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An investigation of occupational stress as it applies to school band directors

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AN INVESTIGATION OF OCCUPATIONAL STRESS
AS IT APPLIES TO SCHOOL BAND DIRECTORS

An Abstract of a Thesis
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Jane A. Whitehead
University of Northern Iowa
December 1990

ABSTRACT

This study was designed to investigate the nature of occupational stress among school band directors. It explored the influence of years teaching experience, school size, present grade level taught, and gender on perceived stress among Iowa school band directors. Although there is a great deal of research concerning the frustrations of classroom teachers, information related to stress and the school band director is limited. There is growing concern with the number of teachers leaving the profession and those remaining in the field at a diminished performance level. There is also evidence of less experienced teachers perceiving more stress than their more experienced counterparts. A survey of 120 Iowa band directors provided data concerning job satisfaction, job dissatisfaction, desired environmental changes, and sources of support during times of stress. An analysis of the data ($n = 120$) indicated subject responses to the ranked and Likert-type items on perceived job satisfaction and job dissatisfaction. The results also indicated that band directors share many of the same stressors as regular classroom teachers along with additional stressors that are specific to teaching in the area of music. Desired environmental changes and areas of support were compiled from individually-written responses.

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CHAPTER 1

INTRODUCTION

Stress has become a common term frequently used in our everyday conversation. Although it is generally known that stress has both positive and negative effects, we usually do not become concerned until it has taken a noticeable toll on one's physical and/or emotional well being. In occupations where one deals with many people on a daily basis, the potential for stress and burnout becomes even more inevitable. Over the years, job stress has progressively become a "red flag" to those employed in the teaching profession. Stress and burnout have resulted in many educators remaining on the job with diminished energy, less enthusiasm, and a decreased ability to cope (Holt, Fine, & Tollefson, 1987).

Stress and burnout can be devastating to anyone, but in the teaching profession where one individual affects many, they may have broader consequences. In the area of music education, teachers deal with large numbers of students on a daily basis. In addition to their normal teaching duties, music instructors also assume the responsibility for numerous activities including: planning concerts and trips; designing stage sets; training ensembles before and after school; raising money; and recruiting students. A music educator suffering from burnout may negatively affect

the quality of education for many students (Hamann, Daugherty, & Mills, 1987). Consequently, it should be of importance to the music educator, as well as the profession at-large, to be aware of the causes of burnout. Additionally, identifying variables which correlate with high stress levels would help target those individuals most likely to experience stress as well as those in need of interventions designed to reduce the effects of burnout. If a significant degree of stress or burnout is reported by school music educators, it would be worthwhile to identify variables which may contribute to burnout and to undertake measures to prevent or reduce stress and burnout (Hamann, Daugherty, & Mills, 1987).

Statement of the Problem

The purpose of this study is to examine the relationship between years of teaching experience, school size, current grade level being taught, gender, and school band directors' perceptions of stress. These variables were selected as relevant factors because they have consistently appeared in the literature.

Questions to be Answered

This study is designed to answer the following questions:

1. Do band directors' perceptions of stress vary according to years of teaching experience?

2. Do band directors' perceptions of stress vary according to school size?
3. Do band directors' perceptions of stress vary according to the current grade level being taught?
4. Do band directors' perceptions of stress vary by gender?

Several additional questions were asked:

1. What potential factors do band directors indicate as contributing to job satisfaction?
2. What potential factors do band directors indicate as contributing to job dissatisfaction?
3. What changes would band directors like to make in the work environment?
4. Upon what or whom do band directors most rely in times of stress?

Importance of the Study

Perlman and Hartman (1982) noted that concern with burnout in human service organizations is probably a function of the special nature of helping professions, the growing importance of human service delivery, and the physical and psychological effects of stress for all workers. That teaching is a stressful profession has been documented for the last half century (Holt, Fine, & Tollefson, 1987). In a report of a series of nationwide

surveys conducted periodically since 1938 the National Educational Association (1976) reported the percentage of teachers experiencing considerable stress increased from 37.5% in 1938 to 43% in 1951 then to 78% in 1967 and 1976. The American Academy of Family Physicians found that 67% of teachers sampled identified their work environment as usually or always stressful (Anderson, 1981). Current concern with burnout is related to the increased number of teachers leaving the profession and to the number of teachers remaining in the profession with decreased commitment and less effective coping abilities. A National Education Association (1980) study of 1,738 teachers found that: (a) 9% stated that they are planning to leave the classroom as soon as possible; (b) only 43% planned to continue until they are eligible for retirement; and (c) 41% stated that they would not choose the teaching profession if they had the choice to make again. Since there are stressful aspects of teaching that may never change, such as paperwork and non-teaching duties, the potential for teachers to experience burnout symptoms remains high (Holt, Fine, & Tollefson, 1987).

Job stress and burnout are also serious concerns for many of today's music teachers (Rogers, 1986). There is evidence that music educators are especially susceptible to job-related burnout (Hamann, Daugherty, & Mills,

1987). Additionally, in the area of music teacher burnout, empirically-based literature is limited (Hamann, Daugherty, & Mills, 1987). This study thus purports to extend the knowledge base regarding job stress and music educators.

Limitations of the Study

This study was conducted on a convenient sample consisting of Iowa school band directors. As a result, the conclusions of the study do not necessarily generalize to the entire population of band directors. The data only reflect those band directors who responded to the questionnaire.

Definition of Terms

1. Stress--the body's nonspecific response to any demand placed on it, whether that demand is pleasant or not (Selye, 1976).
2. Burnout--a pattern of emotional overload, overstimulation, and exhaustion (Hamann, Daugherty, & Mills, 1987)
3. Occupational stress/burnout--psychological withdrawal from work in response to related excessive stress or dissatisfaction (Cherniss, 1980).
4. School band director--a music teacher employed to educate students in the area of band instruments (i.e. woodwinds, brass, percussion).

5. Helping professionals--people who work in human service occupations that are sympathetic, understanding, unselfish and helpful to others (Pines, Aronson, & Kafry, 1981).

Summary

The potential impact of stress and burnout can be devastating to individuals in the teaching profession. This assertion certainly applies to those in the area of music education. The purpose of this study is to examine school band directors' perceptions of job stress. In view of the relevant purpose and questions posed for this study, a review of existing literature and collection of data was performed.

CHAPTER 2

REVIEW OF LITERATURE

Overview

There has been growing concern during the past few years about the effects the teaching environment has on the quality of teachers' health (Belcastro & Gold, 1983). Studies have indicated that teachers are experiencing stress, anxiety, job dissatisfaction, physical illness, mental illness, and emotional exhaustion or burnout (Belcastro & Gold, 1983). Stress is known to be related to the six leading causes of death in the United States: cancer, lung ailments, accidental injuries, cirrhosis of the liver, suicide, and above all, heart failure, the number one cause of death in the nation (Prentice, 1988). The topics to be reviewed include stress, occupational stress, length of service, and job stress and the school band director.

Stress

Stress is a major problem, affecting the lives of tens of millions of American workers. No one is immune from it. This is not to suggest that all stress results in negative consequences, but it does indicate that stress is a growing concern the teaching profession cannot dismiss lightly. Many people need some pressure as a motivator to get things accomplished. It is

true that some individuals seem to have a higher tolerance for stress than others; what one person finds stressful another may find invigorating. As long as one feels in control, stress can be a positive force (Prentice, 1988).

The literature on stress has underscored several important findings:

(a) stress is defined differently by various researchers; (b) stress can be a positive or a negative phenomenon; (c) the perception of an event as stressful is subjective; (d) some people mediate potentially stressful events more effectively than others; and (e) continued stress can lead to negative physical and psychological outcomes (Holt, Fine, & Tollefson, 1987).

Continued stress can, over time, have a seriously depressing effect on the individual's job satisfaction and job performance, and can pervade many areas of one's personal life. While there is evidence that a person can learn more effective means of responding to potentially stressful events, there is also evidence that personality factors play a large part in the process of coping with stress (Holt, Fine, & Tollefson, 1987). The term "personality hardiness" has been used to describe persons who have a kind of personal and world view that underlies their positive capacity to cope with and mediate stress (Kobasa, 1982).

Occupational Stress and Burnout

The term "burnout" has been coined to describe the later stages of the negative process of experiencing continued distress. It is a condition that is associated with emotional exhaustion, depersonalization, reduced personal accomplishment, and overstimulation. The term burnout has been used increasingly over the last 10 years, most often in reference to individuals who do "people-work" or human services jobs. These are workers whose job involves extensive contact with people in situations that can be emotionally charged. Occupational stress research has consistently shown that being responsible for people is a greater stressor than being responsible for things.

Thousands of classroom educators are leaving the teaching profession. Some educators leave for economic reasons, but many others have found teaching to be unrewarding in light of public criticism, conflicting societal expectations, unsupportive parents and administrators, and students no longer possessing the attributes necessary for sustained academic achievement (Raschke, Dedrick, Strathe, & Hawkes, 1985). Today's concern with occupational stress is related to the number of teachers leaving the profession and to those who remain in the classroom while under considerable stress.

Length of Service

Some researchers have found higher stress levels among those teachers new to the profession (Harris, Halpin, & Halpin, 1985). According to Hoffer (1982) less experienced teachers identified lack of equipment and supplies as a more serious concern, and were also more bothered about large classes, pupil behavior in classes, and pupil attitudes toward the class or group.

Moracco, D'Arienzo, and Danford (1983), found that years teaching experience was a significant variable that appeared in their study. Utilizing the Teacher Occupational Stress Factor Questionnaire, the authors also found that teachers with fewer years of teaching experience (0-10) reported more stress than teachers with more years of experience (16 or more).

Additionally, younger teachers perceived greater stress arising from factors related to financial matters and peer relationships (Moracco et al., 1983).

Younger teachers are probably experiencing more financial concerns, since they are on the lower end of the salary schedule. Also, they are apt to be more vulnerable to inflation effects because they are making major expenditures such as housing and transportation. Younger teachers typically hold less informal power in schools, and thus relationships with other teachers may be a problem. Younger teachers may hold ideas about teaching

that are at variance with older teachers, resulting in relationships that may be strained (Moracco et al., 1983).

While conducting research using the Maslach Burnout Inventory, Hamann, Daugherty, and Mills (1987) reported that the variables "How Long Have You Been Employed for This General Type of Work" and "Age" were found to be reliable predictors of burnout. Subjects with 6 years or less of work experience and subjects aged 35 or less were found to have higher burnout levels than individuals with more than 6 years of work experience or who were more than age 35 (Hamann, Daugherty, & Mills, 1987). Perhaps younger teachers have idealistic expectations which often conflict with the occasional harsh realities of the work place.

Job Stress and the School Band Director

Job stress and burnout are serious concerns for many of today's music teachers. Teaching, especially music teaching, is a highly stressful profession. Everyone may occasionally experience the stress of work overload that can lead to burnout, but school band directors are particularly susceptible. The demands of dealing with the school system, students, and parents can become at first frustrating and then overwhelming for the music director. Stress can become a problem as music educators move into the

middle stages of their careers because the frustrations inherent in music teaching have a cumulative effect (Hylton, 1989). The variety of roles that music teachers are expected to fulfill, the pressures of public performance and public accountability, and the need to recruit and motivate students to accept responsibilities associated with membership in an ensemble are but a few of these frustrations (Hylton, 1989). Because of long hours, low pay, and student attitudes, some directors who began teaching with great expectations and enthusiasm are simply trying to survive day by day (Rogers, 1986). In addition, many school band directors are hard-driving, over-achieving, goal-oriented perfectionists--just the sort of people who can take their jobs too seriously and eventually burn out (Stollack, 1982). Also, the individuals frequently affected by burnout in the helping professions are often the most productive, dedicated, and committed in their fields (Hamann, Daugherty, & Mills, 1987).

Being on an 18-20 hour treadmill every day is common for the conscientious band director who wants everything to go perfectly. This hectic pace seldom leaves time for decent meals or adequate rest (Solomon, 1983). Solomon stated that "we [band directors] focus ourselves and our goals on a rather narrow path and with our burning desire for achievement

and recognition, we develop tunnel vision and actually create enough stress to activate our own self-destruct mechanisms" (p. 20). Most people think that stress problems result from the big events in life, like the death of a family member, loss of a job, or the breakup of a relationship. These events do take their toll, but it is the little things--the clarinetist who left his lesson book in his locker, or the baritone sax player who lost the only copy of the contest march--that cause the most problems (Prentice, 1988).

In a questionnaire completed by 245 directors, Mercer and Mercer (1986) asked band directors to list the three aspects of their job which were most stressful to them. The following categories best describe their responses: (a) student recruitment, apathy, attrition; (b) student discipline/musical immaturity; (c) fund raising problems; (d) contests and pressures for success; (e) conflicts with administration/teachers; (f) marching band; (g) organizational problems; (h) giving performances; (i) insufficient time; (j) inadequate equipment and facilities; and (k) family and health problems.

In a related study by Stubblefield dealing with the relationship between stress, job satisfaction, and teaching assignments among music teachers in Michigan, significant relationships between stress and job

dissatisfaction were found among the following areas: work at present job, pay on present job, opportunity for promotion, supervision on present job, and people on present job. Stubblefield reported that ". . . an interview of 24 randomly selected music teachers indicated that [they received] little or no support from [the] school system, [a] lack of administrative staff support, [a] lack of budget, and [low] pay incentive were major sources of stress" (p. 50), (Hamann, Daugherty, & Mills, 1987).

Summary

Although some stress is helpful in maintaining motivation, excessive on-the-job stress may cause burnout. If music teachers feel they are being overwhelmed by their work load, that they are not getting sufficient cooperation from other teachers, or they are receiving unclear goals and directives, then job dissatisfaction can occur. Burnout levels may consequently increase and talented educators may begin to question their career goals and plans. Many music educators may eventually begin to seek a change in professional careers (Hamann, Daugherty, & Mills, 1987). It is therefore important that coping, preventing, and/or reducing burnout symptoms be further studied. Also, it seems that prior to exposing band directors to a series of burnout workshops, significantly more research is

required to test the theoretical constructs of this condition, dubbed "burnout," and the efficacy of various stress remediation techniques (Belcastro & Gold, 1983). Therefore, the author of this study designed a questionnaire to investigate the perceptions of school band directors regarding job-related stress.

CHAPTER 3

METHODS AND PROCEDURES

Method

Two hundred 4-12 grade school band directors were asked to participate in this survey. The directors were from school districts of various sizes in the state of Iowa. Each band director was asked to respond confidentially to a mailed questionnaire consisting of demographic information and concerns relating to job satisfaction, job dissatisfaction, and suggested changes in the work place. Where appropriate, participants were encouraged to provide elaborative comments. A total of 120 school band directors (60%) provided complete and usable data.

Subjects

The subjects were predominantly male, 31-40 years old, and had 11-15 years of teaching experience. These band directors had been at their present teaching position from 1-5 years and had taught a variety of grade levels in their teaching career. Half of these directors hold a Bachelor's degree and half a Master's degree or beyond. Most taught in a school with a medium to large enrollment (in Iowa, a 2A-4A size school). A more complete analysis of the demographic information is given in Table 1.

Table 1

Demographics of the Sample

Variable	Number	Percentage
<u>Sex</u>		
Female	29	24.2%
Male	91	75.8%
<u>Age</u>		
21-30	21	17.5%
31-40	46	38.3%
41-50	38	31.7%
50+	15	12.5%
<u>Total Years Teaching Experience</u>		
1-5	15	12.5%
6-10	19	15.8%
11-15	23	19.2%
16-20	19	15.8%
21-25	25	20.8%
26-30	12	10.0%
30+	07	05.8%
<u>Years at Present Position</u>		
1-5	43	35.8%
6-10	23	19.2%
11-15	21	17.5%
16-20	15	12.5%
21-25	13	10.8%
26-30	02	01.7%
30+	03	02.5%

Table 1 (Continued)

Demographics of the Sample

Variable	Number	Percentage
<u>Grades Presently Teaching</u>		
4th grade	09	07.5%
5th grade	63	52.5%
6th grade	63	52.5%
7th grade	65	54.2%
8th grade	68	56.7%
9th grade	84	70.0%
10th grade	89	74.2%
11th grade	89	74.2%
12th grade	89	74.2%
<u>Grades Taught in Career</u>		
4th grade	45	37.5%
5th grade	115	95.8%
6th grade	117	97.5%
7th grade	118	98.3%
8th grade	114	95.0%
9th grade	114	95.0%
10th grade	111	92.5%
11th grade	111	92.5%
12th grade	111	92.5%
<u>Highest Degree Held</u>		
BA	23	19.2%
BA+12 hours	18	15.0%
BA+24 hours	19	15.8%
MA	34	28.3%
MA+12 hours	10	08.3%
MA+24 hours	16	13.3%

Table 1 (Continued)

Demographics of the Sample

Variable	Number	Percentage
<u>School Size for Music Activities*</u>		
A	11	09.2%
1A	18	15.0%
2A	36	30.0%
3A	23	19.2%
4A	32	26.7%

*School classification is determined by the number of students enrolled in grades 10-12. Schools are grouped smallest to largest, A to 4A, respectively.

Instrument

The survey consisted of a five-part questionnaire addressing specific issues related to school band directors (see Appendix A). The items were developed from a review of literature and subsequently pilot-tested among a variety of instrumental music educators. Part 1 asked directors to rank order 10 items according to how they contributed to job satisfaction. Examples of items include the following: "Lessons," "Professional development," "Salary," and "Student success." In Part 2, directors responded to 10 items regarding job dissatisfaction on a five-point,

Likert-type scale. The responses were scored from 1 (very stressful) to 5 (not very stressful). Examples of items include: "Scheduling lessons," "Paperwork," "Administrative support," and "Student attitudes." Parts 3, 4, and 5 of the questionnaire consisted of open-ended questions asking school band directors to indicate job satisfactions and dissatisfactions, and to give suggestions for reducing stress in the school environment. The open-ended questions were presented in the following order:

- (1) "Please list three things about your job that you find most satisfying,"
- (2) "Please list three things about your job that you find least satisfying,"
- (3) "If you could change three things about the environment in which you work, what would these changes be?"

One additional question was asked, "Upon what or whom have you most relied during times of stress?"

Procedure

A cover letter (see Appendix B) and questionnaire were mailed to local Iowa band directors along with a self-addressed stamped envelope. Two weeks later a thank you/reminder letter (see Appendix C) was sent to the full sample. Data were collected from 120 returned questionnaires (60%). The influence of four independent variables, (a) Years of Teaching Experience, (b) School Size, (c) Present Grade Level Being Taught, and

(d) Gender, were analyzed using a MANOVA for the 10 ranked items and the 10 Likert-type items. Using frequency counts and percentages the open-ended questions were assessed according to job satisfaction, job dissatisfaction, desired environmental changes, and sources of support during stressful times.

CHAPTER 4

SURVEY

The purpose of this study was to investigate variables associated with occupational stress as perceived by Iowa school band directors. The influence of years of teaching experience, school size, present grade level being taught, and gender on 10 ranked items and 10 Likert-type items were assessed. Three open-ended questions were employed to explore the potential factors associated with job satisfaction, job dissatisfaction, and environmental changes (see Appendices D, E, & F for individual responses). A final question asked band directors upon whom or what they relied during times of stress (see Appendix G for individual responses).

Results

The 10 ranked items were evaluated according to how much they contributed to job satisfaction (see Table 2). Student success, parental support, and lessons were identified as the three leading contributors to job satisfaction (see Table 3). Student success was ranked as one of the top three contributors to job satisfaction by 88.3% of the band directors. Parental support was ranked second with 40.1% of the directors listing it as one of their top three choices. Lessons were ranked third or higher by 37.5% of the school band directors. It would appear that the success of their

Table 2

Mean Rank of Job Satisfaction Items (n = 120)

Item	Mean Rank*	Standard Deviation
Student Success	1.867	1.796
Parental Support	4.400	2.243
Lessons	4.742	2.502
Administrative Support	5.158	2.688
Participation in Events	5.625	2.753
Colleague Support	5.650	2.410
Professional Development	6.417	2.502
Salary	6.592	2.512
Recognition	6.925	2.651
Budget	7.625	2.130

*Mean Rank is on a scale of 1-10 with 1 being the most important to job satisfaction.

students is clearly seen as the leading contributor to job satisfaction among these school band directors.

Table 3

Items Contributing Most to Job Satisfaction (n = 120)

Item	Number	Percentage
Student Success		
Ranked 1	79	65.8%
Ranked 2	18	15.0%
Ranked 3	09	07.5%
Total	106	88.3%
Parental Support		
Ranked 1	05	04.2%
Ranked 2	23	19.2%
Ranked 3	20	16.7%
Total	48	40.1%
Lessons		
Ranked 1	08	06.7%
Ranked 2	25	20.8%
Ranked 3	12	10.0%
Total	45	37.5%

Salary, recognition, and budget were ranked as the three items contributing least to job satisfaction (see Table 4). This does not indicate that salary, recognition, and budget are not important to job satisfaction. It merely reflects the prioritizing of these items. According to the mean rank and standard deviation, these items have a close numerical ranking. However, as rank order is assessed, student success is clearly chosen most frequently as contributing to job satisfaction while the other items are ranked accordingly.

Analyzation using a MANOVA for the independent variables, Years of Teaching Experience, School Size, Present Grade Level Being Taught, and Gender, revealed no significant effects for the ranked items (see Table 5). However, the variables, Years of Teaching Experience and Present Grade Level Being Taught, may warrant further investigation, as the effects of these variables approached significance. Failure to attain significance may indicate that there were not enough subjects at each level of these independent variables.

The 10 Likert-type items were evaluated by 120 band directors according to how much they contributed to job dissatisfaction (see Table 6). The mean ratings of the ten Likert-type items revealed that student

Table 4

Items Contributing Least to Job Satisfaction (n = 120)

Item	Number	Percentage
Salary		
Ranked 10	11	09.2%
Ranked 9	24	20.0%
Ranked 8	16	13.3%
Total	51	42.5%
Recognition		
Ranked 10	27	22.5%
Ranked 9	11	09.2%
Ranked 8	22	18.3%
Total	60	50.0%
Budget		
Ranked 10	26	21.7%
Ranked 9	20	16.7%
Ranked 8	29	24.2%
Total	75	62.6%

Table 5

Multivariate Analysis of Ranked Items

Independent Variable	Degrees of Freedom	Multivariate F	Probability Level
Years Teaching Experience	50, 482	1.26	.12
School Size	40, 404	1.00	.48
Present Grade Level Being Taught	50, 482	1.28	.10
Gender	10, 109	1.03	.43

attitudes, student behavior, and teaching load were considered the most important contributors to job stress (see Table 7). Student attitudes (apathy and non-compliance) were indicated as being stressful or very stressful by 65% of the band directors. Student behavior (discipline problems) and teaching load were chosen as stressful or very stressful by 58.4% and 53.4%, respectively. Thus, it appears that students are a major source of both job satisfaction and job stress.

Table 6

Mean Rating of Likert-type Items (n = 120)

Item	Mean Rating*	Standard Deviation
Student Attitudes	2.250	1.154
Student Behavior	2.333	1.183
Teaching Load	2.475	1.159
Non-teaching Duties	2.942	1.349
Paperwork	2.983	1.230
Administrative Support	3.008	1.357
Community/ Parental Expectations	3.108	1.114
Colleague Support	3.533	1.091
Scheduling Concerts	3.617	1.132
Scheduling Lessons	3.658	1.149

*Mean Rating is on a scale of 1-5 with 1 being the most stressful and 5 being not very stressful.

Table 7

Rated Most Stressful (n = 120)

Item	Number	Percentage
Student Attitudes		
Very Stressful	38	31.7%
Stressful	40	33.3%
Total	78	65.0%
Student Behavior		
Very Stressful	38	31.7%
Stressful	32	26.7%
Total	70	58.4%
Teaching Load		
Very Stressful	29	24.2%
Stressful	35	29.2%
Total	64	53.4%

Colleague support, scheduling concerts, and scheduling lessons were seen as contributing least to job stress (see Table 8). Scheduling concerts was indicated as being not stressful or not very stressful by 59.2% of the band directors while scheduling lessons and colleague support were also viewed as less stressful by 56.7% and 50.0%, respectively. It would appear that these items have a less stressful impact on the band director in the work place than student attitudes, student behavior, and work load.

For the independent variables Years of Teaching Experience, School Size, Present Grade Level Being Taught, and Gender, no significant effects on the Likert-type items were found using a MANOVA (see Table 9). However, the variable, Gender, warrants further investigation as the effects of this variable approach significance.

The responses to the three open-ended questions were insightful and substantive. The first question, "Please list three things about your job that you find most satisfying," revealed the following responses: (a) working with students; (b) receiving support from colleagues, parents, and administration; (c) being involved with music; and (d) seeing music programs grow and prosper (see Table 10). It seems that the categories Working with Students and Receiving Support are in accordance with the

Table 8

Rated Least Stressful (n = 120)

Item	Number	Percentage
Scheduling Lessons		
Not Stressful	33	27.5%
Not Very Stressful	35	29.2%
Total	68	56.7%
Scheduling Concerts		
Not Stressful	41	34.2%
Not Very Stressful	30	25.0%
Total	71	59.2%
Colleague Support		
Not Stressful	32	26.7%
Not Very Stressful	28	23.3%
Total	60	50.0%

responses from the ranked items. The band director's concern for her/his students and acknowledgement of support is again evident.

Table 9

Multivariate Analysis of Likert-type Items

Independent Variable	Degrees of Freedom	Multivariate F	Probability Level
Years Teaching Experience	50, 482	.96	.55
School Size	40, 404	.89	.66
Present Grade Level Being Taught	50, 482	1.04	.40
Gender	10, 109	1.69	.09

The second question, "Please list three things about your job that you find least satisfying," revealed the following areas of concern: (a) lack of support from parents, administration, and community; (b) work load; (c) lack of student commitment; and (d) busy work or non-music duties (see Table 10). Work load and lack of student commitment are in accordance with the results found in the responses to the ten Likert-type items. It also appears that working with students and support from parents, administration, and community can be perceived as contributing to either job satisfaction or job dissatisfaction.

Table 10

Open-ended Questions

Job Satisfaction	Number of Times Item Was Indicated*	Percent of Total Responses
1. Student enthusiasm, competence, performance	158	50.1
2. School, community support	70	22.2
3. Love of music	44	14.0
4. Music programs	43	13.7
<hr/>		
Job Dissatisfaction		
1. Lack of support	165	47.1
2. Excessive work load	69	19.7
3. Lack of student commitment	64	18.3
4. Non-instructional duties	52	14.9
<hr/>		
Desired Environmental Changes		
1. School, community attitudes	106	35.5
2. Lack of facilities and equipment	85	28.4
3. Scheduling conflicts	69	23.1
4. Budget	39	13.0

*All responses were counted. Directors may have given multiple responses.

Iowa band directors were also asked to respond to the question: "If you could change three things about the environment in which you work, what would these changes be?" The areas in which school band directors would like to see changes occur include: (a) student attitudes; (b) facilities and equipment; (c) scheduling; and (d) budget (see Table 10). These changes are in line with what band directors have indicated would contribute to job satisfaction rather than job dissatisfaction.

"Upon what or whom have you most relied for support during times of stress?" was the final question posed to band directors. The responses indicated that band directors rely most upon their spouse when confronted with stressors in the work place. Additional sources of support were music colleagues, other teachers, and family. Band directors also relied on church, friends, and inner strength to alleviate job related stress (see Table 11). Overwhelmingly band directors indicated that they rely on significant other people for support during times of stress. Other relevant responses included listening to and playing music, exercising, and enjoying hobbies.

Summary

The group of Iowa instrumental music directors surveyed in this study overwhelmingly agreed that student success was a major contributor to job satisfaction. Student success was ranked above the director's own need for

Table 11

Upon Whom or What Do You Rely?

Support	Number of Times Item Was Indicated*	Percent of Total Responses
1. Spouse	58	20.6
2. Music colleagues	33	11.7
3. Other teachers	31	11.0
4. Family	28	10.0
5. Administration	24	8.6
6. Self	20	7.2
7. Church/Faith	19	6.9
8. Friends	17	6.2
9. Hobbies/ Out of school activities	16	5.8
10. Listening to/Playing music	9	3.1
11. Exercise	8	2.7
12. Students	7	2.4
13. Other	11	3.8

*All responses were counted. Directors may have given multiple responses.

recognition from colleagues and community members. As members of the helping professions, band directors have consistently ranked their students' growth in music experience as well as performance skills as a top priority. Along with student success, parental support and lessons were seen as making the band director's job more satisfying. Although student success contributes to job satisfaction, student attitudes (apathy, non-compliance) and student behaviors (discipline problems) were indicated as being stressful to most band directors. Teaching load also ranked high as a contributor to job stress. It would appear that band directors perceive they are required to fulfill more teaching duties than time allows during the school day. The importance of student success, work load, and student attitudes to job satisfaction and job dissatisfaction was evident in both the ranked and Likert items as well as in the open-ended questions.

CHAPTER 5

SUMMARY

This study investigated occupational stress as perceived by school band directors. The influence of years of teaching experience, school size, present grade level being taught, and gender on perceived stress among Iowa band directors was examined. Potential stress factors relating to job satisfaction, job dissatisfaction, and environmental changes were explored along with sources of support which directors have relied upon during times of stress. Through a review of the literature, stressors unique to school band directors were revealed as well as those frustrations common to all teachers. The various roles that music teachers are expected to fulfill can have a cumulative effect on the conscientious, hard working individual. There is also evidence indicating less experienced teachers perceive more stress than experienced teachers. The results indicated that the areas where school band directors perceived stress are rather unique to the area of instrumental music. Individual responses to the open-ended questions revealed ways in which job satisfaction, job dissatisfaction, and environmental changes are perceived by school band directors.

Discussion

The review of literature indicated that much empirical research needs to be undertaken in the area of occupational stress and the school band director. There are several situations unique to the instrumental music profession that make directors susceptible to stress and burnout. Dealing with students in large group, small group, and individualized instructional settings on a daily basis is very demanding. Student age and ability levels may vary considerably within the day as well as within the teaching situation. In a single day, a director may begin with high school band; followed by lessons; at noon give elementary lessons; and finish the day with junior high ensembles. Within the junior high or middle school band rehearsal, the director may be responsible for students in grades six through eight. The levels of playing experience range from one to four years and individual playing differences will be evident. Directors are responsible for the total program including: community relations, money concerns, technical directions, and peer perceptions. In addition to daily teaching duties the school band director needs to maintain and promote the band program by actively securing funds for equipment, repairs, music, large instruments, and appropriate facilities. Recruiting, performing, contests, and festivals are also important factors occupying the band directors time and attention.

The results from the ten ranked items overwhelmingly indicate that the school band directors's top priority is student success. Therefore, it would seem that the band director has many and varied roles which may or may not be student related. The band director's time is often occupied with such duties as maintaining uniforms, sorting cheese for a fund raising venture, or typing ballots for solo contest. Other obligations such as building risers for the pep band, chalking the marching field, and counting reeds takes time away from direct student interaction.

Student success is seen as a top priority with regard to job satisfaction along with support from other sources such as staff, parents, administrators, and community. This need to relate to other human beings would seem to be characteristic of those involved in the helping professions. Support from these sources is seen as contributing to the band directors' job satisfaction and feelings of self worth. When appreciation is forthcoming a director's job is perceived as satisfying; however, lack of support is recognized as a needed environmental change. Even when change is desired, the human element is a priority before facilities, equipment, or budget. Those teachers in the field of instrumental music education choose a career encompassing the challenges of the helping professions along with the demands of the performing artist.

Recommendations

It is recommended that further empirical research be conducted in the area of occupational stress and the school band director. In this study no significant effects were found for years teaching experience, school size, present grade level being taught, and gender. It is the opinion of this researcher that more investigation be directed in the area of stress and burnout and the school band director. A series of stress indicators along with indepth qualitative research may prove beneficial. A study should first be made in the area of knowledge pertaining to the causes of stress and burnout and then application of these should be made toward stress awareness, management, and prevention programs. In-service workshops for the music specialist would be beneficial. If the personality type of those individuals most susceptible to stress and burnout could be identified, prevention programs could be designed and implemented. It has already been noted that less experienced teachers perceive more stress than teachers with considerable experience. Since instrumental music educators rely on people support systems in times of stress, school systems should have specialized workshops and support groups to aid any teacher going through stressful times.

Since stress is also known to have positive effects, a study designed to investigate these possibilities is warranted. Those areas in which instrumental directors experience motivation and positive feedback contributing to job satisfaction need to be identified in order to keep these teachers at their optimum performance level.

Conclusions

The potential impact of burnout among music teachers can be immense. In order to maintain effective teaching procedures it is reasonable to assume that music educators must sustain high energy and enthusiasm for their profession. Without such energy and enthusiasm it is also reasonable to assume that the quality of educational instruction can suffer (Hamann, Daugherty, & Mills, 1987). School band directors are in a position of coming in contact with large numbers of people (students, administrators, colleagues, parents, etc.) on a daily basis. The potential for quality education is enhanced if appropriate research is continued. If quality education is fostered through quality instruction, the importance of maintaining quality music educators is a necessity.

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APPENDIX A
SURVEY

Demographic InformationSex: Female MaleAge: 21-30 31-40 41-50 50+Total Years Teaching Experience: 1-5 6-10 11-15
 16-20 21-25 26-30 30+Years at Present Position: 1-5 5-10 11-15 16-20
 21-25 26-30 30+

Grades Presently Teaching (please circle all that apply): 4 5 6 7 8 9 10 11 12

Grades Taught in Career (please circle all that apply): 4 5 6 7 8 9 10 11 12

Highest Degree Held: BA BA+12 BA+24 MA
 MA+12 MA+24 (other, please specify)School Size for Music Activities: A 1A 2A 3A 4A

In which activities do you participate?

(please check all that apply): All-State State Marching Band
 Honor Band Festivals Solo & Ensemble Large Group
 Jazz Band Festivals Fund Raising Major TripsPopulation: How many towns in your school district? _____
What is the total student population of your school district? _____IBA District: NE NC NW SE SC SWPlease list two recreational/non-school activities that you do in your spare time
that you especially enjoy:

1. _____

2. _____

(please turn over)

1. Please rank the following ten variables with respect to job satisfaction. Mark "1" for the most important item, "2" next, and so on. Please make certain that all ten areas are assigned a number.

- ____ Lessons
- ____ Participation in festivals, parades, concerts, etc.
- ____ Professional development
- ____ Budget
- ____ Salary
- ____ Recognition
- ____ Student success
- ____ Colleague support
- ____ Parental support
- ____ Administrative support

2. From your point of view, please rate the following items with regard to how much each item contributes to job stress. Circle "1" for very stressful, "5" for not very stressful, or numbers 2, 3, 4 if the item is somewhere in between.

	Very stressful	Not very stressful
a. Student behavior	1 2 3 4 5	
b. Scheduling lessons	1 2 3 4 5	
c. Scheduling concerts, parades, festivals	1 2 3 4 5	
d. Paperwork	1 2 3 4 5	
e. Teaching load	1 2 3 4 5	
f. Non-teaching duties	1 2 3 4 5	
g. Administrative support	1 2 3 4 5	
h. Community or parental expectations	1 2 3 4 5	
i. Student attitudes	1 2 3 4 5	
j. Colleague support	1 2 3 4 5	

3. Please list three things about your job that you find most satisfying:

a. _____

b. _____

c. _____

4. Please list three things about your job that you find least satisfying:

a. _____

b. _____

c. _____

5. If you could change three things about the environment in which you work, what would these changes be:

a. _____

b. _____

c. _____

(please turn over)

6. Upon what or whom have you most relied for support during times of stress?

7. Additional Comments:

Thank you for participating in this survey!

APPENDIX B

ORIGINAL LETTER TO BAND DIRECTORS

May 21, 1990

Dear Band Director:

Now that you are nearing the end of the school year and have time to reflect on the year's activities, perhaps you would care to share some of your thoughts and experiences. I am completing my Master of Arts in Education: General Educational Psychology degree with a thesis titled "The Investigation of Occupational Stress as it Applies to Instrumental Music Directors". After having taught music for several years in Iowa this topic has become of particular interest to me.

Please complete and return this questionnaire in the enclosed self-addressed envelope by June 1, 1990.

Your time and expertise are greatly appreciated.

Sincerely,

Jane A. Whitehead

APPENDIX C

THANK YOU/REMINDER LETTER

June 4, 1990

Dear Band Director,

Your time and expertise in filling out my questionnaire regarding occupational stress is greatly appreciated. Thank you!!!

If you have not yet had time to respond to this survey please don't file it or throw it away! At your earliest convenience please complete and return the questionnaire.

Enjoy the summer!!!

Sincerely,

Jane A. Whitehead

APPENDIX D
JOB SATISFACTION

Participants were asked to respond to the following open-ended question:

"Please list three things about your job that you find most satisfying." Listed below are the unedited responses.

Success of program/students/bands

Can play a wider range of literature, due to more instrumentation

Outstanding student achievement - i.e. All-State, etc.

Jr. High age level

cooperation between instrumental music staff

excellent Music Booster organization

Students enjoying learning - making music

Achieving goals

Summer off

Watching a student grow musically

Having a group play very musically

teaching theory and composition

Working with the kids & seeing them grow over a period of 4 years

Working with the parents when preparing for a trip

Developing the Band Council (Leadership) concept & see the kids accepting responsibility for helping run the band program

Student success - individuals growing musically

acceptance of colleagues (sic)

Good facilities

Program growth

Parental/Administrative support

Student behavior/attitudes

Support staff - Administration, Parents, Colleagues (sic)

Don't have to work w/ 5-8 grades

Good kids/eager to learn

the kids are good to work with

I get along well with the rest of the staff

my music colleagues (sic) and I agree on most teaching methods

I feel appreciated.

The students are easy to work with and are enthusiastic.

I can, for the most part, determine what kind of activities we do.

Students

It doesn't seem like work

Colleague Relationships

Recognition of accomplishments

successful program

professional respect among peers

Watching students grow and improve

Doing well at Solo Ensemble Contest and Large Group, NEIBA

Having students perform on a Concert

Meeting and working with students in lessons

Preparing for concerts during school year

Giving summer park concerts with the band

Feeling of accomplishment after a concert or contest

Being free in the summer to pursue other activities and interests

Working with young people

Making great music

Meeting super people - community and colleagues!

Performances - especially difficult pieces that have worked.

Student relationships - visiting, sharing experiences, and watching them

"turn on" to the music.

The feeling of being part of "the band" (beginning to happen); the students

learning they are special.

Performance of quality literature

individual lessons where learning takes place

Students receiving honors

Students

Facilities

Relative freedom

Some great students

Job security

Job interest & intensity

Seeing beginning students start from nothing - & then be able to learn & play well.

Many nice compliments from parents, teachers, etc. and the nice things that students do for me! This age of kid is great!

Teaching this age level gives me more free time at nights & weekends for non-teaching activities!

Talking with students during lessons and free time

Performing well

Contact with other teachers

seeing student growth/improvement

concerts and festivals (that go well)

seeing that a positive attitude/influence does make a difference

working with kids

repor (sic) with faculty

excellent support from parents & community

seeing the students (especially 5 & 6th) get excited by what they're doing

an administration that is helpful but not intrusive

parents getting behind the program & being ready to work w/ student

Student progress: both the talented student and average or slow student -
their success, and joy at succeeding

Concerts: well rehearsed and performed, a musical performance for all to

enjoy - student performance: school liturgies & services

summer vacation - a chance to relax - take a break, go to workshops,

conventions --- come back refreshed! - note summer lessons are given

end of July & August

Parental/community support is good

Freedom to make own schedule

Administrative support/trust

Organizational experiences - total program 5-12 development

Large Group performance

Individual development - growth beyond now -

Free to run the program the way I want to

Change of school environment from building to building

Administration look at me as an expert in my subject field

Our school system is large enough to allow teaching in several schools each
year, meeting varieties of staff & students

The diversity of students brings some interesting challenges and often
provides unusual talent

The relatively short work year is one reason I have stayed in public
education (190 days)

Conducting Wind Ensemble

Working with motivated and interested young people

working with colleagues (sic) with similar interests

Conducting - Making music with large groups

Parent feedback

Making a difference with kids

Teaching students

Seeing students be successful

Have great musical experiences

When kids like me & support me

Really outstanding students

Community support

provide an opportunity for all students in the program to be/feel successful

cooperation between coaches/sponsors/directors so that students can

participate in multiple activities

performing

generally job or creating music is very rewarding, naturally fun!

student growth & pride in self/group

easily defined attainable goals --- (concerts/parades)

Watching students improve

Ability to see student progress

Joy of creating Beautiful Music

Summer vacation where I study music at workshops

Large group performances

Student appreciation of quality teaching

Parent and Administration expressions of appreciation

Community Support

Student Achievement (sic)

Personal Improvement in Teaching

Community and School support

Our students don't "burn out" on music but continue on after H.S.

The students have pride in their accomplishments

starting beginners and watching them grow musically

6th grade band can get into some really neat music

helping students in lessons get a better sound etc. & watch their eyes when

it happens etc.

The excitement of creating good music

Success of my students in music

Recognition by colleagues, parents & administration

Student improvement

Student excitement

increased student involvement

Watching the kids progress

Working with parents

Listening to the music and the effects it has on kids - pleasure, success,

frustration

Teaching students who have a desire to learn and to develop skills in music
 Working with fellow directors, band parents, and students who have a
 positive attitude toward music

Watching students progress in music from novice to informed to excellence

Watching students grow musically, physically and emotionally

Feeling of accomplishment - satisfaction of a job well done

Being around people - especially students

Watching students grow musically, academically

Seeing students succeed

Helping students

Seeing the progress the students make and their pleasure in sharing their
 music

Helping develop (sic) a better self-image

Helping them on the way to become responsible adults

students (development)

Band (group performances)

Independency - no one second guessing me

Our administrative support has been wonderful

5th grade band

facilities

Making music that is good enough to be considered valid

seeing evidence that values embraced are accepted

Students with manners and sense of humor

My students who really care and try

Jazz Band - not because of the music, but because the group of handpicked
 students work hard

Relationship with my music colleagues

seeing students get "turned on" to music

Being able to perform (not necessarily in public)

Being able to make music of various styles and with various groups

Get to play music a lot

Get to teach kids how to play music

Get to work closely with a lot of really good kids and watch their
 development as musicians and as individuals

Quality of the students.

Degree of musical performance in concerts and contests.

Attitude of students toward music and work in general.

working with students on a one to one basis

working (watching) students mature, grow and succeed in their musical and
 personal efforts
 continued professional development and successes
 Student-Teaching relationship
 Student self worth
 Musical accomplishments
 Direct contact with students
 Student success
 Work with "Top" students
 Working with young students - vitality
 Working with fellow teachers
 Knowing that you (have) some effect on a young child's life
 Being around the students
 successful contest results
 fellow workers
 Student performances
 Student growth in self-confidence
 Parent support for student involvement
 the Students in our program! They work hard and are generally very
 enthusiastic
 the Band Staff - they are an excellent group of gentlemen dedicated to
 serving our youth and creating good music
 community/administration/parental support
 following student success
 private lessons
 concert band rehearsal
 good ratings at contest
 low ability kids achieving good results
 The type of students I have to work with. Very intelligent and responsible
 Challenges my creativity and motivation skills
 The impact I make on my students
 daily rehearsals with the symphonic band and observing students accepting
 the challenges presented here
 Studying, learning, and conducting scores new to me
 Having an impact on the development of young lives through music
 education
 Students reflect learning thru (sic) performance
 Students have been successful, not only in contest etc.
 Students have fun and enjoy what they are doing

Having a part in the lives of my students
 Having my ex-students drop in to say hello
 The "high" during a performance when the performing group & audience are
 in perfect communication.
 Seeing students mature into thinking, productive people who enjoy music &
 life.
 Seeing the community prosper and enjoy music, in part because of my
 involvement in it.
 Seeing enjoyment in the students and townsfolk (sic) at the music we
 produce successfully.
 Accomplishments of my students
 Giving concerts, performing for the public
 Community & administrative support for bands & music in general
 Student's growth in music
 introducing a new style of music and having the students like it
 administrative support
 Watching the kids improve musically!
 Watching the kids mature emotionally!
 Having the students do well
 Seeing the students achieve success
 Working with students every day.
 Performing concerts
 Student's progress
 Concerts
 The type of student I work with
 The ability level attained by performing groups
 Community support
 each student gets a 15 minute private lesson
 I like being with young people
 My band play well enough to bring me great pride. Superintendent (sic)
 there offers great support
 Watching the students grow
 Making music
 Growing personally
 Interaction with a variety of students from many different home-lives (sic).
 Seeing/hearing my bands progress
 Working with professional adults whose concerns for children and education
 are in the same lines as mine.
 Seeing students progress and succeed.

Getting paid for having fun (when it is fun).

Playing concerts and hearing the students say, "That was fun!"

Working with students in lessons & seeing them improve

Working with music

Hearing good sounds come out of the band

I enjoy the smiles on students faces when they are successful in learning something I have taught them

I enjoy the careful tuning, the responsibility, and the continuous dedication that students show towards their musical endeavours (sic).

I enjoy working with kids in general and seeing how much fun we can have while learning.

Performing Top Wind Literature

Working one on one with students

Developing curriculum

The three months off in the summer plus extended holiday vacations.

Students - those that really work to achieve (sic) their best.

My coworkers - They are what make my job tolerable.

A successful overall program in a small school

Student progress & achievement over the years

The freedom to schedule summers as desired (unless under a long extended contract).

Summer

Freedom to set curriculum

Eagerness from "most" students.

Work w/ top students

Play good literature

Chance to help students achieve great success

Student accomplishments

Satisfaction after a Good Performance

Student satisfaction and continuing on in music after Graduation

Younger students are very energetic and willing to learn in grades 5-8.

The bandroom is the nicest room in the school.

No budget problems. Administrators give me what I need.

cooperation within department

"few" students who do practice, care & learn

flexibility to do own schedules for lessons

working w/ students

conducting

teaching musical skills & concepts

Student success

Student attitude towards me

Willingness by elementary and middle school students to try new things and give me the extra effort.

I really enjoy working with our staff members - they are extremely helpful and supportive

The students are very enjoyable to work with. I enjoy interacting with them

I find great satisfaction in seeing students succeed after working so hard

parental support

administrative support

decent students

Participating in growth of students musically

Watching Maturity develop

Becoming "infected" with enthusiasm of youth

Student accomplishment

Concert Band

Jazz Band

Musical/technical growth in students

Age group

Students themselves

Student success

My own personal growth - through association with concerned educators

The Band Directing "Fraternity" is a great bunch

Contact with kids - keeps me young

Freedom to run my own program

June-July-August (could have been ABC)

Progress shown during beginning years by students

low drop rate (10-15%) for our size district

strong support of classroom faculty of 5th grade level

Just being around young people

Helping others play music

A steady paycheck, compared to being a working musician

Teaching one specific (sic) level (i.e. 9-12 or 7-8)

The opportunity for a great program

Coming from the "wilds" of Nebraska this part of Iowa is a great location as far as travel times etc.

Student success

Growth of program

Increased parental support

Involvement in music for money

Success of students in my area

Planning & strategy

Getting students to a higher level of achievement.

Getting class groups to work together as a team & really support each other.

Working with such talented & supportive peers

Jazz Band interest and support from the community

Kids that achieve with hard individual effort.

Being able to see progress in our Bands from the start of Concert/Contest preparation to performance, and that the kids understand and appreciate this.

Student progress towards an individual goal.

Administrator and parental support for the entire music offerings.

I do not spend more Time Teaching than other Teachers (now at the elementary level).

Enthusiastic students

Helping students work through problems

Develop your own expectations!

Entirely a self-motivated position - Do as little or as much.

Stability of income!

Right now - Summer vacation

Ability to schedule lessons as I wish

The successes I've had both with individuals & the larger groups being a part of students music growth

Rehearsals

Concerts

The improvement I see in students

My relationship with students

Freedom I have with the program. I may try many things - I have control over all students instrumental education.

Conducting.

Performing.

Teaching.

Helping students be successful

Colleagues (sic) who are always supportive

Many performance opportunities

working with enthusiastic students

reaching and accomplishing a group goal

seeing young people grow and mature into young adults

student growth through their performance in our program

the "highs" of a good performance

starting beginners - their enthusiasm to begin the program

Backing of community

success of program/atmosphere of a small school

I love making music, be it band, solos, ensembles, even Pep Band on a good
night!

I have good colleagues in the music department

I've always had good kids, far more good ones than frustrating ones.

APPENDIX E
JOB DISSATISFACTION

Participants were asked to respond to the following open-ended question:

"Please list three things about your job that you find least satisfying." Listed below are the unedited responses.

The lack of understanding or desire to understand the value of a fine arts education.

Working with a building & grounds man who considers himself more important than the supt.

Recognition from other areas (math, science, etc) that music is an integral part of a students total education

scheduling lessons only out of study hall

would rather have an 8 period day, not 7

still a lack of pride and desire in this school when it comes to music

Lack of Administration support

Overloaded schedule

too many nights & weekend activities

The decline of the student body's attitude towards doing something well.

The emphasis placed on contests in our region.

Working with a principal who does not lead/ or who cannot make a decision

The lack of financial support for the program from the district

The lack of enough full time band directors to adequately (sic) do the job.
student load

time available for planning

Paperwork!

Administrative duties - meetings

Pre-Contest Stress

Load - Overload

Wealth of community - Behavior of community

Attitude of "Band" as a term, viewed by non-band members

Administrative support (lack of) certain people

Share winds/perc w/ orch (2 days a wk.)

Not being able to work w/ 9-10 grade students (assistants job) - different philosophy

the time it takes to do paperwork

busy work for phase III

MC/NS, Career Ed., Global Ed., any of these state mandates that take time away from teaching students

Students don't have enough time for lessons.

Low pay.

Have to share classroom w/ choir.

Salary

Budget

Sometimes the hours get to be a bit much

Lack of parental support

lack of recognition from colleagues (sic) that music education is relevant

working with incompetent (sic) colleagues (sic)

Competing with Sports

Lack of student commitment to school and band

Students not fulfilling obligations, rehearsal, concerts, trips - being gone cuts in school budgets - especially the fine arts

Lack of support from the superintendent of schools

Lack of commitment (sic) on the part of some students

Student attitude & lack of dedication

Parent support

Community attitude that arts aren't as important as other things

Student excuses -

lack of responsible work ethic

Director taken for granted -

Feeling there is a battle with the band - instead of the "all for one" feeling that there should be.

Always having to work around athletics - practice, tourney games, attitudes.

The occasionally disappointing student who chooses to let the band down by not showing for a performance or not doing his/her best.

thankless hours of preparation

low supplementary pay compared to athletics

long hours

Incompetent School Board

Poor Schedule

Lack of funds

Never enough time to teach (?)

Not enough money for equipment & supplies

Colleague (sic) & parent conflict - Students quitting

Not enough time in the day to teach every kid a private lessons - (have group lessons)

Only two full band rehearsals per week - would like 3 or more

High School band program stinks! (I hope this is confidential!!)

Working on the budget

Helping parents buy instruments

Working at non-musical activities

students that don't see the value of a quality music program

school staff/administration that can't see the value of a quality music program

parents that won't support the efforts of their children

administration

paperwork - especially phase 3

lack of time for extra activities - conflict with sport schedule

dealing w/ non-musical things - lunch count, permission slips, etc.

Students not prepared or willing to work in a lesson situation

not having a very extensive budget - not being able to get an instrument because of lack of money

time allotment: 10 minute lessons - 30 minute band rehearsal once per week

extra responsibilities: home room dismissal, lunch room duties,

Location & setup: Band rehearses in gym (BARN!) - students set up and take down for every rehearsal

Outdated & outgrown facilities

Job load (I have 140+ students)

Student discipline

Nonprofessional attitude expressed (sic) toward us by those around - staff, admin.

Frustrations by me with weak teachers around and nothing can be done small band

long hours

poor salary

Status - The size of our system and constraints of budgets, master contract, etc., make music teachers feel like they are mere "plugs to fill leaks."

Loss of program esteem & contact time at some levels - We recently switched from jr. high to middle school which, after 3 years of trying, I still don't like it

Facilities - Elementary teaching facilities are poor and no improvements are even being considered

scheduling

Marching Band

Marching Band

Keeping up with the pace

Motivating kids

Time away from home - weekends - nights

Busy work

Administrative tasks

Try to schedule students

Kids that don't practice

Bad attitudes

Disrespect in students towards adults

lack of funding/support for program

"What more can you do for the school" attitude

1/4 credit for band for a full year

income compared to friends.....(little growth)

keeping everyone happy.....can't be done -

stress that math and science is so...important...music is important...

Study Halls

Lunch Duty

Lesson Schedule

Non-repositive Adminartion (sic)

Out standing (sic) efforts not rewarded

teaching General Music to Junior High

In old job - Lack of parent & administrative appreciation & support

Being taken for granted

Budget & scheduling hassles

Work Load

Travel Time

Pay vs Time Spent

We have lost private lessons and now must do groups
 don't have a big enough budget

I don't have enough time to do the job like I would like - but still must do

Study Hall

having to fight to get the Jr. High kids for lessons

having to fight for the gym on concert nights

unprepared lessons

Lack of understanding & respect for music as a discipline.

Too many students to do a good job of teaching.

A schedule too full with no time to prepare or "take a breather".

mounting demands (sic) on time

Wasting my time in a Study Hall supervising

Parents or students not asking questions about why things are the way they
 are.

Students and/or Parents who have an apathetic attitude

Lack of parental and student loyalty and sticktuitiveness (sic)

Pressures from the state regarding "family living" courses for the masses.

Single section courses placed opposite the band period.

Not having sufficient personnel to work well with students in lessons.

Community leaders who expect your band to play at special events but
 wouldn't think of attending a concert.

People who go crazy over the pop skit our vocal department does, even
 when it is not done well.

Demands upon your time

Weak administrators

Salary - not enough for the hours I put in.

Student's and parent's attitudes - not just music, but toward school in
 general.

The supervisory duties!! (non-teaching - non-musical demands)

Lack of parental support in too many cases.

Lack of professionalism (sic) in some coworkers.

lack of administrative support

student behavior

lack of student motivation

The other band director that I work with.

Conflicts and problems from our shared time arrangement
 salary

time spent at athletic events
 student expectations and work ethic
 Lack of parental support
 Lack of respect for music education, especially amongst administration and
 other certified faculty.
 Laziness of students, apathy towards school and any activity which requires
 them to work.
 The conflicts of students jobs, etc.
 The difficulties in motivating students.
 The indifference to the Arts in our society.
 study hall
 ungrateful attitude (bordering on hostile) on the part of a very small
 minority of band parents (one family)
 Taking care of band uniforms
 The amount of paperwork that needs to be done.
 Community pressure for performances outside the school year.
 Anticipation of the new year and concern over numbers, instrumentation,
 etc.
 size of work load
 lack of administrative and peer support
 budget and facility limitations
 Paperwork
 Budget constraints
 Insufficient staffing
 Un-educated - narrow School Board
 Paper Work
 Unrelated in-service
 Administration policies
 In-service days
 administrative incompetency
 facilities
 early morning rehearsals
 Lack of parent support in student involvement.
 Curriculem (sic) meetings.
 In-service days that take me away from students.
 the amount of "down" time whereby we cannot get to the students
 the disappointing feeling when a student gets into discipline problems

the "busy" work with shuffling papers, doing reports, requisitions, etc.
filing, paperwork, etc.

building meetings that cut into your time with students

pep band

money

time taken away from family

drop outs

Lack of cooperation I receive (sic) from other music teachers

maintaining an intense routine more than eleven months throughout the
year

keeping up with vast amounts of paper work without adequate secretarial
assistance

the constant battle of acquiring adequate funding for instrument repair and
replacement, funding for trips and uniform maintenance

scheduling events around other activities

having to fundraise (sic)

all the extra paper work

Non-teaching & non-music functions

Pep band & football marching band

Students unable to continue in band due to scheduling problems - an
unavoidable small school problem.

Working through complex student personality problems.

Dealing with fragmented families.

Dealing with apathy & an over wealth of opportunities

Time spent on student discipline

Watching talent go to waste - students not achieving their full potential

pep band/marching band (when it gets cold!)

poor facilities (i.e. Band room is used for a multipurpose room)

emphasis on sports

the high school band program (no participation in any festivals, poor
participation at contest, quality of music performed)

Not being able to pay enough attention to each person

dumb administration that has no concept of what we are trying to do
salary, of course

Discipline in large group rehearsals

Budget constraints

Our superintendent

Overload of students

Scheduling

negative attitude of some students

lack of dedication of some students

strong influence sports has on students

Student apathy to my efforts.

Scheduling by principal of Band. Always trying to cut back time

Marching band & the weather.

student drop out

scheduling conflicts

lack of numbers

Awareness of unfit home lives for some of my kids and my inability to change things for them.

Schedule overloaded to the point I don't feel I'm reaching everyone as I could with more time.

Budget difficulties forcing us to "make do" with sometimes poor equipment and materials.

Scheduling performances without interfering with something/someone else.

Scheduling lessons for four buildings and avoiding art, PE, music and other caveats for certain classes or individual students.

Scheduling lessons for four buildings and having to "fight" with other staff and AEA support personal (sic) for a place to have them.

Working with students who don't care

The amount of time it takes to do it well.

Trying to convince people music is a curricular class

Parental support - kids have no "Push" at home to do anything i.e. practicing, getting up for contest, or getting in for rehearsals, going to school, etc.

Being spread so thin - trying to teach K-12 (P.E.) and have time to devote to marching band, jazz band, pep band, etc.

Lack of funds to improve my program

Harrassment (sic) from male teachers

Business/money aspects

Setting policies

The long hours put in during the year with no compensation or thanks given by students or administrators or parents.

Community expectations - I feel I'm here to entertain instead of teach - they

want winners all the time despite what the students may be gaining.
The paper work is unreal anymore - standards, etc. - I spend so little time in actual teaching.

Salary!

The uncertainty of future, job status due to sharing/merger (job security)

Student attitudes & behavior at times

Parental support

Administrative understanding of our mission.

Lack of encouragement for academic pursuit.

Budget Problems

Student apathy

Non-instructional activities

Parental support

Administration support

Budget for instruments

Student's attitude is lazy, especially grades 9-12.

Principal doesn't allow time for professional workshops like IBA.

Colleagues bitch and moan but don't follow through to change problems.

extra duty responsibilities - lunch room supervision

student effort & practice habits

condition of instruments & their maintenance

community & athletic demands on my program

inadequate budget

understaffed

Frustrations with the sharing/reorganization issue

Not enough time for individual lessons - have to have 2 or 3 every 15 minutes

Summer Lessons!

Lack of administrative understanding concerning our program and their unwillingness to listen

Extreme lack of time to work with students in a one-on-one situation

Large amount of hours spent from my family - especially during weekends assigned duties, ticket selling, chaperoning, etc.

lack of recognition

Administrative paperwork

Job overload

Pep Band

Paper work

Fund-Raising

Lack of parental guidance/responsibility

Teaching load

Getting students to practice

Phone constantly ringing with requests for "entertainment"

At times being considered a "second class" citizen because I am a teacher -
(it didn't used to be that way)

Dealing with administrators

Scheduling hassles

Student attitude problems

low pay

lack of support in the H.S. and concurrent drop rate of students when they
get to that level

the elimination of my position after the 90-91 school year

a neutral or negative support position by administration

Forms

Faculty meetings

Repeat instruction for the fifth time

this school (administration) and the community are very, very divided as to
what should be the major thrust of the high school band program.

The administration wants "winning" and "trophys" (sic) - the
community wants less pressure on students, more student
involvement and the band for more community activities and events.

Neither side is willing to listen to the other. "If we would just get the 'right'
director things would all work out"

Student load

Minority student/parent attitude

Activity load (too much)

Non-teaching duties, lunch room supervision, study hall supervision, booster
meetings, pep bands on Tues & Fri. evenings

Dealing with Administrative ignorance in music. Dealing with Parental
ignorance of what we are to accomplish

Dealing with education from an expectation of community people who want
to be entertained.

Noon lunch room supervision

No free time

Principal's non-flexibility

Lack of hired teaching time - I'm only a 3/7 position

Lack of insurance benefits & loss of some seniority because of being part-time

Poor facilities esp. at the elementary.

Lack of Parenting - Bad family climate leading to children with mega problems

Lack of Administrative leadership in basic school discipline

The apathy of 1/3 of the students toward education (1/3 of the student body).

The lack of effort in anything except pleasure for many students in our school.

The lack of interest in seeing to it that our children will learn - the staff in our school. Many staff members.

Dealing with non-supportive parents.

Students who put forth little or no effort

Middle school "mouth".

Student behavior

Parent support

Expectation of teachers to compromise for students when they don't reach expectations.

Meetings - committees -

Paper work

The out of school activities - Pep Band!

uncaring administration because they deny students music

study hall assignments - most ridiculous use of a professional and waste of tax money

total music colleague support

size of school

Location

The few people (students & parents) with bad attitudes

Detention.

Administration.

Budget.

Lack of adequate funding for our band program

Poor facilities and equipment

Lack of community support

non-teaching duties (i.e. hall duty, inappropriate meetings, etc.)
trying to do without adequate financial support
unrealistic demands made upon the department by public

Lack of Budget

Lesson Scheduling

Evening rehearsals & pep bands

school owned equipment

scheduling around athletics

noon-duty

I hate seeing kids fighting a schedule to get into band and vocal.

Working with ever diminishing budgets gets frustrating.

We get great "lip service" from administrators but they don't see us as a
crucial parts (sic) of the curriculum.

APPENDIX F
ENVIRONMENTAL CHANGES

Participants were asked to respond to the following open-ended question:

"If you could change three things about the environment in which you work, what would these changes be?" Listed below are the unedited responses.

Hire a full-time Jr. High instructor who could assist with H.S. Jazz & Marching Activities

Fix the band room - sound proof the practice rooms - acoustically treat rehearsal room

Attitudes of teachers that don't like to teach -
a rehearsal room that is conducive to good acoustics
teaching vertically 5-12 the instrument one is most proficient at rather than horizontally with everyone staying at their own grade level
band given credit in the grading system

Limit evening & weekend events

Restrict faculty from getting all available extra practice times.

Remove the few faculty that are totally self-centered.

Smarter parents.

More money

More emphasis on the arts

get rid of the unprofessional teachers in our system

Removal of teachers that don't like to teach

less performance/ more teaching

physical plant, larger room, better acoustics - stress through noise

less competition for students

Everyone in music - required for graduation

Parents not letting students quit so early

3 separate inst. rehearsal rooms

Orch - different period of day

Better equipment

there would be less music needing filing

more things would be put away after each rehearsal.

better use of my time w/ elementary students i.e. driving time to our other attendance center.

Have own music room.

Get rid of High School Football.

Larger Band room

Get rid of the few negative colleague attitudes

Air condition the band room

Less competitions

Eliminate 25-40% of sports activities in high school - too many games, and late evenings

Not to be so rushed with tight schedules and lack of time

All the new "Junk" from the DPI. Most of it is for P.R., News Media and Legislature. We're spending too much time and energy filling out forms. Students are not education by forms but teachers in the classroom.

Pep Band

I would like to see teaching treated with the same amount of professionalism as many other life professions

Needs air conditioning

Needs to be less stressful

More parental interest.

More Administrative & faculty answers to student discipline.

More concern about direction education is going instead of being in a state of constant flux - i.e. curriculum - mission - focus, etc.

The facilities - music room is shared with vocal (OK), but we have inadequate practice & storage rooms.

I'd make the sports seasons shorter - and not allow "camps" & open gyms which serve as an excuse to extend those seasons. I can share if we share equally.

Increase the budget.

more rehearsal & storage space

performance facilities

equipment

New School Board

New Schedule

Better Adm. Leadership

Better facilities - Separate building from S. Hg.

Bigger Room!!

Work with only students who avoid athletics

Receive more contact time with students

Have an unlimited budget

Band would be scheduled every day (it is only every other day now).

There should be a little less push for more academics and more emphasis on
arts and other lifetime experiences.

A little more dedication from students.

less bitching

better communication

better appreciation of the arts

a sound system!

a more appreciative attitude towards the arts - its getting slowly

a better student attitude toward life in general

Design a band room

update & expand equipment

computer (sic) in band room

New facilities for rehearsal & performance

More scheduled hours of class so music students aren't pressed for time.

More \$ for the Department to update & buy new equipment

Go - Come when needed here -

Removal of some weak staff

Larger band

better facilities and equipment

more salary and benefits

Update the teaching facilities and cease using my teaching area for multiple
purposes

environment?

"Climate" - different part of the USA.

"Climate" - air cond./ electronic filter system, more constant temperatures

"Climate" - more respectful attitude of students & parents (even
administration at some levels)

Drop Marching Band

Administrators acknowledge value of Arts

Budget

Nothing

Control of the scheduling program.

Have faculty accept that inst. music is a curricular course of study

Be able to have time to plan - no lessons before & after school

Change room to make it more "band-like" - carpet, etc.

Bigger room

Storage - need more

Less administrative paperwork

addition staffing

more time for observing other directors/programs in order to grow professionally

better coordination between co-curricular programs

more parental support, encouragement of their children

Free rein on lesson schedule

Lessing of Teaching Load

More control of what & who I teach

Large Budget

Facilities

Schedule

Budget

Better facilities - room/storage

More Rehearsal Time

Another Full Time Director

Better building - more space - A.C. for the summer

Better equipment to work with

get a more caring Secondary Principal.

get our former high school band director back

Few students in my teaching load.

Colleague more aware of the overall program.

Better understanding by classroom teachers of the goals & accomplishments of music & band.

Some staff members

Other demands on student time

inferior equipment

Put a window in the office to look outside.

Add more light to the Band Room

change the color of the carpet

Give back some time in the students schedule to allow him/her to become involved in music, and have time to practice same

Give us sufficient help to do our job and to promote instrumental music in

the middle and senior high school

Give us some parents who will help keep youngsters going in our program
once they begin the study of an instrument

Cut out most marching & pep band performances - too much demand on my
& student's time

More time for individual lessons.

More time to teach about the music rather than teach for performance.

Change administrators.

Get more recognition from administrators.

More positive attitudes from students & parents.

Elimination of supervisory duties

Administrative concern for teacher morale.

Policies which would demand accountability for student misbehavior.

close open campus

eliminate vocational clubs that work

eliminate all jobs for students

I would close the school we share time with - those students could all go
here in one school.

I would hire a different High School Band Director

chaotic nature of facility

noise level present due to outside influences

frantic pace dictated by schedule and clock

Administration, especially the Music Facilitator.

Extra Duty Assignments

Credit for being in Band, scheduling the Ensembles

Larger Rehearsal Area.

Greater regard for the Arts by students and community.

Larger staff in Music Department.

Include paddling (by Principal) in discipline policy (and make it legal)

Air condition the band room (for summer band) and quiet down the heating
system

Move lunch room and practice field to a location no greater than 1 block
from band room

My environment is quite ideal and I would not wish to change anything
drastically.

Spacious teaching room with windows!!!

Additional preparation time

fewer total lesson with longer lesson time per child.

Secretarial help

Better funding allocation

Add staff

More storage space for students

Having 5th & 6th Grade in the same building

Having a carpeted band room with new chairs

Having my own office in something besides a shower room

cleaner, less gloomy facilities

teacher - administrator "infighting"

overall professional attitude of ALL faculty

Better heating, lighting, ventilation.

Less paper work and staff meetings.

Administrative support needed based on educational goals, not parental pressures.

We need a much larger room to accommodate our 220+ students. We need 2 large rehearsal rooms & a Jazz Rehearsal area

A larger office to better facilitate our needs

Better acoustical treatment of our rehearsal room.

air conditioning

a bit larger room for concert band setup

better facilities

more supportive colleagues

better student self-discipline

Better communication between other music teachers and myself

rid myself of some routine duties - allowing time for more professional development

add a halftime secretary to the instrumental music staff to allow more

"professional growth time", score study and contact time with students

fulfill a dream of a foundation large enough to provide adequate funding on

a yearly basis to maintain this instrumental music department

very large budget (no fundraising!)

have a secretary for paperwork

be paid by the hour with overtime

Instr. music taught & accepted as an academic subject

More time to interact with faculty members. We desperately need to

communicate.

Change my school to one in Iowa City. That could alleviate most of my problems.

It's selfish, but fewer other activities for students

Less emphasis on academic areas - which may not be any more valuable than music - in the long run.

More meaningful - positive work in the family structure.

Have my own room for teaching instrumental music

Scheduling of events without always bending to the athletic schedule

The ability to motivate all students to achieve their best.

a new bandroom, with practice rooms, offices and storage areas

parents were more pro-education - it's basically a very rural district with very few people with a college education

Better facilities

Better physical working conditions

Smaller student load

Increased parental support (?)

Improve facilities - New Auditorium, better rehearsal facility.

Increase budget to purchase better instruments.

Computer in my office

Fix acoustics

More space

Less teacher using same rooms

change student's academic schedule so that they do not have to drop band

eliminate students that do not demonstrate a standard of proficiency on their instrument

higher salary

Being in charge of my own rehearsal schedule times.

A sympathetic principal.

Appreciative students.

More salary

An assistant, add

Increase budget

My environment would be free of mixed up, abused, dirty kids

My school system would have enough money for a nice facility, adequately stocked with appropriate materials.

my kids would find it in their hearts to practice regularly.

Having a central place to rehearse band without having to setup and take-down after every rehearsal.

Having adequate space to store equipment and music.

All of "my" buildings would be air-conditioned and temperature control, either heat or cool, would be flawless.

Improve accoustics (sic) of bandroom and auditorium

Have more student help in administrative roles

Keep place cleaner

More communication between administration, faculty, and parents

I think, with our school size, we need a more positive atmosphere towards our extra-curriculars in order to keep them (the kids) going - So many won't take that first step or become interested.

I would like to see more emphasis put on school and learning, rather than MOC, working, babysitting, farming, etc. Many students miss out on so much, just because they have a job and are already "spreading themselves too thin!"

Better facilities

More teachers in my age group

Non-instructional interruptions and scheduling hassles

Stricter administrative discipline on students - Get rid of those students that don't want to be here.

Better facilities - the equipment etc. that I have to work with is outdated.

Budget - more money to spend on my program - also I'd love to teach either just elem, just J.H., or H.S. I never feel as I have enough time to really focus in & do a good job.

More time allowed in actual teaching.

The majority of our school board members.

An efficient secondary principal.

Student scheduling which did not hurt the music programs.

More pressure from home and community to learn.

Increased funding for equipment and physical plant.

Increase the "reverence" of academia (sic).

Better learning environment throughout building

Better music facilities

Schedule of student time

More money to improve instruments

Make more time for the job of teaching by taking about jobs like study hall, noon duty, etc.

Better role models at home for students. Many parents are lazy which reflects the student attitude.

Improve physical appearance of school. It's depressing, old and drab.

Administrator's allowing me to run the program and take time for professional development.

have classroom teachers view us as peers rather than inferiors/release time!

kids are less of a discipline problem and care more about learning

Administrators have better support

More time to work with students in a lesson situation

less pep band and other out-of-school entertainment demands

greater comprehension of music education by h.s. principal

A room where I didn't have to set up chairs every day - (I share with vocal).

It would be nice to teach in a district where they aren't fighting over reorganization - we can't win no matter what.

Variables which you can't change - certain administrative people, etc.

A more understanding administration

Fewer time constraints coupled with more performance demands

I wish to only teach instrumental music, not vocal as well

the school would be in a town, not a rural school

have a nicer facility

Colleagues with better attitude

More appreciation of aesthetic activity

More faculty positions added to adequately instruct large numbers of students

Increase budget

Add staff

Develop more consistent curriculum 5-12

Improved facilities & inventory

Reduced load

More opportunity for profession growth

Adequate budgets -

Elimination of scheduling problems -

Administrators who understood what music education is supposed to be.

Greater consistency in administering school policies & discipline

Schedule conflicts with student loads & athletic events

Attitude toward priority for music at time.

I would change "4A", B and C to positive from the negative

Students could have more flexibility in scheduling

I should be paid more

More teachers should be added to faculty to reduce teacher/student ratio

The change for me will come because after two years I am leaving this position to get away from the above pressures.

Not having to go between schools

Better equipment

More pleasant facilities

A much nicer building & facilities

Administration which is strong - committed to staying in their job.

Job security, larger student bodies focused in small grade areas - buildings housing 9-12 or 7 & 8 or K-6

Let me teach instead of being a policeman

Make students accountable for their actions.

More schedule flexibility for lessons.

A room for band at the elementary.

Money available to hire me for more teaching time.

More time for lessons individual and private during the school day

having Performance area for Pep Band in the same building as the Band Room.

We should hire Teachers who are much more committed (sic) to student success.

The administration should define the role or roles of administration and make the job description more clearly defined to the teachers and students.

I would encourage the schools to hire more aides to allow teachers to teach instead of "Baby Sit!!"

Bigger, newer facility

less travel to different buildings

more 'strokes' from parents

More salary.

Students use to expectations of students not visa versa

Parent support would be affirmative with teacher actions

No Pep Band

More time for Ensembles

Better Practice Room Facilities

Total cooperation and committment (sic) from music colleagues.

open minded administration and faculty

In-service programs that have direct or even indirect bearing on music

Most frustrating is kids attitudes!

No extra duties - study hall, work at concession stand.

Consolidate with adjoining school

Have the "environment" be farther east, closer to civilization.

Eliminate the idolatry of professional athletics.

Eliminate the idolatry of financial well-being.

Have administrators with the courage to develop a school schedule,
disregarding society's infatuation with athletics and money.

New Building or improve facilities (they're depressingly old)

Replace old equipment (hard to get a kid to respect an instrument that was
junk to begin with)

Instill a sense of pride in the band and the school in the students and the
community

increased parental support

increased financial support

realistic scheduling

New facility - we have a very old building

More time to schedule lessons

Less evening duties

get rid of single - "never married" fuddy-duddy teachers!

Phase III projects!

New facility (in the process!)

Better respect from administration toward the arts in education.

Less in-house fighting over negotiations.

Less emphasis on meetings and paper work that have little relevance to
what we're teaching.

APPENDIX G
SOURCES OF SUPPORT

Participants were asked to respond to the following open-ended question:

"Upon what or whom have you most relied for support during times of stress?" Listed below are the unedited responses.

Since we added another person in instrumental music (because of merging districts) I've had someone else to "talk to"; that has made a lot of difference. Before that I had gotten too isolated, thinking I was the only one with problems, etc. Our department (2 band people & one vocal) has a weekly meeting which has been good for communication.

We can not only organize but also vent frustrations, etc.

Administration, School board, assistant, friends, wife, & students!

Family & fellow band directors

My great administrator and colleague and spouse.

My wife, my church, and my colleagues (sic).

Faith in Christianity.

Girlfriend first

Family or colleagues second

Wife -

Playing the piano -

Gambling

2 Close Friends

Wife

Family

Peers

ISEA Staff

Friends

Myself and my family

Colleagues (within Teaching)

Peers (outside of occupation)

I have been fortunate to have an understanding administrator, unless the problem was the Principal, then I relied upon an understanding wife. My Lord Jesus Christ! Without him and my church family, school work would have "done me in" Also my Wife!

I rely upon the other instrumental staff a great deal & also on my family. I try to be very organized & prepared to avoid stressful situations.

My wife & my faith!

Coworkers

Kids

Principle (sic)

Exercise

Administrative support

Colleagues (sic), my church and beliefs and other friends.

I have used Southeast (sic) Iowa mental health for support in some cases this past year.

My wife

First, my wife and second the colleague in 7/8 grade instrumental music. Lots of cooperation in our K-12 music staff (6 teachers). Professionally and personally. Administration generally supportive as well.

Spouse - Colleague in our school & other Band Directors

During a particularly stressful period (3 years) due to unbelievable administration - my colleagues on the IHSMA Board were a fine support.

Spouse

Colleagues

My wife

My wife

My son

Music

My resolve

The other band director & a few friends

My wife, my family, and my associate director of bands. There have also been times when I have just gotten out of town to get away from it all!

A few very good friends - several different activities outside of school - movies, plays, walking, dinner with friends, playing piano

Colleagues in band directing

2 things for survival - 1) running 2) colleague

I mostly rely on my wife. She is also a band director and she understands my problems. We help each resolve problems in each other's school. Also fellow band directors, other than my wife, help relieve stress. I find those who are more experienced and contact them when a problem arises.

My Family and my fellow worker in the departments. High school
Colleagues, administrators, & my wife!

Interests outside of school.

My wife & family

My Music Promoters Support Group

Coworkers

My coworkers & my family - plus my faith in God -

Talking with friends who are university profs or neighboring school
directors. Traveling out of the area in the state in which I teach.

(The bottle) HA! HA! Just Kidding!

I have relied on most of my support from my fellow-teachers. I have met
many new friends through teaching, and if I'm having troubles, there
is ALWAYS someone I can go talk to. They might not always know
where I'm coming from, but they usually listen. My husband and my
2 yr. old hear a lot of my troubles also (unfortunately!). I have a hard
time leaving school AT SCHOOL. This is one reason why I will no
longer be teaching next year. It is a very stressful and demanding job
- and it almost seems more time is demanded OUT of school, than in
school. I felt that in all fairness to be band students, and my son, I
needed to take some time off to figure out where my priorities are
and how to alot (sic) my time!

My wife Linnae

My wife and my religion.

My husband, without doubt. He's not in music or education and doesn't
understand, but he listens with concern, checks up on me if I'm
having a band time (i.e. phone calls at lunch - "How is your day
going?") and gives awesome back rubs.

Other teachers "have you ever conflicted with this student's parents, this
student, how did you deal with the situation?" We're always there for
each other.

My wife, co-teacher, and my Superindident (sic).

family

friends/ colleagues

Away from school activities & people

I rely upon colleagues (sic) in the area and friends.

Alcohol (Just kidding - Friday afternoons only)

Playing in a professional group.

Physical activity

Reading

Family relationships

Administration

My wife

My colleagues

My principal

My wife, my personal beliefs and strengths.

Professional colleagues (sic). The directors in North Iowa are a very fine group. We exchange music, tips, knowledge, help constantly. This isn't on an organized level but an informal phone call to a colleague (sic) will usually result in accomplishing what ever is needed. One of the most stressful things about teaching in a small school, be it music or German, is the isolation. In this area, at least, we have a very strong network of support.

God, my wife, & the music faculty

proper diet - proper exercise

"quiet time" for meditation on a daily basis

learn to read signs given out by the body so as to "back-off" for a time when you body says "no more" . . . it works!

make time for hobbies - as the time spent during that participation or immediately following is perhaps the most creative and inspirational time spent in professional development

Family, administration, parents

myself, friends/ colleagues/ exercise

One of the people who I work with on a daily basis, my wife, and another director that is close by.

My experience

My administration

My staff

My spouse

Family

Education association

Colleagues

My family and various understanding students. These people listen better than fellow teachers.

My hobbies; golf & hunting, also are a great vent for stress

My Wife

My Faith

Reading

Tennis

Fishing

My Dog

Students - they usually come through

Administrators

Common sense

Value judgements

Positive thoughts

My wife and myself

I have relied upon my own musical performance (organ) and my family in time of stress.

My wife

Another teacher in the school

A few friends including other directors & music store route men

My wife

My own musical outlets

My wonderful wife!!!

Wife and professional playing career

I have a brother, sister-in-law, and brother-in-law (now ex-) that are or were band directors. In addition, I talk with my wife, our minister, principal, and school guidance counselor.

Myself!

My Faith; my husband and the 12 Step Group - Overeaters Anon.

Other Band Directors. I visit with them & find that they have the same basic problems I have. It keeps things in perspective.

Other band directors, friends from around town.

My wife is very helpful. Parents (some) are of considerable assistance. Our new principal is of help and is a good listener. The Bible and prayer are companions at all times.

prescription drug

talk to who ever I have the problem with

practice on my horn

spouce (sic)

I rely on my self. I try to understand what I can accomplish & what I can't.

By finishing projects (concerts, solos, etc.) I feel satisfaction & can look ahead more positively to projects that aren't finished or must be started.

I do look forward to the end of the year. It's the end of a major goal.

Even though the summer starts a new year, there is always the hope that insurmountable problems will be solved.

My spouse

our secretary

other teachers

my own grown children

GOD - wife - friends - colleagues - Administrators - students.

God/ Family/ Administration - All contribute to overcoming stress

My wife

My students

My colleagues & administrators

Al-Anon - Family - support Group - Give me a chance to talk about Problems

One minute management

Theory of the Inner Game of Music

family

second job . . .(new faces)

Guideposts

spouse

choir director

philosophical ideals

Spouse

Best Friend

Understanding Spouse

Prayer

Reassurance from Colleagues

My Wife

Sick leave - "mental health" to just get away for a day or two.

A reasonable good self-concept that allows me to know that "I'm OK" even if others around me aren't giving me much of that feeling or satisfaction.

God is my maker and I am confident of my faith and religious (sic) standing no matter what.

A comfortable home (retreat) to which I can go to repair.

Family depends on me "to be there for them."

Biofeedback has worked wonders

My family

Experience - there are very few big problems that I have not had to deal with at one time or another

Coworker

husband (also a band director)

colleagues

I have been very fortunate to have a very friendly staff & principal. Also 2 other first-yr. UNI grads teach within 20 mi. of me. We can share & relate experiences to remove that feeling of "I'm the only one doing this wrong/ different." I also feel that in most areas I felt I was at

least prepared to begin my teaching.

spouse

time away from job - vacation days - clinics - conventions

My wife - she is a great help.

My wife.

Spouse!

Band & Vocal Directors in my building.

Family

Faith

I have relied on my family and music staff members most during times of stress.

My Family

My Wife & friends in the Profession (sic).

Wife

Principal friend

Vocal instructor

Other teachers

My wife & Spirituality!!!

My husband & close friends.

My wife and a support group from our church.

Escape by reading or watching TV.

Principal

Wife

Vocal Director

Supt.

Principal

Knowledge that my administrators will always support me if I am reasonable.

I rely most heavily on my husband to unload on. Next would be the vocal music teacher because we end up sharing many of the same frustrations.

Just deal w/ it until the concert/contest or what have you is over.

I don't whine about stress. If I didn't like the work, I wouldn't be a band director.

Family - Colleagues

spouse

peers - fellow arts teachers

Family & religious belief -

My super wife.

The 1st 2 years in C.C. - Doug Bengtson (our Jr. High Band director)

My band kids - they can tell when you are getting stressed out!! You don't
have to tell them.

I am afraid I am one of those people who make it on my own.

hobbies

my own playing

being able to not take my job home.

Fellow music colleagues and friends

Getting away from the work place and town for a weekend.

Exercise

Listening to good music

read a book