial or ethnic minority group. Approximately 27% of band directors work in a school where

Table 3

*School Demographic Characteristics (N = 332)*

Characteristic	<i>n</i>	%
School Locale		
Urban	74	22.3
Suburban	150	45.2
Rural	108	32.5
Ethnic Makeup of Student Body		
25% or fewer minority students	59	17.8
26-50% minority students	89	26.8
51-75% minority students	84	25.3
76-100% minority students	100	30.1

26%-50% of students identify as a member of racial or ethnic minority group. Approximately 18% of band directors serve student populations where 25% or fewer student identify with a racial or ethnic minority group.

### **Dependent Variables**

Respondents rated their level of stress using 25 Likert-type items. The choices included *high stress* (4), *moderate stress* (3), *light stress* (2), *not a problem* (1), and *does not apply* (N/A). Responses to the stressors were grouped into four domains: Personal Concerns, Classroom Management, Program Management, and Environmental Factors. These domains were taken from the Bechen (2000) study. This study investigated perceptions of pre-service and in-service music educators as to sources of stress in the music teaching profession (Bechen, 2000).

**Reliability.** Item analysis was conducted to determine if the Likert-type items selected for each domain were reliable measures for each domain. The Statistical Package for Social Sciences (SPSS) version 25 was used to determine Cronbach's alpha ( $\alpha$ ), a statistic used to

determine internal consistency between survey items. The Personal Concerns domain consisted of five items ( $\alpha = .67$ ), the Classroom Management domain contained three items ( $\alpha = .74$ ), the Program Management domain contained seven items ( $\alpha = .76$ ), and the Environmental Factors domain contained ten items ( $\alpha = .79$ ). Each domain was determined to have adequate reliability (Taber, 2016). All of the survey items were retained, as the deletion of any item would have decreased Cronbach's alpha for the remaining items.

**Validity.** The statements in the survey reflected current sources of stress found in K-12 schools, which allowed the respondents to grade the statements based on a six-point Likert scale, as originally developed by Bechen (2000). The author had previously created a survey that investigated music educators' sources of stress that they encountered within the music profession. This survey acted as a model for the current study, as the instrument was only slightly altered to accommodate for demographic differences that occurred during participant selection.

### **Sources of Stress**

The survey items associated with each of the four stressor domains – Personal Concerns, Classroom Management, Program Management, and Environmental Factors – were examined to determine which items contributed most to band director stress. Frequencies, medians, and modes were determined for each of the 25 survey items. Means were also calculated to determine rankings of stressors overall and for each domain; however, because Likert-type items are measured on an ordinal scale, the means are only being used as a metric for relative comparison between items. An overview of the frequencies, medians, modes, and ranks for all 25 items are presented in Appendix C.

**Personal concerns.** An overview of reported stress levels related to personal concerns is presented in Table 4. Five items on the survey were related to stress linked to band directors' personal concerns. The highest-ranked item in the Personal Concerns domain was “placing too high expectations on self,” with 79.8% of band directors experiencing high or moderate levels of stress related to high self-expectations (relative mean: 3.21). The remaining factors based on levels of high and moderate stress include “having a feeling of not being able to spend enough time with family” (66.2%; relative mean: 2.91), “health problems” (28.0%; relative mean: 2.02), “family problems” (24.4%; relative mean: 1.89), and “concerns about relationship with supervisor or principal” (22.6%; relative mean: 1.81).

Table 4

*Ranking and Percent Distribution of Stress Levels Related to Personal Concerns (N = 332)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	12. Placing too high expectations on self	45.8	34.0	14.8	5.1	0.3	3.21	3	4
2	17. Having a feeling of not being able to spend enough time with family	35.2	31.0	20.8	11.7	1.2	2.91	3	4
3	28. Health problems	11.1	16.9	32.2	37.3	2.4	2.02	2	1
4	29. Family problems	7.8	16.6	29.8	43.1	2.7	1.89	2	1
5	31. Concerns about relationship with supervisor or principal	9.6	13.0	25.6	51.2	0.6	1.81	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not a problem; N/A = Does not apply.

**Classroom management.** An overview of reported stress levels related to classroom management is presented in Table 5. Three items on the survey were related to stress linked to band directors' classroom management concerns. The highest-ranked item in the Classroom Management domain was “unmotivated and/or uncooperative students,” with 52.4% of band directors experiencing high or moderate levels of stress related to student participation (relative

mean: 2.58). The remaining factors ranked by levels of high and moderate stress were “music students’ lack of respect for school discipline” (38.8%; relative mean: 2.27) and “not sure of options available in dealing with discipline” (26.2%; relative mean: 1.94).

Table 5

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management (N = 332)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	14. Unmotivated and/or uncooperative students	20.8	31.6	32.8	14.8	0.0	2.58	3	2
2	27. Music students’ lack of respect for school equipment	11.7	27.1	37.0	23.5	0.6	2.27	2	2
3	19. Not sure of options available in dealing with discipline	9.3	16.9	30.7	41.9	1.2	1.94	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Program management.** An overview of reported stress levels related to program management is presented in Table 6. Seven items on the survey were related to stress linked to band directors’ program management concerns. The highest-ranked item in the Program Management domain was “too much paperwork and/or non-teaching duties,” with 75.9% of band directors experiencing high or moderate levels of stress related to extracurricular responsibilities (relative mean: 3.11). The remaining factors ranked by levels of high and moderate stress were “administering fundraising projects to earn money for band program” (58.7%; relative mean: 2.70), “problems retaining students from middle to high school” (52.1%; relative mean: 2.60), “too many school-related evening commitments and performances” (47.6%; relative mean: 2.46), “designing a marching band show” (31.0%; relative mean: 2.36), “declining enrollments in ensembles/performing groups” (38.0%; relative mean: 2.23), and “using time efficiently” (31.9%; relative mean: 2.17).

Table 6

*Ranking and Percent Distribution of Stress Levels Related to Program Management (N = 332)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	39.5	36.4	19.6	4.5	0.0	3.11	3	4
2	25. Administrating fundraising projects to earn money for band program	23.8	34.9	25.3	14.2	1.8	2.70	3	3
3	21. Problems retaining students from middle to high school	21.7	30.4	31.0	15.1	1.8	2.60	3	2
4	18. Too many school-related evening commitments and performances	19.0	28.6	31.6	20.8	0.0	2.46	2	2
5	23. Designing a marching band show	10.5	20.5	18.1	17.5	33.4	2.36	2	3
6	24. Declining enrollments in ensembles/ performing groups	15.7	22.3	28.0	31.0	3.0	2.23	2	1
7	33. Using time effectively/time management	6.9	25.0	46.1	22.0	0.0	2.17	2	2

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Environmental factors.** An overview of reported stress levels related to environmental factors is presented in Table 7. Ten survey items were related to stress linked to band directors' environmental factor concerns. The highest-ranked stressor in the Environmental Factors domain was "lack of planning and/or teaching time to meet individual student needs," with 59.3% of band directors experiencing high or moderate levels of stress related to planning and teaching time (relative mean: 2.68). The remaining factors ranked by levels of high and moderate stress were "lack of or inadequate equipment, facilities, and materials" (55.2%; relative mean: 2.58), "parental apathy and lack of involvement in program" (51.5%; relative mean: 2.57), "inadequate class schedule" (50.9%; relative mean: 2.49), "general philosophical disagreement with the school board and/or the administration" (42.2%; relative mean: 2.29), "lack of participation in



decisions that affect band program” (39.8%; relative mean: 2.25), “too many interruptions in teaching day” (32.8%; relative mean: 2.14), “lack of recognition by administration, other band directors, peers, parents, and students” (23.5%; relative mean: 2.07), “unclear goals from general administration, music administration, principals” (23.5%; relative mean: 1.82) and “too heavy of a class load” (21.9%; relative mean: 1.82).

Table 7

*Ranking and Percent Distribution of Stress Levels Related to Environmental Concerns (N = 332)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	15. Lack of planning and/or teaching time to meet individual student needs	22.0	37.3	27.7	13.0	0.0	2.68	3	3
2	10. Lack of or inadequate equipment, facilities, and materials	15.4	39.8	31.6	12.7	0.6	2.58	3	3
3	34. Parental apathy and lack of involvement in program	22.6	28.9	30.7	17.5	0.3	2.57	3	2
4	16. Inadequate class schedule	22.9	28.0	22.9	25.0	1.2	2.49	3	3
5	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	16.0	26.2	26.2	29.5	2.1	2.29	2	1
6	20. Lack of participation in decisions that affect band program	13.6	26.2	28.3	28.9	3.0	2.25	2	1
7	22. Too many interruptions in teaching day	9.3	23.5	38.6	28.0	0.6	2.14	2	2
8	30. Lack of recognition by administration, other teachers, peers, parents, and students	11.4	20.2	31.6	35.8	0.9	2.07	2	1
9	26. Unclear goals from general administration, music administration, principals	6.9	16.6	27.4	47.9	1.2	1.82	2	1
10	32. Too heavy of a class load	10.5	11.4	26.8	50.0	1.2	1.82	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Overall stressors.** Overall, the ten highest-ranked items resulted in a median response of 3 (*“Moderate stress”*): one related to classroom management, two related to personal concerns, three related to program management, and four related to environmental factors. Three of the highest-ranked items presented with a mode of 4 (*“High stress”*): “placing too high expectations

on self” (PC; relative mean: 3.21), “too much paperwork and/or non-teaching duties” (PM; relative mean: 3.11), and “having a feeling of not being able to spend enough time with family” (PC; relative mean: 2.91). The lowest-ranked items received a median and mode response of 1 (“*Not at all*”): “concerns about relationship with supervisor or principal” (PC; relative mean: 1.81) and “too heavy of a class load (EF; relative mean: 1.82). An overview of the ten highest-ranked survey items by relative mean is presented in Table 8; the two lowest-ranked items are presented in Table 9.

Table 8

*Highest-Ranked Items by Relative Mean, Median, and Mode (N = 332)*

Rank	Question	Category	Mean	Median	Mode
1	12. Placing too high expectations on self	PC	3.21	3	4
2	13. Too much paperwork and/or non-teaching duties	PM	3.11	3	4
3	17. Having a feeling of not being able to spend enough time with family	PC	2.91	3	4
4	25. Administrating fundraising projects to earn money for band program	PM	2.70	3	3
5	15. Lack of planning and/or teaching time to meet individual student needs	EF	2.68	3	3
6	21. Problems retaining students from middle to high school	PM	2.60	3	2
7	14. Unmotivated and/or uncooperative students	CM	2.58	3	2
8	10. Lack of or inadequate equipment, facilities, and materials	EF	2.58	3	3
9	34. Parental apathy and lack of involvement in program	EF	2.57	3	2
10	16. Inadequate class schedule	EF	2.49	3	3

*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management.

Table 9

*Lowest-Ranked Items by Levels of High and Moderate Stress (N = 332)*

Rank	Question	Category	Mean	Median	Mode
25	31. Concerns about relationship with supervisor or principal	PC	1.81	1	1
24	32. Too heavy of a class load	EF	1.82	1	1

*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management.

### **Additional Sources of Stress**

Participants were asked to indicate any sources of stress that were not included in the list that they have encountered during their teaching experience. There were 110 responses to this open-ended question: 26 personal concerns, 5 classroom management, 55 environmental factors, and 24 dealing with program management. The responses were coded using the following coding symbols: *PC=Personal Concerns; CM=Classroom Management; EF=Environmental Factors; and PM=Program Management.* These codes were initially used in the Bechen (2000) study. The reliability of the codes was tested by having a second party code the responses. The second party coded the responses with 75% accuracy of 25% of the responses.

Fifty percent of the open-ended responses dealt with environmental factors. The majority of these factors were sometimes beyond the control of the band director. The top responses included compensation, lack of funding, and scheduling. Other stressors from the open-ended responses that were labeled under environmental factors included:

- Band director Keys Effectiveness System (TKES) evaluation of music educators: fifty percent of their evaluation came from average of school score on standardized tests, not musically relevant events, adjudications, or other indicators of quality instruction/evaluation.

- Lack of administrative leadership causing frequent problems throughout the building.  
Favoritism shown to a small group of band directors who, in turn, were allowed to make uneducated decisions regarding the entire building.
- No sense of school community. The majority of band directors did not know or had never even seen each other. It was like four schools instead of one.
- Curriculum changes with attractive options in advanced credits allowed students to opt out of music courses.

Personal concerns consisted of 27 responses and included job security and lack of preparation/training in college. There were also responses that indicated a lack of desire to continue teaching and extremely long hours. Some other open-ended responses that were labeled under personal concerns included:

- Years of asking for a new schedule and not being heard, and years of not being able to live a life based on the marching band schedule led to burnout and restructuring my professional and personal life. I now teach Spanish and ESOL.
- The lack of time for personal self in regards to down time, exercise, relaxation, etc.
- Taking on additional work to make more money.
- The extremely long hours where in most cases you just have to deal with it. Leading to lack of sleep. High Stress.

There were 24 responses regarding program management. Parent/booster issues and feeder program concerns appeared more than once. These stressors were also listed in the survey that covered parents and feeder programs. Below are some quotes from the open-ended questions pertaining to program management.

- Budgeting for school year; hiring and retaining band staff; student health & well-being; seeking out professional development.
- Feeling of being behind. Marching show not where you want it to be. Especially approaching competition.
- Band staff members not holding up their part of the roles and duty of the band program.

Sometimes they can be more harm to the progress of the program overall.

There were only five responses regarding classroom management. This is because there are three stressors listed in the survey that covered classroom management: “Unmotivated and/or uncooperative students”, “Not sure of options available in dealing with discipline”, and “Music students’ lack of respect for school equipment”. There were 5 open-ended responses that were coded for Classroom Management:

- Students coming to school with stress from the challenges they face outside of the school day.
- Drama brought on by High School students
- Student discipline and student apathy are the biggest contributors to stress. Inconsistent discipline from administration.
- Student maturity.
- Student apathy, culture of musical excellence not established.

## Results of Research Questions

### Research Question 1: Stress Levels by Grade Levels Taught

Survey responses were analyzed by stress domain and band director grade level. Band directors who taught more than one grade level were excluded from the analysis to ensure that the grade level samples were mutually exclusive. Of the original 332 respondents, 259 band directors – 116 middle school directors and 143 high school directors – were included in the analysis; seventy-three band directors who taught multiple grade levels were excluded from the analysis. All 14 elementary band directors who completed the survey were excluded because they taught at least one additional grade level in addition to their elementary assignment. An overview of the frequencies, medians, modes, and ranks for all 25 survey items by grade level taught are presented in Appendices G and H.

***Personal concerns.*** An overview of the frequencies, medians, modes, and relative means for the Personal Concerns items is available for middle school band directors in Table 10 and high school band directors in Table 11. The five survey items related to the Personal Concerns domain were ranked in the same order for middle school and high school band directors; however, high school band directors reported higher frequencies for “*high stress*” than middle school band directors on all five items. The highest-ranked item, “*placing too high expectations on self*,” was rated as “*high stress*” by 49.0% (relative mean: 3.22; median = 3; mode = 4) of high school band directors compared to 37.1% (relative mean: 3.12; median = 3; mode = 3) of middle school band directors. Similarly, the second-highest-ranked item, “*having a feeling of not being able to spend enough time with family*” was rated as “*high stress*” by 44.1% (relative mean: 3.08; median = 3; mode = 4) of high school band directors compared to 25.0% (relative mean: 2.63; median = 3; mode = 3) of middle school band directors. Mann-Whitney U tests of

the Personal Concerns items showed that there was a significant difference in reported stress levels related to Q17 (“*having a feeling of not being able to spend enough time with family*”);  $U = 10,136, p < .01$ ).

Table 10

*Ranking and Percent Distribution of Stress Levels Related to Personal Concerns – Middle School Band Directors (N = 116)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	12. Placing too high expectations on self	37.1	42.2	16.4	4.3	0.0	3.12	3	3
2	17. Having a feeling of not being able to spend enough time with family	25.0	31.0	25.0	18.1	0.9	2.63	3	3
3	28. Health problems	9.5	12.1	34.5	42.2	1.7	1.89	2	1
4	29. Family problems	6.0	15.5	31.9	44.8	1.7	1.82	2	1
5	31. Concerns about relationship with supervisor or principal	7.8	9.5	25.0	57.8	0.0	1.67	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 11

*Ranking and Percent Distribution of Stress Levels Related to Personal Concerns – High School Band Directors (N = 143)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	12. Placing too high expectations on self	49.0	30.1	14.7	6.3	0.0	3.22	3	4
2	17. Having a feeling of not being able to spend enough time with family	44.1	28.0	18.9	8.4	0.7	3.08	3	4
3	28. Health problems	12.6	16.8	30.8	37.8	2.1	2.04	2	1
4	29. Family problems	9.1	19.6	25.9	43.4	2.1	1.94	2	1
5	31. Concerns about relationship with supervisor or principal	10.5	15.4	27.3	46.9	0.0	1.90	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.



**Classroom Management.** An overview of the frequencies, medians, modes, and relative means for the Classroom Management items is available for middle school band directors in Table 12 and high school band directors in Table 13. The three survey items related to the Classroom Management domain were ranked differently for middle school and high school band directors. Q27 (“*music students’ lack of respect for school equipment*”) was the highest-ranked item for middle school band directors (relative mean: 2.70; median = 3; mode = 3) but second-highest for high school band directors (relative mean: 2.10; median = 2; mode = 2). Q14 (“*unmotivated and/or uncooperative students*”) was ranked highest for high school band directors (relative mean: 2.48; median = 2; mode = 2) but was the second-highest item for middle school band directors (relative mean: 2.43; media = 2; mode = 2). Middle school band directors reported higher frequencies for “*high stress*” than high school band directors on all three items. Mann-Whitney U tests of the Classroom Management items showed that there was a significant difference in reported stress levels related to two of the three items: Q19 (“*not sure of options available in dealing with discipline*”;  $U = 5,952, p < .01$ ) and Q27 (“*music students’ lack of respect for school equipment*”;  $U = 6,706; p = .10$ ).

Table 12

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management – Middle School Band Directors (N = 116)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	27. Music students’ lack of respect for school equipment	18.1	26.7	34.5	19.8	0.9	2.70	3	3
2	14. Unmotivated and/or uncooperative students	7.8	9.5	25.0	57.8	0.0	2.43	2	2
3	19. Not sure of options available in dealing with discipline	15.5	21.6	29.3	32.8	0.9	2.20	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 13

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management – High School Band Directors (N = 143)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	14. Unmotivated and/or uncooperative students	16.8	30.1	37.1	16.1	0.0	2.48	2	2
2	27. Music students' lack of respect for school equipment	4.2	29.4	37.8	28.0	0.7	2.10	2	2
3	19. Not sure of options available in dealing with discipline	5.6	11.2	30.1	51.0	2.1	1.71	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Program management.** An overview of the frequencies, medians, modes, and relative means for the seven Program Management items is available for middle school band directors in Table 14 and high school band directors in Table 15. High school band directors reported higher levels of stress for the seven Program Management items than middle school band directors. The highest-ranked survey item for both middle school band directors and high school band directors was Q13 (*“too much paperwork and/or non-teaching duties”*); however, 43.4% of high school band directors reported *“high stress”* (relative mean: 3.20; median = 3; mode = 4) compared to 37.1% of middle school band directors (relative mean: 3.07; median = 3; mode = 3). For high school band directors, Q21 (*“problems retaining students from middle school to high school”*) was the only other item that had a mode of 4 (relative mean: 2.77; median = 3); however, it was ranked last for middle school band directors (relative mean: 1.72; median = 1; mode = 1). Mann-Whitney U tests of the Program Management items showed that there was a significant difference in reported stress levels related to four of the seven items: Q18 (*“too many school-related evening commitments and performances”*;  $U = 11,971, p < .01$ ), Q21 (*“problems*

retaining students from middle school and high school”;  $U = 9,806$ ;  $p < .01$ ), Q23 (“designing a marching band show”;  $U = 1,757.5$ ;  $p < .01$ ), and Q24 (“declining enrollments in ensembles/performance groups”;  $U = 9,402.5$ ;  $p < .01$ ).

Table 14

*Ranking and Percent Distribution of Stress Levels Related to Program Management – Middle School Band Directors (N = 116)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	37.1	38.8	18.1	6.0	0.0	3.07	3	3
2	24. Declining enrollments in ensembles/ performing groups	8.6	18.1	26.7	40.5	6.0	2.63	3	2
3	33. Using time effectively/time management	7.8	25.0	48.3	19.0	0.0	2.33	2	2
4	23. Designing a marching band show	1.7	1.7	2.6	9.5	84.5	2.22	2	2
5	25. Administrating fundraising projects to earn money for band program	20.7	29.3	36.2	10.3	3.4	1.98	2	2
6	18. Too many school-related evening commitments and performances	6.0	20.7	38.8	34.5	0.0	1.94	2	1
7	21. Problems retaining students from middle to high school	11.2	25.9	42.2	16.4	4.3	1.72	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 15

*Ranking and Percent Distribution of Stress Levels Related to Program Management – High School Band Directors (N = 143)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	43.4	35.7	18.2	2.8	0.0	3.20	3	4
2	18. Too many school-related evening commitments and performances	25.2	37.1	28.0	9.8	0.0	2.78	3	3
3	21. Problems retaining students from middle to high school	30.8	29.4	24.5	14.7	0.7	2.77	3	4
4	25. Administrating fundraising projects to earn money for band program	25.9	37.8	16.8	18.9	0.7	2.71	3	3
5	23. Designing a marching band show	16.1	35.0	25.9	19.6	3.5	2.49	3	3
6	24. Declining enrollments in ensembles/ performing groups	20.3	23.8	27.3	28.0	0.7	2.37	2	1
7	33. Using time effectively/time management	5.6	25.9	39.9	28.7	0.0	2.08	2	2

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Environmental factors.** An overview of the frequencies, medians, modes, and relative means for the ten Environmental Factors items is presented in Table 16 for middle school band directors and Table 17 for high school band directors. Four items had a median response of 3 (“*moderate stress*”) for high school band directors compared to two items for middle school band directors. The highest-ranked items for high school band directors included Q34 (“*parental apathy and lack of involvement*”; relative mean: 2.70; median = 3; mode = 3), Q10 (“*lack of or inadequate equipment, facilities, and materials*”; relative mean: 2.68; median = 3; mode = 3), Q15 (“*lack of planning and/or teaching time to meet individual student needs*”; relative mean: 2.53; median = 3; mode = 3), and Q16 (“*inadequate class schedule*”; relative mean: 2.51;

median = 3; mode = 1). The highest-ranked items for middle school band directors included Q34 (*“parental apathy and lack of involvement”*; relative mean: 2.88; median = 3; mode = 3), Q22 (*“too many interruptions in teaching day”*; relative mean: 2.42; median = 3; mode = 3), Q15 (*“lack of planning and/or teaching time to meet individual student needs”*; relative mean: 2.38; median = 2; mode = 3), and Q32 (*“too heavy of a class load”*; relative mean: 2.25; median = 2; mode = 2). Mann-Whitney U tests of the Environmental Factors items showed that there was a significant difference in reported stress levels related to four of the ten items: Q10 (*“lack of or inadequate equipment, facilities, and materials”*;  $U = 9,614$ ;  $p = .02$ ), Q11 (*“general philosophical disagreement with the school board and/or administration regarding the role of the music department and its ensembles”*;  $U = 9,161$ ;  $p = .02$ ), Q15 (*“lack of planning and/or teaching time to meet individual student needs”*;  $U = 6,664$ ;  $p < .01$ ), and e;  $U = 10,246$ ;  $p < .01$ ).

Table 16

*Ranking and Percent Distribution of Stress Levels Related to Environmental Factors – Middle School Band Directors (N = 116)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	34. Parental apathy and lack of involvement in program	9.5	27.6	40.5	21.6	0.9	2.88	3	3
2	22. Too many interruptions in teaching day	9.5	27.6	39.7	23.3	0.0	2.42	3	3
3	15. Lack of planning and/or teaching time to meet individual student needs	27.6	40.5	24.1	7.8	0.0	2.38	2	3
4	32. Too heavy of a class load	14.7	9.5	26.7	49.1	0.0	2.25	2	2
5	20. Lack of participation in decisions that affect band program	12.1	24.1	30.2	31.9	1.7	2.23	2	2
6	16. Inadequate class schedule	16.4	34.5	24.1	25.0	0.0	2.17	2	1
7	10. Lack of or inadequate equipment, facilities, and materials	9.5	39.7	30.2	20.7	0.0	2.12	2	1
8	26. Unclear goals from general administration, music administration, principals	3.4	13.8	38.8	44.0	0.0	1.90	2	1
9	30. Lack of recognition by administration, other teachers, peers, parents, and students	6.0	16.4	37.1	39.7	0.9	1.89	2	1
10	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	13.8	19.8	27.6	36.2	2.6	1.77	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 17

*Ranking and Percent Distribution of Stress Levels Related to Environmental Factors – High School Band Directors (N = 143)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	34. Parental apathy and lack of involvement in program	28.0	30.1	25.9	16.1	0.0	2.70	3	3
2	10. Lack of or inadequate equipment, facilities, and materials	16.8	41.3	33.6	7.7	0.7	2.68	3	3
3	15. Lack of planning and/or teaching time to meet individual student needs	17.5	35.7	29.4	17.5	0.0	2.53	3	3
4	16. Inadequate class schedule	25.9	24.5	21.0	26.6	2.1	2.51	3	1
5	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	17.5	30.1	25.9	23.8	2.8	2.42	2	3
6	20. Lack of participation in decisions that affect band program	14.0	27.3	28.7	26.6	3.5	2.30	2	2
7	30. Lack of recognition by administration, other teachers, peers, parents, and students	12.6	22.4	27.3	37.1	0.7	2.11	2	1
8	22. Too many interruptions in teaching day	6.3	22.4	37.1	33.6	0.7	2.01	2	2
9	32. Too heavy of a class load	9.8	13.3	24.5	50.3	2.1	1.82	1	1
10	26. Unclear goals from general administration, music administration, principals	8.4	16.1	20.3	54.5	0.7	1.78	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

### **Research Question 2: Stress Levels by School Locale**

Survey responses were analyzed by stress domain and school locale. Respondents classified their school locale as one of three types: urban, suburban, and rural. All 332

respondents were included in this analysis. An overview of the frequencies, medians, modes, and ranks for all 25 survey items by school locale are presented in Appendices D, E, and F.

**Personal concerns.** Frequencies, medians, modes, and relative means for the five survey items under the Personal Concerns domain for urban, suburban, and rural band directors are presented in Tables 18-20, respectively. The Personal Concerns items were ranked in the same order for all three locales; however, urban band directors reported lower frequencies for “*high stress*” than suburban and rural band directors on four of the five items. The highest-ranked item was Q12 (“*placing too high expectations on self*”); 47.3% of urban band directors rated Q12 as “*high stress*” (relative mean: 3.30; median = 3; mode = 4) compared to 44.0% of suburban band directors (relative mean: 3.15; median = 3; mode = 4) and 42.9% of rural band directors (relative mean: 3.23; median = 3; mode = 4). The lowest-ranked item was Q31 (“*concerns about relationship with supervisor or principal*”); 11.3% of suburban band directors rated Q31 as “*high stress*” (relative mean: 1.79; median = 1; mode = 1) compared to 7.1% of rural band directors (relative mean: 1.89; median = 2; mode = 1) and 5.4% of urban band directors (relative mean: 1.73; median = 2; mode = 1). Suburban band directors displayed lower levels of stress on four of the five Personal Concerns items compared to urban and rural band directors: Q12 (“*placing too high expectations on self*”), Q28 (“*health problems*”), Q29 (“*family problems*”), and Q31 (“*concerns about relationship with supervisor or principal*”); urban band directors demonstrated the lowest level of stress related to Q17 (“*having a feeling of not being able to spend enough time with family*”). Mann-Whitney U tests of the Personal Concerns items showed that there was a significant difference in reported stress levels related to Q17 (“*having a feeling of not being able to spend enough time with family*”) between urban and rural band directors ( $U = 4,734; p = .01$ ).



Table 18

Ranking and Percent Distribution of Stress Levels Related to Personal Concerns – Urban Band Directors (N = 74)

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	12. Placing too high expectations on self	47.3	36.5	12.2	2.7	1.4	3.30	3	4
2	17. Having a feeling of not being able to spend enough time with family	28.4	32.4	18.9	20.3	0.0	2.69	3	3
3	28. Health problems	9.5	18.9	32.4	39.2	0.0	1.99	2	1
4	29. Family problems	6.8	20.3	23.0	50.0	0.0	1.84	2	1
5	31. Concerns about relationship with supervisor or principal	5.4	10.8	33.8	48.6	1.4	1.73	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 19

Ranking and Percent Distribution of Stress Levels Related to Personal Concerns – Suburban Band Directors (N = 150)

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	12. Placing too high expectations on self	44.0	32.7	17.3	6.0	0.0	3.15	3	4
2	17. Having a feeling of not being able to spend enough time with family	34.0	29.3	25.3	10.0	1.3	2.89	3	4
3	28. Health problems	12.0	14.0	32.7	37.3	4.0	2.01	2	1
4	29. Family problems	8.0	15.3	28.7	44.0	4.0	1.87	2	1
5	31. Concerns about relationship with supervisor or principal	11.3	11.3	22.0	54.7	0.7	1.79	1	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 20

*Ranking and Percent Distribution of Stress Levels Related to Personal Concerns – Rural Band Directors (N = 108)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	17. Having a feeling of not being able to spend enough time with family	42.9	28.6	21.4	7.1	0.0	3.23	3	4
2	12. Placing too high expectations on self	42.9	28.6	14.3	14.3	0.0	3.09	3	4
3	28. Health problems	14.3	14.3	50.0	21.4	0.0	2.06	2	1
4	29. Family problems	14.3	21.4	28.6	35.7	0.0	1.95	2	1
5	31. Concerns about relationship with supervisor or principal	7.1	0.0	21.4	71.4	0.0	1.89	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Classroom Management.** Frequencies, medians, modes, and relative means for the Classroom Management items by school locale are available in Tables 21-23. The three survey items related to the Classroom Management domain were ranked similarly for suburban and rural band directors. The highest-ranked item for all three groups was Q14 (“*unmotivated and/or uncooperative students*”); twenty-seven percent of urban band directors rated Q14 as “*high stress*” (relative mean: 2.74; median = 3; mode = 3) compared to 14.3% of rural band directors (relative mean: 2.65; median = 3; mode = 2) and 16.7% of suburban band directors (relative mean: 2.46; median = 2; mode = 2). The lowest-ranked item for suburban and rural band directors was Q27 (“*music students’ lack of respect for school equipment*”) and Q19 (“*not sure of options available in dealing with discipline*”); ten percent of suburban band directors rated Q14 as “*high stress*” (relative mean: 1.86; median = 2; mode = 1) compared to 21.4% of rural band directors (relative mean: 1.92; median = 2; mode = 1) and 14.9% of urban band directors (relative mean: 2.42; median = 2; mode = 2). The lowest-ranked item for urban band directors was Q19 (“*not sure of options available in dealing with discipline*”); approximately 16% of

urban teachers rated Q19 as “*high stress*” (relative mean: 2.11; median = 2; mode = 1) compared to suburban band directors (relative mean: 2.14; median = 2; mode = 2) and rural band directors (relative mean: 2.35; media = 2; mode = 2). Mann-Whitney U tests of the Classroom Management items showed that there was a significant difference in reported stress levels related to two of the three items for urban and suburban band directors only: Q14 (“*unmotivated and/or uncooperative students*”;  $U = 4,631.50, p = .04$ ) and Q27 (“*music students’ lack of respect for school equipment*”;  $U = 4,582.50; p = .04$ ).

Table 21

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management – Urban Band Directors (N = 74)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	14. Unmotivated and/or uncooperative students	27.0	36.5	20.3	16.2	0.0	2.74	3	3
2	27. Music students’ lack of respect for school equipment	14.9	29.7	37.8	17.6	0.0	2.42	2	2
3	19. Not sure of options available in dealing with discipline	16.2	17.6	27.0	39.2	0.0	2.11	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 22

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management – Suburban Band Directors (N = 150)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	14. Unmotivated and/or uncooperative students	16.7	30.0	36.0	17.3	0.0	2.46	2	2
2	19. Not sure of options available in dealing with discipline	8.0	15.3	29.3	44.7	2.7	2.14	2	2
3	27. Music students' lack of respect for school equipment	10.0	22.0	38.7	28.0	1.3	1.86	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 23

*Ranking and Percent Distribution of Stress Levels Related to Classroom Management – Rural Band Directors (N = 108)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	14. Unmotivated and/or uncooperative students	14.3	35.7	35.7	14.3	0.0	2.65	3	2
2	19. Not sure of options available in dealing with discipline	0.0	14.3	21.4	64.3	0.0	2.35	2	2
3	27. Music students' lack of respect for school equipment	21.4	28.6	21.4	28.6	0.0	1.92	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Program management.** Frequencies, medians, modes, and relative means for the seven Program Management items by school locale are presented in Tables 24-26. The highest-ranked survey item for all band directors was Q13 (“*too much paperwork and/or non-teaching duties*”); approximately 44.6% of urban band directors reported “*high stress*” (relative mean: 3.22; median = 3; mode = 4) compared to 42.7% of suburban band directors (relative mean: 3.15; median = 3; mode = 4) and 28.6% of rural band directors (relative mean: 2.97; median = 3; mode

= 3). For urban band directors, the lowest-ranked item was Q33 (*“using time effectively”*). Approximately 8% of urban band directors rated Q33 as *“high stress”* (relative mean: 2.14; median = 2; mode = 2). Although Q33 was not the lowest-ranked item for suburban band directors (relative mean: 2.13; median = 2; mode = 1) and rural band directors (relative mean: 2.3; median = 2; mode = 2), few band directors rated Q33 as *“high stress”* (5.3% and 0%, respectively). Mann-Whitney U tests of the Program Management items showed that there was a significant difference in reported stress levels related to one of the seven items for urban and rural band directors only: Q18 (*“too many school-related evening commitments and performances”*;  $U = 4,835$ ;  $p = .01$ ).

Table 24

*Ranking and Percent Distribution of Stress Levels Related to Program Management – Urban Band Directors (N = 74)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	44.6	33.8	20.3	1.4	0.0	3.22	3	4
2	21. Problems retaining students from middle to high school	29.7	24.3	29.7	14.9	1.4	2.70	3	2*
3	25. Administrating fundraising projects to earn money for band program	24.3	27.0	25.7	20.3	2.7	2.57	3	3
4	23. Designing a marching band show	10.8	17.6	14.9	14.9	41.9	2.42	2	3
5	18. Too many school-related evening commitments and performances	12.2	28.4	33.8	25.7	0.0	2.27	2	2
6	24. Declining enrollments in ensembles/ performing groups	16.2	28.4	16.2	36.5	2.7	2.25	2	1
7	33. Using time effectively/time management	8.1	24.3	40.5	27.0	0.0	2.14	2	2

\* Multiple modes identified; lowest mode stated.

Note. Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 25

*Ranking and Percent Distribution of Stress Levels Related to Program Management –  
Suburban Band Directors (N = 150)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	42.7	34.7	18.0	4.7	0.0	3.15	3	4
2	24. Declining enrollments in ensembles/ performing groups	15.3	16.0	31.3	34.0	3.3	2.68	3	3
3	21. Problems retaining students from middle to high school	21.3	30.0	29.3	16.7	2.7	2.58	3	3
4	25. Administrating fundraising projects to earn money for band program	25.3	31.3	25.3	15.3	2.7	2.41	2	2
5	18. Too many school-related evening commitments and performances	18.0	27.3	32.0	22.7	0.0	2.39	3	3
6	33. Using time effectively/time management	5.3	24.0	47.3	23.3	0.0	2.13	2	1
7	23. Designing a marching band show	10.0	22.7	12.0	18.0	37.3	2.11	2	2

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 26

*Ranking and Percent Distribution of Stress Levels Related to Program Management – Rural Band Directors (N = 108)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	28.6	35.7	28.6	7.1	0.0	2.97	3	3
2	23. Designing a marching band show	7.1	28.6	35.7	21.4	7.1	2.80	3	3
3	18. Too many school-related evening commitments and performances	28.6	14.3	50.0	7.1	0.0	2.66	3	3
4	25. Administrating fundraising projects to earn money for band program	42.9	28.6	21.4	7.1	0.0	2.56	3	3
5	21. Problems retaining students from middle to high school	7.1	28.6	35.7	28.6	0.0	2.36	2	2
6	33. Using time effectively/time management	0.0	28.6	50.0	21.4	0.0	2.30	2	2
7	24. Declining enrollments in ensembles/ performing groups	7.1	57.1	0.0	35.7	0.0	2.27	2	2

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

**Environmental factors.** Frequencies, medians, modes, and relative means for the ten Environmental Factors items by school locale are presented in Table 27-29. The highest-ranked item for urban band directors was Q15 (“*lack of planning and/or teaching time to meet individual student needs*”; relative mean: 2.76; median = 3; mode = 3), which was ranked second for suburban band directors (relative mean: 2.57; median = 3; mode = 3) and second for rural band directors (relative mean: 2.66; median = 3; mode = 3). The highest-ranked item for suburban band directors was Q34 (“*parental apathy and lack of involvement*”; relative mean: 2.67; median = 3; mode = 3), which was ranked second for urban band directors (relative mean: 2.61; median = 3; mode = 2) and eighth for rural band directors (relative mean: 2.10; median = 2;

mode = 1). The highest-ranked item for rural band directors was Q26 (“*unclear goals from general administration, music administration, principals*”; relative mean: 2.66; median = 3; mode = 3), which is ranked ninth for suburban band directors (relative mean: 1.86; median = 1; mode = 1) and last for urban band directors (relative mean: 1.85; median = 2; mode = 1). Mann-Whitney U tests of the Environmental Factors items showed that there was a significant difference in reported stress levels related to one of the ten items between urban and rural band directors only: Q11 (“*general philosophical disagreement with the school board and/or administration regarding the role of the music department and its ensembles*”;  $U = 4,835$ ;  $p = .01$ ).



Table 27

*Ranking and Percent Distribution of Stress Levels Related to Environmental Factors – Urban Band Directors (N = 74)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	15. Lack of planning and/or teaching time to meet individual student needs	23.0	39.2	28.4	9.5	0.0	2.76	3	3
2	34. Parental apathy and lack of involvement in program	21.6	31.1	33.8	13.5	0.0	2.61	3	2
3	16. Inadequate class schedule	29.7	24.3	21.6	24.3	0.0	2.59	3	4
4	10. Lack of or inadequate equipment, facilities, and materials	17.6	33.8	32.4	14.9	1.4	2.55	3	3
5	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	17.6	37.8	21.6	20.3	2.7	2.54	3	3
6	20. Lack of participation in decisions that affect band program	13.5	33.8	27.0	23.0	2.7	2.39	2	3
7	22. Too many interruptions in teaching day	6.8	27.0	33.8	31.1	1.4	2.10	2	2
8	30. Lack of recognition by administration, other teachers, peers, parents, and students	10.8	18.9	27.0	41.9	1.4	1.99	2	1
9	32. Too heavy of a class load	10.8	14.9	25.7	48.6	0.0	1.88	2	1
10	26. Unclear goals from general administration, music administration, principals	8.1	14.9	29.7	45.9	1.4	1.85	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 28

Ranking and Percent Distribution of Stress Levels Related to Environmental Factors –  
Suburban Band Directors (N = 150)

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	34. Parental apathy and lack of involvement in program	22.0	26.0	30.0	22.0	0.0	2.67	3	3
2	15. Lack of planning and/or teaching time to meet individual student needs	21.3	38.0	26.7	14.0	0.0	2.57	3	3
3	32. Too heavy of a class load	12.7	11.3	22.7	50.7	2.7	2.48	2	2
4	22. Too many interruptions in teaching day	11.3	19.3	40.7	28.0	0.7	2.38	2	1
5	10. Lack of or inadequate equipment, facilities, and materials	15.3	40.7	29.3	14.7	0.0	2.30	2	1
6	16. Inadequate class schedule	19.3	25.3	26.0	26.7	2.7	2.18	2	2
7	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	18.0	23.3	28.0	29.3	1.3	2.14	2	2
8	30. Lack of recognition by administration, other teachers, peers, parents, and students	10.7	17.3	35.3	36.0	0.7	2.03	2	1
9	26. Unclear goals from general administration, music administration, principals	5.3	17.3	26.7	49.3	1.3	1.86	1	1
10	20. Lack of participation in decisions that affect band program	12.7	21.3	32.0	29.3	4.7	1.78	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

Table 29

*Ranking and Percent Distribution of Stress Levels Related to Environmental Factors – Rural Band Directors (N = 108)*

Rank	Question	Level of Stress					Mean	Median	Mode
		4	3	2	1	N/A			
1	26. Unclear goals from general administration, music administration, principals	7.1	7.1	21.4	57.1	7.1	2.66	3	3
2	15. Lack of planning and/or teaching time to meet individual student needs	21.4	35.7	21.4	21.4	0.0	2.66	3	3
3	10. Lack of or inadequate equipment, facilities, and materials	21.4	35.7	42.9	0.0	0.0	2.63	3	3
4	16. Inadequate class schedule	21.4	14.3	35.7	21.4	7.1	2.57	3	3
5	22. Too many interruptions in teaching day	28.6	7.1	28.6	35.7	0.0	2.25	2	1
6	20. Lack of participation in decisions that affect band program	7.1	14.3	28.6	42.9	7.1	2.20	2	1
7	30. Lack of recognition by administration, other teachers, peers, parents, and students	21.4	7.1	35.7	35.7	0.0	2.18	2	2
8	34. Parental apathy and lack of involvement in program	21.4	42.9	21.4	14.3	0.0	2.10	2	1
9	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	14.3	28.6	14.3	42.9	0.0	1.86	2	1
10	32. Too heavy of a class load	7.1	7.1	28.6	57.1	0.0	1.74	2	1

*Note.* Levels of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

## Summary

Chapter 4 began with an overview of the purpose, research questions, and a data summary of the study. The final dataset included  $n=332$  survey responses. Descriptive statistics were gathered on demographic data. 332 people responded through the use of questionnaires, to investigate band directors' sources of stress in the State of Georgia. Respondents were requested to rate their level of stress using 24 statements on a Likert scale. The choices included *high stress* (4), *moderate stress* (3), *light stress* (2), *not a problem* (1), and *does not apply* (N/A). Responses to the stressors were grouped into the categories of Personal Concerns, Classroom Management, Program Management, and Environmental Factors.

The survey items associated with each of the four stressor domains – Personal Concerns, Classroom Management, Program Management, and Environmental Factors – were examined to determine which items contributed most to band director stress. Frequencies, medians, and modes were determined for each of the 25 survey items. Means were also calculated to determine rankings of stressors overall and for each domain; however, because Likert-type items are measured on an ordinal scale, the means are only being used as a metric for relative comparison between items. An overview of the frequencies, medians, modes, and relative means was done for all of the domains. Results indicated that there were significant differences in levels of stress by grade levels taught and there were also significant differences in stress levels by school locale.

## **CHAPTER 5: Discussion**

### **Introduction**

This chapter presents a summary of the study and important conclusions drawn from the findings presented in Chapter 4. It provides a discussion of the implications for action and recommendations for further research. The purpose of this quantitative descriptive research study was to investigate band directors' sources of stress in the State of Georgia. Because many studies had appeared to focus solely on traditional school environments, it was imperative to focus on music educators/band directors due to a differing work environment that offers different challenges than that found in a traditional classroom setting.

Two research questions guided this study:

**RQ1.** How do band directors' stressors differ throughout the different education levels in a K-12 school setting?

**RQ2.** How do band directors' stressors differ between band directors working in rural, urban, and suburban schools?

### **Data Collection, Processing and Analysis**

Survey data were downloaded from the Qualtrics website once data collection was complete. The original dataset included 385 survey responses from teachers who currently work at a school as a band director in the State of Georgia. The Qualtrics data file was cleaned to remove incomplete survey responses. A survey response was considered incomplete if it did not contain data for all following key variables of the present study: gender, age, years of teaching experience, grade level taught, course(s) taught, school locale, and percentage of minority

student population. Responses were also considered incomplete if the teacher did not respond to all 25 questions related to the stress factors encountered in their work. Fifty-three survey responses were removed from the data set due to missing or incomplete information. As a result, the final data set included a total of 332 survey responses, which represents a yield of 86.2% of responses from the original dataset. The Statistical Package for Social Sciences (SPSS) version 25 was used to perform all quantitative analyses.

### **Interpretation of Findings**

**Sources of Stress.** The stressors were grouped into four domains: personal concerns, classroom management, program management, and environmental factors. The highest-ranked stressor in the Personal Concerns category was “placing too high expectations on self,” with 79.8% of band directors experiencing high and moderate levels of stress related to high self-expectations. This stressor was also ranked the highest amongst preservice and in-service teachers in the study done by Bechen, (2000). It would appear that music educators may have a problem with placing too many demands upon themselves. This could reflect the performance nature of the music education profession (Bechen, 2000). The highest-ranked stressor in the Classroom Management category was “unmotivated and/or uncooperative students,” with 52.4% of band directors experiencing high or moderate levels of stress related to student participation. The highest-ranked stressor in the Program Management category was “too much paperwork and/or non-teaching duties,” with 79.5% of band directors experiencing high or moderate levels of stress related to extracurricular responsibilities. Banerjee & Mehta (2016) researched teacher stress and burnout in India, citing that lack of time to plan and teach are linked to high levels of home/work interface, which creates extreme stress levels that promote the ‘fight or flight’ response of teachers fleeing their chosen careers. This was also the case for band directors

because the highest-ranked stressor in the Environmental Factors category was “lack of planning and/or teaching time to meet individual student needs,” with 59.3% of band directors experiencing high or moderate levels of stress related to planning and teaching time. Siebert (2007) also listed factors that created stress for music educators, which included budgets; workloads that extended after hours; multiple performing ensemble teacher roles; large class size or teaching multiple campuses; lack of student motivation; lack of proper training or pedagogical awareness; student behavior; and unsupportive administrators (p. 13). More needs to be done at the local school level to ensure that band directors get adequate time needed to plan and teach their students. This could possibly help lower stress.

Overall, band directors in Georgia did not express high stress frequencies in regards to stressors dealing with school or district administration. Q11 (“*general philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles*”) ranked 13<sup>th</sup> out of the twenty-five stressors. Q 30 (“*lack of recognition by administration, other teachers, peers, parents, and students*”) ranked 19<sup>th</sup> and Q 26 (“*unclear goals from general administration, music administration, principals*”) ranked 23<sup>rd</sup>. These results could possibly indicate that most band directors are supported by their administration and that there is some type of appreciation for the music programs at their schools. There were some studies that related teacher stress to administrative support. Blasé (2008) cited reasons for teacher stress are lack of administrative support. Figueras (2014) and Allen (2014) noted similar findings that music educators felt stress from lack of support for music programs. This lack of support stemmed from support ranging from parents, the community in which the music program existed, and school administration. Although this was

not a high stress item in this study, administrative support is still an issue that needs to be addressed.

**Education Levels and Band Director Stress.** These data showed differences in stressors throughout different education levels. The five survey items related to the Personal Concerns domain were ranked in the same order for middle school and high school band directors; however, high school band directors reported higher frequencies for “*high stress*” than middle school band directors on all five items. The highest-ranked item, “*placing too high expectations on self,*” was rated as “*high stress*” by 49.0% of high school band directors compared to 37.1% of middle school band directors. Similarly, the second-highest-ranked item, “*having a feeling of not being able to spend enough time with family*” was rated as “*high stress*” by 44.1% of high school band directors compared to 25.0% of middle school band directors. There was a significant difference in reported stress levels related to Q17 (“*having a feeling of not being able to spend enough time with family*”;  $U = 10,136, p < .01$ ). High school directors are often under more pressure than their middle school counterparts. Many high school directors begin their school year in July with marching band camps are busy most of the Fall semester with preparing for Friday night football games, Saturday band competitions and other events that call for the need of the marching band. Research by Shaw (2016) concluded that many stressors that competitive band directors face include that of pressure from parents, students and staff, upholding the reputation of the school, and extreme time-commitments via an overloaded work environment. Due to the amount of time spent with the marching ensemble, one can see why (“*having a feeling of not being able to spend enough time with family*”) ranked as “*high stress*” among the high school directors. Klingstien (2005) also recommended taking time off of work



to recharge, spending time with family, using creativity in the classroom, and staying active by creating personal musical experiences for oneself outside the classroom.

The three survey items related to the Classroom Management domain were ranked differently for middle school and high school band directors. Q27 (“*music students’ lack of respect for school equipment*”) was the highest-ranked item for middle school band directors but second-highest for high school band directors. Q14 (“*unmotivated and/or uncooperative students*”) was ranked highest for high school band directors but was the second-highest item for middle school band directors. Middle school band directors reported higher frequencies for “*high stress*” than high school band directors on all three items. There was a significant difference in reported stress levels related to two of the three items: Q19 (“*not sure of options available in dealing with discipline*”;  $U = 5,952, p < .01$ ) and Q27 (“*music students’ lack of respect for school equipment*”;  $U = 6,706; p = .10$ ). The study completed by Friedman-Krauss et al (2014) researched teachers’ stress levels and classroom management, placing student behavior into the equation of stress and burnout. The study concluded that there was a strong relation between a student’s behavior in the classroom setting and the emotional climate set by the teacher. There were many contributing factors as to why middle school directors experienced higher stress levels when dealing with classroom management. Classroom size can affect classroom management. According to the National Center for Educational Statistics (2009) the average class size for secondary music educators is 24. For some middle school directors, this number can be doubled and sometimes tripled. This can have an impact on effective classroom management and cause more stress on the band director.

High school band directors reported higher levels of stress for the seven Program Management items than middle school band directors. The highest-ranked survey item for both

middle school band directors and high school band directors was Q13 (“*too much paperwork and/or non-teaching duties*”); however, 43.4% of high school band directors reported “*high stress*” compared to 37.1% of middle school band directors. This data is in agreement with the study done by Bechen (2000). There is other related literature that also suggested that educators are stressed by additional non-teaching duties. Fisher (2011) stated that educators faced stress due to responsibilities outside the classroom considered part of normal daily duties. Common educator duties included, but were not limited to, hallway and bus duty, cafeteria supervision, faculty meetings, and parent/teacher meetings (Fisher, 2011). Christian (2010) stated that stress upon educators remained a “growing hazard... [b]ecause teaching has become an increasingly stressful occupation characterized by an overload of responsibilities” (p.35).

#### **Band Director stressors in rural, urban, suburban schools.**

The survey responses were analyzed by stress domain and school locale. Frequencies, medians, modes, and ranks for all 25 survey items by school locale were presented in Chapter 4. The Personal Concerns items were ranked in the same order for all three locales; however, urban band directors reported lower frequencies for “*high stress*” than suburban and rural band directors on four of the five items. The highest-ranked item under the personal concerns domain was Q12 (“*placing too high expectations on self*”) which ranked the highest for urban and suburban directors. The three survey items related to the Classroom Management domain were ranked similarly for suburban and rural band directors. The highest-ranked item for all three groups was Q14 (“*unmotivated and/or uncooperative students*”). In particular, urban directors in both middle and high schools ranked Q14 as their 4<sup>th</sup> highest stressor. Could this be a characteristic of urban students? Youth in urban schools are frequently viewed from the perspective that they are lacking competence or appropriate behavior rather than having

something valuable to offer (Nakkula & Ravitch, 1998). Students who are disempowered may disassociate from lessons and put their guard up to avoid being violated, patronized or disrespected (Nakkula & Ravitch, 1998). This could be why urban band directors are experiencing “*high stress*” in regards to (“*unmotivated and/or uncooperative students*”)

For the program management domain, the highest-ranked survey item for all band directors was Q13 (“*too much paperwork and/or non-teaching duties*”); approximately 44.6% of urban band directors reported “*high stress*” compared to 42.7% of suburban band directors and 28.6% of rural band directors. In the domain of environmental factors the highest-ranked item for urban band directors was Q15 (“*lack of planning and/or teaching time to meet individual student needs*”). The highest-ranked item for suburban band directors was Q34 (“*parental apathy and lack of involvement*”). The highest-ranked item for rural band directors was Q26 (“*unclear goals from general administration, music administration, principals*”); relative mean: 2.66; median = 3; mode = 3). There was a significant difference in the ranking of Q34 (“*parental apathy and lack of involvement*”). Among all 25 stressors this ranked 5<sup>th</sup> for directors in suburban schools, 7<sup>th</sup> for directors in urban schools and 19<sup>th</sup> for rural directors. These rankings indicate that urban and suburban directors have a higher stress in regards to lack of parent involvement compared to their rural counterparts. There are many reasons as to why there may be a lack of parent involvement in the urban and suburban schools. Low-income parents may be suspicious of schools and not having experience advocating for their children in school (Weissbourd, 2009). Parents who struggled in their own academic careers might experience resentment, anxiety, or a distaste for interacting with school authorities (Blankstein & Noguera, 2010). Noguera (2003) stated that parents who do not speak English may be hesitant to contact the schools due to communication barriers they face. More opportunities should be provided to urban and suburban

parents to be involved at their student's school. These data indicate that stressors do differ between suburban, urban, and rural band directors and the outcomes of this research correspond with the literature.

Due to different sources of stress, music teachers tend to leave the field within the first 10 years of their careers (Madsen et al, 2002). There has been little to no research done on band director stress in the rural, urban, or suburban schools. There has been some research for general education in the urban and rural areas. Teachers' experience in an urban setting include that of higher levels of negative student behaviors, learning difficulties, and the continuous referring to mental health programs (Ouellette et al, 2017). The data showed that urban band directors experienced "*high stress*" compared to their urban and rural counterparts when dealing with students with behavior issues. From a rural perspective, Adams & Woods (2015) completed research that focused on recruiting and retaining teachers in the State of Alaska. Stressors that teachers typically faced in rural situations include having to walk a fine line between professionalism and socialization within the community and working more individually with students in the classroom setting. These may be some of the same issues band directors face on a daily basis in addition to their teaching and administrative responsibilities. The results of a study done by Abel and Sewell (1999) indicated that urban teacher experienced greater self-reported stress versus rural schoolteachers from inadequate salary, poor promotion prospects, lack of recognition for good teaching, lack of or inadequate equipment and resources for teaching. Lack of or inadequate equipment, facilities, and materials happened to rank sixth among band directors with 55.2% directors expressing high and moderate stress. Rural directors ranked ("*lack of or inadequate equipment, facilities, and materials*") as the 9<sup>th</sup> highest stressor compared to their urban counterparts 10<sup>th</sup> and suburban counterparts 13<sup>th</sup>. Hughes (1998) stated

that funding is the main concern in trying to maintain and upgrade school facilities, but many rural districts already have three strikes against them. First, funding is frequently tied to enrollment. Since rural districts usually serve fewer children, they have less construction money available. Second, rural districts tend to have lower property value assessments, so when facilities funding is tied to property values, less money is available to borrow. Third, even when rural districts have relatively high property value assessments, citizens still may not be willing to pay for improvements. This lack of funding affects music programs in rural areas and is an issue for rural band directors as reported in the data.

### **Implications**

The results of this study highlight that band directors dealt with too much paperwork and non-teaching duties, placed high expectations on self, and were not able to spend enough time with family. School administrators should work harder to ensure that all teachers have adequate time to prepare and plan for their classrooms. Most band directors felt as if there was not enough time in the school day for planning due to the extra meetings, hall duties, paperwork and other non-teaching tasks. A majority of directors felt as if they placed high expectations on themselves. Musicians strive for perfection in preparing for performances, shows, and etc. It is natural for them to push their students and their programs in the same manner. With the high expectations come spending extra time at the school and more time away from loved ones. This unfortunately is part of the job. Band directors should work to have a balanced schedule where there is a happy balance between work and family life.

This study can impact band directors teaching in different school locales as it can aid them in better understanding the sources of stress that can occur when taking on a new school assignment. For new band directors, entering the field and a school for the first time, this study

could provide helpful information as to the trends of the sources of stress that they may experience. In turn, this can aid band directors in working to reduce stress levels in different areas, also reducing levels of burnout and increasing attrition rates.

School districts who serve urban schools need to do more to support their teachers when it comes to classroom management. Fang, Sun & Yueng (2016) stated that it is essential for the head teacher to provide emotional support to teachers dealing with stress in urban settings.

There has been some work done in rural areas to assist with teacher stress. According to Adams & Woods (2015) completed research that focused on recruiting and retaining teachers in the State of Alaska. Because Alaska has some of the lowest teacher retention rates in the country, the state created the Alaska Statewide Mentor Project (ASMP), which aided in the increase of teacher retention over the span of six years. Stressors that teachers typically face in rural situations include having to walk a fine line between professionalism and socialization within the community and working more individually with students in the classroom setting. There needs to be more mentor programs for teachers across the country to help guide and retain teachers.

The school and school district can also be impacted from this study as it can allow them to better understand sources of stress among band directors teaching within their locale. This can aid both schools and school districts to better assist band directors in reducing stress levels, by providing them with assistance in areas that they may feel overwhelmed or overworked.

The community can also be impacted by this study, as it can help strengthen band programs within the different schools by providing an increased level of support to band directors. Band directors would be able to better serve their students without stress getting in the way of teaching duties, or duties that are redundant in nature to their position. The data and related literature supports why these changes are necessary to help with teacher stress.

## Discussion on Limitations

Some of the limitations of this study stemmed from the data collection process. Emails were gathered from most members of the Georgia Music Educators Association (GMEA) opus membership directory. There were some emails that were not listed, so as a result the researcher had to consult with school websites. This was somewhat helpful but, there were some websites that were not updated, or they did not list teacher emails. The only way to contact teachers for some school websites were to click on their name in which a message box appeared to send a message. There was also the issue of wrong email addresses, and spam blockers. The uncertainty of the locale of a school became evident as the data collection process began. Collecting the demographic data such as the county where the participant taught was helpful to the researcher in determining if the participant taught in a rural, urban, or suburban area. Although most were correct, with their designation, some were not. Some stated they were rural even though they were at least 20 miles from an urban area. In order to limit these errors there could have been a guide or legend to provide an example of what a suburban, urban, and rural city or town is.

There were some minor issues with the survey instrument. Creswell (2009) states “When one modifies an instrument or combines instruments in a study, the original validity and reliability may not hold for the new instrument.” In the demographics section, band directors were asked to select which grade levels they taught. This was somewhat helpful but when it was time to analyze the data, it would have been beneficial for the directors to also indicate which was their primary grade levels. There were a few directors that also taught elementary grades  $n=14$ . They were not included in the data because those same directors also taught other grade levels. The participants were not given a clear definition what a “stressor” is. This causes a limitation on the incoming data. Since a clear definition was not given, the participants scaled

their stress according to what they personally felt. Another issue was the order in which the stress categories were listed. The Likert Scale listed high stress, moderate stress, light stress, not a problem and does not apply. The categories should have been listed from low to high stress also omitting the choice of “does not apply so that would not be any neutral responses (Leedy & Ormrod, 2005).

Another limitation to this study is the geographical region on where it was conducted. Because the participants of this study worked within the state of Georgia in K-12 school settings, the findings cannot be generalized to outside of this area.

### **Recommendations for Future Research**

Recommendations for future research can include utilizing other demographics in research to compare and contrast stressors between women and men band directors. For example, future studies could focus on exploring band director stressors within different teaching demographics, while further defining the different city locales when conducting a study similar to this in different states. Research could also be done to compare stressors of single, married, and divorced directors. The demographics of school could also have an effect of different stressors. For example, band directors who taught predominately Hispanic populations can be compared to directors who taught in predominately African American populations. Stress levels could be compared with male and female directors, different age brackets, and years of experience. Future research can also focus on how the stressors mentioned in this study could lead to burnout. Suburban directors ranked Q 24 (“*Declining enrollments in ensembles/performing groups*”) as their 4<sup>th</sup> highest stressor compared to urban ranked 16<sup>th</sup> and rural ranked 15<sup>th</sup>. This is somewhat surprising because one would expect this to be a rural or urban concern. Core subject do not have to worry much about recruitment as electives. Keeping the enrollment



up in any music program is a task in itself. More research is needed to support why suburban directors in Georgia have a higher stress in regards to declining ensemble enrollment.

### **Summary**

The purpose of this quantitative descriptive research study was to investigate band directors' sources of stress in the State of Georgia. The findings of this study indicated that band directors stress differed across grade levels and across different locales. High school directors reported the highest mean stress level for items related to environmental factors, personal concerns, and program management. Middle school directors reported the highest mean stress level for items related to classroom management. This chapter highlighted the different limitations that were experienced in this study as well as recommendations for future studies. The implications of this study could aid band directors, school administrators, and school districts in how they can reduce on-the-job stressors and spend more effective teaching time to their students.

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## APPENDIX A

March 1, 2018

Dear Colleague:

I am Arthur Wright III, a graduate student of Dr. Alison Farley in the Hugh Hodgson School of Music at The University of Georgia. I invite you to participate in a research study entitled “An Investigation of Burnout Among Band Directors in Georgia”. The purpose of this study is to investigate and identify sources of stress that may lead to burnout in band directors in the state of Georgia.

To qualify for this study, you must be a Full-Time music educator in the state of Georgia.

Your participation will involve taking an electronic survey and should only take about 20 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

Each participant’s name will remain confidential and will not be reported with results. All Institutional Review Board (IRB) guidelines will be followed throughout data collection, data analysis, and reporting for this study, which will help ensure the ethical treatment and protection of research participants. Only the researcher will have access to the data. The results of the research study may be published, but your name or any identifying information will not be used. In fact, the published results will be presented in summary form only.

The findings from this project may provide information on stressors that may lead to burnout amongst band directors in the state of Georgia. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me at (706) 993-5274 or send an e-mail to [ajwright@uga.edu](mailto:ajwright@uga.edu). Questions or concerns about your rights as a research participant should be directed to the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

By completing and returning this questionnaire in the envelope provided, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Arthur Wright, III

**APPENDIX B:**

## Band Director Stress Survey

## Demographic Info

Dear Colleague:

I am Arthur Wright III, a graduate student of Dr. Alison Farley in the Hugh Hodgson School of Music at The University of Georgia. I invite you to participate in a research study entitled "An Investigation of Burnout Among Band Directors in Georgia". The purpose of this study is to investigate and identify sources of stress that may lead to burnout in band directors in the state of Georgia.

To qualify for this study, you must be a Full-Time music educator in the state of Georgia. Your participation will involve taking an electronic survey and should only take about 10 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

Each participant's name will remain confidential and will not be reported with results. All Institutional Review Board (IRB) guidelines will be followed throughout data collection, data analysis, and reporting for this study, which will help ensure the ethical treatment and protection of research participants. Only the researcher will have access to the data. The results of the research study may be published, but your name or any identifying information will not be used. In fact, the published results will be presented in summary form only.

10/21/2018

Qualtrics Survey Software

The findings from this project may provide information on stressors that may lead to burnout among band directors in the state of Georgia. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me at (706) 993-5274 or send an e-mail to [ajwright@uga.edu](mailto:ajwright@uga.edu). Questions or concerns about your rights as a research participant should be directed to the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

By completing and returning this survey, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Arthur Wright, III  
Ed.D. Candidate

Demographic Info:

Gender:

Age:

How long have you been teaching music? (in years)

What grade level(s) do you teach?

Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th Retired

10/21/2018

Qualtrics Survey Software

What subject(s) do you teach?

Band   Orchestra   Choir   Music   Music   Music   Guitar   Piano   Other  
 Appreciation   Technology   Theory  
 (Please list below)

What county is your school located?

What area (locale) is your school located?

Urban: mid- to large-size city, population 25,000-250,000+

Suburban: within the metropolitan area of a mid- to large-size city

Rural: Small to large town, population less than 25,000

Marital Status

Ethnic Make up of student body. Give approximate percentages.

0   10   20   30   40   50   60   70   80   90   100

Asian American or  
Pacific IslanderAmerican Indian or  
Alaskan NativeWhite (not of  
Hispanic origin)Black (not of  
Hispanic origin)

Hispanic

Other



10/21/2018

Qualtrics Survey Software

0 10 20 30 40 50 60 70 80 90 100

**Block 2**

The purpose of this survey is to examine your attitudes toward sources of stress as a band director. Please select the answer that best describes the amount of stress you experience for each statement. When you have completed the survey, please click on the "Submit" button.

Thank you.

**Sources of Stress:**

Lack of or inadequate equipment, facilities, and materials

High Stress    Moderate Stress    Light Stress    Not a Problem    Does not Apply

General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles

High Stress    Moderate Stress    Light Stress    Not a Problem    Does not Apply

Placing too high of expectations on self

High Stress    Moderate Stress    Light Stress    Not a Problem    Does not Apply

Too much paperwork and/or non-teaching duties

High Stress    Moderate Stress    Light Stress    Not a Problem    Does not Apply

Unmotivated and/or uncooperative students

High Stress    Moderate Stress    Light Stress    Not a Problem    Does not Apply

Lack of planning and/ or teaching time to meet individual student needs

10/21/2018

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High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
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**Inadequate class schedule**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Having a feeling of not being able to spend enough time with family**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
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**Too many school-related evening commitments and performances**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Not sure of options available in dealing with discipline**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Lack of participation in decisions that affect band program**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Problems retaining students from middle to high school**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Too many interruptions in teaching day**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Designing a marching band show**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

**Declining enrollments in ensembles/performing groups**

High Stress	Moderate Stress	Light Stress	Not a Problem	Does not Apply
-------------	-----------------	--------------	---------------	----------------

10/21/2018

Qualtrics Survey Software

Administrating fundraising projects to earn money for band program

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Unclear goals from general administration, music administration, principals

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Music students' lack of respect for school equipment

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Health problems

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Family problems

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Lack of recognition by administration, other teachers, peers, parents, and students.

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Concerns about relationship with supervisor or principal

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Too heavy of a class load

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Using time effectively/time management

High Stress      Moderate Stress      Light Stress      Not a Problem      Does not Apply

Parental apathy and lack of involvement in program

10/21/2018

Qualtrics Survey Software

High Stress

Moderate Stress

Light Stress

Not a Problem

Does not Apply

Please indicate below any additional sources of stress not included in the list above that you have encountered during your teaching experience.

**Block 3**

Thank you for taking your time to complete this survey.

Powered by Qualtrics

### Appendix C.

*Ranking of Survey Items by Relative Mean – All Respondents (N = 332)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	12. Placing too high expectations on self	PC	45.8	34.0	14.8	5.1	0.3	3.21	3	4
2	13. Too much paperwork and/or non-teaching duties	PM	39.5	36.4	19.6	4.5	0.0	3.11	3	4
3	17. Having a feeling of not being able to spend enough time with family	PC	35.2	31.0	20.8	11.7	1.2	2.91	3	4
4	25. Administrating fundraising projects to earn money for band program	PM	23.8	34.9	25.3	14.2	1.8	2.70	3	3
5	15. Lack of planning and/or teaching time to meet individual student needs	EF	22.0	37.3	27.7	13.0	0.0	2.68	3	3
6	21. Problems retaining students from middle to high school	PM	21.7	30.4	31.0	15.1	1.8	2.60	3	2
7	14. Unmotivated and/or uncooperative students	CM	20.8	31.6	32.8	14.8	0.0	2.58	3	2
8	10. Lack of or inadequate equipment, facilities, and materials	EF	15.4	39.8	31.6	12.7	0.6	2.58	3	3
9	34. Parental apathy and lack of involvement in program	EF	22.6	28.9	30.7	17.5	0.3	2.57	3	2
10	16. Inadequate class schedule	EF	22.9	28.0	22.9	25.0	1.2	2.49	3	3
11	18. Too many school-related evening commitments and performances	PM	19.0	28.6	31.6	20.8	0.0	2.46	2	2
12	23. Designing a marching band show	PM	10.5	20.5	18.1	17.5	33.4	2.36	2	3
13	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	16.0	26.2	26.2	29.5	2.1	2.29	2	1
14	27. Music students' lack of respect for school equipment	CM	11.7	27.1	37.0	23.5	0.6	2.27	2	2
15	20. Lack of participation in decisions that affect band program	EF	13.6	26.2	28.3	28.9	3.0	2.25	2	1

16	24. Declining enrollments in ensembles/ performing groups	PM	15.7	22.3	28.0	31.0	3.0	2.23	2	1
17	33. Using time effectively/time management	PM	6.9	25.0	46.1	22.0	0.0	2.17	2	2
18	22. Too many interruptions in teaching day	EF	9.3	23.5	38.6	28.0	0.6	2.14	2	2
19	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	11.4	20.2	31.6	35.8	0.9	2.07	2	1
20	28. Health problems	PC	11.1	16.9	32.2	37.3	2.4	2.02	2	1
21	19. Not sure of options available in dealing with discipline	CM	9.3	16.9	30.7	41.9	1.2	1.94	2	1
22	29. Family problems	PC	7.8	16.6	29.8	43.1	2.7	1.89	2	1
23	26. Unclear goals from general administration, music administration, principals	EF	6.9	16.6	27.4	47.9	1.2	1.82	2	1
24	32. Too heavy of a class load	EF	10.5	11.4	26.8	50.0	1.2	1.82	1	1
25	31. Concerns about relationship with supervisor or principal	PC	9.6	13.0	25.6	51.2	0.6	1.81	1	1

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*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

## Appendix D

*Ranking of Survey Items by Relative Mean – Urban Band Directors (N = 74)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	12. Placing too high expectations on self	PC	47.3	36.5	12.2	2.7	1.4	3.30	3	4
2	13. Too much paperwork and/or non-teaching duties	PM	44.6	33.8	20.3	1.4	0.0	3.22	3	4
3	15. Lack of planning and/or teaching time to meet individual student needs	EF	23.0	39.2	28.4	9.5	0.0	2.76	3	3
4	14. Unmotivated and/or uncooperative students	CM	27.0	36.5	20.3	16.2	0.0	2.74	3	3
5	21. Problems retaining students from middle to high school	PM	29.7	24.3	29.7	14.9	1.4	2.70	3	2*
6	17. Having a feeling of not being able to spend enough time with family	PC	28.4	32.4	18.9	20.3	0.0	2.69	3	3
7	34. Parental apathy and lack of involvement in program	EF	21.6	31.1	33.8	13.5	0.0	2.61	3	2
8	16. Inadequate class schedule	EF	29.7	24.3	21.6	24.3	0.0	2.59	3	4
9	25. Administrating fundraising projects to earn money for band program	PM	24.3	27.0	25.7	20.3	2.7	2.57	3	3
10	10. Lack of or inadequate equipment, facilities, and materials	EF	17.6	33.8	32.4	14.9	1.4	2.55	3	3
11	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	17.6	37.8	21.6	20.3	2.7	2.54	3	3
12	27. Music students' lack of respect for school equipment	CM	14.9	29.7	37.8	17.6	0.0	2.42	2	2
13	23. Designing a marching band show	PM	10.8	17.6	14.9	14.9	41.9	2.42	2	3
14	20. Lack of participation in decisions that affect band program	EF	13.5	33.8	27.0	23.0	2.7	2.39	2	3
15	18. Too many school-related evening commitments and performances	PM	12.2	28.4	33.8	25.7	0.0	2.27	2	2

16	24. Declining enrollments in ensembles/ performing groups	PM	16.2	28.4	16.2	36.5	2.7	2.25	2	1
17	33. Using time effectively/time management	PM	8.1	24.3	40.5	27.0	0.0	2.14	2	2
18	19. Not sure of options available in dealing with discipline	CM	16.2	17.6	27.0	39.2	0.0	2.11	2	1
19	22. Too many interruptions in teaching day	EF	6.8	27.0	33.8	31.1	1.4	2.10	2	2
20	28. Health problems	PC	9.5	18.9	32.4	39.2	0.0	1.99	2	1
21	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	10.8	18.9	27.0	41.9	1.4	1.99	2	1
22	32. Too heavy of a class load	EF	10.8	14.9	25.7	48.6	0.0	1.88	2	1
23	26. Unclear goals from general administration, music administration, principals	EF	8.1	14.9	29.7	45.9	1.4	1.85	2	1
24	29. Family problems	PC	6.8	20.3	23.0	50.0	0.0	1.84	2	1
25	31. Concerns about relationship with supervisor or principal	PC	5.4	10.8	33.8	48.6	1.4	1.73	2	1

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\* Multiple modes identified; lowest mode listed.

*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.



## Appendix E

*Ranking of Survey Items by Relative Mean – Suburban Band Directors (N = 150)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	13. Too much paperwork and/or non-teaching duties	PM	42.7	34.7	18.0	4.7	0.0	3.15	3	4
2	12. Placing too high expectations on self	PC	44.0	32.7	17.3	6.0	0.0	3.15	3	4
3	17. Having a feeling of not being able to spend enough time with family	PC	34.0	29.3	25.3	10.0	1.3	2.89	3	4
4	24. Declining enrollments in ensembles/ performing groups	PM	15.3	16.0	31.3	34.0	3.3	2.68	3	3
5	34. Parental apathy and lack of involvement in program	EF	22.0	26.0	30.0	22.0	0.0	2.67	3	3
6	21. Problems retaining students from middle to high school	PM	21.3	30.0	29.3	16.7	2.7	2.58	3	3
7	15. Lack of planning and/or teaching time to meet individual student needs	EF	21.3	38.0	26.7	14.0	0.0	2.57	3	3
8	32. Too heavy of a class load	EF	12.7	11.3	22.7	50.7	2.7	2.48	2	2
9	14. Unmotivated and/or uncooperative students	CM	16.7	30.0	36.0	17.3	0.0	2.46	2	2
10	25. Administrating fundraising projects to earn money for band program	PM	25.3	31.3	25.3	15.3	2.7	2.41	2	2
11	18. Too many school-related evening commitments and performances	PM	18.0	27.3	32.0	22.7	0.0	2.39	3	3
12	22. Too many interruptions in teaching day	EF	11.3	19.3	40.7	28.0	0.7	2.38	2	1

13	10. Lack of or inadequate equipment, facilities, and materials	EF	15.3	40.7	29.3	14.7	0.0	2.30	2	1
14	16. Inadequate class schedule	EF	19.3	25.3	26.0	26.7	2.7	2.18	2	2
15	19. Not sure of options available in dealing with discipline	CM	8.0	15.3	29.3	44.7	2.7	2.14	2	2
16	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	18.0	23.3	28.0	29.3	1.3	2.14	2	2
17	33. Using time effectively/time management	PM	5.3	24.0	47.3	23.3	0.0	2.13	2	1
18	23. Designing a marching band show	PM	10.0	22.7	12.0	18.0	37.3	2.11	2	2
19	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	10.7	17.3	35.3	36.0	0.7	2.03	2	1
20	28. Health problems	PC	12.0	14.0	32.7	37.3	4.0	2.01	2	1
21	29. Family problems	PC	8.0	15.3	28.7	44.0	4.0	1.87	2	1
22	27. Music students' lack of respect for school equipment	CM	10.0	22.0	38.7	28.0	1.3	1.86	2	1
23	26. Unclear goals from general administration, music administration, principals	EF	5.3	17.3	26.7	49.3	1.3	1.86	1	1
24	31. Concerns about relationship with supervisor or principal	PC	11.3	11.3	22.0	54.7	0.7	1.79	1	1
25	20. Lack of participation in decisions that affect band program	EF	12.7	21.3	32.0	29.3	4.7	1.78	2	1

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*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

## Appendix F

*Ranking of Survey Items by Relative Mean – Rural Band Directors (N = 108)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	17. Having a feeling of not being able to spend enough time with family	PC	42.9	28.6	21.4	7.1	0.0	3.23	3	4
2	12. Placing too high expectations on self	PC	42.9	28.6	14.3	14.3	0.0	3.09	3	4
3	13. Too much paperwork and/or non-teaching duties	PM	28.6	35.7	28.6	7.1	0.0	2.97	3	3
4	23. Designing a marching band show	PM	7.1	28.6	35.7	21.4	7.1	2.80	3	3
5	26. Unclear goals from general administration, music administration, principals	EF	7.1	7.1	21.4	57.1	7.1	2.66	3	3
6	15. Lack of planning and/or teaching time to meet individual student needs	EF	21.4	35.7	21.4	21.4	0.0	2.66	3	3
7	18. Too many school-related evening commitments and performances	PM	28.6	14.3	50.0	7.1	0.0	2.66	3	3
8	14. Unmotivated and/or uncooperative students	CM	14.3	35.7	35.7	14.3	0.0	2.65	3	2
9	10. Lack of or inadequate equipment, facilities, and materials	EF	21.4	35.7	42.9	0.0	0.0	2.63	3	3
10	16. Inadequate class schedule	EF	21.4	14.3	35.7	21.4	7.1	2.57	3	3
11	25. Adminstrating fundraising projects to earn money for band program	PM	42.9	28.6	21.4	7.1	0.0	2.56	3	3
12	21. Problems retaining students from middle to high school	PM	7.1	28.6	35.7	28.6	0.0	2.36	2	2

13	19. Not sure of options available in dealing with discipline	CM	0.0	14.3	21.4	64.3	0.0	2.35	2	2
14	33. Using time effectively/time management	PM		28.6	50.0	21.4	0.0	2.30	2	2
15	24. Declining enrollments in ensembles/ performing groups	PM	7.1	57.1		35.7	0.0	2.27	2	2
16	22. Too many interruptions in teaching day	EF	28.6	7.1	28.6	35.7	0.0	2.25	2	1
17	20. Lack of participation in decisions that affect band program	EF	7.1	14.3	28.6	42.9	7.1	2.20	2	1
18	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	21.4	7.1	35.7	35.7	0.0	2.18	2	2
19	34. Parental apathy and lack of involvement in program	EF	21.4	42.9	21.4	14.3	0.0	2.10	2	1
20	28. Health problems	PC	14.3	14.3	50.0	21.4	0.0	2.06	2	1
21	29. Family problems	PC	14.3	21.4	28.6	35.7	0.0	1.95	2	1
22	27. Music students' lack of respect for school equipment	CM	21.4	28.6	21.4	28.6	0.0	1.92	2	1
23	31. Concerns about relationship with supervisor or principal	PC	7.1	0.0	21.4	71.4	0.0	1.89	2	1
24	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	14.3	28.6	14.3	42.9	0.0	1.86	2	1
25	32. Too heavy of a class load	EF	7.1	7.1	28.6	57.1	0.0	1.74	2	1

*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

## Appendix G

*Ranking of Survey Items by Relative Mean – Middle School Band Directors (N = 116)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	12. Placing too high expectations on self	PC	37.1	42.2	16.4	4.3	0.0	3.12	3	3
2	13. Too much paperwork and/or non-teaching duties	PM	37.1	38.8	18.1	6.0	0.0	3.07	3	3
3	34. Parental apathy and lack of involvement in program	EF	m9.5	27.6	40.5	21.6	0.9	2.88	3	3
4	27. Music students' lack of respect for school equipment	CM	18.1	26.7	34.5	19.8	0.9	2.70	3	3
5	17. Having a feeling of not being able to spend enough time with family	PC	25.0	31.0	25.0	18.1	0.9	2.63	3	3
6	24. Declining enrollments in ensembles/ performing groups	PM	8.6	18.1	26.7	40.5	6.0	2.63	3	2
7	14. Unmotivated and/or uncooperative students	CM	7.8	9.5	25.0	57.8	0.0	2.43	2	2
8	22. Too many interruptions in teaching day	EF	9.5	27.6	39.7	23.3	0.0	2.42	3	3
9	15. Lack of planning and/or teaching time to meet individual student needs	EF	27.6	40.5	24.1	7.8	0.0	2.38	2	3
10	33. Using time effectively/time management	PM	7.8	25.0	48.3	19.0	0.0	2.33	2	2
11	32. Too heavy of a class load	EF	14.7	9.5	26.7	49.1	0.0	2.25	2	2
12	20. Lack of participation in decisions that affect band program	EF	12.1	24.1	30.2	31.9	1.7	2.23	2	2
13	23. Designing a marching band show	PM	1.7	1.7	2.6	9.5	84.5	2.22	2	2

14	19. Not sure of options available in dealing with discipline	CM	15.5	21.6	29.3	32.8	0.9	2.20	2	1
15	16. Inadequate class schedule	EF	16.4	34.5	24.1	25.0	0.0	2.17	2	1
16	10. Lack of or inadequate equipment, facilities, and materials	EF	9.5	39.7	30.2	20.7	0.0	2.12	2	1
17	25. Administrating fundraising projects to earn money for band program	PM	20.7	29.3	36.2	10.3	3.4	1.98	2	2
18	18. Too many school-related evening commitments and performances	PM	6.0	20.7	38.8	34.5	0.0	1.94	2	1
19	26. Unclear goals from general administration, music administration, principals	EF	3.4	13.8	38.8	44.0	0.0	1.90	2	1
20	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	6.0	16.4	37.1	39.7	0.9	1.89	2	1
21	28. Health problems	PC	9.5	12.1	34.5	42.2	1.7	1.89	2	1
22	29. Family problems	PC	6.0	15.5	31.9	44.8	1.7	1.82	2	1
23	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	13.8	19.8	27.6	36.2	2.6	1.77	2	1
24	21. Problems retaining students from middle to high school	PM	11.2	25.9	42.2	16.4	4.3	1.72	1	1
25	31. Concerns about relationship with supervisor or principal	PC	7.8	9.5	25.0	57.8	0.0	1.67	1	1

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*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.

## Appendix H

*Ranking of Survey Items by Relative Mean – High School Band Directors (N = 143)*

Rank	Question	Category	Level of Stress					Mean	Median	Mode
			4	3	2	1	N/A			
1	12. Placing too high expectations on self	PC	49.0	30.1	14.7	6.3	0.0	3.22	3	4
2	13. Too much paperwork and/or non-teaching duties	PM	43.4	35.7	18.2	2.8	0.0	3.20	3	4
3	17. Having a feeling of not being able to spend enough time with family	PC	44.1	28.0	18.9	8.4	0.7	3.08	3	4
4	18. Too many school-related evening commitments and performances	PM	25.2	37.1	28.0	9.8	0.0	2.78	3	3
5	21. Problems retaining students from middle to high school	PM	30.8	29.4	24.5	14.7	0.7	2.77	3	4
6	25. Administrating fundraising projects to earn money for band program	PM	25.9	37.8	16.8	18.9	0.7	2.71	3	3
7	34. Parental apathy and lack of involvement in program	EF	28.0	30.1	25.9	16.1	0.0	2.70	3	3
8	10. Lack of or inadequate equipment, facilities, and materials	EF	16.8	41.3	33.6	7.7	0.7	2.68	3	3
9	15. Lack of planning and/or teaching time to meet individual student needs	EF	17.5	35.7	29.4	17.5	0.0	2.53	3	3
10	16. Inadequate class schedule	EF	25.9	24.5	21.0	26.6	2.1	2.51	3	1
11	23. Designing a marching band show	PM	16.1	35.0	25.9	19.6	3.5	2.49	3	3
12	14. Unmotivated and/or uncooperative students	CM	16.8	30.1	37.1	16.1	0.0	2.48	2	2

13	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	17.5	30.1	25.9	23.8	2.8	2.42	2	3
14	24. Declining enrollments in ensembles/ performing groups	PM	20.3	23.8	27.3	28.0	0.7	2.37	2	1
15	20. Lack of participation in decisions that affect band program	EF	14.0	27.3	28.7	26.6	3.5	2.30	2	2
16	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	12.6	22.4	27.3	37.1	0.7	2.11	2	1
17	27. Music students' lack of respect for school equipment	CM	4.2	29.4	37.8	28.0	0.7	2.10	2	2
18	33. Using time effectively/time management	PM	5.6	25.9	39.9	28.7	0.0	2.08	2	2
19	28. Health problems	PC	12.6	16.8	30.8	37.8	2.1	2.04	2	1
20	22. Too many interruptions in teaching day	EF	6.3	22.4	37.1	33.6	0.7	2.01	2	2
21	29. Family problems	PC	9.1	19.6	25.9	43.4	2.1	1.94	2	1
22	31. Concerns about relationship with supervisor or principal	PC	10.5	15.4	27.3	46.9	0.0	1.90	2	1
23	32. Too heavy of a class load	EF	9.8	13.3	24.5	50.3	2.1	1.82	1	1
24	26. Unclear goals from general administration, music administration, principals	EF	8.4	16.1	20.3	54.5	0.7	1.78	1	1
25	19. Not sure of options available in dealing with discipline	CM	5.6	11.2	30.1	51.0	2.1	1.71	1	1

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*Note.* Category: CM = Classroom Management; EF = Environmental Factors; PC = Personal Concerns; PM = Program Management. Level of stress: 4 = High stress; 3 = Moderate stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.