THE RELATIONSHIP BETWEEN JOB SATISFACTION AND
THE PERCEPTION OF ADMINISTRATIVE SUPPORT
AMONG EARLY CAREER SECONDARY
CHORAL MUSIC EDUCATORS

by

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ABSTRACT

The purpose of this study was to examine the relationship between job satisfaction and administrative support as perceived by secondary choral music educators in selected schools in the state of Texas. Further, the study ascertained whether or not perceived administrative support contributes to the teachers' decision to stay or leave the profession.

Subjects included early career teachers ($n = 87$) and their principals ($n = 53$) from five geographical regions in North Texas. Identical questionnaires were distributed to teachers and principals to ascertain their level of agreement regarding music education philosophy and the value of methods of professional assistance. In addition, teachers answered questions regarding job satisfaction, intention to stay or leave the teaching profession, and intention to stay or leave their current teaching position.

Results indicated that factors leading to greater job satisfaction include community and parent support, higher salary, and administrative support. Early career teachers intending to leave the profession included inadequate administrative support, lack of student motivation, job stress, and lack of student discipline among their primary reasons. Teachers intending to change schools indicated job stress, lack of student motivation, and lack of student discipline were primary factors. An examination of methods of professional assistance revealed that early career teachers rank colleagues in music field and music workshops and conferences as being the most beneficial.

A comparison of teachers' and their administrators' ratings of the value of various

methods of assistance showed a non-significant positive correlation. In addition, a comparison of teachers' and their administrators' philosophies of music education revealed a non-significant positive correlation. The low level of agreement between teachers and principals was consistent among teachers intending to leave the teaching profession, as well as those planning to change schools.

The study seemed to indicate that administrators do have an impact on job satisfaction, as well as the retention of early career teachers. A lack of agreement teachers and principals regarding philosophy of music education and the value of various methods of assistance seemed to be related to teachers' intention to both leave the teaching profession and to leave their current teaching position.

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CHAPTER I

ORIENTATION TO THE STUDY

Statement of the Problem

Retention of qualified educators to fill teaching positions in our nation's schools is one of the most critical challenges facing the field of education today. The United States Department of Education estimates that as many as 2.7 million new teachers will be needed to staff public schools by 2009 (Henke, Choy, Geis & Broughman, 1996).

The high rate of teacher attrition has substantially contributed to the teacher shortage (Ingersoll & Smith, 2004). Hunt and Carroll (2002) point out that "the teacher 'shortage' turns out to be just the visible side of a coin, whose underside is high attrition rates" (p. 3). According to a survey conducted by *Education Week* (Morrow, 1999), about 20% of all beginning teachers quit teaching after 3 years, while 50% leave after 5 years. Ingersoll (2001) compares teacher turnover to a "revolving door" whereby teachers enter the field, then leave shortly thereafter in large numbers.

The alarming statistics on teacher shortages in the general education populace apply to the field of music education as well. The National Association for Music Education recently published a research report stating that approximately 11,000 new music teachers are needed to fill vacancies in the United States annually, yet only about 5, 500 new music educators join the profession each year (Hill, 2003).

One of the leading factors contributing to teacher attrition is lack of administrative support (Krueger, 2000; Natale, 1993). Research indicates that the reason new teachers

are most likely to leave the profession is because they feel a lack of support during their early years in teaching, the most challenging in a teacher's career (Natale, 1993).

Studies demonstrate that job satisfaction among teachers is strongly contingent on positive administrative support (Heston, Dedrick, Raschke, and Whitehead, 1996).

Beginning teachers who have a positive relationship with their principals are more likely to stay in the profession (Chapman & Green, 1986; Colley, 2002; Fredricks, 2001; Ives, 2003; Jorissen, 2002; Peck, 2002; Westfall, 2003).

Because the quality of music programs may be considered to be contingent on the continuity of music personnel, music teacher attrition can diminish the effectiveness of music programs in the schools (Krueger, 2000). Thus, in order to improve the quality of music education in the United States, it is crucial that the shortage of music teachers be abated (Anderson, 2000). Retention of educators is a fundamental solution to alleviating the teacher shortage (Morrow, 1999). To ensure that beginning music teachers remain in the teaching profession, factors strongly affecting attrition need to be examined and evaluated (DeLorenzo, 1992; Madsen & Hancock, 2002). Investigation into issues surrounding administrative support is particularly critical, in that a strong relationship appears to exist between teacher retention and support from administration (DeLorenzo, 1992).

Purpose of the Study

The purpose of this study is to examine the relationship between job satisfaction and administrative support and curricular philosophy as perceived by among secondary choral music educators in selected schools in the state of Texas. Further, the study will

ascertain whether or not perceived administrative support and curricular philosophy contributes to the teachers' decision to stay or leave the profession. Finally, the study will determine whether or not perceived administrative support and curricular philosophy contributes to a teacher's decision to change schools.

Research Questions

This study addresses the following questions: Is there a difference between the administrators' and teachers' perception of administrative support for beginning music teachers? Which issues are related to teacher job satisfaction? Which factors impact a teacher's decision to stay or leave the profession? Which factors affect a teacher's decision to stay or leave their current teaching assignment?

Contribution and Significance of Study

This study contributes to the body of research relating to beginning music teacher retention and attrition. As the review of literature will reveal, many studies have been conducted regarding why beginning teachers stay or leave the teaching profession. However, despite the fact that principals strongly influence teacher attrition and retention, there is a paucity of research regarding ways administrators can meet the needs of beginning teachers (Brock & Grady, 1998). This holds true for beginning music teachers, as well. Conway (2003) states: "If music education researchers can create a solid research base dealing with beginning music teachers, we may be able to provide administrators and policy-makers with evidence of the needs of music teachers" (p. 21).

The mass exodus of teachers early in the early phase of their careers and the burgeoning teacher shortage poses a problem for school administrators. Principals are in a position of authority whereby they can engage strategies to retain the teachers they hire. The findings of this study are intended to assist administrators in identifying variables influencing beginning choral music teachers' job satisfaction and their decision to stay or leave the teaching profession. Thus, providing principals a clearer understanding of pertinent factors can enable them to more successfully address the challenge of retaining beginning secondary choral music educators.

Limitations of the Study

This study contains several limitations. First, it is imperative to define attrition and retention as it will be used in this investigation. Billingsley (1993) points out that the research does not provide a decisive definition of the terms attrition and retention, thus their use is inconsistent. Grissmer and Kirby (1987) add that there is "no single appropriate definition of teacher attrition. Indeed, one cannot define teacher attrition until one defines the policy or research context in which a particular definition will be used" (p. 7).

This study only approximated teacher attrition or retention in that the new music teachers were questioned regarding their *intention* to continue teaching or to remain at the same school. Thus, for purposes of this study, attrition will include those teachers intending to leave the teaching profession or transferring to a different school. Retention pertains to new teachers intending to remain at the same school in the same teaching assignment.

A second limitation to this study is that the data gathering instrument used is a questionnaire, which allows respondents to answer questions in ways they perceive to be favorable, rather than being truthful. Schloss and Smith (1999) explain:

Standardized questions can also be limiting. By trying to devise items that are minimally appropriate for a large number of people, you may miss what is important to some. In addition, responses can be artificial because, frankly, your respondents can lie. Surveys are self-reports of what people say they think or do. You have no way of knowing if the information they are providing is accurate; thus, the validity of your study may be undermined. (p. 57)

The element of anonymity is used in this study to encourage more truthful and accurate responses.

Finally, the subjects for this study consisted of 87 secondary choral teachers with four or fewer years of teaching experience at the beginning of the 2004-2005 school year. Subjects were selected from public schools in the North Texas area, including Regions 3, 5, 7, 20, and 24, as delineated by Texas Music Educators Association (TMEA).

Administrators used for this study consisted of 53 principals who were the immediate supervisors of beginning music teachers used in the study.

Plan of Presentation

Chapter 2 includes a review of the pertinent literature related to teacher shortage, teacher attrition, administrative support, and job satisfaction.

Chapter 3 explicates the study design, including the development of the questionnaires, selection of subjects, implementation of data collection, and the statistical tests used.

Chapter 4 contains the results of the study pertaining to the perception of administrative support and its relationship to job satisfaction and teacher attrition and retention.

Chapter 5 presents a discussion and explanation of the results. Recommendations for further research are included.

CHAPTER II

REVIEW OF THE LITERATURE

Shortage of Teachers

The growing shortage of teachers is an epidemic that plagues our nation's schools. Although the teaching profession has traditionally experienced high rates of turnover and attrition (Heyns, 1988), current trends potentially place our country's educational system in jeopardy. Studies indicate that more than two million teachers will be needed in the next ten years to staff our nation's schools. However, out of the approximately 200,000 new teachers that will be needed annually for the next ten years, estimates indicate that only about half that number will enter the teaching profession, and many of the new entrants will not stay. In addition, 25% of our nation's teachers are 50 years or older and are predicted to retire in the next ten years, creating additional positions that must be filled (Lucksinger, 2000).

A survey conducted by Scholastic Inc. and the Council of Chief State School Officers in 2000 revealed that nearly 50% of respondents reported a shortage of qualified teachers in their schools (Anderson, 2000). The American Institute for Employment in Education anticipates that the number of teachers needed in our nation's classroom will rise between 12 and 14 % by the year 2008 (Anderson, 2000).

Texas Workforce Commission reports that Texas will need over 82,000 new teachers by 2008. The Bureau of Labor Statistics projects teaching as one of the fastest growing occupations over the next 5 to 10 years and beyond, with demand and growth continuing to increase (State Board for Educator Certification, 2004).

The national teaching shortage is felt acutely in the field of music, with demand for music teachers at an all-time high, while the number of entrants is declining (Asmus, 1999). National statistics indicate that annually half as many music teachers as are needed graduate from colleges, with approximately half of those leaving the profession within their first years of service (“Teacher shortage”). The Montana Office of Public Instruction reported that music was the primary area of teaching shortage in the state for the 1999-2000 school year (Anderson, 2000).

As a result of the shortage of music teachers, many districts are forced to hire teachers who have do not have a degree in music education. In Florida, 12.1% of the new hires for music in 1999 were from “out of field,” suggesting that there were an insufficient number of trained music educators to apply for the available jobs (Anderson, 2000). The Music Educators National Conference reports that between 9 and 27 million students in the United States do not receive a satisfactory music education due to a lack of trained music educators (Hill, 2003).

Rate of Teacher Attrition

High rates of attrition are responsible for magnifying the teacher shortage. A study by the National Commission on Teaching and America’s Future (Hunt & Carroll, 2002) warns that “an alarming and unsustainable number of teachers” are leaving the profession during the first few years (p.3). Teaching has traditionally been characterized as a vocation with high levels of attrition, particularly among the beginners (Grissmer & Kirby, 1987, 1997; Hunt & Carroll, 2002; Lortie, 1975; Murnane, Singer, Willett,

Kemple, & Olsen, 1991; Veenman, 1984). Ingersoll (2002) notes that the attrition rate among teachers is significantly higher than for other vocations.

Research indicates that the highest rates of attrition occur during the early years of teaching (Curran, Abrahams, & Manuel, 2000; Heyns, 1988; Ingersoll & Smith, 2003; Keller, 2003; Merseth, 1992; Murnane, Singer & Willett, 1988; Shenn, 1997b). Studies have found that 25% of teachers leave after one year (Norton, 1999) and 9.3 % do not complete their first full year (Weiss & Weiss, 1999). Additional studies show that as many as 40% of teachers will leave two years after entering the profession (Karge, 1993; Lucksinger, 2000; Sclan, 1993) and only 50% remain in teaching after five years (Kestner, 19994; Norton, 1999). In 2002 , the Oregon Quality Assurance in Teaching Program (O-QAT) published a Teacher Attrition/Retention Study that revealed that one-third of Oregon's new teachers leave after only three years of teaching, which is in keeping with the national rate (Daly, 2002). A recent study reports that Texas has a 40% turnover rate among public school teachers in their first three years of teaching (Texas Center for Educational Research, 2000). Murnane, Singer, and Willett (1988) describe the likelihood of a beginning teacher surviving in the profession as follows:

At the very beginning of the study, when all the teachers have just started their employment, 100% of them are 'alive,' engaged in teaching, and their survival probability is 1. As time passes, teachers gradually 'die,' leave the profession, and the survival probability drops steadily towards zero. (p. 25)

The first years of teaching have been described as a time of keen disillusionment (Gaede, 1978). Certo and Fox (2002) found that new teachers are largely unprepared for the demands of teaching. One teacher explains:

[I] didn't realize that it would be like this...all the ways you are pulled by several different people, all the expectations, paperwork, after school, how to manage your time, how to organize it all when you feel like things are coming at you from all different directions. (p. 72)

As early as 1983, Schlechty and Vance reported that 40% to 50% of teachers leave the profession within the first seven years. Many studies place the teacher attrition rate as high as 50% within the first 5 years (Chapman & Hutcheson, 1982; Charters, 1970; Colbert & Wolff, 1992; Colley, 2002; Huling-Austin, 1990; Ingersoll & Smith, 2003; Mark & Anderson, 1978; Murnane, Singer, Willett, Kemple, & Olsen, 1991; Odell & Ferrano, 1992). Beginning in the early 1990s, the number of teachers leaving has exceeded the number of entrants by an increasing rate (Darling-Hammond, 2003).

Attrition rates are even higher in high-poverty and urban schools (Delgado, 1999; Quartz, 2003). Ingersoll (2001) reports that teachers in high-poverty schools are 50% more likely to leave than in low-poverty schools and that beginning teachers in urban districts leave at higher rates than their counterparts in suburban schools. Studies show that 30 to 50% of beginning teachers who teach in urban schools leave within the first three years (Hill, 2003).

A study by the National Commission on Teaching and America's Future (Hunt & Carroll, 2002) indicates that while the teacher retention problem is found, in varying degrees, in every state, Texas was found to be one of the more dramatic cases. In 1998-99 school year, of the over 63,000 teaching positions opened in the state, about 46,600, or 74% were due to teachers leaving the profession prior to retirement. Further, it was found that many of the teachers who left were new to the profession. Between 1993 and 1996 as many as 19% of beginning teachers in Texas left teaching after their first year.

Alternative certification, a provisional licensing arrangement whereby an applicant generally is required to have a bachelor's degree in the subject area taught and must take teacher preparation courses to meet state certification requirements, has been used by some districts to help alleviate the teaching shortages created by attrition (Anderson, 2000). However, a recent study in Texas which revealed that alternatively certified teachers had higher attrition rates than their certified counterparts (Fuller & Alexander, 2003). Research indicates that the attrition rate for teachers who enter the profession through an alternative means can be as high as 60% (Darling-Hammond, L., Berry, B., & Thoreson, A., 2001). Moir (2003) explains that alternative certification contributes to the attrition rate, rather than diminishing teacher shortages. He states:

The loss of new teachers also has a follow-on effect, as replacement teachers are recruited in haste to meet class-size requirements. Often, these emergency hires lack adequate training. In some large urban cities, as many as 50% of their new hires are on qualification waivers of some kind. Expected to complete their credentials even as they struggle to acquire real-life teaching experience, these replacement teachers' first years prove still more challenging, and the chances of them living up to their aspirations as educators are even lower. As each new generation of teachers face greater difficulties, the stage is set for a self-perpetuating cycle of attrition. Taxpayers, new teachers and, most importantly, students all bear the cost of this cycle. (p. 2)

Music education is also challenged by what Lautzenheiser (2001) describes as "the dual problem of a music teacher shortage and an alarming attrition rate" (p. 38). A survey of new members to the Texas Music Educators Association conducted by Killian and Baker (2004) found that 20% of music teachers intend to leave the profession regardless of years of experience, age, or teaching field. Madsen and Hancock (2002) conducted a longitudinal study of certified music teachers who graduated from the same university and found that 34.4% of them had left the teaching field after 6 years.

Although numerous studies report music teacher shortages, a paucity of data is available regarding the attrition rate of music educators.

Impact of Teacher Attrition

A low level of employee turnover is normal and healthy in any occupation in that it offsets potential stagnancy, eliminates low performers, and encourages innovation with the insertion of new blood (Ingersoll & Smith, 2004). However, high levels of employee turnover lead to low performance and ineffectiveness in organizations, and result in a number of costs and negative consequences.

The expense of teacher turnover is far-reaching. A study by the National Commission on Teaching and America's Future (Hunt & Carroll, 2002) reported that nationwide schools hired 534,861 teachers, but by the end of the school year, 539,778 had left their positions, resulting in a net loss of 4,917 teachers. Hunt and Carroll (2002) describe the result of the high turnover as follows:

This churning staff turnover keeps school administrators scrambling to find replacements, and in too many cases quality teaching is compromised in an effort to find a sufficient number of warm bodies to staff the classrooms. In the wake of this turmoil, student achievement declines. (p. 8)

Elevated rates of teacher attrition are costly in the recruitment, hiring, and training of new personnel. (Chapman, 1984; Brewster & Railsback, 2001; Shen, 1997b). Norton (1999) explains that replacing employees costs 25% of each person's salary. Thus, if a school district loses 6% of 1,000 teachers earning \$25,000 annually, the replacement cost would be \$375,000. The price tag on the cost of replacing almost 16% of our nation's teachers annually is astronomical (Hunt & Carroll, 2002). A study of Texas educators

conducted in 2000 estimated that the annual turnover rate of 15%, including a 40% attrition rate for teachers in their first three years, costs the state approximately \$329 million annually, or \$8,000 per recruit who leaves within the first few years. If the costs include termination, substitutes, learning curve loss, and new training, then the price could be as high as \$2.1 billion (Texas Center for Educational Research, 2000).

The high price tag of teacher turnover does not include the cost of what Kastelic calls “the loss of intellectual capital” (Ettorre, 1997, p. 4). Studies have found that teachers leaving the profession were more gifted academically and were more qualified than those who stayed (Chapman & Green, 1986; Halford, 1998; Henke, Geis, & Chen, 2000; Heyns, 1988; Murnane, Singer, Willett, Kemple, & Olsen, 1991; Schlechy & Vance, 1981). A study conducted by Davis (1988) found that 67.7% of the 108 teachers who had voluntarily withdrawn from teaching had average to superior performance ratings by their principals.

An additional consequence of high employee turnover is its negative effect on organizational coherence, stability, and morale. This is felt more acutely in education, in that extensive interaction is required between teachers, students, and families, thus making coherence, continuity, and cohesiveness critical (Ingersoll & Smith, 2004). High teacher turnover has the potential to seriously undermine a positive sense of community among families, teachers, and students that has long been considered by education researchers to be one of the most important gauges and conditions of successful schools (Ingersoll, 2001).

High rates of teacher attrition undermine both the quality and stability of school programs (Boe, Bobbitt, & Cook, 1997; Lucksinger, 2000; Shen, 1997b). Millinger (2004) describes the negative outgrowth of teacher turnover as follows: “Principals find school culture difficult to establish, students consistently get inexperienced teachers, and the school community hesitates to make significant personal and financial investments in people who may not stay long enough to give something back” (p. 66).

The most severe consequence of high teacher turnover is its negative effect on teaching quality and student achievement. Evidence suggests that teacher ability is the single most important factor affecting student achievement (Curran, Abrahams, & Manuel, 2000; Geringer, 2000). Research indicates that beginning teachers (those with fewer than two to three years of experience) are considerably less effective than more experienced teachers (Hunt & Carroll, 2002). Evidence suggests that teacher effectiveness dramatically increases after the first few years of teaching (Kain & Singleton, 1996); thus, schools fail to receive a long-term payoff from their investment in beginning teachers who leave (Carroll, Reichardt, & Guarino, 2000; Darling-Hammond, 2003; Lucksinger, 2000). Berry (2004) points out:

With new teachers turning over at astronomical rates, school and district resources are withered away as more dollars have to be spent preparing a constant new crop of novices who arrive with little teaching knowledge and leave before they become skilled. (p. 22)

Attrition negatively affects the quality of music programs as well. When music teachers leave the profession and teaching positions go unfilled, music programs are cut from the curriculum (Bergee & Demorest, 2003). Further, music programs are most

effective when there is stability within the teaching staff and when that continuity is disrupted, student learning is hindered (Krueger, 2000; Shen, 1997b).

Causes of Teacher Attrition

A number of factors have been cited as causes of the high rate of teacher attrition, including student discipline problems (Eggen, 2002; Ingersoll, 1002; Langdon, 1996; Madsen & Madsen, 1998; Norton, 1999; Norton & Kelly, 1997; Veenman, 1984), salary (Colley, 2002; Ingersoll, 2001; Kim & Loadman, 1994; Kirby & Grissmer, 1993; Norton & Kelly, 1997), and poor student motivation (Ingersoll, 2001; Ingersoll & Smith, 2003; Jorissen, 2002). In addition, new teachers decide to leave the profession due to work environment issues, such as their assignment to the most difficult classes (Chapman & Green, 1986; Colley, 2002; Halford, 1998; Norton, 1999; Ponessa, 1996), large numbers of students (Billingsley & Cross, 1992; Eggen, 2002; Ingersoll, 2001; Norton, 1999; Norton & Kelly, 1997), requirement to teach classes outside their teaching field (Johnson & Birkeland, 2003a; Norton, 1999), the additional burden of extracurricular duties (Colley, 2002; Eggen, 2002; Norton, 1999; Norton & Kelly, 1997; Ponessa, 1996), and a sense of isolation and abandonment (Chapman & Green, 1986; Colley, 2002; Conway, 2003; Hope, 1999; Johnson & Birkeland, 2003b; Jorissen, 2002; Krueger, 1999; Lortie, 1975; Lucksinger, 2000; Merrow, 1999; Norton, 1999).

Due to their lack of veteran status, most beginning teachers are assigned the remedial classes containing large numbers of low-achieving, unmotivated students with diverse needs (DePaul, 2000; Gordon, 1991; Halford, 1999; Huling-Austin, 1986;

Kestner, 1994; Peck, 2002; Veenman, 1984; Yee, 1990). This is a major factor in their decision to defect from the teaching profession.

Education has been described as “the profession that eats its young” (Halford, 1998, p. 33). New teachers are held accountable for skills than can only be gained through experience (Huberman, 1989). Renard (2003) states: “we expect brand-new, just-out-of-the-wrapper teachers to assume the same responsibilities and duties as our most seasoned professionals, and we expect them to carry out those duties with the same level of expertise and within the same time constraints” (p. 63). Brewster and Railsback (2001) add that, unlike other fields in which new employees spend years training and preparing for challenging assignments, first-year teachers are oftentimes expected to carry out the same duties and responsibilities as veteran teachers who have taught for 20 years. Scott (1995) points out that it is no wonder that new teachers often feel “demoralized and dispirited, anxious about their efficacy and their capacity to cope” (p. 96).

Renard (2003) adds that veteran teachers can share stories about their first years when they received the worst students, the worst classrooms and supplies, the worst teaching assignments, had to teach from a cart with no classroom of their own, and were assigned unwanted duties, yet were expected to take it all in stride because they were expected to pay their dues. The culture of many high schools perpetuates the system whereby new teachers must survive overwhelming working conditions in order to “earn their stripes” (Peck, 2002). DePaul (2000) posits that vast numbers of promising teachers

leave education due to lack of confidence, disillusionment, exhaustion, and lack of support.

Norton (1999) explains that new personnel are frequently given the heaviest teaching loads or are assigned to the most difficult schools in the district. He goes on to say that when first year teachers are placed in situations that provide them opportunities to capitalize on their strengths, to refer to their background and experiences, and to pursue their own interests, they are much more likely to be successful. Jorrissen (2002) points to appropriate teaching assignments as a major factor in teacher attrition: “Teaching subjects for which one is unprepared is a precursor to discouragement, disillusionment, dissatisfaction, and the abandonment of teaching” (p. 50).

A lack of input in decision-making regarding assessment, curriculum, policy and scheduling also results in teachers leaving the profession (Certo & Fox, 2002). An additional factor leading to new personnel leaving the teaching profession is frustration and difficulties associated with administrative routines and the paperwork required (Eggen, 2002; Norton, 1999).

Music educators face challenges that are unique to their subject area, resulting in high levels of burnout and making them primary targets for attrition (Heston, Dedrick, Raschke, & Whitehead, 1996). Madsen and Hancock (2002) explain that “although [general education] findings suggest relationships transferable to an investigation of music educators, the reinforcing nature of music, idiosyncratic teacher prerequisites, and unique demands placed on the in-service music teacher (e.g., performances) obfuscate generalization” (p. 8).

Because music teaching frequently involves specialized skills and responsibilities that are not required of general educators, early career music teachers may require additional types of assistance (DeLorenzo, 1992). While both beginning music teachers and general classroom teachers encounter difficulties dealing with classroom management, assessment, curriculum, and a sense of isolation, the nature of the music classroom demands a unique approach to these challenges (Conway, Krueger, Robinson, Haack & Smith, 2002). Conway, et al. (2002) explicate: “A novice often finds that strategies that work in a typical desk-lined classroom do not completely transfer to the challenges of a studio or rehearsal classroom” (p. 11). Whereas most regular classrooms contain a maximum of 30 students, secondary music classes can contain over 100 students. This large student population compounds the challenge of classroom discipline, planning curriculum, seating assignments, taking attendance, distribution of instructional and informative materials, and grading (Scheib, 2002).

Beginning secondary music teachers require assistance with the numerous administrative duties associated with their various ensembles. These duties include: (1) instrument assignment, purchasing, inventory, and maintenance; (2) uniform assignment, purchasing, alterations, and maintenance; (3) music inventory, selection, distribution, and arranging; (4) rehearsal scheduling; (5) performance scheduling; (6) transportation arrangements; (7) trip planning (e.g. schedule, lodging, chaperones, transportation, fundraising); and (8) booster club organization (Scheib, 2002).

Music educators are assigned numerous responsibilities beyond their teaching duties in order to manage and maintain a music program, including recruitment, planning

concerts and trips, conducting rehearsals before and after school, fundraising, and pressures of public performances and competitions (Conway, 2003; Hamann, Daugherty & Mills, 1987; Heston, Dedrick, Raschke & Whitehead, 1996; Hylton, 1989; Scheib, 2002). Conway (2003) adds that secondary music teachers are required to take their ensembles to perform at football games, basketball games, graduation ceremonies, musicals, solo and ensemble festivals, tours, and many community events.

Jones (1978) points out that a whole spectrum of problems is faced by early career music teachers, including:

isolation, loneliness, culture-shock, in-service help, community relations, feelings of failure, of being in a 'sink-or-swim' situation, of feeling overworked, overburdened, overwhelmed, over-tired, of being confused by or in disagreement with administrative policies and evaluations, dealing with parents, and feeling threatened, insecure, or vulnerable. (p. 7)

Isolation during the first year of teaching is prevalent and often traumatic for beginning music teachers (Krueger, 2000; Thompson, 1988). A study conducted by Krueger (1999) found that a sense of isolation is a dominant pattern among beginning music teachers. Subjects reported that working an extended day, being the only music teacher in their school, traveling among several schools, and being removed from daily interaction with the other teachers in their schools contributed to their feelings of isolation. The subjects added that their sense of isolation was enhanced by the perception of classroom teachers that the music teacher's job was primarily to provide a planning period for the classroom teachers.

Factors leading to music teacher attrition include difficult teaching loads, inappropriate student behavior, and a perceived lack of support from school

administrators and the community at large (Heston, Dedrick, and Raschke, 1996; Hoffer, 1982). Much of the research on beginning music teachers suggests that they are more frequently assigned to more difficult classes and more difficult teaching loads than the general educators (Conway, 2003; Gold, 1996; Odell & Ferraro, 1992). A number of beginning teachers struggle with teaching assignments outside of their specialized content area (e.g., choir, orchestra, or band). Although some state certification programs include an all-encompassing music K-12, it does not necessarily follow that teachers are qualified to teach areas in music in which they have not had sufficient preparation or experience (Conway, 2003; Conway, 2002; Conway, 2001).

Additional factors leading to dissatisfaction among music teachers include inadequate music facilities and/or a deficient budget for equipment, supplies, and materials (Krueger, 2000). One teacher described her situation as follows:

The music facilities at our school were terrible; there was asbestos in the room, and it was so horrible that you knew the kids didn't feel good about it. They kept saying it was next on the list to be remodeled, but it had been for years. We could hear the band constantly since there was no soundproofing between rooms. Sometimes the rain on the metal roof got so loud that we couldn't even sing. (Krueger, 2000, p. 24)

In a poll of music teachers who spent less than three years in the classroom,

subjects disclosed the following reasons for leaving the profession: I had no idea I would spend so much time taking care of things outside of the music teaching. I didn't understand how to deal with budgets, schedules, other faculty members, administrators, and the ongoing responsibilities that just showed up every day. I found myself living in constant stress because I couldn't get everything accomplished. It was great working with the students making music, but that was such a small part of my day. There were so many things out of my control, and I didn't have anyone to turn to for help. (Lautzenheiser, 2001, p. 39)

Administrative Support

Studies indicate, additionally, that one of the leading causes of teacher attrition is lack of administrative support (Billingsley & Cross, 1992; Certo & Fox, 2002; Eggen, 2002; Hunt & Carroll, 2002; Ingersoll, 1999; Ingersoll, 2001; Johnson & Birkeland, 2003b; Krueger, 2000; Lucksinger, 2000; Marlow, Inman, Betancourt-Smith, 1997; Metzke, 1988; Natale, 1993; National Center for Educational Statistics, 1991; Norton, 1999; Norton & Kelly, 1997; Ponessa, 1996; Ponick, Keating, Pontiff, & Wilcox, 2003; Quartz, 2003; Whitener, Gruber, Lynch, Tingos, Perona, & Fondelier, 1997).

Over 45% of the youngest public school teachers cited lack of administrative support as the primary reason why they left the teaching profession (Natale, 1993). Seventy-three percent of Oregon teachers named lack of administrative support as a factor influencing their decision to leave the profession during their first five years of teaching (Ankeny & Zanville, 2002). In a study conducted by the National Education Association in 1990-91, teachers ranked “incompetent and uncooperative administrators” as the primary hindrance to doing their jobs well (Natale, 1993, p. 15). When asked what they found least satisfying about their job, teachers’ number one response was lack of support from parents, administration, and community (Heston, Dedrick, Raschke, & Whitehead, 1996). A study conducted by Ulriksen (1996) found that job dissatisfaction among teachers is most closely connected to administration and interpersonal relations.

A survey of 100 new teachers in a large metropolitan school district, revealed that 75% of the teachers received minimal help from principals and supervisors (Deal and Chatman, 1989). In a study conducted by the Teacher Standards and Practices

Commission in Oregon (Myton, 1984) it was found that school administrators reported providing more assistance than beginning teachers reported receiving. Administrative support was described as “ceremonial and ritualistic” and supervision was regarded as being “perfunctory and infrequent.” Research indicates that principals have an inaccurate perception of the impact that they have upon teachers’ job satisfaction (Ulriksen, 1996).

Administrative support is defined by Certo and Fox (2002) as “policies or practices that support teacher work and create an environment that treats teachers as professionals” (p. 62). The principal is responsible for providing a nurturing work environment that encourages the retention of new teachers (Hipp & Bredeson, 1995). Peck (2002) describes the administrator’s role in teacher retention as follows: “The principal as the instructional leader of his or her school, has responsibility for hiring and retaining the best new teachers and is ultimately responsible for alleviating, and if possible, overcoming barriers that interfere with retention of new teachers” (p. 3).

A survey of 359 former South Carolina teachers indicated that the primary issue in teacher attrition is lack of support in areas over which administrators have some authority, including behavior management support, supportive environment, workload/work role support, and financial support (Eggen, 2002). National survey data show that teachers’ decisions to remain in teaching are closely associated with the teachers’ perceptions about administrative support, resources, and teacher input in policy and decision making in their schools (Darling-Hammond, 1997).

Administrative support encompasses a large domain, including: new teacher assignment practices; visibility/spending time in classrooms; listening to teachers’ needs

and positions; professional development practices; resources and supplies; and teacher recognition (Certo & Fox, 2002). Beginning teachers look to their principals to provide instructional leadership and support, thus providing “opportunities to experiment, refine their craft, and mature” (Colley, 2002). In a study conducted by Brock and Grady (1998) first-year teachers named the school principal a primary source of guidance and support. However, new teachers pointed out that principals often overlook two important issues: the need for assistance throughout the first year and the vital role the principal performs in the new teacher induction process.

The quality of the first teaching experience is the factor that is most closely connected with attrition (Ankeny & Zanville, 2002; Chapman, 1984; Hope, 1999; Karge, 1993). Chapman (1984) points out that administrators can influence attrition by “shaping the tone and quality of a new teacher’s first teaching experience” (p. 655). The first year of teaching is critical in that it strongly influences what kind of teacher a person will become (Hope, 1999).

Working conditions are largely viewed as the most critical factor in high rates of teacher attrition (Heyns, 1988; Hunt & Carroll, 2002; Lucksinger, 2000). School administrators are primarily responsible for setting the tone for the school’s working environment (Fredricks, 2001). Administrative support plays a key role in either positively or negatively impacting the working conditions of a new teacher (Peck, 2002). Billingsley (1993) posits: “Administrators influence the conditions in which teachers work; therefore, it is not surprising that administrative support has been consistently linked to attrition or retention” (p. 153).

The working conditions that teachers face upon their entrance into the teaching profession strongly influences their decision to either leave or stay (Peck, 2002). New teachers' comfort levels and their desire to stay in teaching are in direct relationship with their perception of administrative, collegial and parental support (Ankeny & Zanville, 2002; Karge, 1993). In the Eggen (2002) study, beginning teachers who left the profession described administrators as "not caring, avoiding visibility in the school, staying out of classrooms, and giving little feedback to new teachers" (p. 2). In a study 50 new teachers in Massachusetts, the leavers described principals as being "arbitrary, abusive, and neglectful," as well as "absent, punitive, and controlling" (Johnson & Birkeland, 2003a, p. 594, 599).

Research shows that retention of new teachers is strongly affected by work conditions over which administrators wield control, such as resources for teaching, professional development, spending time in the classroom (visibility), listening to teachers' needs, and input in decision making (Certo & Fox, 2002; Chapman & Green, 1986; Colley, 2002; Daly, 2002; Darling-Hammond, 2003; Karge, 1993; Shen, 1997b; Wells, 1993).

The classroom of a new entrant into teaching often becomes an "isolation chamber" in which they must either "sink or swim" (Ingersoll, 2003; Johnson, 1990; Johnson & Birkeland, 2003a). Principals can address this sense of isolation by visiting new teachers' classrooms regularly and providing constructive feedback (Hope, 1999). Colley (2002) explains that "it is when the principal's support and affirmation is absent

that beginners feel abandoned and that they lack the resources to succeed” (p. 22). Gold (1996) maintains:

From the perceptions of new teachers, the beginning months of teaching are crucial in their decision to make a commitment to teaching and to remain in the profession. One of their major goals for this first state of teaching is to be in an assignment that is congruent with how they perceive themselves and the teaching role. If the situation is too challenging, they feel overwhelmed. If it is too lacking in opportunities for growth and development, they tend to be disappointed and discouraged. The context, therefore, into which the new teacher is placed is of utmost importance for the new teacher’s success. (p. 578)

Beginning teachers oftentimes receive teaching assignments that diminish their chances of success (Lucksinger, 2000). As one teacher explained:

Administrators give new teachers the hardest, most challenging classes and the most preparations, so they have maybe four different classes to prepare for every day, and then administrators expect that that's going to make them excited about teaching. It's just not conducive to retaining young, enthusiastic people. (Morrow, 2000, p. 51)

Ingersoll and Smith (2003) state that four school working conditions predominantly influence a teacher’s decision to quit: lack of support from school administration; classroom management; lack of student motivation; and no influence over classroom and school wide decision making. Administrators can play a vital role in solving school staffing problems by “improving teachers’ working conditions [which] would contribute to lower rates of new teacher turnover, thereby diminishing school staffing problems and improving the performance of schools” (Ingersoll & Smith, 2003, p. 33).

Conversely, administrators strongly influence a teacher’s decision to remain in the profession (Betancourt-Smith, Inman, & Marlow, 1994; Billingsley, 1993; Bobbitt, Faupel, & Burns, 1991; Brewster & Railsback, 2001; Chitton & Sistrunk, 1990; Ingeroll,

1999; Johnson & Birkeland, 2003a; Metzke, 1988; Peck, 2002). In a study investigating teacher retention and attrition in Virginia schools, Certo and Fox (2002) discovered that quality administration was one of the primary reasons teachers remain in the profession. Certo and Fox (2002) found that “reasons for leaving and reasons for staying often acted as inverse variables (for example, a teacher may leave because of poor administration or stay because of quality administration)” (p. 60). The results of a study conducted by Ingersoll (2001) indicate that turnover rates are decidedly lower in schools that provide greater administrative support to teachers. Wong (2004) describes effective administrators as those who provide support to new teachers by believing in their potential to become effective educators, collaborating with them, teaching them, and being an effective role model.

Certo and Fox (2002) explain:

Principals play a crucial part in administrative support by supporting and encouraging teachers. When principals communicate their expectations clearly, enforce student rules of conduct consistently, and support teachers in doing so, provide professional development or resources when necessary, and when teachers are evaluated fairly and recognized for their strengths and accomplishments, teachers are more inclined to have high morale and to be committed to their teaching positions. (p. 72)

Fredricks (2001) adds:

The most important thing an administrator can do is support the teachers. Teachers who know they have the backing of their administrators will feel the freedom to experiment with new teaching techniques and find the best way to help their students succeed. (p. 48)

Shen (1997a) noted that a statistical difference exists between teachers remaining in the profession and those leaving in terms of their perception of their working

conditions. Stayers tend to perceive that administrators are more aware of their problems and that they have more input in the formulation of school- and teaching-related policies (Shen, 1997b). Research indicates that teacher retention is linked to working conditions which include a supportive principal who provides opportunities for teacher leadership, teacher input in decision making, time to observe colleagues, and a smaller workload (Berry, 2004).

Lucksinger (2000) reports that having a supportive work environment appears to be more influential in retaining new teachers than salaries. She compares teaching to business and industry, where 70% of employees quit their jobs because they are dissatisfied with their immediate supervisor. Jorissen (2002) states: “Principals who keep good teachers are those who provide an environment in which new teachers develop competence, gain a sense of efficacy, and take pride in being teachers. These are the teachers who stay” (p. 54).

With appropriate administrative support, “new teachers ought to emerge from their first few years of teaching feeling empowered, supported, and capable in all roles of the classroom teacher” (Renard, 2003, p. 64). Colley (2002) summarizes the influence of administrators on teacher attrition as follows:

Given the projections for teacher shortages in the next decade, the principal’s role as a supporter and nurturer of new teachers becomes increasingly significant. By providing instructional leadership, cultivating a positive culture, and fostering mentor relationships, principals create conditions that will provide their schools with a staff of stable, competent, and successful teachers. (p. 24)

Hope (1999) suggests a number of ways in which administrators can retain teachers, including: (1) a positive orientation and induction process, (2) intervention to

diminish teacher isolation, (3) facilitation of mentoring and collegial relationships, (4) maximizing potential for success through appropriate teaching assignments, (5) providing development opportunities, and (6) offering development opportunities.

Jorissen (2002) lists 10 ways in which a principal can help new teachers stay in the profession: (1) hire teachers whose profile indicates they are likely to stay; (2) assign new teachers to positions in which they are licensed and have previous experience; (3) limit extra duties, preparations, and traveling; (4) develop a system of collaborative problem solving; (5) assign an experienced teacher mentor; (6) depend on mentors to help novice teachers deal with the culture shock of the first year; (7) establish and maintain a positive personal relationship with the new teacher; (8) involve new teachers in decision making; (9) facilitate professional integration during the first three years; and (10) recognize teacher accomplishments.

A study conducted by Brewster and Railsback (2001) listed the following methods administrators can provide support for new teachers: (1) make the development of a formal program of new teacher support a priority; (2) fund programs for new teachers; (3) do not assign beginning teachers to the most challenging classes; (4) assign teachers to the same subject area and grade level in which they did their student teaching, if possible; (5) conduct orientations designed for new teachers at the beginning of the school year; (6) provide teachers with student background information before school begins; (7) give new teachers the teaching materials they need; (8) clearly outline expectations for new teachers; (9) make beginning teachers aware that you support their success; (10) meet with novice teachers on a weekly basis; (11) include beginning

teachers in the larger school community; (12) provide and support professional development activities for new teachers.

Based on the data from his study, Ingersoll (2001) offers the following:

Improvements in organizational conditions, such as increased salaries, increased support from the school administration, reduction of student discipline problems, and enhanced faculty input into school decision-making, would all contribute to lower rates of turnover, thus diminish school staffing problems, and ultimately aid the performance of schools. (p. 24)

Sclan (1993) summarizes the way supportive and collaborative school environments influence teacher retention as follows:

Feeling involved in important decision making, working cooperatively, and setting school discipline policy crucially shape beginning teachers' perceptions of school leadership and culture, which, in turn, predicts beginning teacher's work commitment, career choice commitment, and planned retention. (p. 153)

Lack of administrative support strongly impacts music teacher attrition.

Beginning music teachers described administrative support issues as including "differing understandings of the importance of music education, a perception of music as an extracurricular activity, challenges to the content of instruction, apathy for music education, music valued solely for utilitarian purposes, and music classes used as a respite for 'academic' teachers" (Madsen & Hancock, 2002, p. 15). Additionally, secondary music teachers experience conflict in that the community largely discounts the value of music education and places them "more in the business of entertainment than education" (Hoffer, 1982, p. 60).

In a 1984 study conducted by Hamann and Daugherty, music educators indicated that the primary frustration of their job included lack of recognition by administration, and unclear goals from principals and music administration. In a similar study conducted

by Stubblefield (1984) "...interviews of 24 randomly selected music teachers indicated that little or no support from school system, lack of administrative staff support, lack of budget, and pay incentive were major sources of stress" (p. 50). Krueger (1999) points out that many music educators feel that music is "marginalized or misunderstood within the school curriculum by being labeled as a 'special' subject" (p. 9).

In a study conducted by Krueger (2002) early career music teachers cited insufficient administrative support as a primary problem. Subjects viewed relations between administrators and teachers as greatly affecting teacher autonomy and morale in the school. Further, the subjects held administrators accountable for shaping the support and attitude towards music of other members of the school faculty. As one teacher noted:

My principal could have been much more supportive; music was always treated as an extra-curricular activity in our school, not central to the curriculum. I always felt on the outside with the other teachers; they would want to pull students out of music as if it wasn't important, and the principal allowed it. They didn't seem to realize that we have a sequential curriculum, too; they just saw music as a sing-along hour. (p. 23)

Job Satisfaction

Job dissatisfaction plays a major role in beginning teacher attrition (Ingersoll & Smith, 2003). A study by Hall, Pearson & Carroll (1992) showed that teachers who were leaving the profession reported lower levels of job satisfaction and more negative attitudes toward school administrators and teaching as a career. Dinham (1994) points out that job dissatisfaction is largely related to administrative issues, such as lack of resources, large class sizes, and educational procedure and policies. Krueger (2000) adds that teachers cited inadequate administrative support, lack of support network, demanding

teaching positions, job insecurity, and insufficient funding for resources and facilities as factors influencing their dissatisfaction with teaching.

Studies indicate that the key factor in the assessment of teacher job satisfaction is workplace conditions (Haycock, 1998, 2000; Hoy & Miskel, 1991; Johnson & Birkeland, 2003a; National Center for Educational Statistics, 1997; Norton, 1999; Peck, 2002; Taylor & Tashakkori, 1994). Johnson & Birkeland (2003a) explain:

A good workplace can reduce...uncertainty and increase a teacher's chances for success and satisfaction; by contrast, a deficient workplace is likely to increase uncertainty and fuel a teacher's dissatisfaction. The working conditions that matter to teachers encompass a wide range of factors, from school facilities and bureaucracy to the competence of administrators and opportunities for professional development. A heavy teaching load, an unsupportive principal, or a broken copy machine can interfere with good teaching and make it hard for teachers to achieve the intrinsic rewards they seek. (p. 584)

Working conditions that new teachers face upon entering the teaching profession strongly influence both job satisfaction and teacher retention (Byrne, 1992; Veenman, 1984). Little (1996) sets forth the following working condition issues that can either enhance or diminish a teacher's job satisfaction: appropriate teaching assignments; sufficient time allotted to work with students and colleagues; professional development; access to materials, information, and technology; and useful feedback on teaching.

Norton (1999) explicates that the more favorable the work conditions, "such as administrative leadership and support, school climate, teacher autonomy in the classroom, student behavior, and parental support," the higher the job satisfaction. In reference to Holland's theory of vocational choice (1973), Chapman and Hutcheson (1982) posit: "People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles"

(p. 94). A study conducted by Shann (1998) revealed that teacher satisfaction is affected by participation in decision making.

Literature supports that job satisfaction is closely connected to the quality of the interpersonal relationships between administrators and teachers (Bogler, 1999; Chapman, 1983, 1984; Chapman & Hutcheson, 1982; Hipp & Bredeson, 1995; Peck, 2002; Rinehart, Short, Short, & Eckley, 1988). Bogler (2001) states: “Overall, teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers” (p. 666). Research indicates that a teacher’s job satisfaction is strongly impacted by an administrator’s recognition and approval (Chapman & Lowther, 1982).

Studies reveal that teacher job satisfaction is closely related to teacher retention (Betancourt-Smith, Inman, & Marlow, 1994; Billingsley, 1993; Borg & Riding, 1991; Chittom & Sistrunk, 1990; Millinger, 2004; Shann, 1998; Shin & Reyes, 1995). Further, research indicates job satisfaction is affected by strong administrative leadership and support (Anderman, Belzer, & Smith, 1991; Betancourt-Smith, Inman, & Marlow, 1994; Billingsley, 1993; Chitton & Sistrunk, 1990; Firestone, Rosenblum & Webb, 1987; Heston, Dedrick, & Raschke, 1996; Hoffer, 1982). Bogler (2001) maintains that teachers experience greater job satisfaction when working with a principal who exhibits a transformational leadership style by showing personal attention to the interests and needs of the teachers. He states, “To improve the general feeling of all teachers, school

principals need to be more aware of how strongly their role and behavior affect teachers' perceptions about their occupation—and their job satisfaction” (p. 679).

This holds true among music educators, as well. In a study conducted by Heston, Dedrick, Raschke, and Whitehead (1996), music teachers listed positive administrative support as one of the aspects of their job that they found most satisfying. DeLorenzo (1992) found that beginning music teachers wanted administrators who were supportive, accessible, and encouraging. As one respondent stated, you should “have an open invitation to sit down and discuss problems without feeling you are taking valuable time from them or that you are chasing them down for answers” (p. 21).

Studies indicate that administrators can have a profound effect on music teacher job satisfaction. A number of factors contribute to job dissatisfaction among music educators, including discipline problems, student apathy, conflicts with school administrators and other teachers, inadequate facilities and equipment, concert performances, and insufficient time to complete assigned duties (Mercer & Mercer, 1986). Similar results were found in a study of 101 music educators conducted by Hamann, Daughtery, & Mills (1987) which revealed that job dissatisfaction was a consequence of music teachers feeling overwhelmed by their work load and the time allotted to complete their work, lack of cooperation from other teachers, and unclear directives and goals from administrators. Scheib (2003) reports that job dissatisfaction among school music teachers is a result of feeling undervalued due to a perceived lack of administrative support and insufficient resources to accomplish the overwhelming amount of work required.

A study of public school band directors (Heston, Dedrick, Raschke, & Whitehead, 1996) found that the areas of teaching that they found the least satisfying in order of response frequency were: (1) lack of support from administration, parents, and community, (2) workload, (3) lack of student commitment, and (4) nonteaching duties or busywork. This same study revealed that the most satisfying aspects of the band directors' jobs in order of response frequency included: (1) working with students, (2) support from administration, parents, and colleagues, (3) having involvement with music, and (4) seeing music programs develop and be successful.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

This chapter includes the following major topics: (1) the research questions; (b) the design of the study; (3) construction of the questionnaires; (4) sampling procedures; (5) administration of the survey; and (6) procedures for data analysis.

Research Questions

The first research question examines any differences between the administrators' and teachers' perceptions of administrative support for beginning music teachers. For purposes of this study, administrative support includes both principals' and teachers' views of the importance and position of music education in the schools, as well as specific types of available support. Methods of administrative support include: in service programs, new teacher orientation programs, fine arts supervisor, other music and non-music teachers in school, colleagues in music field, assigned mentor teacher (music and non-music), music workshops or conferences, release time to observe experienced music teachers, accessibility of administrator, administrator's visits to class room, administrative assistance with classroom management, administrative assistance with budget preparation, assistance with administrative duties, administrative assistance with large classes, release time to work with feeder school choirs, release time for performances outside of school, and release time for recruiting students from other schools.

The second research question investigates which factors are related to teacher job satisfaction. These factors include administrative support, support from faculty members and parents, salary, job assignment, school environment, job autonomy, recognition, educational preparation, and other.

The third research question addresses issues that might impact a teacher's decision to stay or leave the profession. Issues addressed include: administrative support; community support; job autonomy; work environment; teaching assignment; student motivation and discipline; career change; staff reduction; salary; and personal issues.

The fourth research question examines factors that might affect a teacher's decision to stay or leave their current teaching position. Issues addressed include: administrative support; parent and community support; job autonomy; work environment; teaching assignment; student motivation and discipline; salary; staff reduction; and personal issues.

Design of the Study

The design of the study utilized both quantitative and qualitative research strategies to address the research questions. Quantitative data were collected from teachers and administrators via researcher-designed questionnaires. Qualitative data were collected via interviews with selected subjects.

Questionnaire Components

Teachers were given the *Questionnaire* (See Appendix A) which consisted of 4 parts: 1) *Music Education Questionnaire*, 2) *Professional Assistance for Music Teachers*,

3) *Job Satisfaction*, and 4) *Survey of Early Career Music Teachers*. Administrators completed the first two parts of the questionnaire: 1) *Music Education Questionnaire* and 2) *Professional Assistance for Music Teachers*.

Measurement for the first part, *Music Education Questionnaire*, was based on a five-point scale of ordinal, closed-response categories. Subjects were asked to choose from the following categories:

“Strongly disagree”	(1)
“Disagree”	(2)
“Neither agree nor disagree”	(3)
“Agree”	(4)
“Strongly agree”	(5)

Subsequently the texts were given numbers for analysis purposes.

The second part, *Professional Assistance for Music Teachers*, utilized a six-point, ordinal, closed response scale. Administrators and early career teachers were asked to rate methods of professional assistance based on the following categories:

“N/A”	(0)
“No help”	(1)
“Little help”	(2)
“Moderately helpful”	(3)
“Very helpful”	(4)
“Extremely helpful”	(5)

Additionally, teachers were given a list of methods of professional assistance and were asked to indicate which methods were provided in their school.

Part 3, *Job Satisfaction*, provided the following scale for teachers to rank job satisfaction:

“Very dissatisfied”	(1)
“Some dissatisfied”	(2)
“Neither dissatisfied nor satisfied”	(3)

- “Somewhat satisfied” (4)
- “Very satisfied” (5)

In addition, subjects were asked to select factors that would increase their job satisfaction from the list given.

The fourth part, *Survey of Early Career Music Teachers*, measured teachers’ intentions to either stay or leave the teaching profession with the following categories:

- “Definitely plan to leave after this year” (1)
- “Likely to leave after this year” (2)
- “Undecided” (3)
- “Likely to stay after this year” (4)
- “Definitely plan to stay after this year” (5)

Teachers planning to leave the profession were asked to select the reasons affecting their decision from the list provided. Teachers planning to stay in the teaching profession were asked to select the factors affecting their decision from the list provided.

An additional question, addressed to teachers who indicated that they planned to continue to teach, measured teachers’ intentions to either stay or leave their present teaching assignment. The categories provided included:

- “Definitely plan to change schools after this year” (1)
- “Likely to change schools after this year” (2)
- “Undecided” (3)
- “Likely to stay at this school after this year” (4)
- “Definitely plan to stay at this school after this year” (5)

Teachers were provided a checklist and were asked to select the reasons affecting their decision to either stay or leave their present teaching assignment.

In the qualitative portion of the study, subjects selected for interviews were representative of various demographics and degrees of job satisfaction and perception of administrative support. Interviews were conducted in person and were recorded.

Questions focused on early career teacher's perception of community/parent support, administrative support, support of other faculty members, school environment and the primary factors that impacted the teacher's decision to either stay in teaching or to leave the profession. Procedures for interviews were in accordance with criteria provided by Merriam (1998) in *Qualitative Research and Case Study Applications in Education*.

Questionnaire Construction

The content of the first part of the questionnaire, *Music Education Questionnaire*, was based on informal interviews of both experienced and inexperienced music educators. The experienced music educators (n=24) had from 6 to 30 years of teaching experience in choral music. The inexperienced music educators (n=15) had from one month to 5 years of teaching experience. They were asked to respond to the question: *What are some of the areas of music education in which you and your administrator have philosophical differences?* Their responses were recorded and served as the basis for the questionnaire. The researcher reworded the responses into statements and then conducted a pilot study of the *Music Education Questionnaire*, using secondary school administrators (n=5), and music educators (n=7). Revision of the wording of the statements was based upon their recommendations.

The design and content of the second section of the questionnaire, *Professional Assistance for Music Teachers*, was largely based a study of beginning music teachers conducted by DeLorenzo (1992). Included in the questionnaire were the following methods of professional assistance for first-year teachers which were used in DeLorenzo's study:

In-service programs
New teacher orientation program
Fine arts supervisor
Other teachers in the school
Building principal(s)
Colleagues in the field
Assigned mentor teacher

In addition, secondary school administrators (n=5) were asked to respond to the question: *What are some of the methods of professional assistance that are provided for new teachers in your school?* The administrators' responses included: accessibility of administrator, administrators' visits to classroom, administrative assistance with classroom management, and administrative assistance with large classes.

Finally, secondary choral educators (n=7) were asked to respond to the question: *What are some of the methods of assistance that your administrator provides you in your school?* Teachers' responses included the following: music workshops or conferences, release time to observe experienced music teachers, administrative assistance with budget preparation, assistance with administrative duties (fundraising, trips, competitions), release time to work with feeder school choirs, release time for performances outside of school, and release time for recruiting students from other schools.

The following methods of professional assistance were included in part 2, *Professional Assistance for Music Teachers*:

- a. In-service programs
- b. New teacher orientation program
- c. Fine arts supervisor
- d. Other music teacher in school
- e. Other non-music teachers in school
- f. Colleagues in music field
- g. Assigned mentor teacher (non-music)
- h. Assigned mentor teacher (music)

- i. Music workshops or conferences
- j. Release time to observe experienced music teachers
- k. Accessibility of administrator
- l. Administrators' visits to classroom
- m. Administrative assistance with classroom management
- n. Administrative assistance with budget preparation
- o. Assistance with administrative duties (fundraising, trips, competitions)
- p. Administrative assistance with large classes
- q. Release time to work with feeder school choirs
- r. Release time for performances outside of school

The third part of the questionnaire, *Job Satisfaction*, was developed by extracting factors cited by previous studies presented in Chapter 2. The question posed was: *Which of the following (if any) would increase your job satisfaction in your current teaching assignment?* The factors listed in the questionnaire were:

- a. Administrative support
- b. Support of other faculty members
- c. Community/parent support
- d. Higher salary
- e. Fewer classes
- f. Smaller classes
- g. Improved school environment
- h. Support with discipline problems
- i. Participation in decision making
- j. Recognition of accomplishments
- k. Adequate educational preparation for this teaching assignment
- l. Other (please specify)

The content of the fourth part, *Survey of Early Career Music Teachers*, was derived from a study of music teachers new to the profession administered by Killian and Baker (2004). The first question posed was: *Within the next year, how likely is it that you will stay in the teaching profession OR leave the teaching profession to go into some different occupation?* Teachers indicating their intention to leave were asked the following question: *What is the primary reason affecting your decision to leave the*

teaching profession? The following reasons, extracted from the Killian and Baker study, were listed:

- a. Inadequate administrative support
- b. Lack of influence over school policies
- c. Lack of parental/community support
- d. Lack of adequate preparation time
- e. Poor opportunities for advancement
- f. Lack of student motivation
- g. Lack of student discipline
- h. Pursue other music career
- i. Attend graduate school in music
- j. Pursue career outside of music
- k. Elimination of program
- l. Reduction in staff
- m. Low salary
- n. Isolation
- o. Multi-campus duties
- p. Workload issues
- q. Scheduling issues
- r. Classes too large
- s. Unsafe environment
- t. Pregnancy/child care
- u. Moving
- v. Health
- w. Job stress
- x. Other (please specify)

Teachers indicating their intention to stay in the teaching profession were asked the following question: *What are the reasons affecting your decision to stay in the teaching profession?* The following reasons, obtained from the study by Killian and Baker (2004), were listed:

- a. Administrative support
- b. Influence over school policies
- c. Parental/community support
- d. Adequate preparation time
- e. Opportunities for advancement
- f. Student motivation
- g. Student discipline

- h. Salary
- i. Workload
- j. Schedule
- k. Class size
- l. Environment
- m. Support of other teachers
- n. Other (please specify)

In addition, the teachers were asked: *If you plan to stay in the teaching profession, how likely is it that you will leave your school to teach somewhere else within the next year?*

Teachers who indicated that they planned to leave their schools were asked: *If you plan to leave your school, what is the primary reason affecting your decision to change schools?* Choices for response included:

- a. Inadequate administrative support
- b. Lack of influence over school policies
- c. Lack of parental/community support
- d. Lack of adequate preparation time
- e. Poor opportunities for advancement
- f. Lack of student motivation
- g. Lack of student discipline
- h. Elimination of program
- i. Reduction in staff
- j. Low salary
- k. Job stress
- l. Isolation
- m. Multi-campus duties
- n. Workload issues
- o. Scheduling issues
- p. Classes too large
- q. Unsafe environment
- r. Moving
- s. Pregnancy/Children
- t. Other (please specify)

Pilot Study of the Instrument

All aspects of the study, both quantitative and qualitative, first underwent a pilot study with administrators (n=5), beginning music teachers (n=8), and experienced music teachers (n=7). The purpose of the pilot test was twofold: first, to solicit feedback from the respondents in an effort to improve the clarity of the questionnaire and second, to serve as a measure for validity and reliability. Based on the administrators' and teachers' responses, minor revisions were made to the instrument.

Selection of Subjects

The State of Texas is divided into 24 regions, as delineated by Texas Music Educators Association. This study focused on five of the Regions: 3, 5, 7, 20, and 24, which are located in the North Texas area in close proximity to the researcher and include rural, suburban, and urban schools. Contact information for the secondary choral directors was obtained from each Region's website. In addition, each Region secretary was contacted for updated contact information regarding teachers new to their Region. Initially, all of the secondary choral directors (n=440) were asked to respond to the following question: *Including the current school year, how many total years of teaching experience do you have?*

Teachers who indicated that they had five years or less of teaching experience (n=104) were then sent the *Early Career Secondary Choral Music Teacher Survey* (See Appendix B). Questions included: school name, address, phone, and e-mail information; school district; conference (school size as determined by population); principal's name; number of years of teaching experience; number of people on choral staff at their school;

and position (head or assistant). At the bottom of the questionnaire, respondents were asked the following questions: *Would you be willing to participate in a research project by completing a brief questionnaire?* and *Would you be willing to participate in an individual interview regarding your teaching experience?*

Of the 96 teachers who returned the questionnaire, everyone indicated a willingness to participate in the study except one. Demographic data from the questionnaire was used to develop two information sheets: *Early Career Music Teacher Contact Information* and *Early Career Music Teacher School Information*.

Included in the demographic data was a designated Conference based on the teacher's school's population and in accordance with the guidelines set forth by the University Interscholastic League (See Appendix C). High schools (grades 9 – 12) were assigned a letter designation of either A, AA, AAA, AAAA, or AAAAA, depending on the student population of the individual campus. Junior high schools (grades 7 – 9) were categorized as either B, BB, or BBB and middle schools (grades 7 – 8) were categorized as either C, CC, or CCC. A single letter designated a smaller student population, with each subsequent letter representing a larger population.

The school district of each teacher was assigned a letter, based on the District Size tables utilized by the Texas Education Agency in the Snapshot 2002 report, the latest complete report available (See Appendix D). Districts were grouped by size into nine categories contingent on the number of students in each district. Category A districts were the largest, with a student population of 50,000 and over, whereas Category I districts were the smallest, with a population under 500.

Thus, respondents were categorized by geographical location (Region 3, 5, 7, 20, and 24), size of school district (District A, B, C, D, and E – I), and size of individual school population (Conference AA-AAAA, AAAAA, BB – BBB, CC, and CCC).

Administration of the Survey

The questionnaire, along with a cover letter (See Appendix E), was e-mailed to the early career music teachers ($n = 95$) in the beginning of November, 2004. Parts 1 and 2 of the questionnaire and a cover letter (See Appendix F) were e-mailed to the principals in the middle of November, 2004. The timing of this schedule allowed for teachers and administrators to experience almost a complete semester before responding and permitted a sufficient amount of time for additional mailing before the end of the semester. At the beginning of December, a questionnaire, cover letter, and a self-addressed envelope were mailed to the school of the teachers and principals who had failed to respond.

Data Analysis

The *Music Education Questionnaire*, the first part of the questionnaire, required that teachers and principals use a 5-point Likert scale to indicate their level of agreement or disagreement with statements regarding priorities in music education. The Spearman rank correlation procedure was used to compare the music teacher's and respective administrator's responses. *Professional Assistance for Music Teachers*, the second part of the questionnaire, directed teachers and principals to rate the value of various methods of professional assistance using a 5-point Likert scale. Responses of the music teachers and their respective principal were compared using Spearman rank correlation.

Mean and standard deviation were calculated for teachers' and principals' rating of the value of various methods of professional assistance and teachers' rating of job satisfaction, intention to stay or leave the teaching profession, and intention to stay or leave current teaching position. Calculations included the total group of teachers and total group of principals, as well as subgroups of teachers as differentiated by relevant variables such as Region, District, School Type, School Level, Conference, Years of Teaching Experience, Years in Current Teaching Position, Position of Choral Staff, and Number of People on Choral Staff.

The factors increasing job satisfaction in current teaching assignment, methods of professional assistance provided, early career teachers' reasons for intending to leave the teaching profession, and early career teachers' reasons for leaving their current job assignment were tabulated in terms of frequencies and percentages of total teachers responding.

In addition to the quantitative data, qualitative data were collected through the use of interviews. The content of the interviews was based on the findings of the quantitative data. Thus, selected text from the interviews illustrated and substantiated the findings, as recommended in *Collecting and Interpreting Qualitative Materials* (Denzin & Lincoln, 1998, p. 8). Excerpts from the transcriptions of the interviews were used to explicate the quantitative data. Generally, the excerpts were quoted verbatim. However, any reference or information that could result in the identification of the individual was omitted to ensure total anonymity of the respondents.

CHAPTER IV

RESULTS

Data consisted of questionnaire responses from 87 teachers and 53 principals. For the purpose of analysis, respondents were placed in the following subgroups: Region (based on geographic location), District (based on size of school district), School Type (rural, suburban, urban), School Level (high school, junior high school, middle school), Conference (based on size of individual school), Years of Teaching Experience, Years in Current Teaching Position, Position on Choral Staff (head or assistant), and Number of People on Choral Staff.

Subject Response Rate

Contact of potential subjects for the study was facilitated by accessing the web site of each of the 5 Regions, in addition to contacting the Region Chairs for information regarding new members. Out of a total of 440 secondary choral directors, as listed on applicable website, 331 responded, resulting in a response rate of 75.2% (See Table 4.1).

Table 4.1: Response rate of secondary choral directors by Region

Region	5 years or less of teaching experience	Over 5 years of teaching experience	No response	Total of secondary choral directors	Total response rate
3	23	49	18	90	79.9%
5	34	51	36	121	70.2%

Table 4.1: Continued

Region	5 years or less of teaching experience	Over 5 years of teaching experience	No response	Total of secondary choral directors	Total response rate
7	7	31	15	53	71.6%
20	18	36	30	84	64.2%
24	22	60	10	92	89.1%
Total	104	227	109	440	75.2%

Ninety-six of the 104 secondary choral directors with 5 years or less of teaching experience completed the demographic survey. A total of 87 out of the 96 early career teachers who responded to the demographic survey (90.6%) completed the questionnaire used to collect data for the study (See Table 4.2).

Table 4.2: Response rate of early career teachers by Region

Region	5 years or less of teaching experience	Response to questionnaire	No response	Total response rate
3	20	20	0	100.0%
5	31	27	3	87.0%
7	6	6	0	100.0%
20	17	13	4	76.4%
24	22	21	1	95.4%
Total	96	87	8	90.6%

Out of the 87 teachers who completed the questionnaire, 53 of their principals returned the principal portion of the questionnaire, resulting in a principal response rate of 60.9% (See Table 4.3).

Table 4.3: Response rate of principals of early career teachers by Region

Region	Total principals	Response to questionnaire	No response	Total response rate
3	20	15	5	75.0%
5	27	14	13	51.8%
7	6	3	3	50.0%
20	13	7	6	53.8%
24	21	14	7	66.6%
Total	87	53	34	60.9%

Demographic Findings

A total of 87 early career teachers completed the study's questionnaire. Subjects were subdivided into Regions, which are geographic areas assigned to schools by Texas Music Educators Association for the purpose of competitions (See Table 4.4). Region 5 had the largest number of respondents, 27 (31.0% of the total respondents) and Region 7 had the fewest, 6 (6.8%). The distribution of the responses from the various Regions was in keeping with the total number of secondary choral directors in the respective Regions, i. e., Region 5 has 117 choir directors, whereas Region 7 has 52.

Table 4.4: Early career teachers and principals by Region

Region	Teachers	Principals
3	20	15
5	27	14
7	6	3
20	13	7
24	21	14

In accordance with the student population of their school district, subjects were assigned to a District, as outlined by the Texas Education Agency (See Table 4.5).

District designations ranged from District A, which were the most populous districts (50,000 students and over), to District I, the smallest districts (under 500 students).

Teachers from Districts A, B, and C, the most populous districts, comprised 80% of the total respondents. The remaining 20% of respondents were from Districts D, E, F, G, and I, the least populous districts.

Table 4.5: Early career teachers and principals by District

District Size	Teachers	Principals
A (50,000 +)	24	13
B (25,000 to 49,999)	21	12
C (10,000 to 24,999)	25	17
D (5,000 to 9,999)	10	7

Table 4.5: Continued

District Size	Teachers	Principals
E (3,000 to 4,999)	4	3
F (1,600 to 2,999)	1	0
G (1,000 to 1,599)	0	0
H (500 to 999)	2	1
I (Under 500)	0	0

School type—rural, suburban, or urban—was teacher-identified on the questionnaire (See Table 4.6). Fifty-seven subjects (65.5%) reported that they taught in suburban schools, 25 (28.7%) in urban schools and only 5 (5.7%) in rural areas. Urban teachers were underrepresented in this study, given the large number of urban schools in Regions 5 and 20. The number of suburban and rural teachers more closely represented their respective school type.

Table 4.6: Early career teachers and principals by School Type

School Type	Teachers	Principals
Rural	5	3
Suburban	57	34
Urban	25	16

Almost half of the subjects, 42 (48.2%), taught in middle school, while 26 (29.8%) taught in high school and 19 (21.8%) in junior high school (See Table 4.7).

Table 4.7: Early career teachers and principals by School Level

Level	Teachers	Principals
High School	26	18
Junior High	19	8
Middle School	42	27

Subjects were assigned to Conferences, a designation made by the State of Texas University Interscholastic League, based on school level and population (See Table 4.8). The majority of the respondents taught at the largest schools within their respective Conference level, with 13 out of 26 high school teachers at Conference AAAAAA schools, 5 out of 6 teachers in Grade 7 through 9 schools at BBB junior high schools, and 29 out of 55 teachers at Grade 6 through 8 schools at CCC middle schools.

Table 4.8: Early career teachers and principals by Conference

Conference	Teachers	Principals
A (189 and below)	0	0
AA (190 – 389)	2	1
AAA (390 – 899)	0	0
AAAA (900 – 1924)	11	7
AAAAA (1925 and above)	13	11

Table 4.8: Continued

Conference	Teachers	Principals
B (0 – 249)	0	0
BB (250 – 649)	1	0
BBB (650 and above)	5	3
C (0 – 249)	0	0
CC (250 – 649)	26	16
CCC (650 and above)	29	15

The respondents were fairly evenly divided in terms of years of teaching experience (See Table 4.9). Sixteen teachers (18.3%) had 1 to 1.5 years experience, 18 teachers (20.6%) had 2 years experience, 20 teachers (22.9%) had 3 to 3.5 years experience, and 20 teachers (22.9%) had 5 years experience. However, only 13 teachers (14.9%) with 4 years experience responded to the questionnaire.

Table 4.9: Early career teachers and principals by Years of Teaching Experience

Years of Teaching	Teachers	Principals
1 – 1.5	16	10
2	18	10
3 – 3.5	20	11
4	13	7
5	20	15

As the number of years the subjects had held their current teaching position increased, the number of subjects decreased (See Table 4.10). Thirty-four subjects had taught 1 to 1.5 years in their current school, 22 had taught 2 years, 20 had taught 3 years, 6 had taught for 4 years, and 5 had taught for 5 years. A total of 39% of the subjects were in their first year at their current school, yet only 18% of them were first-year teachers. The numbers seem to indicate that teachers tend to change schools during their first 5 years of teaching.

Table 4.10: Early career teachers and principals by Years in Current Teaching Position

Years	Teachers	Principals
1 – 1.5	34	19
2	22	14
3	20	14
4	6	3
5	5	3

Fifty-eight of the respondents were the head director at their school, whereas the remaining 29 were assistants (See Table 4.11). This is partially a result of the fact that a majority of the respondents were the only person on the choral staff at their school.

Table 4.11: Early career teachers and principals by Position on Choral Staff

Choral Staff Position	Teachers	Principals
Head	58	30
Assistant	29	23

However, in terms of the number of teachers on the choral staff at the respondents' schools, 46 indicated there was only one person on staff, while 41 reported that their choral staff ranged from 1.5 to 3 in number (See Table 4.12).

Table 4.12: Early career teachers and principals by Number of People on Choral Staff

Number of People	Teachers	Principals
1	46	22
1.5	2	1
2	36	27
3	3	3

Teacher Job Satisfaction

Early career teachers were asked to rate their job satisfaction using a 5-point Likert scale, ranging from 1 (*Very dissatisfied*) to 5 (*Very Satisfied*). The mean scores suggested that early career secondary choral directors were relatively satisfied with their current teaching position (Mean = 4.1; SD = .91)

The Regions with the highest reported job satisfaction were Region 3 and Region 24 . Region 20 had the lowest level of job satisfaction (See Table 4.13).

Table 4.13: Job satisfaction rating of early career teachers by Region

Region	n	Mean	SD
3	20	4.2	.95
5	27	4.1	.62
7	6	4.0	.63
20	13	3.8	1.2
24	21	4.2	1.0

Job satisfaction varied in terms of district size with District B schools having the highest level of job satisfaction and District D schools having the lowest level (See Table 4.14).

Table 4.14: Job satisfaction rating of early career teachers by District

District	n	Mean	SD
A	24	4.2	.93
B	21	4.4	.67
C	25	4.0	.81
D	10	3.7	1.4
E – I	7	4.1	.69

The location of the schools also had a bearing on job satisfaction, with teachers in suburban schools reporting the highest amount of satisfaction. Subjects in rural schools and urban schools reported lower levels of job satisfaction (See Table 4.15).

Table 4.15: Job satisfaction rating of early career teachers by School Type

Type	n	Mean	SD
Rural	5	3.8	.83
Suburban	57	4.2	.79
Urban	25	3.9	1.1

Consistent ratings of job satisfaction were found among teachers in each of the three levels of schools—high schools, junior high schools, and middle schools (See Table 4.16).

Table 4.16: Job satisfaction rating of early career teachers by School Level

Level	n	Mean	SD
High School	26	4.2	.86
Junior High	19	4.0	.62
Middle School	42	4.1	1.0

In terms of job satisfaction by Conference, the data indicated that Conference AAAAA had the highest level and Conference AA – AAAA and Conference CCC had the lowest levels (See Table 4.17).

Table 4.17: Job satisfaction rating of early career teachers by Conference

Conference	n	Mean	SD
AA – AAAA	13	4.0	1.1
AAAAA	13	4.3	.50
BB – BBB	6	4.1	.40
CC	26	4.1	.95
CCC	29	4.0	1.0

Respondents with 3 to 3.5 years and 5 years of teaching experience expressed the greatest job satisfaction. Respondents with 4 years of teaching experience reported the lowest job satisfaction of any subgroup in the study (See Table 4.18).

Table 4.18: Job satisfaction rating of early career teachers by Years of Teaching Experience

Years	n	Mean	SD
1 – 1.5	16	4.0	1.1
2	18	4.0	.99
3 – 3.5	20	4.3	.58
4	13	3.6	.85
5	20	4.3	.93

Teachers who had taught in their present school for 1 to 1.5 years, 2 years, 3 years, and 4 years all indicated high levels of job satisfaction. Teachers who had been

employed at the same school for 5 years reported the highest job satisfaction of any subgroup in the study (See Table 4.19).

Table 4.19: Job satisfaction rating of early career teachers by Years in Current Teaching Position

Years	n	Mean	SD
1 – 1.5	34	4.0	.90
2	22	4.0	1.1
3	20	4.2	.69
4	6	4.1	1.1
5	5	4.6	.54

Analysis of Position on Choral Staff indicated that assistant directors reported slightly greater job satisfaction than head directors (See Table 4.20).

Table 4.20: Job satisfaction rating of early career secondary choral directors by Position on Choral Staff

Position	n	Mean	SD
Head	58	4.0	.94
Assistant	29	4.2	.87

Teachers who worked on a choral staff with 1.5 to 3 people reported higher job satisfaction than those who were the sole member of the choral staff (See Table 4.21).

Table 4.21: Job satisfaction rating of early career teachers by Number of People on Choral Staff

People on Staff	n	Mean	SD
1	46	4.0	1.0
1.5 – 3	41	4.3	.78

In section 3 of the questionnaire, *Job Satisfaction*, respondents were provided with a checklist of 12 factors that might increase their job satisfaction in their current teaching assignment. Issues concerning support appeared to be predominant among the factors selected by the respondents (See Table 4.22). Teacher responses indicated that the primary factor that would increase their job satisfaction was community/parent support (60.9%). Higher salary was the second most popular response at 58.6%. Other factors regarding support followed, with administrative support at 41.3% and support of other faculty members at 39.0%. In addition, support with discipline problems was cited by 37.9%.

Other factors teachers indicated that would lead to greater job satisfaction included improved school environment (34.4%), recognition of accomplishments (32.1%), and participation in decision making (28.7%). The items least selected were adequate educational preparation for this teaching assignment (12.6%), fewer classes (11.4%), and smaller classes (11.4%).

Table 4.22: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers (n=87)

Factor	Frequency	Percentage
Community/parent support	53	60.9
Higher salary	51	58.6
Administrative support	36	41.3
Support of other faculty members	34	39.0
Support with discipline problems	33	37.9
Improved school environment	30	34.4
Recognition of accomplishments	28	32.1
Other	27	31.0
Participation in decision making	25	28.7
Adequate educational preparation for this teaching assignment	11	12.6
Fewer classes	10	11.4
Smaller classes	10	11.4

Included in the list of factors that might increase job satisfaction was *Other*, whereby teachers could add a factor that was not included in the questionnaire. Twenty-seven respondents (31.0%) listed *Other* factors that would increase their job satisfaction. Some of the 27 respondents listed multiple comments, resulting in a total of 44 comments (See Table 4.23). Following procedures used by DeLorenzo (1992), job satisfaction issues named by subjects were divided into 5 categories: job specific concerns, support,

autonomy, training, and feeder schools. A complete list of *Other* comments is found in Appendix G.

Table 4.23: Other factors leading to greater job satisfaction among early career teachers

Factor	Frequency
Job Specific Concerns	
Bigger budget	2
Not being the assistant	2
Assigned to 1 campus, not 2	2
Better facilities	1
Work fewer hours outside of school	1
Less paperwork	1
More computer accessibility	1
Limited duty assignments	1
Team conference time	1
Full-time position, rather than part-time	1
Better working relationship with head director	1
Total	14
Support	
Parents teaching children how to be respectful	3
More interested/motivated students	2
Teacher encouragement	1
Higher school morale	1
Improved benefits	1
Better informed administration regarding music education and competitions	1
Total	9

Table 4.23: Continued

Factor	Frequency
Autonomy	
Student placement in choir classes	4
Scheduling	2
Ownership over program	1
Students not removed from choir class to work on core subjects	1
Total	8
Training	
Budget preparation	3
Fundraising	2
Teaching experience	1
Teaching at-risk students	1
Classroom management	1
Total	8
Feeder Schools	
Release time for recruitment	3
Students better trained	1
Restructure	1
Total	5

Checklist factors leading to greater job satisfaction were also examined by subgroups, beginning with Regions (See Tables 4.24 – 4.28).

Table 4.24: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Region 3 (n=20)

Factor	Frequency	Percentage
Community/parent support	11	55.0
Improved school environment	9	45.0
Higher salary	8	40.0
Support of other faculty members	5	25.0
Support with discipline problems	5	25.0
Recognition of accomplishments	5	25.0
Administrative support	4	20.0
Participation in decision making	4	20.0
Fewer classes	4	20.0
Other	3	15.0
Smaller classes	2	10.0
Adequate educational preparation for this teaching assignment	1	5.0

Table 4.25: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Region 5 (n=27)

Factor	Frequency	Percentage
Community/parent support	16	59.2
Higher salary	16	59.2

Table 4.25: Continued

Factor	Frequency	Percentage
Support with discipline problems	12	44.4
Administrative support	12	44.4
Support of other faculty members	11	40.7
Recognition of accomplishments	11	40.7
Other	9	33.3
Improved school environment	7	25.9
Participation in decision making	5	18.5
Adequate educational preparation for this teaching assignment	3	11.1
Fewer classes	1	3.7
Smaller classes	1	3.7

Table 4.26: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Region 7 (n=6)

Factor	Frequency	Percentage
Community/parent support	5	83.3
Higher salary	5	83.3
Administrative support	3	50.0
Other	3	50.0
Support with discipline problems	2	33.3

Table 4.26: Continued

Factor	Frequency	Percentage
Participation in decision making	2	33.3
Support of other faculty members	1	16.6
Improved school environment	1	16.6
Recognition of accomplishments	1	16.6
Adequate educational preparation for this teaching assignment	0	0.0
Fewer classes	0	0.0
Smaller classes	0	0.0

Table 4.27: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Region 20 (n=13)

Factor	Frequency	Percentage
Community/parent support	10	76.9
Administrative support	9	69.2
Support with discipline problems	8	61.5
Participation in decision making	7	53.8
Improved school environment	7	53.8
Higher salary	6	46.1
Other	6	46.1
Support of other faculty members	4	30.7

Table 4.27: Continued

Factor	Frequency	Percentage
Smaller classes	4	30.7
Recognition of accomplishments	4	30.7
Adequate educational preparation for this teaching assignment	3	23.0
Fewer classes	2	15.3

Table 4:28: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Region 24 (n=21)

Factor	Frequency	Percentage
Higher salary	16	76.1
Support of other faculty members	13	61.9
Community/parent support	11	52.3
Administrative support	8	38.0
Participation in decision making	7	33.3
Recognition of accomplishments	7	33.3
Improved school environment	6	28.5
Support with discipline problems	6	28.5
Other	6	28.5
Adequate educational preparation for this teaching assignment	4	19.0

Table 4.28: Continued

Factor	Frequency	Percentage
Fewer classes	3	14.2
Smaller classes	3	14.2

Tables 4.29 to 4.33 illustrate the factors contributing to greater job satisfaction in the five categories of Districts.

Table 4.29: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in District A (n=24)

Factor	Frequency	Percentage
Community/parent support	14	58.3
Higher salary	14	58.3
Support of other faculty members	12	50.0
Recognition of accomplishments	11	45.8
Administrative support	9	37.5
Support with discipline problems	9	37.5
Other	9	37.5
Improved school environment	8	33.3
Participation in decision making	5	20.8
Adequate educational preparation for this teaching assignment	3	12.5
Fewer classes	2	8.3
Smaller classes	2	8.3

Table 4:30: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in District B (n=21)

Factor	Frequency	Percentage
Community/parent support	12	57.1
Higher salary	11	52.3
Support of other faculty members	8	38.0
Improved school environment	8	38.0
Support with discipline problems	7	33.3
Administrative support	6	28.5
Participation in decision making	5	23.8
Recognition of accomplishments	5	23.8
Fewer classes	4	19.0
Smaller classes	4	19.0
Adequate educational preparation for this teaching assignment	4	19.0
Other	2	9.5

Table 4.31: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in District C (n=25)

Factor	Frequency	Percentage
Community/parent support	15	60.0
Higher salary	13	52.0

Table 4.31: Continued

Factor	Frequency	Percentage
Administrative support	12	48.0
Improved school environment	12	48.0
Support with discipline problems	11	44.0
Support of other faculty members	10	40.0
Participation in decision making	9	36.0
Recognition of accomplishments	7	28.0
Other	7	28.0
Adequate educational preparation for this teaching assignment	3	12.0
Fewer classes	2	8.0
Smaller classes	2	8.0

Table 4.32: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in District D (n=10)

Factor	Frequency	Percentage
Higher salary	7	70.0
Administrative support	6	60.0
Community/parent support	6	60.0
Other	6	60.0
Participation in decision making	4	40.0

Table 4.32: Continued

Factor	Frequency	Percentage
Recognition of accomplishments	3	30.0
Support of other faculty members	3	30.0
Support with discipline problems	3	30.0
Fewer classes	1	10.0
Smaller classes	1	10.0
Improved school environment	1	10.0
Adequate educational preparation for this teaching assignment	1	10.0

Table 4.33: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Districts E - I (n=7)

Factor	Frequency	Percentage
Community/parent support	6	85.7
Higher salary	6	85.7
Administrative support	3	42.8
Support with discipline problems	3	42.8
Other	3	42.8
Participation in decision making	2	28.5
Recognition of accomplishments	2	28.5
Support of other faculty members	1	14.2

Table 4.33: Continued

Factor	Frequency	Percentage
Fewer classes	1	14.2
Smaller classes	1	14.2
Improved school environment	1	14.2
Adequate educational preparation for this teaching assignment	0	0.0

Factors contributing to greater job satisfaction as identified by School Type are presented in Tables 4.34 to 4.36.

Table 4.34: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in rural schools (n=5)

Factor	Frequency	Percentage
Community/parent support	5	100.00
Higher salary	4	80.0
Administrative support	3	60.0
Improved school environment	2	40.0
Support with discipline problems	2	40.0
Participation in decision making	2	40.0
Other	2	40.0
Smaller classes	1	20.0
Support of other faculty members	0	0.0

Table 4.34: Continued

Factor	Frequency	Percentage
Fewer classes	0	0.0
Recognition of accomplishments	0	0.0
Adequate educational preparation for this teaching assignment	0	0.0

Table 4:35: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in suburban schools (n=57)

Factor	Frequency	Percentage
Community/parent support	34	59.6
Higher salary	32	56.1
Support of other faculty members	24	42.1
Administrative support	23	40.3
Support with discipline problems	22	38.5
Recognition of accomplishments	22	38.5
Participation in decision making	17	29.8
Improved school environment	13	22.8
Fewer classes	7	12.2
Smaller classes	6	10.5
Other	3	5.2
Adequate educational preparation for this teaching assignment	1	1.7

Table 4.36: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in urban schools (n=25)

Factor	Frequency	Percentage
Higher salary	15	60.0
Improved school environment	15	60.0
Community/parent support	14	56.0
Administrative support	10	40.0
Support of other faculty members	10	40.0
Support with discipline problems	9	36.0
Other	8	32.0
Participation in decision making	6	24.0
Recognition of accomplishments	6	24.0
Fewer classes	3	12.0
Smaller classes	3	12.0
Adequate educational preparation for this teaching assignment	2	8.0

Factors affecting job satisfaction by School Level are displayed in Tables 4.37 to 4.39.

Table 4.37: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in high schools (n=26)

Factor	Frequency	Percentage
Higher salary	16	61.5
Community/parent support	14	53.8
Support of other faculty members	11	42.3
Other	11	42.3
Administrative support	10	38.4
Support with discipline problems	9	34.6
Recognition of accomplishments	7	26.9
Participation in decision making	6	23.0
Fewer classes	4	15.3
Adequate educational preparation for this teaching assignment	4	15.3
Smaller classes	3	11.5
Improved school environment	2	7.6

Table 4.38: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in junior high schools (n=19)

Factor	Frequency	Percentage
Community/parent support	13	68.4
Higher salary	12	63.1

Table 4.38: Continued

Factor	Frequency	Percentage
Recognition of accomplishments	10	52.6
Support of other faculty members	9	47.3
Administrative support	8	42.1
Support with discipline problems	8	42.1
Other	7	36.8
Improved school environment	4	21.0
Participation in decision making	4	21.0
Smaller classes	2	10.5
Adequate educational preparation for this teaching assignment	2	10.5
Fewer classes	1	5.2

Table 4.39: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in middle schools (n=42)

Factor	Frequency	Percentage
Community/parent support	26	61.9
Higher salary	23	54.7
Administrative support	18	42.8
Support with discipline problems	18	42.8
Improved school environment	17	40.4

Table 4.39: Continued

Factor	Frequency	Percentage
Participation in decision making	15	35.7
Support of other faculty members	14	33.3
Recognition of accomplishments	11	26.1
Other	9	21.4
Fewer classes	6	14.2
Smaller classes	6	14.2
Adequate educational preparation for this teaching assignment	5	11.9

Tables 4.40 to 4.44 display factors contributing to improved job satisfaction in the five Conferences.

Table 4.40: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Conference AA – AAAA schools (n=13)

Factor	Frequency	Percentage
Higher salary	10	76.9
Administrative support	8	61.5
Community/parent support	8	61.5
Support of other faculty members	7	53.8
Other	6	46.1

Table 4.40: Continued

Factor	Frequency	Percentage
Recognition of accomplishments	5	38.4
Improved school environment	4	30.7
Support with discipline problems	3	23.0
Fewer classes	2	15.3
Participation in decision making	2	15.3
Smaller classes	0	0.0
Adequate educational preparation for this teaching assignment	0	0.0

Table 4.41: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Conference AAAAAA schools (n=13)

Factor	Frequency	Percentage
Community/parent support	6	46.1
Higher salary	6	46.1
Improved school environment	5	38.4
Other	5	38.4
Support with discipline problems	4	30.7
Participation in decision making	4	30.7
Support of other faculty members	4	30.7

Table 4.41: Continued

Factor	Frequency	Percentage
Adequate educational preparation for this teaching assignment	4	30.7
Smaller classes	2	15.3
Administrative support	2	15.3
Recognition of accomplishments	2	15.3
Fewer classes	1	7.6

Table 4.42: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Conference BB – BBB schools (n=6)

Factor	Frequency	Percentage
Community/parent support	5	83.3
Support of other faculty members	3	50.0
Higher salary	3	50.0
Other	3	50.0
Administrative support	2	33.3
Recognition of accomplishments	2	33.3
Improved school environment	1	16.6
Support with discipline problems	1	16.6
Participation in decision making	1	16.6

Table 4.42: Continued

Factor	Frequency	Percentage
Fewer classes	0	0.0
Smaller classes	0	0.0
Adequate educational preparation for this teaching assignment	0	0.0

Table 4.43: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Conference CC schools (n=26)

Factor	Frequency	Percentage
Community/parent support	17	65.3
Higher salary	17	65.3
Administrative support	13	50.0
Support with discipline problems	12	46.1
Support of other faculty members	10	38.4
Improved school environment	10	38.4
Recognition of accomplishments	9	34.6
Participation in decision making	8	30.7
Fewer classes	5	19.2
Other	5	19.2
Adequate educational preparation for this teaching assignment	4	15.3
Smaller classes	3	11.5

Table 4.44: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers in Conference CCC schools (n=29)

Factor	Frequency	Percentage
Community/parent support	17	58.6
Higher salary	15	51.7
Support with discipline problems	13	44.8
Administrative support	11	37.9
Support of other faculty members	10	34.4
Improved school environment	10	34.4
Participation in decision making	10	34.4
Recognition of accomplishments	10	34.4
Other	8	27.5
Smaller classes	5	17.2
Adequate educational preparation for this teaching assignment	3	10.3
Fewer classes	2	6.8

Factors increasing job satisfaction in accordance with Years of Teaching

Experience are shown in Tables 4.45 to 4.49.

Table 4.45: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 1 to 1.5 years of teaching experience (n=16)

Factor	Frequency	Percentage
Community/parent support	10	62.5
Higher salary	9	56.2
Support of other faculty members	8	50.0
Improved school environment	7	43.7
Support with discipline problems	7	43.7
Participation in decision making	6	37.5
Other	6	37.5
Recognition of accomplishments	5	31.2
Administrative support	4	25.0
Adequate educational preparation for this teaching assignment	3	18.7
Fewer classes	2	12.5
Smaller classes	2	12.5

Table 4.46: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 2 years of teaching experience (n=18)

Factor	Frequency	Percentage
Community/parent support	12	66.6
Higher salary	10	55.5
Administrative support	7	38.8
Improved school environment	7	38.8
Support of other faculty members	5	27.7
Recognition of accomplishments	5	27.7
Support with discipline problems	4	22.2
Other	4	22.2
Fewer classes	3	16.6
Smaller classes	3	16.6
Participation in decision making	3	16.6
Adequate educational preparation for this teaching assignment	0	0.0

Table 4.47: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 3 to 3.5 years of teaching experience (n=20)

Factor	Frequency	Percentage
Higher salary	12	60.0
Community/parent support	11	55.0
Support with discipline problems	10	50.0
Support of other faculty members	9	45.0
Administrative support	8	40.0
Recognition of accomplishments	8	40.0
Improved school environment	6	30.0
Participation in decision making	6	30.0
Other	6	30.0
Adequate educational preparation for this teaching assignment	3	15.0
Smaller classes	2	10.0
Fewer classes	1	5.0

Table 4.48: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 4 years of teaching experience (n=13)

Factor	Frequency	Percentage
Administrative support	9	69.2
Community/parent support	9	69.2
Higher salary	8	61.5
Improved school environment	6	46.1
Support of other faculty members	5	38.4
Participation in decision making	5	38.4
Recognition of accomplishments	5	38.4
Support with discipline problems	4	30.7
Other	4	30.7
Fewer classes	3	23.0
Adequate educational preparation for this teaching assignment	1	7.6
Smaller classes	0	0.0

Table 4.49: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 5 years of teaching experience (n=20)

Factor	Frequency	Percentage
Higher salary	12	60.0
Community/parent support	11	55.0
Administrative support	8	40.0
Support of other faculty members	7	35.0
Participation in decision making	6	30.0
Other	6	30.0
Support with discipline problems	5	25.0
Recognition of accomplishments	5	25.0
Improved school environment	4	20.0
Adequate educational preparation for this teaching assignment	4	20.0
Smaller classes	3	15.0
Fewer classes	1	5.0

Tables 4.50 to 4.54 present the factors increasing job satisfaction by Number of Years in Current Teaching Position.

Table 4.50: Frequency and percentage of factors increasing job satisfaction of early career teachers teaching in current school from 1 to 1.5 years (n=34)

Factor	Frequency	Percentage
Community/parent support	27	79.4
Higher salary	20	58.8
Other	13	38.2
Administrative support	12	35.2
Support of other faculty members	11	32.3
Improved school environment	11	32.3
Support with discipline problems	11	32.3
Recognition of accomplishments	8	23.5
Smaller classes	6	17.6
Participation in decision making	6	17.6
Fewer classes	3	8.8
Adequate educational preparation for this teaching assignment	3	8.8

Table 4.51: Frequency and percentage of factors increasing job satisfaction of early career teachers teaching in current school for 2 years (n=22)

Factor	Frequency	Percentage
Higher salary	14	63.6
Community/parent support	12	54.5

Table 4.51: Continued

Factor	Frequency	Percentage
Support of other faculty members	10	45.4
Participation in decision making	10	45.4
Recognition of accomplishments	10	45.4
Administrative support	8	36.3
Support with discipline problems	8	36.3
Improved school environment	6	27.2
Other	6	27.2
Adequate educational preparation for this teaching assignment	5	22.7
Fewer classes	4	18.1
Smaller classes	4	18.1

Table 4.52: Frequency and percentage of factors increasing job satisfaction of early career teachers teaching in current school for 3 to 3.5 years (n=20)

Factor	Frequency	Percentage
Community/parent support	13	65.0
Support with discipline problems	13	65.0
Administrative support	11	55.0
Higher salary	10	50.0
Improved school environment	10	50.0

Table 4.52: Continued

Factor	Frequency	Percentage
Participation in decision making	10	50.0
Support of other faculty members	8	40.0
Adequate educational preparation for this teaching assignment	6	30.0
Other	6	30.0
Recognition of accomplishments	4	20.0
Fewer classes	2	10.0
Smaller classes	1	5.0

Table 4.53: Frequency and percentage of factors increasing job satisfaction of early career teachers teaching in current school for 4 years (n=6)

Factor	Frequency	Percentage
Higher salary	5	83.3
Support of other faculty members	3	50.0
Community/parent support	3	50.0
Recognition of accomplishments	3	50.0
Administrative support	2	33.3
Other	2	33.3
Fewer classes	1	16.6
Improved school environment	1	16.6

Table 4.53: Continued

Factor	Frequency	Percentage
Participation in decision making	1	16.6
Adequate educational preparation for this teaching assignment	1	16.6
Smaller classes	0	0.0
Support with discipline problems	0	0.0

Table 4.54: Frequency and percentage of factors increasing job satisfaction of early career teachers teaching in current school for 5 years (n=5)

Factor	Frequency	Percentage
Administrative support	3	60.0
Participation in decision making	3	60.0
Support of other faculty members	2	40.0
Community/parent support	2	40.0
Higher salary	2	40.0
Improved school environment	2	40.0
Smaller classes	1	20.0
Support with discipline problems	1	20.0
Recognition of accomplishments	1	20.0
Adequate educational preparation for this teaching assignment	1	20.0

Table 4.54: Continued

Factor	Frequency	Percentage
Fewer classes	0	0.0
Other	0	0.0

Tables 4.55 and 4.56 present the factors increasing job satisfaction in terms of Position on Choral Staff.

Table 4.55: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers who are the head director (n=58)

Factor	Frequency	Percentage
Community/parent support	40	68.9
Higher salary	35	60.3
Administrative support	30	51.7
Support with discipline problems	27	46.5
Support of other faculty members	23	39.6
Improved school environment	20	34.4
Participation in decision making	20	34.4
Recognition of accomplishments	19	32.7
Other	18	31.0
Fewer classes	9	15.5
Smaller classes	7	12.0

Table 4.55: Continued

Factor	Frequency	Percentage
Adequate educational preparation for this teaching assignment	7	12.0

Table 4.56: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers who are the assistant director (n=29)

Factor	Frequency	Percentage
Higher salary	16	55.1
Community/parent support	13	44.8
Support of other faculty members	11	37.9
Improved school environment	10	34.4
Recognition of accomplishments	9	31.0
Other	9	31.0
Administrative support	6	20.6
Support with discipline problems	6	20.6
Participation in decision making	5	17.2
Adequate educational preparation for this teaching assignment	4	13.7
Smaller classes	3	10.3
Fewer classes	1	3.4

Factors increasing job satisfaction in accordance with Number of People on Choral Staff are displayed in Tables 4.57 and 4.58.

Table 4.57: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with one person on the choral staff (n=46)

Factor	Frequency	Percentage
Community/parent support	33	71.7
Higher salary	25	54.3
Administrative support	21	45.6
Support with discipline problems	21	45.6
Participation in decision making	20	43.4
Recognition of accomplishments	19	41.3
Other	18	39.1
Support of other faculty members	17	36.9
Improved school environment	15	32.6
Fewer classes	7	15.2
Smaller classes	7	15.2
Adequate educational preparation for this teaching assignment	6	13.0

Table 4.58: Frequency and percentage of factors increasing job satisfaction in current teaching assignment of early career teachers with 1.5 to 3 people on the choral staff (n=41)

Factor	Frequency	Percentage
Higher salary	26	63.4
Community/parent support	20	48.7
Support of other faculty members	17	41.4
Administrative support	15	36.5
Improved school environment	15	36.5
Other	14	34.1
Support with discipline problems	12	29.2
Recognition of accomplishments	12	29.2
Participation in decision making	9	21.9
Adequate educational preparation for this teaching assignment	5	12.1
Smaller classes	4	9.7
Fewer classes	3	7.3

Methods of Professional Assistance

Early career teachers were given a checklist of 19 types of professional assistance compiled by the researcher and were asked to indicate which were provided in their school (See Table 4.56). The vast majority of teachers indicated that methods of assistance in their school included in-service programs (98.8%), other music teachers in

their school (96.5%), colleagues in the music field (93.1%), new teacher orientations programs (91.9%), and the accessibility of their administrators (90.8%). The majority of teachers also received assistance in the form of other non-music teachers in school (88.5%), fine arts supervisors (86.2%), administrators' visits to classroom (85.0%), music workshops or conferences (81.6%), release time for performances outside of school (71.2%), and assigned music teacher mentors (52.8%).

Less than half of the teachers reported having administrative assistance with classroom management (48.2%), assigned non-music teacher mentors (43.6%), release time for recruiting students from other schools (41.3%), release time to work with feeder school choirs (40.2%), and release time to observe experienced music teachers (37.9%). The least frequently selected forms of assistance included assistance with administrative duties (fundraising, trips, competitions) (19.5%), administrative assistance with budget preparation (17.2%), and administrative assistance with large classes (13.7%).

Table 4.59: Frequency and percentage of methods of professional assistance provided for early career teachers (n=87)

Method	Frequency	Percentage
In-service programs	86	98.8
Other music teachers in school	84	96.5
Colleagues in music field	81	93 .1
New teacher orientation program	80	91.9
Accessibility of administrator	79	90.8
Other non-music teachers in school	77	88.5

Table 4.59: Continued

Method	Frequency	Percentage
Fine arts supervisor	75	86.2
Administrators' visits to classroom	74	85.0
Music workshops or conferences	71	81.6
Release time for performances outside of school	62	71.2
Assigned mentor teacher (music)	46	52.8
Administrative assistance with classroom management	42	48.2
Assigned mentor teacher (non-music)	38	43.6
.Release time for recruiting students from other schools	36	41.3
Release time to work with feeder school choirs	35	40.2
Release time to observe experienced music teachers	33	37.9
Assistance with administrative duties (fundraising, trips, competitions)	17	19.5
Administrative assistance with budget preparation	15	17.2
Administrative assistance with large classes	12	13.7

Examination of methods of professional assistance was conducted for each subgroup. Methods of assistance provided for each of the five Regions is presented in Tables 4.60 to 4.64.

Table 4.60: Methods of professional assistance provided for early career teachers in Region 3 (n=20)

Method	Frequency	Percentage
New teacher orientation program	20	100.0
In service programs	19	95.0
Other music teachers in school	19	95.0
Colleagues in music field	19	95.0
Accessibility of administrator	19	95.0
Fine arts supervisor	18	90.0
Other non-music teachers in school	18	90.0
Music workshops or conferences	17	85.0
Administrators' visits to classroom	16	80.0
Assigned mentor teacher (music)	13	65.0
Release time to observe experienced music teachers	13	65.0
Release time to work with feeder school choirs	13	65.0
Release time for performances outside of school	12	60.0
Administrative assistance with classroom management	12	60.0
Assigned mentor teacher (non-music)	11	55.0
Release time for recruiting students from other schools	7	35.0
Administrative assistance with budget preparation	5	25.0
Assistance with administrative duties (fundraising, trips, competitions)	4	20.0
Administrative assistance with large classes	3	15.0

Table 4.61: Methods of professional assistance provided for early career teachers in Region 5 (n=27)

Method	Frequency	Percentage
In-service programs	27	100.0
Fine arts supervisor	27	100.0
Other music teachers in school	25	92.5
Colleagues in music field	25	92.5
Administrators' visits to classroom	24	88.8
Accessibility of administrator	23	85.1
New teacher orientation program	23	85.1
Release time for performances outside of school	22	81.4
Other non-music teachers in school	21	77.7
Music workshops or conferences	20	74.0
Release time for recruiting students from other schools	15	55.5
Administrative assistance with classroom management	12	44.4
Assigned mentor teacher (music)	11	40.7
Assigned mentor teacher (non-music)	10	37.0
Release time to observe experienced music teachers	8	29.6
Release time to work with feeder school choirs	8	29.6
Assistance with administrative duties (fundraising, trips, competitions)	5	18.5
Administrative assistance with budget preparation	4	14.8
Administrative assistance with large classes	1	3.7

Table 4.62: Methods of professional assistance provided for early career teachers in Region 7 (n=6)

Method	Frequency	Percentage
In-service programs	6	100.0
Other non-music teachers in school	6	100.0
Other music teachers in school	5	83.3
Colleagues in music field	5	83.3
Music workshops or conferences	5	83.3
Accessibility of administrator	5	83.3
Administrators' visits to classroom	5	83.3
Assigned mentor teacher (non-music)	4	66.6
New teacher orientation program	4	66.6
Release time for performances outside of school	3	50.0
Fine arts supervisor	2	33.3
Release time to observe experienced music teachers	2	33.3
Administrative assistance with classroom management	2	33.3
Release time to work with feeder school choirs	2	33.3
Assigned mentor teacher (music)	1	16.6
Administrative assistance with budget preparation	1	16.6
Release time for recruiting students from other schools	1	16.6
Assistance with administrative duties (fundraising, trips, competitions)	0	0.0
Administrative assistance with large classes	0	0.0

Table 4.63: Methods of professional assistance provided for early career teachers in Region 20 (n=13)

Method	Frequency	Percentage
Other music teachers in school	13	100.0
New teacher orientation program	13	100.0
Other non-music teachers in school	12	92.3
In-service programs	11	84.6
Colleagues in music field	11	84.6
Music workshops or conferences	11	84.6
Accessibility of administrator	11	84.6
Fine arts supervisor	10	76.9
Release time for performances outside of school	10	76.9
Assigned mentor teacher (music)	9	69.2
Administrators' visits to classroom	9	69.2
Assigned mentor teacher (non-music)	7	53.8
Release time for recruiting students from other schools	5	38.4
Release time to observe experienced music teachers	4	30.7
Administrative assistance with classroom management	4	30.7
Assistance with administrative duties (fundraising, trips, competitions)	4	30.7
Release time to work with feeder school choirs	4	30.7
Administrative assistance with budget preparation	2	15.3
Administrative assistance with large classes	2	15.3

Table 4.64: Methods of professional assistance provided for early career teachers in Region 24 (n=21)

Method	Frequency	Percentage
In-service programs	21	100.0
Other music teachers in school	21	100.0
Colleagues in music field	21	100.0
Accessibility of administrator	21	100.0
Administrators' visits to classroom	20	95.2
New teacher orientation program	20	95.2
Other non-music teachers in school	20	95.2
Fine arts supervisor	18	85.7
Music workshops or conferences	18	85.7
Release time for performances outside of school	15	71.4
Assigned mentor teacher (music)	12	57.1
Administrative assistance with classroom management	12	57.1
Release time for recruiting students from other schools	8	38.0
Release time to work with feeder school choirs	7	33.3
Release time to observe experienced music teachers	6	28.5
Assigned mentor teacher (non-music)	6	28.5
Administrative assistance with large classes	6	28.5
Assistance with administrative duties (fundraising, trips, competitions)	4	19.0
Administrative assistance with budget preparation	3	14.2

Methods of professional assistance provided for each of the five Districts is presented in Tables 4.65 to 4.69.

Table 4.65: Methods of professional assistance provided for early career teachers in District A schools (n=24)

Method	Frequency	Percentage
Fine arts supervisor	24	100.0
In-service programs	23	95.8
Other music teachers in school	22	91.6
Colleagues in music field	22	91.6
Administrators' visits to classroom	21	87.5
New teacher orientation program	20	83.3
Music workshops or conferences	19	79.1
Accessibility of administrator	19	79.1
Other non-music teachers in school	18	75.0
Release time for performances outside of school	16	66.6
Assigned mentor teacher (music)	14	58.3
Release time for recruiting students from other schools	10	41.6
Administrative assistance with classroom management	9	37.5
Assigned mentor teacher (non-music)	7	29.1
Release time to work with feeder school choirs	7	29.1
Assistance with administrative duties (fundraising, trips, competitions)	6	25.0
Release time to observe experienced music teachers	5	20.8
Administrative assistance with budget preparation	3	12.5
Administrative assistance with large classes	2	8.3

Table 4.66: Methods of professional assistance provided for early career teachers in District B schools (n=21)

Method	Frequency	Percentage
In-service programs	21	100.0
New teacher orientation program	21	100.0
Fine arts supervisor	21	100.0
Colleagues in music field	21	100.0
Other music teachers in school	20	95.2
Other non-music teachers in school	20	95.2
Accessibility of administrator	20	95.2
Music workshops or conferences	18	85.7
Administrators' visits to classroom	17	80.9
Release time for performances outside of school	14	66.6
Administrative assistance with classroom management	12	57.1
Assigned mentor teacher (non-music)	11	52.3
Assigned mentor teacher (music)	10	47.6
Release time for recruiting students from other schools	9	42.8
Release time to work with feeder school choirs	9	42.8
Release time to observe experienced music teachers	7	33.3
Administrative assistance with budget preparation	4	19.0
Assistance with administrative duties (fundraising, trips, competitions)	4	19.0
Administrative assistance with large classes	4	19.0

Table 4.67: Methods of professional assistance provided for early career teachers in District C schools (n=25)

Method	Frequency	Percentage
New teacher orientation program	25	100.0
Other music teachers in school	25	100.0
Accessibility of administrator	25	100.0
In-service programs	24	96.0
Fine arts supervisor	24	96.0
Other non-music teachers in school	23	92.0
Colleagues in music field	23	92.0
Administrators' visits to classroom	23	92.0
Music workshops or conferences	21	84.0
Release time for performances outside of school	19	76.0
Assigned mentor teacher (music)	15	60.0
Release time to observe experienced music teachers	13	52.0
Administrative assistance with classroom management	13	52.0
Release time to work with feeder school choirs	10	40.0
Assigned mentor teacher (non-music)	11	44.0
Release time for recruiting students from other schools	11	44.0
Administrative assistance with budget preparation	5	20.0
Assistance with administrative duties (fundraising, trips, competitions)	5	20.0
Administrative assistance with large classes	5	20.0

Table 4.68: Methods of professional assistance provided for early career teachers in District D schools (n=10)

Method	Frequency	Percentage
Other music teachers in school	10	100.0
Colleagues in music field	10	100.0
In-service programs	9	90.0
New teacher orientation program	9	90.0
Other non-music teachers in school	9	90.0
Music workshops or conferences	9	90.0
Accessibility of administrator	9	90.0
Release time for performances outside of school	8	80.0
Administrators' visits to classroom	7	70.0
Release time to work with feeder school choirs	7	70.0
Release time for recruiting students from other schools	6	60.0
Assigned mentor teacher (music)	5	50.0
Release time to observe experienced music teachers	5	50.0
Assigned mentor teacher (non-music)	4	40.0
Fine arts supervisor	3	30.0
Administrative assistance with classroom management	3	30.0
Administrative assistance with budget preparation	2	20.0
Assistance with administrative duties (fundraising, trips, competitions)	1	10.0
Administrative assistance with large classes	0	0.0

Table 4.69: Methods of professional assistance provided for early career teachers in District E - I schools (n=7)

Method	Frequency	Percentage
In-service programs	7	100.0
Other non-music teachers in school	7	100.0
Other music teachers in school	6	85.7
Accessibility of administrator	6	85.7
Administrators' visits to classroom	6	85.7
Administrative assistance with classroom management	5	71.4
New teacher orientation program	5	71.4
Colleagues in music field	5	71.4
Assigned mentor teacher (non-music)	5	71.4
Release time for performances outside of school	5	71.4
Music workshops or conferences	4	57.1
Release time to observe experienced music teachers	3	42.8
Fine arts supervisor	3	42.8
Assigned mentor teacher (music)	2	28.5
Administrative assistance with budget preparation	1	14.2
Assistance with administrative duties (fundraising, trips, competitions)	1	14.2
Administrative assistance with large classes	1	14.2
Release time to work with feeder school choirs	1	14.2
Release time for recruiting students from other schools	0	0.0

Methods of professional assistance by School Type are shown in Tables 4.70 to 4.72.

Table 4.70: Methods of professional assistance provided for early career teachers in rural schools (n=5)

Method	Frequency	Percentage
In-service programs	5	100.0
Other non-music teachers in school	5	100.0
Other music teachers in school	4	80.0
Colleagues in music field	4	80.0
Music workshops or conferences	4	80.0
Accessibility of administrator	4	80.0
Administrators' visits to classroom	4	80.0
New teacher orientation program	3	60.0
Assigned mentor teacher (non-music)	3	60.0
Release time for performances outside of school	3	60.0
Fine arts supervisor	2	40.0
Release time to observe experienced music teachers	2	40.0
Administrative assistance with classroom management	2	40.0
Administrative assistance with budget preparation	2	40.0
Assigned mentor teacher (music)	1	20.0
Assistance with administrative duties (fundraising, trips, competitions)	0	0.0
Administrative assistance with large classes	0	0.0
Release time to work with feeder school choirs	0	0.0
Release time for recruiting students from other schools	0	0.0

Table 4.71: Methods of professional assistance provided for early career teachers in suburban schools (n=57)

Method	Frequency	Percentage
Other music teachers in school	57	100.0
In-service programs	55	96.4
Colleagues in music field	55	96.4
New teacher orientation program	53	92.9
Accessibility of administrator	53	92.9
Other non-music teachers in school	52	91.2
Fine arts supervisor	50	87.7
Administrators' visits to classroom	49	85.9
Music workshops or conferences	44	77.1
Release time for performances outside of school	43	75.4
Administrative assistance with classroom management	30	52.6
Assigned mentor teacher (music)	29	50.8
Release time for recruiting students from other schools	26	45.6
Release time to work with feeder school choirs	25	43.8
Assigned mentor teacher (non-music)	24	42.1
Release time to observe experienced music teachers	22	38.5
Assistance with administrative duties (fundraising, trips, competitions)	12	21.0
Administrative assistance with budget preparation	10	17.5
Administrative assistance with large classes	9	15.7

Table 4.72: Methods of professional assistance provided for early career teachers in urban schools (n=25)

Method	Frequency	Percentage
In-service programs	24	96.0
New teacher orientation program	24	96.0
Fine arts supervisor	23	92.0
Other music teachers in school	23	92.0
Music workshops or conferences	23	92.0
Colleagues in music field	22	88.0
Accessibility of administrator	22	88.0
Administrators' visits to classroom	21	84.0
Other non-music teachers in school	20	80.0
Assigned mentor teacher (music)	16	64.0
Release time for performances outside of school	16	64.0
Assigned mentor teacher (non-music)	11	44.0
Administrative assistance with classroom management	10	40.0
Release time to work with feeder school choirs	10	40.0
Release time for recruiting students from other schools	10	40.0
Release time to observe experienced music teachers	9	36.0
Assistance with administrative duties (fundraising, trips, competitions)	5	20.0
Administrative assistance with budget preparation	3	12.0
Administrative assistance with large classes	3	12.0

Tables 4.73 to 4.75 present methods of professional assistance by School Level.

Table 4.73: Methods of professional assistance provided for early career teachers in high schools (n=26)

Method	Frequency	Percentage
In-service programs	26	100.0
Accessibility of administrator	25	96.1
Administrators' visits to classroom	25	96.1
Other music teachers in school	24	92.3
Colleagues in music field	24	92.3
New teacher orientation program	23	88.4
Other non-music teachers in school	23	88.4
Music workshops or conferences	23	88.4
Release time for performances outside of school	22	84.6
Fine arts supervisor	20	76.9
Assigned mentor teacher (music)	17	65.3
Release time to work with feeder school choirs	17	65.3
Administrative assistance with classroom management	12	46.1
Release time for recruiting students from other schools	11	42.3
Assigned mentor teacher (non-music)	10	38.4
Release time to observe experienced music teachers	10	38.4
Administrative assistance with budget preparation	5	19.2
Assistance with administrative duties (fundraising, trips, competitions)	5	19.2
Administrative assistance with large classes	2	7.6

Table 4.74: Methods of professional assistance provided for early career teachers in junior high schools (n=19)

Method	Frequency	Percentage
In-service programs	19	100.0
Fine arts supervisor	18	94.7
Other music teachers in school	17	89.4
Other non-music teachers in school	17	89.4
Colleagues in music field	17	89.4
New teacher orientation program	16	84.4
Accessibility of administrator	15	78.9
Administrators' visits to classroom	15	78.9
Music workshops or conferences	13	68.4
Release time for performances outside of school	13	68.4
Administrative assistance with classroom management	12	63.1
Assigned mentor teacher (non-music)	10	52.6
Release time for recruiting students from other schools	9	47.3
Release time to observe experienced music teachers	6	31.5
Release time to work with feeder school choirs	6	31.5
Assigned mentor teacher (music)	5	26.3
Assistance with administrative duties (fundraising, trips, competitions)	3	15.7
Administrative assistance with large classes	1	5.2
Administrative assistance with budget preparation	0	0.0

Table 4.75: Methods of professional assistance provided for early career teachers in middle schools (n=42)

Method	Frequency	Percentage
Other music teachers in school	42	100.0
New teacher orientation program	41	97.6
Colleagues in music field	40	95.2
In-service programs	39	92.8
Accessibility of administrator	39	92.8
Fine arts supervisor	37	88.0
Other non-music teachers in school	37	88.0
Music workshops or conferences	35	83.3
Administrators' visits to classroom	34	80.9
Release time for performances outside of school	27	64.2
Assigned mentor teacher (music)	24	57.1
Assigned mentor teacher (non-music)	19	45.2
Administrative assistance with classroom management	18	42.8
Release time to observe experienced music teachers	17	40.4
Release time for recruiting students from other schools	16	38.0
Release time to work with feeder school choirs	11	26.1
Administrative assistance with budget preparation	10	23.8
Assistance with administrative duties (fundraising, trips, competitions)	9	21.4
Administrative assistance with large classes	9	21.4

Tables 4.76 to 4.80 display methods of professional assistance in each of the five Conferences.

Table 4.76: Methods of professional assistance provided for early career teachers in Conference AA to AAAA schools (n=13)

Method	Frequency	Percentage
In-service programs	13	100.0
Accessibility of administrator	13	100.0
Administrators' visits to classroom	13	100.0
Colleagues in music field	12	92.3
Release time for performances outside of school	12	92.3
New teacher orientation program	11	84.6
Other music teachers in school	11	84.6
Other non-music teachers in school	11	84.6
Music workshops or conferences	11	84.6
Fine arts supervisor	7	53.8
Assigned mentor teacher (music)	7	53.8
Release time to work with feeder school choirs	7	53.8
Release time for recruiting students from other schools	6	46.1
Release time to observe experienced music teachers	6	46.1
Administrative assistance with classroom management	6	46.1
Assigned mentor teacher (non-music)	5	38.4
Administrative assistance with budget preparation	4	30.7
Assistance with administrative duties (fundraising, trips, competitions)	2	15.3
Administrative assistance with large classes	0	0.0

Table 4.77: Methods of professional assistance provided for early career teachers in Conference AAAAA high schools (n=13)

Method	Frequency	Percentage
In-service programs	13	100.0
Fine arts supervisor	13	100.0
Other music teachers in school	13	100.0
New teacher orientation program	12	92.3
Other non-music teachers in school	12	92.3
Colleagues in music field	12	92.3
Music workshops or conferences	12	92.3
Accessibility of administrator	12	92.3
Administrators' visits to classroom	12	92.3
Assigned mentor teacher (music)	10	76.9
Release time to work with feeder school choirs	10	76.9
Release time for performances outside of school	10	76.9
Administrative assistance with classroom management	6	46.1
Assigned mentor teacher (non-music)	5	38.4
Release time for recruiting students from other schools	5	38.4
Release time to observe experienced music teachers	4	30.7
Assistance with administrative duties (fundraising, trips, competitions)	3	23.0
Administrative assistance with large classes	2	15.3
Administrative assistance with budget preparation	1	7.6

Table 4.78: Methods of professional assistance provided for early career teachers in Conference BB and BBB schools (n=6)

Method	Frequency	Percentage
In-service programs	6	100.0
New teacher orientation program	6	100.0
Fine arts supervisor	6	100.0
Other non-music teachers in school	6	100.0
Accessibility of administrator	6	100.0
Administrators' visits to classroom	6	100.0
Other music teachers in school	5	83.3
Colleagues in music field	5	83.3
Administrative assistance with classroom management	5	83.3
Assigned mentor teacher (non-music)	4	66.6
Music workshops or conferences	4	66.6
Release time to observe experienced music teachers	3	50.0
Release time for performances outside of school	3	50.0
Release time for recruiting students from other schools	3	50.0
Release time to work with feeder school choirs	2	33.3
Assigned mentor teacher (music)	1	16.6
Administrative assistance with budget preparation	0	0.0
Assistance with administrative duties (fundraising, trips, competitions)	0	0.0
Administrative assistance with large classes	0	0.0

Table 4.79: Methods of professional assistance provided for early career teachers in Conference CC schools (n=26)

Method	Frequency	Percentage
Other music teachers in school	26	100.0
In-service programs	25	96.1
New teacher orientation program	25	96.1
Colleagues in music field	23	88.4
Accessibility of administrator	23	88.4
Administrators' visits to classroom	23	88.4
Fine arts supervisor	22	84.6
Other non-music teachers in school	22	84.6
Music workshops or conferences	19	73.0
Release time for performances outside of school	17	65.3
Administrative assistance with classroom management	15	57.6
Assigned mentor teacher (music)	13	50.0
Assigned mentor teacher (non-music)	12	46.1
Release time to observe experienced music teachers	11	42.3
Release time for recruiting students from other schools	10	38.4
Release time to work with feeder school choirs	9	34.6
Administrative assistance with budget preparation	5	19.2
Administrative assistance with large classes	5	19.2
Assistance with administrative duties (fundraising, trips, competitions)	3	11.5

Table 4.80: Methods of professional assistance provided for early career teachers in Conference CCC schools (n=29)

Method	Frequency	Percentage
Colleagues in music field	29	100.0
Other music teachers in school	28	96.5
In-service programs	27	93.1
Fine arts supervisor	27	93.1
New teacher orientation program	26	89.6
Other non-music teachers in school	26	89.6
Music workshops or conferences	25	86.2
Accessibility of administrator	25	86.2
Administrators' visits to classroom	20	68.9
Release time for performances outside of school	20	68.9
Assigned mentor teacher (music)	15	51.7
Assigned mentor teacher (non-music)	12	41.3
Release time for recruiting students from other schools	12	41.3
Administrative assistance with classroom management	10	34.4
Release time to observe experienced music teachers	9	31.0
Assistance with administrative duties (fundraising, trips, competitions)	9	31.0
Release time to work with feeder school choirs	6	20.6
Administrative assistance with budget preparation	5	17.2
Administrative assistance with large classes	5	17.2

Methods of professional assistance in terms of Years of Teaching Experience are shown in Tables 4.81 to 4.85.

Table 4.81: Methods of professional assistance provided for early career teachers with 1 to 1.5 years of teaching experience (n=16)

Method	Frequency	Percentage
New teacher orientation program	16	100.0
Other non-music teachers in school	16	100.0
Colleagues in music field	16	100.0
In-service programs	15	93.7
Other music teachers in school	15	93.7
Accessibility of administrator	15	93.7
Fine arts supervisor	14	87.5
Music workshops or conferences	13	81.2
Administrators' visits to classroom	13	81.2
Assigned mentor teacher (music)	11	68.7
Administrative assistance with classroom management	10	62.5
Assigned mentor teacher (non-music)	9	56.2
Release time for performances outside of school	8	50.0
Release time to observe experienced music teachers	7	43.7
Release time to work with feeder school choirs	7	43.7
Release time for recruiting students from other schools	5	31.2
Assistance with administrative duties (fundraising, trips, competitions)	4	25.0
Administrative assistance with budget preparation	2	12.5
Administrative assistance with large classes	2	12.5

Table 4.82: Methods of professional assistance provided for early career teachers with 2 years of teaching experience (n=18)

Method	Frequency	Percentage
In-service programs	18	100.0
Accessibility of administrator	18	100.0
New teacher orientation program	17	94.4
Other music teachers in school	17	94.4
Colleagues in music field	17	94.4
Fine arts supervisor	15	83.3
Other non-music teachers in school	15	83.3
Administrators' visits to classroom	15	83.3
Release time for performances outside of school	13	72.2
Music workshops or conferences	12	66.6
Assigned mentor teacher (non-music)	10	55.5
Administrative assistance with classroom management	10	55.5
Assigned mentor teacher (music)	9	50.0
Release time to observe experienced music teachers	9	50.0
Release time to work with feeder school choirs	9	50.0
Release time for recruiting students from other schools	6	33.3
Administrative assistance with budget preparation	3	16.6
Assistance with administrative duties (fundraising, trips, competitions)	3	16.6
Administrative assistance with large classes	3	16.6

Table 4.83: Methods of professional assistance provided for early career teachers with 3 to 3.5 years of teaching experience (n=20)

Method	Frequency	Percentage
Colleagues in music field	19	95.0
In-service programs	18	90.0
Other music teachers in school	18	90.0
New teacher orientation program	17	85.0
Fine arts supervisor	17	85.0
Music workshops or conferences	17	85.0
Other non-music teachers in school	17	85.0
Accessibility of administrator	17	85.0
Administrators' visits to classroom	17	85.0
Release time for performances outside of school	16	80.0
Assigned mentor teacher (music)	14	70.0
Release time for recruiting students from other schools	9	45.0
Release time to work with feeder school choirs	8	40.0
Assigned mentor teacher (non-music)	7	35.0
Release time to observe experienced music teachers	7	35.0
Administrative assistance with classroom management	6	30.0
Assistance with administrative duties (fundraising, trips, competitions)	4	20.0
Administrative assistance with budget preparation	3	15.0
Administrative assistance with large classes	2	10.0

Table 4.84: Methods of professional assistance provided for early career teachers with 4 years of teaching experience (n=13)

Method	Frequency	Percentage
In-service programs	13	100.0
New teacher orientation program	13	100.0
Other music teachers in school	13	100.0
Fine arts supervisor	12	92.3
Administrators' visits to classroom	12	92.3
Other non-music teachers in school	11	84.6
Music workshops or conferences	11	84.6
Accessibility of administrator	11	84.6
Colleagues in music field	9	69.2
Release time for performances outside of school	8	61.5
Assigned mentor teacher (non-music)	5	38.4
Assigned mentor teacher (music)	5	38.4
Administrative assistance with classroom management	4	30.7
Administrative assistance with budget preparation	4	30.7
Release time to observe experienced music teachers	3	23.0
Release time to work with feeder school choirs	3	23.0
Administrative assistance with large classes	2	15.3
Release time for recruiting students from other schools	2	15.3
Assistance with administrative duties (fundraising, trips, competitions)	1	7.6

Table 4.85: Methods of professional assistance provided for early career secondary choir teachers with 5 years of teaching experience (n=20)

Method	Frequency	Percentage
In-service programs	20	100.0
Other music teachers in school	20	100.0
Colleagues in music field	20	100.0
Other non-music teachers in school	18	90.0
Music workshops or conferences	18	90.0
Accessibility of administrator	18	90.0
Administrators' visits to classroom	17	85.0
New teacher orientation program	17	85.0
Fine arts supervisor	17	85.0
Release time for performances outside of school	17	85.0
Release time for recruiting students from other schools	14	70.0
Administrative assistance with classroom management	12	60.0
Assigned mentor teacher (non-music)	7	35.0
Assigned mentor teacher (music)	7	35.0
Release time to observe experienced music teachers	7	35.0
Release time to work with feeder school choirs	7	35.0
Assistance with administrative duties (fundraising, trips, competitions)	5	25.0
Administrative assistance with budget preparation	3	15.0
Administrative assistance with large classes	3	15.0

Comparison of Teacher and Principal Perception of Professional Assistance

Of primary interest was the comparison of early career secondary choral directors and principal responses to the value of various methods of professional assistance. Several approaches were used to examine the relationship of responses. The mean and standard deviation of the teachers' and principals' ratings of the importance of each method of professional assistance to early career music teachers was calculated (See Table 4.86). The results of the Spearman rank correlation procedure indicated a non-significant positive relationship between overall teacher and principal ratings of the value of methods of professional assistance ($r_s = .07$, $p = .77$). The mean teacher response of each of 19 questions was correlated with the mean principal responses over the same 19 questions. This same procedure was used on all subsequent correlations.

Table 4.86: Teacher (n = 87) and principal (n = 53) rating of importance of methods of professional assistance to early career music teachers (1 = no help; 2 = little help; 3 = moderately helpful; 4 = very helpful; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In service programs	2.7	1.1	3.4	.56
New teacher orientation program	2.8	1.3	3.6	.85
Fine arts supervisor	3.3	1.4	2.8	1.3
Other music teachers in school	3.9	1.2	3.0	.96
Other non-music teachers in school	3.3	.88	3.7	.87
Colleagues in music field	4.2	.77	4.1	.87
Assigned mentor teacher (non-music)	2.3	1.7	3.8	.90
Assigned mentor teacher (music)	3.0	2.1	3.7	1.0

Table 4.86: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Music workshops or conferences	4.2	.95	3.6	.90
Release time to observe experienced music teachers	2.9	2.1	3.7	.71
Accessibility of administrator	3.5	1.1	4.4	.57
Administrators' visits to classroom	2.4	1.0	3.8	.89
Administrative assistance with classroom management	2.7	1.6	4.1	.73
Administrative assistance with budget preparation	1.7	1.6	4.0	.69
Assistance with administrative duties (fundraising, trips, competitions)	2.3	1.7	3.4	1.0
Administrative assistance with large classes	1.7	1.7	3.6	.98
Release time to work with feeder school choirs	2.0	1.7	3.5	1.3
Release time for performances outside of school	3.2	1.7	3.6	.79
Release time for recruiting students from other schools	2.0	1.7	3.3	1.4

Calculations of the mean and standard deviation of the teachers' and principals' ratings of the value of various methods of professional assistance were made for each subgroup. Teachers' and principals' ratings of the value of methods of professional assistance in each of the five Regions are shown in Tables 4.87 to 4.91.

Table 4.87: Teachers' (n = 20) and principals' (n = 15) ratings of importance of methods of professional assistance to early career teachers in Region 3 (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.7	.96	3.3	1.1
New teacher orientation program	3.0	1.0	3.4	1.1
Fine arts supervisor	3.7	1.2	3.8	1.6
Other music teachers in school	4.5	.75	3.7	1.2
Other non-music teachers in school	3.2	.83	3.8	.83
Colleagues in music field	4.4	.68	4.0	1.1
Assigned mentor teacher (non-music)	1.5	1.6	3.3	1.1
Assigned mentor teacher (music)	3.3	2.1	3.4	1.4
Music workshops or conferences	4.1	1.2	4.0	.65
Release time to observe experienced music teachers	3.0	2.2	4.0	.59
Accessibility of administrator	3.9	.94	3.8	1.2
Administrators' visits to classroom	2.8	1.5	3.4	1.0
Administrative assistance with classroom management	3.2	1.5	3.4	1.1
Administrative assistance with budget preparation	2.2	1.8	3.6	.61
Assistance with administrative duties (fundraising, trips, competitions)	2.5	2.1	3.4	.63
Administrative assistance with large classes	2.0	1.9	3.6	.48
Release time to work with feeder school choirs	2.5	2.0	3.4	1.3
Release time for performances outside of school	3.0	1.8	3.5	1.2
Release time for recruiting students from other schools	1.9	2.1	2.7	1.7

Table 4.88: Teachers' (n = 27) and principals' (n = 14) ratings of importance of methods of professional assistance to early career teachers in Region 5 (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.9	.99	3.8	.77
New teacher orientation program	3.0	1.4	4.0	.82
Fine arts supervisor	3.8	1.0	4.5	.65
Other music teachers in school	4.0	1.1	4.4	.85
Other non-music teachers in school	3.2	1.0	3.7	.72
Colleagues in music field	4.4	.69	4.2	.72
Assigned mentor teacher (non-music)	2.2	1.5	3.9	.82
Assigned mentor teacher (music)	2.8	2.2	4.1	1.3
Music workshops or conferences	4.2	.75	3.8	1.2
Release time to observe experienced music teachers	3.8	1.7	4.0	.67
Accessibility of administrator	3.7	.90	4.5	.64
Administrators' visits to classroom	2.4	1.0	4.1	.77
Administrative assistance with classroom management	2.8	1.2	4.0	.82
Administrative assistance with budget preparation	1.8	1.4	3.7	.72
Assistance with administrative duties (fundraising, trips, competitions)	2.5	1.5	3.7	.97
Administrative assistance with large classes	1.8	1.4	3.9	.82
Release time to work with feeder school choirs	2.3	1.9	4.0	.73
Release time for performances outside of school	2.7	1.9	3.9	.73
Release time for recruiting students from other schools	2.7	1.8	4.0	1.3

Table 4.89: Teachers' (n = 6) and principals' (n = 3) ratings of importance of methods of professional assistance to early career teachers in Region 7 (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.5	1.5	3.0	0
New teacher orientation program	2.8	2.0	3.3	.57
Fine arts supervisor	3.1	1.8	1.0	1.0
Other music teachers in school	2.8	1.6	1.0	1.0
Other non-music teachers in school	3.5	1.0	3.6	1.1
Colleagues in music field	4.3	.81	4.0	1.0
Assigned mentor teacher (non-music)	2.3	1.6	4.0	1.0
Assigned mentor teacher (music)	2.3	2.3	3.3	1.1
Music workshops or conferences	4.6	.51	3.3	.57
Release time to observe experienced music teachers	2.3	2.5	3.3	.57
Accessibility of administrator	3.5	1.5	5.0	0
Administrators' visits to classroom	2.0	.89	4.0	1.0
Administrative assistance with classroom management	2.5	1.5	4.3	.57
Administrative assistance with budget preparation	1.8	1.9	4.6	.57
Assistance with administrative duties (fundraising, trips, competitions)	2.0	2.3	3.0	1.7
Administrative assistance with large classes	1.5	2.0	3.3	1.5
Release time to work with feeder school choirs	2.6	2.2	3.3	2.0
Release time for performances outside of school	3.6	1.9	3.6	.57
Release time for recruiting students from other schools	1.6	2.0	3.3	1.5

Table 4.90: Teachers' (n = 13) and principals' (n = 7) ratings of importance of methods of professional assistance to early career teachers in Region 20 (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.8	1.0	4.0	.89
New teacher orientation program	2.7	.99	4.3	1.0
Fine arts supervisor	2.4	1.6	3.6	1.9
Other music teachers in school	3.8	1.1	4.6	.51
Other non-music teachers in school	3.7	.82	4.5	.83
Colleagues in music field	4.2	.89	4.5	.54
Assigned mentor teacher (non-music)	1.8	1.6	4.6	.51
Assigned mentor teacher (music)	3.1	2.0	4.6	.51
Music workshops or conferences	4.2	.91	4.5	.83
Release time to observe experienced music teachers	2.7	2.1	4.3	.94
Accessibility of administrator	3.0	.73	4.6	.51
Administrators' visits to classroom	2.6	1.0	4.3	.10
Administrative assistance with classroom management	2.3	1.0	4.8	.40
Administrative assistance with budget preparation	1.8	.91	4.3	.81
Assistance with administrative duties (fundraising, trips, competitions)	2.0	1.1	4.1	.75
Administrative assistance with large classes	1.6	1.3	4.5	.54
Release time to work with feeder school choirs	2.1	1.7	4.3	.81
Release time for performances outside of school	3.0	1.6	4.3	.81

Table 4.90: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Release time for recruiting students from other schools	2.2	1.7	4.1	.98

Table 4.91: Teachers' (n = 21) and principals' (n = 14) ratings of importance of methods of professional assistance to early career teachers in Region 24 (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.9	1.1	3.4	.64
New teacher orientation program	2.2	1.3	4.0	.87
Fine arts supervisor	3.3	1.3	3.5	1.6
Other music teachers in school	4.2	.61	4.0	1.3
Other non-music teachers in school	3.1	.67	3.6	.64
Colleagues in music field	4.1	.74	4.1	.53
Assigned mentor teacher (non-music)	1.8	1.6	3.4	.75
Assigned mentor teacher (music)	3.0	1.9	4.0	.55
Music workshops or conferences	4.1	.92	3.5	1.0
Release time to observe experienced music teachers	3.4	1.8	3.7	1.2
Accessibility of administrator	4.0	.70	4.1	.77
Administrators' visits to classroom	3.0	1.0	3.5	.51
Administrative assistance with classroom management	2.8	1.4	4.0	.47

Table 4.91: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Administrative assistance with budget preparation	2.0	1.7	3.6	.49
Assistance with administrative duties (fundraising, trips, competitions)	2.7	1.5	3.7	.61
Administrative assistance with large classes	1.8	1.6	3.7	.61
Release time to work with feeder school choirs	2.2	2.0	3.5	.51
Release time for performances outside of school	3.5	1.3	3.2	.72
Release time for recruiting students from other schools	2.6	2.0	3.2	.61

Data analysis by Region revealed that a significant positive relationship existed between teacher and principal ratings in Region 3 and Region 5 (See Table 4.92).

Table 4.92: Correlation of mean teacher/principal responses to value of 19 methods of assistance by Region

Region	rs	p
3	.66	.0008 *
5	.57	.005 *
7	.04	.85
20	.23	.32
24	.26	.26

* Indicates significant positive correlation $p < .05$

Tables 4.93 to 4.97 show teachers' and principals' ratings of methods of assistance in each of the five District categories.

Table 4.93: Teachers' (n = 24) and principals' (n = 13) ratings of importance of methods of professional assistance to early career teachers in District A schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.9	.99	3.6	.75
New teacher orientation program	3.1	1.1	4.0	.70
Fine arts supervisor	4.2	.90	4.6	.48
Other music teachers in school	4.0	1.2	4.2	.83
Other non-music teachers in school	3.0	1.0	3.6	.63
Colleagues in music field	4.3	.55	4.3	.48
Assigned mentor teacher (non-music)	1.6	1.4	3.8	.80
Assigned mentor teacher (music)	3.0	1.9	4.3	.63
Music workshops or conferences	4.2	.79	4.3	.48
Release time to observe experienced music teachers	3.3	2.1	4.1	.55
Accessibility of administrator	3.8	1.0	4.4	.77
Administrators' visits to classroom	2.6	1.3	4.0	.81
Administrative assistance with classroom management	2.5	1.5	4.0	.86
Administrative assistance with budget preparation	1.6	1.3	4.0	.75
Assistance with administrative duties (fundraising, trips, competitions)	2.2	1.6	4.0	.64
Administrative assistance with large classes	1.3	1.1	4.0	.70
Release time to work with feeder school choirs	2.0	1.8	3.9	.86

Table 4.93: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Release time for performances outside of school	2.7	1.8	3.8	.80
Release time for recruiting students from other schools	2.2	1.6	3.5	1.5

Table 4.94: Teachers' (n = 21) and principals' (n = 12) ratings of importance of methods of professional assistance to early career teachers in District B schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	3.0	.58	3.4	1.1
New teacher orientation program	2.7	.94	3.8	1.4
Fine arts supervisor	3.9	.83	3.9	1.3
Other music teachers in school	4.3	1.1	4.0	1.4
Other non-music teachers in school	3.1	1.0	3.7	.86
Colleagues in music field	4.4	.67	3.7	1.2
Assigned mentor teacher (non-music)	2.3	1.7	3.2	1.2
Assigned mentor teacher (music)	3.1	2.1	3.3	2.1
Music workshops or conferences	4.0	1.2	3.7	1.4
Release time to observe experienced music teachers	3.3	2.0	3.1	2.0
Accessibility of administrator	3.9	.86	3.8	1.0
Administrators' visits to classroom	3.0	.94	3.0	.85
Administrative assistance with classroom management	3.2	1.1	3.4	1.0

Table 4.94: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Administrative assistance with budget preparation	2.3	1.7	3.0	1.7
Assistance with administrative duties (fundraising, trips, competitions)	2.8	1.6	3.0	1.5
Administrative assistance with large classes	2.1	1.6	2.5	1.3
Release time to work with feeder school choirs	2.9	1.9	2.9	1.8
Release time for performances outside of school	3.7	1.4	4.0	.85
Release time for recruiting students from other schools	3.1	2.0	3.2	1.9

Table 4.95: Teacher (n = 25) and principal (n =17) rating of importance of methods of professional assistance to early career teachers in District C schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.7	1.2	3.7	.90
New teacher orientation program	2.6	1.4	4.1	.78
Fine arts supervisor	3.2	1.2	4.2	.75
Other music teachers in school	4.3	.74	4.3	.78
Other non-music teachers in school	3.3	.81	3.8	.92
Colleagues in music field	4.1	.92	4.4	.71
Assigned mentor teacher (non-music)	2.4	1.5	3.8	.85
Assigned mentor teacher (music)	3.3	1.9	3.6	1.4
Music workshops or conferences	4.1	.89	3.8	1.1

Table 4.95: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Release time to observe experienced music teachers	3.6	1.7	3.9	.74
Accessibility of administrator	3.7	.83	4.4	.79
Administrators' visits to classroom	2.7	1.0	3.8	.69
Administrative assistance with classroom management	2.8	1.3	4.0	.70
Administrative assistance with budget preparation	2.1	1.6	3.5	.61
Assistance with administrative duties (fundraising, trips, competitions)	2.6	1.6	3.5	.93
Administrative assistance with large classes	2.2	1.7	3.8	.72
Release time to work with feeder school choirs	2.5	2.0	3.9	.82
Release time for performances outside of school	3.5	1.3	3.9	.82
Release time for recruiting students from other schools	2.3	1.9	3.8	1.2

Table 4.96: Teachers' (n = 10) and principals' (n = 7) ratings of importance of methods of professional assistance to early career teachers in District D schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.5	1.1	3.2	.48
New teacher orientation program	2.3	1.6	3.2	.95
Fine arts supervisor	1.6	1.7	1.7	2.2

Table 4.96: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Other music teachers in school	3.4	1.1	3.5	1.6
Other non-music teachers in school	3.3	.94	3.7	.75
Colleagues in music field	4.6	.51	4.1	.37
Assigned mentor teacher (non-music)	1.7	1.8	3.7	.95
Assigned mentor teacher (music)	2.1	2.1	4.0	.57
Music workshops or conferences	4.7	.67	3.8	.69
Release time to observe experienced music teachers	2.4	2.4	3.2	1.6
Accessibility of administrator	3.6	.69	4.2	.48
Administrators' visits to classroom	2.3	.94	3.5	.78
Administrative assistance with classroom management	2.4	1.3	4.0	.81
Administrative assistance with budget preparation	2.1	1.3	3.8	.37
Assistance with administrative duties (fundraising, trips, competitions)	1.6	1.6	3.5	.53
Administrative assistance with large classes	1.0	1.5	4.0	.57
Release time to work with feeder school choirs	2.4	2.3	4.0	.81
Release time for performances outside of school	3.8	1.0	3.8	.89
Release time for recruiting students from other schools	2.2	2.2	3.0	1.5

Table 4.97: Teachers' (n = 7) and principals' (n = 4) ratings of importance of methods of professional assistance to early career teachers in District E – I schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.7	1.3	3.0	0
New teacher orientation program	2.8	1.5	3.3	.57
Fine arts supervisor	3.1	1.4	1.0	1.0
Other music teachers in school	3.1	1.6	1.0	1.0
Other non-music teachers in school	3.7	.95	3.6	1.1
Colleagues in music field	4.2	.75	4.0	1.0
Assigned mentor teacher (non-music)	2.2	1.7	4.0	1.0
Assigned mentor teacher (music)	1.7	2.2	3.3	1.1
Music workshops or conferences	4.7	.48	3.3	.57
Release time to observe experienced music teachers	3.0	2.0	3.3	.57
Accessibility of administrator	3.4	1.2	5.0	0
Administrators' visits to classroom	2.2	1.3	4.0	1.0
Administrative assistance with classroom management	3.1	1.3	4.3	.57
Administrative assistance with budget preparation	1.4	1.8	4.6	.57
Assistance with administrative duties (fundraising, trips, competitions)	2.5	2.3	3.0	1.7
Administrative assistance with large classes	2.4	2.1	3.3	1.5
Release time to work with feeder school choirs	1.5	1.5	3.3	2.0
Release time for performances outside of school	3.0	2.1	3.6	.57
Release time for recruiting students from other schools	1.1	1.4	3.3	1.5

A comparison of teachers' and principals' ratings in accordance with the size of school district indicated that a strong positive correlation existed in District A, District B, and District C schools (See Table 4.98).

Table 4.98: Correlation of mean teacher/principal responses to value of 19 methods of assistance by District

District	rs	p
A	.64	.002 *
B	.69	.0004 *
C	.54	.01 *
D	.29	.21
E – I	.02	.91

* Indicates significant positive correlation $p < .05$

Principals' and teachers' ratings of the value of methods of professional assistance of various School Types is indicated in Tables 4.99 to 4.101.

Table 4.99: Teachers' (n = 5) and principals' (n = 3) ratings of importance of methods of professional assistance to early career teachers in rural schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.6	1.5	3.0	0
New teacher orientation program	2.8	1.7	3.3	.57
Fine arts supervisor	3.2	1.7	1.0	1.0
Other music teachers in school	3.6	1.6	1.0	1.0

Table 4.99: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Other non-music teachers in school	3.8	.83	3.6	1.1
Colleagues in music field	4.2	.83	4.0	1.0
Assigned mentor teacher (non-music)	3.0	2.0	4.0	1.0
Assigned mentor teacher (music)	3.2	2.4	3.3	1.1
Music workshops or conferences	4.4	.89	3.3	.57
Release time to observe experienced music teachers	2.6	2.4	3.3	.57
Accessibility of administrator	3.2	1.4	5.0	0
Administrators' visits to classroom	2.2	.83	4.0	1.0
Administrative assistance with classroom management	2.6	2.3	4.3	.57
Administrative assistance with budget preparation	1.8	2.0	4.6	.57
Assistance with administrative duties (fundraising, trips, competitions)	2.6	2.5	3.0	1.7
Administrative assistance with large classes	1.8	2.1	3.3	1.5
Release time to work with feeder school choirs	1.6	1.5	3.3	2.0
Release time for performances outside of school	3.6	2.0	3.6	.57
Release time for recruiting students from other schools	1.6	1.5	3.3	1.5

Table 4.100: Teachers' (n = 57) and principals' (n = 34) ratings of importance of methods of professional assistance to early career teachers in suburban schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.8	1.0	3.5	.92
New teacher orientation program	2.9	1.3	3.9	.98
Fine arts supervisor	3.5	1.4	3.9	1.4
Other music teachers in school	4.0	1.2	4.0	1.2
Other non-music teachers in school	3.2	1.0	3.7	.82
Colleagues in music field	4.4	.67	4.2	.97
Assigned mentor teacher (non-music)	1.9	1.7	3.5	1.0
Assigned mentor teacher (music)	2.8	2.1	3.7	1.3
Music workshops or conferences	4.3	.76	3.9	.93
Release time to observe experienced music teachers	3.1	2.1	3.9	.96
Accessibility of administrator	3.8	1.0	4.0	1.0
Administrators' visits to classroom	2.8	1.1	3.6	.91
Administrative assistance with classroom management	3.3	1.2	3.7	.92
Administrative assistance with budget preparation	2.2	1.5	3.7	.57
Assistance with administrative duties (fundraising, trips, competitions)	2.7	1.5	3.6	.72
Administrative assistance with large classes	2.1	1.6	3.7	.69
Release time to work with feeder school choirs	2.6	2.0	3.6	1.0
Release time for performances outside of school	3.6	1.4	3.6	1.0
Release time for recruiting students from other schools	2.7	2.1	3.3	1.4

Table 4.101: Teachers' (n = 25) and principals' (n = 16) ratings of importance of methods of professional assistance to early career teachers in urban schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.7	.84	3.7	.77
New teacher orientation program	2.7	1.1	3.8	1.0
Fine arts supervisor	3.4	1.2	3.6	1.7
Other music teachers in school	4.2	.91	4.2	.68
Other non-music teachers in school	3.1	.83	3.8	.71
Colleagues in music field	4.2	.81	4.1	.65
Assigned mentor teacher (non-music)	2.2	1.5	4.1	.71
Assigned mentor teacher (music)	3.2	1.8	4.3	.61
Music workshops or conferences	3.9	1.2	3.8	1.2
Release time to observe experienced music teachers	3.2	1.9	4.1	.61
Accessibility of administrator	3.6	.90	4.4	.72
Administrators' visits to classroom	2.3	1.2	4.0	.77
Administrative assistance with classroom management	2.4	1.5	4.3	.71
Administrative assistance with budget preparation	1.3	1.3	3.7	.93
Assistance with administrative duties (fundraising, trips, competitions)	1.6	1.6	3.7	.77
Administrative assistance with large classes	1.2	1.4	3.9	.77
Release time to work with feeder school choirs	1.8	1.7	3.8	.91
Release time for performances outside of school	2.6	1.9	3.6	.80
Release time for recruiting students from other schools	1.9	1.6	3.5	1.3

When subjects were divided into School Types, the data showed a significant positive correlation between mean responses of teachers and principals in suburban schools. A negative, non-significant correlation existed between ratings of teachers and principals in rural schools (See Table 4.102).

Table 4.102: Correlation of mean teacher/principal responses to value of 19 methods of assistance by School Type

Type	rs	p
Rural	-.005	.98 **
Suburban	.69	.001 *
Urban	.38	.10
* Indicates significant positive correlation $p < .05$		
** Indicates non-significant negative correlation $p < .05$		

A list of the teachers' and principals' ratings of the value of methods of professional assistance by School Level appears in Tables 4.103 – 4.105.

Table 4.103: Teachers' (n = 26) and principals' (n = 18) ratings of importance of methods of professional assistance to early career teachers in high schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.5	1.1	3.4	1.2
New teacher orientation program	2.3	1.1	3.6	1.2
Fine arts supervisor	3.4	1.4	3.5	1.8

Table 4.103: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Other music teachers in school	4.0	1.0	4.1	1.4
Other non-music teachers in school	3.0	.84	3.6	.97
Colleagues in music field	4.1	.76	3.8	1.1
Assigned mentor teacher (non-music)	1.5	1.3	3.6	1.2
Assigned mentor teacher (music)	3.1	1.8	4.1	1.1
Music workshops or conferences	4.1	.78	3.7	1.5
Release time to observe experienced music teachers	3.3	1.9	4.1	.70
Accessibility of administrator	3.7	.77	4.1	1.2
Administrators' visits to classroom	2.5	1.0	3.7	1.1
Administrative assistance with classroom management	2.4	1.5	4.0	1.1
Administrative assistance with budget preparation	1.9	1.5	3.8	.78
Assistance with administrative duties (fundraising, trips, competitions)	2.2	1.7	3.7	.80
Administrative assistance with large classes	1.5	1.4	3.9	.72
Release time to work with feeder school choirs	3.0	1.8	4.1	1.2
Release time for performances outside of school	3.6	1.5	3.7	1.2
Release time for recruiting students from other schools	2.5	1.7	3.5	1.7

Table 4.104: Teachers' (n = 19) and principals' (n = 8) ratings of importance of methods of professional assistance to early career teachers in junior high schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	3.1	1.1	3.6	.51
New teacher orientation program	3.4	1.0	3.8	.64
Fine arts supervisor	3.6	1.0	3.8	1.7
Other music teachers in school	3.9	1.4	3.8	1.6
Other non-music teachers in school	3.1	1.0	3.6	.51
Colleagues in music field	4.6	.49	4.3	.51
Assigned mentor teacher (non-music)	2.1	1.6	3.6	.74
Assigned mentor teacher (music)	1.8	2.3	3.7	1.5
Music workshops or conferences	4.2	.78	4.0	.75
Release time to observe experienced music teachers	3.8	1.8	3.8	.64
Accessibility of administrator	3.7	.80	4.6	.51
Administrators' visits to classroom	2.3	.95	4.1	.99
Administrative assistance with classroom management	3.3	1.3	4.1	.83
Administrative assistance with budget preparation	1.8	1.6	4.0	.75
Assistance with administrative duties (fundraising, trips, competitions)	2.5	1.7	3.6	1.3
Administrative assistance with large classes	2.2	1.6	3.7	1.1
Release time to work with feeder school choirs	2.4	1.9	3.8	.64
Release time for performances outside of school	2.9	1.8	3.8	.64
Release time for recruiting students from other schools	2.3	1.9	3.2	1.5

Teacher 4.105: Teachers' (n = 42) and principals' (n = 27) ratings of importance of methods of professional assistance to early career teachers in middle schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.8	.89	3.5	.64
New teacher orientation program	2.7	1.3	4.0	.83
Fine arts supervisor	3.4	1.5	3.7	1.4
Other music teachers in school	4.0	1.1	3.8	1.1
Other non-music teachers in school	3.4	.94	3.8	.75
Colleagues in music field	4.3	.75	4.2	.59
Assigned mentor teacher (non-music)	2.4	1.7	3.8	.78
Assigned mentor teacher (music)	3.3	1.9	3.8	1.0
Music workshops or conferences	4.2	1.1	3.8	.57
Release time to observe experienced music teachers	2.9	2.1	3.8	1.0
Accessibility of administrator	3.7	1.0	4.1	.73
Administrators' visits to classroom	2.8	1.2	3.7	.60
Administrative assistance with classroom management	2.7	1.2	3.9	.67
Administrative assistance with budget preparation	2.0	1.5	3.6	.67
Assistance with administrative duties (fundraising, trips, competitions)	2.5	1.6	3.5	.63
Administrative assistance with large classes	1.9	1.6	3.7	.66
Release time to work with feeder school choirs	1.9	1.9	3.3	.88
Release time for performances outside of school	3.3	1.5	3.5	.75
Release time for recruiting students from other schools	2.2	2.1	3.3	.96

An examination of subjects in terms of School Level revealed a significant positive correlation between mean responses of teachers and principals in junior high and middle schools (See Table 4.106).

Table 4.106: Correlation of mean teacher/principal responses to value of 19 methods of assistance by School Level

Level	rs	p
High School	.26	.26
Junior High School	.44	.05 *
Middle School	.56	.01 *
* Indicates significant positive correlation $p < .05$		

Teachers' and principals' ratings of the importance of methods of professional assistance for the five categories of Conferences are shown in Tables 4.107 to 4.111.

Table 4.107: Teachers' (n = 13) and principals' (n = 8) ratings of importance of methods of professional assistance to early career teachers in Conference AA to AAAA schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.4	1.3	3.2	.95
New teacher orientation program	2.4	1.5	3.5	.97
Fine arts supervisor	3.1	1.5	2.5	2.1
Other music teachers in school	3.6	1.3	3.8	1.3
Other non-music teachers in school	3.0	1.1	3.4	.78
Colleagues in music field	4.3	.75	2.1	.69

Table 4.107: Continued

Method	Teacher		Principal	
	Mean	SD	Mean	SD
Assigned mentor teacher (non-music)	1.4	1.3	3.4	.78
Assigned mentor teacher (music)	3.0	1.9	4.0	.57
Music workshops or conferences	4.2	.83	4.0	.81
Release time to observe experienced music teachers	3.7	1.6	4.0	.57
Accessibility of administrator	3.7	.83	4.1	.89
Administrators' visits to classroom	2.4	1.1	3.8	.69
Administrative assistance with classroom management	2.3	1.4	4.0	.57
Administrative assistance with budget preparation	2.0	1.7	4.0	.81
Assistance with administrative duties (fundraising, trips, competitions)	2.3	1.8	3.8	.89
Administrative assistance with large classes	1.4	1.6	3.7	.75
Release time to work with feeder school choirs	2.6	1.9	4.5	.53
Release time for performances outside of school	3.6	1.2	4.1	.89
Release time for recruiting students from other schools	2.3	1.6	3.1	2.0

Table 4.108: Teachers' (n = 13) and principals' (n = 11) ratings of importance of methods of professional assistance to early career teachers in Conference AAAAA schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.4	1.3	3.2	.95
New teacher orientation program	2.4	1.5	3.5	.97
Fine arts supervisor	3.1	1.5	2.5	2.1
Other music teachers in school	3.6	1.3	3.8	1.3
Other non-music teachers in school	3.0	1.1	3.4	.78
Colleagues in music field	4.3	.75	2.1	.69
Assigned mentor teacher (non-music)	1.4	1.3	3.4	.78
Assigned mentor teacher (music)	3.0	1.9	4.0	.57
Music workshops or conferences	4.2	.83	4.0	.81
Release time to observe experienced music teachers	3.7	1.6	4.0	.57
Accessibility of administrator	3.7	.83	4.1	.89
Administrators' visits to classroom	2.4	1.1	3.8	.69
Administrative assistance with classroom management	2.3	1.4	4.0	.57
Administrative assistance with budget preparation	2.0	1.7	4.0	.81
Assistance with administrative duties (fundraising, trips, competitions)	2.3	1.8	3.8	.89
Administrative assistance with large classes	1.4	1.6	3.7	.75
Release time to work with feeder school choirs	2.6	1.9	4.5	.53
Release time for performances outside of school	3.6	1.2	4.1	.89
Release time for recruiting students from other schools	2.3	1.6	3.1	2.0

Table 4.109: Teachers' (n = 6) and principals' (n = 3) ratings of importance of methods of professional assistance to early career teachers in Conference BB and BBB schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	3.6	1.0	3.6	.57
New teacher orientation program	3.5	.83	3.6	.57
Fine arts supervisor	3.0	.63	4.3	1.1
Other music teachers in school	4.1	1.1	4.3	.57
Other non-music teachers in school	3.3	.51	3.6	.57
Colleagues in music field	4.8	.40	4.3	.57
Assigned mentor teacher (non-music)	3.0	1.7	3.3	.57
Assigned mentor teacher (music)	1.6	2.5	2.6	2.3
Music workshops or conferences	4.1	.75	3.6	.57
Release time to observe experienced music teachers	5.0	0	3.3	.57
Accessibility of administrator	3.8	.40	4.6	.57
Administrators' visits to classroom	2.5	.54	4.3	1.1
Administrative assistance with classroom management	3.6	1.8	4.0	1.0
Administrative assistance with budget preparation	2.0	2.0	3.6	.57
Assistance with administrative duties (fundraising, trips, competitions)	2.3	2.2	3.3	1.5
Administrative assistance with large classes	1.6	2.2	3.6	1.1
Release time to work with feeder school choirs	3.3	2.2	3.3	.57
Release time for performances outside of school	3.1	1.8	3.3	.57
Release time for recruiting students from other schools	3.1	1.8	2.6	2.3

Table 4.110: Teachers' (n = 26) and principals' (n = 16) ratings of importance of methods of professional assistance to early career teachers in Conference CC schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.5	.75	3.6	.70
New teacher orientation program	2.5	1.3	4.0	.85
Fine arts supervisor	3.2	1.3	3.5	1.5
Other music teachers in school	3.8	1.4	3.5	1.6
Other non-music teachers in school	3.2	.95	3.8	.75
Colleagues in music field	4.2	.81	4.3	.60
Assigned mentor teacher (non-music)	2.0	1.6	3.9	.85
Assigned mentor teacher (music)	2.9	2.1	3.6	1.2
Music workshops or conferences	4.2	1.2	3.9	.68
Release time to observe experienced music teachers	3.3	1.9	3.7	1.1
Accessibility of administrator	3.6	1.0	4.4	.62
Administrators' visits to classroom	2.3	1.1	3.7	.68
Administrative assistance with classroom management	2.7	1.1	3.9	.68
Administrative assistance with budget preparation	1.6	1.5	3.8	.65
Assistance with administrative duties (fundraising, trips, competitions)	2.2	1.6	3.5	.81
Administrative assistance with large classes	1.8	1.6	3.6	.79
Release time to work with feeder school choirs	1.5	1.7	3.5	.89
Release time for performances outside of school	3.0	1.6	3.6	.80
Release time for recruiting students from other schools	2.1	2.0	3.5	.89

Table 4.111: Teachers' (n = 29) and principals' (n = 15) ratings of importance of methods of professional assistance to early career teachers in Conference CCC schools (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	3.0	.99	3.5	.51
New teacher orientation program	3.2	1.2	4.0	.75
Fine arts supervisor	3.8	1.3	4.1	1.3
Other music teachers in school	4.2	.94	4.1	.74
Other non-music teachers in school	3.5	1.0	3.9	.59
Colleagues in music field	4.5	.57	4.3	.48
Assigned mentor teacher (non-music)	2.4	1.8	3.6	.72
Assigned mentor teacher (music)	3.1	2.2	4.1	.63
Music workshops or conferences	4.3	.89	3.9	.59
Release time to observe experienced music teachers	2.8	2.3	4.0	.75
Accessibility of administrator	3.8	1.0	4.1	.74
Administrators' visits to classroom	3.0	1.2	3.8	.67
Administrative assistance with classroom management	3.0	1.2	4.0	.70
Administrative assistance with budget preparation	2.3	1.4	3.8	.67
Assistance with administrative duties (fundraising, trips, competitions)	2.8	1.6	3.7	.70
Administrative assistance with large classes	2.1	1.6	3.8	.63
Release time to work with feeder school choirs	2.2	1.9	3.6	.82
Release time for performances outside of school	3.4	1.7	3.6	.72
Release time for recruiting students from other schools	2.3	2.0	3.4	1.0

Comparing subjects in accordance with School Conference indicated that a significant positive correlation between teachers' and principals' ratings only existed in Conference CCC schools (See Table 4.112).

Table 4.112: Correlation of mean teacher/principal responses to value of 19 methods of assistance by Conference

Conference	rs	p
AA – AAAA	.16	.48
AAAAA	.16	.48
BB – BBB	.34	.15
CC	.32	.17
CCC	.66	.001 *

* Indicates significant positive correlation $p < .05$

Tables 4.113 to 4.417 provide teachers' and principals' ratings of importance of methods of professional assistance in accordance with Years of Teaching Experience.

Table 4.113: Teachers' (n = 16) and principals' (n = 10) ratings of importance of methods of professional assistance to early career teachers with 1 to 1.5 years of teaching experience (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.6	.94	3.6	.51
New teacher orientation program	2.7	.77	3.7	.67
Fine arts supervisor	3.8	.91	3.5	1.7
Other music teachers in school	4.3	1.0	3.9	.56
Other non-music teachers in school	3.4	.81	3.8	.42
Colleagues in music field	4.3	.71	4.0	.47
Assigned mentor teacher (non-music)	2.0	1.4	3.6	.51
Assigned mentor teacher (music)	2.8	2.1	4.0	.47
Music workshops or conferences	3.9	1.3	3.8	.42
Release time to observe experienced music teachers	2.5	2.2	4.0	.47
Accessibility of administrator	3.8	.98	4.0	.66
Administrators' visits to classroom	2.9	1.1	3.7	.48
Administrative assistance with classroom management	3.1	1.5	3.7	.48
Administrative assistance with budget preparation	1.8	1.8	3.5	.70
Assistance with administrative duties (fundraising, trips, competitions)	3.0	1.9	3.5	.52
Administrative assistance with large classes	1.8	1.8	3.5	.70
Release time to work with feeder school choirs	2.1	1.9	3.4	.84
Release time for performances outside of school	2.8	1.8	3.3	.82
Release time for recruiting students from other schools	2.4	2.0	2.8	1.2

Table 4.114: Teachers' (n = 18) and principals' (n = 10) ratings of importance of methods of professional assistance to early career music teachers in second year of teaching (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.8	1.0	3.6	.69
New teacher orientation program	2.9	1.1	4.1	.73
Fine arts supervisor	3.4	1.3	3.7	2.0
Other music teachers in school	4.2	.87	4.2	1.5
Other non-music teachers in school	2.9	1.0	3.6	.96
Colleagues in music field	4.1	.85	4.2	.42
Assigned mentor teacher (non-music)	2.1	2.2	4.1	.87
Assigned mentor teacher (music)	2.3	2.3	4.4	.51
Music workshops or conferences	4.1	.78	3.8	1.4
Release time to observe experienced music teachers	3.2	1.8	4.0	.81
Accessibility of administrator	3.7	.66	4.4	.69
Administrators' visits to classroom	2.2	.89	3.9	.87
Administrative assistance with classroom management	2.7	1.4	4.4	.69
Administrative assistance with budget preparation	1.8	1.6	3.7	.82
Assistance with administrative duties (fundraising, trips, competitions)	2.1	1.7	3.3	.82
Administrative assistance with large classes	1.7	1.6	3.8	.78
Release time to work with feeder school choirs	2.6	2.0	4.1	.56
Release time for performances outside of school	3.6	1.7	4.0	.66
Release time for recruiting students from other schools	2.1	2.0	3.3	1.4

Table 4.115: Teachers' (n = 20) and principals' (n = 11) ratings of importance of methods of professional assistance to early career teachers in third year of teaching (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.8	.93	3.7	.81
New teacher orientation program	2.6	1.2	4.0	.94
Fine arts supervisor	3.4	1.7	4.0	1.4
Other music teachers in school	3.8	1.2	3.7	1.9
Other non-music teachers in school	3.4	.99	3.6	.92
Colleagues in music field	4.2	.76	4.2	.78
Assigned mentor teacher (non-music)	2.1	1.2	3.8	.98
Assigned mentor teacher (music)	4.1	1.2	4.1	.75
Music workshops or conferences	4.2	.89	3.7	1.4
Release time to observe experienced music teachers	3.6	1.9	3.8	1.4
Accessibility of administrator	3.7	1.0	4.0	.83
Administrators' visits to classroom	2.6	1.1	3.7	.64
Administrative assistance with classroom management	2.8	.93	3.8	.87
Administrative assistance with budget preparation	2.1	1.2	3.5	.68
Assistance with administrative duties (fundraising, trips, competitions)	2.2	1.5	3.6	.92
Administrative assistance with large classes	1.7	1.4	3.7	.90
Release time to work with feeder school choirs	2.3	1.9	3.7	1.1
Release time for performances outside of school	3.2	1.6	3.6	.80
Release time for recruiting students from other schools	2.3	1.9	3.6	1.3

Table 4.116: Teachers' (n = 13) and principals' (n = 7) ratings of importance of methods of professional assistance to early career teachers with 4 years of teaching experience (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	2.3	1.0	4.1	.69
New teacher orientation program	2.1	1.6	4.2	.95
Fine arts supervisor	2.6	1.1	4.0	1.0
Other music teachers in school	3.8	1.5	4.0	1.0
Other non-music teachers in school	3.3	.85	4.5	.53
Colleagues in music field	4.4	.66	4.5	.53
Assigned mentor teacher (non-music)	2.1	1.2	4.4	.78
Assigned mentor teacher (music)	2.3	2.0	3.5	1.9
Music workshops or conferences	4.4	.77	4.0	.81
Release time to observe experienced music teachers	2.9	2.1	4.1	.69
Accessibility of administrator	3.4	1.1	4.7	.48
Administrators' visits to classroom	2.1	1.2	4.2	.75
Administrative assistance with classroom management	2.1	1.0	4.2	.75
Administrative assistance with budget preparation	1.6	1.5	4.0	.81
Assistance with administrative duties (fundraising, trips, competitions)	2.1	1.5	3.7	.95
Administrative assistance with large classes	1.7	1.5	4.1	.69
Release time to work with feeder school choirs	1.6	1.9	3.5	1.2
Release time for performances outside of school	2.8	1.5	3.8	.69
Release time for recruiting students from other schools	1.8	1.8	3.8	.89

Table 4.117: Teachers' (n = 20) and principals' (n = 15) ratings of importance of methods of professional assistance to early career teachers in their fifth year of teaching (1 = no help; 5 = extremely helpful; 0 = NA)

Method	Teacher		Principal	
	Mean	SD	Mean	SD
In-service programs	3.1	1.0	3.0	1.0
New teacher orientation program	3.2	1.4	3.4	1.1
Fine arts supervisor	3.8	1.3	3.4	1.7
Other music teachers in school	3.9	1.0	3.8	1.4
Other non-music teachers in school	3.2	1.0	3.9	.70
Colleagues in music field	4.5	.60	3.9	1.2
Assigned mentor teacher (non-music)	1.6	1.7	3.0	.96
Assigned mentor teacher (music)	3.0	2.2	3.5	1.5
Music workshops or conferences	4.4	.82	3.9	.70
Release time to observe experienced music teachers	3.8	1.8	3.8	.63
Accessibility of administrator	4.0	.79	4.2	1.3
Administrators' visits to classroom	3.2	1.1	3.6	1.2
Administrative assistance with classroom management	3.0	1.6	3.8	1.1
Administrative assistance with budget preparation	2.2	1.6	4.0	.59
Assistance with administrative duties (fundraising, trips, competitions)	2.7	1.8	4.0	.75
Administrative assistance with large classes	2.7	1.9	3.8	.74
Release time to work with feeder school choirs	2.7	1.9	3.6	1.2
Release time for performances outside of school	3.9	1.2	3.4	1.2
Release time for recruiting students from other schools	2.9	1.9	3.4	1.5

Division of subjects by Years of Teaching Experience showed that a significant positive relationship existed between ratings of teachers and principals of teachers with 1 to 1.5 years of teaching experience (See Table 4.118).

Table 4.118: Correlation of mean teacher/principal responses to value of 19 methods of assistance by Years of Teaching Experience

Years	rs	p
1 to 1.5	.53	.008 *
2	.37	.11
3 to 3.5	.33	.16
4	.32	.17
5	.20	.39
* Indicates significant positive correlation $p < .05$		

Teacher Attrition and Retention

Early career secondary choral directors were asked to measure their intention to either stay or leave the teaching profession using a 5-point Likert scale, with 1 = *Definitely plan to leave after this year* and 5 = *Definitely plan to stay after this year*. Analysis seemed to indicate that the early career teachers intended to stay in the teaching profession (Mean = 4.2; S. D. = 1.0).

Intention to either stay or leave the teaching profession was further examined by division of subjects into subgroups. Table 4.119 illustrates the subjects' intentions by

Regions. Teachers in Region 20 (Mean = 3.6) had the lowest intention rate of the 5 Regions.

Table 4.119: Intention of early teachers to either stay or leave the teaching profession by Region (1 = leave; 5 = stay)

Region	n	Mean	SD
3	20	4.3	1.1
5	27	4.3	.91
7	6	4.0	.63
20	13	3.6	1.3
24	21	4.4	.66

The division of subjects by District is presented in Table 4.120. Teachers' intentions in all of the districts measured a mean of 4.0 or higher, with the highest mean (4.4) in Districts D and E – I.

Table 4.120: Intention of early career teachers to either stay or leave the teaching profession by District (1 = leave; 5 = stay)

District	n	Mean	SD
A	24	4.3	1.0
B	21	4.1	1.2
C	25	4.0	1.0
D	10	4.4	.84
E – I	7	4.4	.78

Table 4.121 presents the data by School Type. The intention of staying in the teaching profession was higher among teachers in suburban school than among teachers in rural and urban schools.

Table 4.121: Intention of early career teachers to either stay or leave the teaching profession by School Type (1 = leave; 5 = stay)

School Type	<i>n</i>	Mean	SD
Rural	5	3.8	.83
Suburban	57	4.4	.83
Urban	25	3.9	1.3

Table 4.122 shows the data subdivided into School Level. Teachers in each of the 3 levels had a mean of 4.1 or higher, with junior high teachers showing the highest intention rate of staying in the teaching profession.

Table 4.122: Intention of early career teachers to either stay or leave the teaching profession by School Level (1 = leave; 5 = stay)

School Level	<i>n</i>	Mean	SD
High School	26	4.1	.95
Junior High School	19	4.4	1.0
Middle School	42	4.1	1.0

When categorized by Conference (See Table 4.123), teachers' intentions to stay or leave the teaching profession ranged from the lowest rating among teachers in

Conference AAAAA schools to the highest rating among teachers in Conference BB – BBB schools.

Table 4.123: Intention of early career teachers to either stay or leave the teaching profession by Conference (1 = leave; 5 = stay)

Conference	<i>n</i>	Mean	SD
AA – AAAA	13	4.3	.76
AAAAA	13	3.8	1.0
BB – BBB	6	4.5	.51
CC	26	4.1	1.1
CCC	29	4.3	1.0

Examination of the data by Years of Teaching Experience (See Table 4.124)

indicated that teachers with 4 years of teaching experience had a higher intention rate of leaving the teaching profession than teachers with 5 years of teaching experience.

Table 4.124: Intention of early career teachers to either stay or leave the teaching profession by Years of Teaching Experience (1 = leave; 5 = stay)

Years of Teaching Experience	<i>n</i>	Mean	SD
1 – 1.5 years	16	4.1	1.4
2 years	18	4.0	.93
3 – 3.5 years	20	4.4	.82
4 years	13	3.5	1.2
5 years	20	4.6	.67

Viewing the data with teachers subdivided in accordance to the number of years they had taught at their present school (See Table 4.125) revealed that teachers who had taught from 1 to 1.5 years at their present school had a lower intention rate of staying in the teaching profession than teachers who had taught for 5 years at their present school.

Table 4.125: Intention of early career teachers to either stay or leave the teaching profession by Years in Current Teaching Position (1 = leave; 5 = stay)

Years in Current Teaching Position	<i>n</i>	Mean	SD
1 – 1.5 years	34	3.9	1.3
2 years	22	4.2	.88
3 years	20	4.0	1.0
4 years	6	4.6	.81
5 years	5	4.8	.44

Table 4.126 presents teachers' intentions to either stay or leave the teaching profession in terms of Position on Choral Staff. The mean (4.2) was the same among both groups.

Table 4.126: Intention of early career teachers to either stay or leave the teaching profession by Position on Choral Staff (1 = leave; 5 = stay)

Position on Choral Staff	<i>n</i>	Mean	SD
Head director	58	4.2	1.0
Assistant director	29	4.2	.94

When subjects were divided in terms of the Number of People on Choral Staff (See Table 4.127), data indicated that the groups each had the same mean (4.2).

Table 4.127: Intention of early career teachers to either stay or leave the teaching profession by Number of People on Choral Staff (1 = leave; 5 = stay)

Number of People on Choral Staff	<i>n</i>	Mean	SD
1 person	46	4.2	1.1
1.5 – 3 people	41	4.2	.92

Out of the 87 respondents, 12 (13.7%) indicated that they intended to leave the teaching profession. Teachers intending to leave the profession were provided a checklist of reasons for leaving. Table 4.128 presents the frequency and percentage of each factor selected by the respondents. The 12 teachers who intended to leave offered a total of 57 responses. The 2 respondents who selected *Other* from the checklist offered the following reasons for leaving the teaching profession: completion of DMA and to pursue career in school counseling.

Table 4.128: Frequency and percentage of early career teachers' reasons for intending to leave the teaching profession (n=12)

Reason	Frequency	Percentage
Lack of student motivation	5	41.6
Pursue other music career	5	41.6
Job Stress	5	41.6
Attend graduate school in music	5	41.6
Lack of student discipline	5	41.6

Table 4.128: Continued

Reason	Frequency	Percentage
Inadequate administrative support	5	41.6
Lack of parental/community support	3	25.0
Scheduling issues	3	25.0
Pregnancy/Child care	3	25.0
Low salary	2	16.6
Multi-campus duties	2	16.6
Workload issues	2	16.6
Moving	2	16.6
Lack of influence over school policies	2	16.6
Classes too large	2	16.6
Other	2	16.6
Lack of adequate preparation time	1	8.3
Isolation	1	8.3
Unsafe environment	1	8.3
Pursue career outside of music	1	8.3
Health	1	8.3
Poor opportunities for advancement	0	0.0
Elimination of program	0	0.0
Reduction in staff	0	0.0
Total of 57 responses		

A demographic profile of the early career secondary choral directors intending to leave the teaching profession was created by dividing the subjects into subgroups.

Division of subjects into Regions (See Table 4.129) revealed that the largest number of

teachers (4) intending to leave the teaching profession were in Region 20 (33.3%) and the smallest number (1) was in Region 24 (8.3%).

Table 4.129: Frequency and percentage of early career teachers intending to leave the teaching profession by Region (n=12)

Region	Frequency	Percentage
3	3	25.0
5	2	16.6
7	2	16.6
20	4	33.3
24	1	8.3

Looking at subjects divided by District (See Table 4.130) showed that teachers from District E – I (8.3%) indicated the least intention to leave the teaching profession, whereas Districts B, C, and D were tied with 25%.

Table 4.130: Frequency and percentage of early career teachers intending to leave the teaching profession by District (n=12)

District	Frequency	Percentage
A	2	16.6
B	3	25.0
C	3	25.0
D	3	25.0
E – I	1	8.3

Table 4.131 provides a view of the data categorized by School Type. The highest number of subjects (7) indicating that they intended to leave the teaching profession were in urban schools (58.3%).

Table 4.131: Frequency and percentage of early career teachers intending to leave the teaching profession by School Type (n=12)

School Location	Frequency	Percentage
Rural	1	8.3
Suburban	4	33.3
Urban	7	58.3

Subjects categorized by School Level (See Table 4.132) indicated that an equal number of teachers (5) in high schools and middle schools intended to leave the teaching profession, with only 2 teachers on the junior high level intending to leave.

Table 4.132: Frequency and percentage of early career teachers intending to leave the teaching profession by School Level (n=12)

School Level	Frequency	Percentage
High School	5	41.6
Junior High School	2	16.6
Middle School	5	41.6

Examination of the data by Conference (See Table 4.133) revealed that teachers that had the highest intention rate to leave the teaching profession were in Conference CC

schools (41.6%) and those with the lowest intention rate to leave were in Conference BB – BBB schools (0%).

Table 4.133: Frequency and percentage of early career teachers intending to leave the teaching profession by Conference (n=12)

Conference	Frequency	Percentage
AA – AAAA	1	8.3
AAAAA	4	33.3
BB – BBB	0	0.0
CC	5	41.6
CCC	2	16.6

When subjects were categorized by Years of Teaching Experience (See Table 4.134), it was found that teachers with 2 years of teaching experience (33.3%) had the highest intention to leave the teaching profession, while those with 3 to 3.5 years (8.3%) and 5 years (8.3%) had the highest intention to stay.

Table 4.134: Frequency and percentage of early career teachers intending to leave the teaching profession by Years of Teaching Experience (n=12)

Years of Teaching Experience	Frequency	Percentage
1 – 1.5 years	3	25.0
2 years	4	33.3
3 – 3.5 years	1	8.3
4 years	2	16.6
5 years	1	8.3

Viewing subjects in terms of the number of Years in Current Teaching Position (See Table 4.135) revealed that teachers who had taught at their present school for 1 to 1.5 years (58.3%) had the highest intention to leave the teaching profession, whereas 0% of teachers who had taught at their present school for 4 or 5 years intended to leave.

Table 4.135: Frequency and percentage of early career teachers intending to leave the teaching profession by Years in Current Teaching Position (n=12)

Years in Current Teaching Position	Frequency	Percentage
1 – 1.5 years	7	58.3
2 years	3	25.0
3 years	2	16.6
4 years	0	0.0
5 years	0	0.0

Table 4.136 presents subjects in terms of Position on Choral Staff. Data indicates that Assistant Directors (58.3%) reported a higher intention to leave the teaching profession than Head Directors (41.6%).

Table 4.136: Frequency and percentage of early career teachers intending to leave the teaching profession by Position on Choral Staff (n=12)

Position on Choral Staff	Frequency	Percentage
Head director	5	41.6
Assistant director	7	58.3

Division of subjects by Number of People on Choral Staff (See Table 4.137)

showed that teachers in schools with 1.5 to 3 people on the choral staff (75.0%) reported the higher rate of intention to leave the teaching profession.

Table 4.137: Frequency and percentage of early career teachers intending to leave the teaching profession by Number of People on Choral Staff (n=12)

Number of People on Choral Staff	Frequency	Percentage
1 person	3	25.0
1.5 – 3 people	9	75.0

The Spearman rank correlation procedure was conducted to determine the correlation of teachers who plan to leave the teaching profession and their principals regarding their philosophy of music education. Eight out of 12 principals responded to the questionnaire. Table 4.138 presents the teacher/principal correlation and shows a significant positive correlation between only three subjects and their principals.

Table 4.138: Correlation of teacher/principal philosophy of music education among early career teachers intending to leave the teaching profession

Subject	r_s	p
4	.69	.001 *
7	.15	.55
10	.09	.70
13	.43	.07
36	.68	.001 *
54	.30	.21

Table 4.138: Continued

Subject	r_s	p
60	.65	.003 *
72	.31	.21

Probability calculated for two-tailed t test, $n = 18$, $df = 16$

* Indicates significant positive correlation $p < .05$

Spearman rank correlation was calculated to find the correlation of teachers who plan to leave the teaching profession and their principals regarding the value of various forms of administrative assistance. The data, presented in Table 4.139, shows a significant positive correlation between only 3 subjects and their principals. In addition, two subjects show a non-significant negative correlation.

Table 4.139: Correlation of teacher/principal perception of professional assistance among early career teachers intending to leave the teaching profession

Subject	r_s	p
4	.10	.67
7	.73	.0003 *
10	-.10	.66 **
13	.19	.42
36	.46	.04 *
54	-.11	.64 **
60	.53	.01 *
72	.37	.11

Probability calculated for two-tailed t test, $n = 19$, $df = 17$.

Table 4.139: Continued

* Indicates significant positive correlation $p < .05$

** Indicates non-significant negative correlation $p < .05$

Teachers who indicated that they intended to stay in the teaching profession (n = 74) were provided a checklist from which to select reasons for staying (See Table 4.140). Some of the 74 respondents chose multiple factors, resulting in a total of 363 responses. The top 5 reasons selected included: support of other teachers, school environment, student motivation, administrative support, and schedule.

Table 4.140: Frequency and percentage of early career teachers' reasons for intending to stay the teaching profession (n=74)

Reason	Frequency	Percentage
Support of other teachers	41	55.4
School environment	40	54.0
Student motivation	39	52.7
Administrative support	36	48.6
Schedule	36	48.6
Salary	31	41.8
Opportunities for advancement	23	31.0
Parental/community support	22	29.7
Class size	21	28.3
Adequate preparation time	20	27.0
Student discipline	20	27.0
Other	19	25.6
Workload	12	16.2

Table 4.140: Continued

Reason	Frequency	Percentage
Influence over school policies	3	4.0
Total responses – 363		

Nineteen teachers selected *Other* from the checklist of factors for staying in the teaching profession. Based on a procedure used by DeLorenzo (1992), *Other* responses were divided into 3 categories: intrinsic, professional, and personal (See Table 4.141). Some of the 19 respondents provided more than one reason, resulting in a total of 22 responses. A complete list of the *Other* responses is found in Appendix H .

Table 4.141: Other reasons for staying in the teaching profession

Category	Frequency
Intrinsic	
Love to teach children music	3
Love students	3
Enjoyable students	2
Enjoy making a difference in students' lives	1
Love music	1
Total	10
Professional	
Want to build a choir program	2
Scheduling of classes	1
Develop skills to move to higher school level	1

Table 4.141: Continued

Category	Frequency
Gain experience	1
Hope that next year will be different	1
Total	6
Personal	
Time for parenting	2
Financial	2
Benefits	1
Family support of teaching career	1
Total	6
Total of 22 responses	

Teacher Intention to Stay or Leave Current Teaching Position

The 74 teachers who indicated they intended to stay in the teaching profession were polled regarding their intention to either stay or leave their present teaching assignment. Subjects were asked to respond using a 5-point Likert scale: 1 = *Definitely plan to change schools after this year* and 5 = *Definitely plan to stay at this school after this year*. The overall results indicated that the teachers intended to stay in their current teaching assignment (Mean = 3.9; SD = 1.0).

Subjects' intentions to either stay or leave their current teaching position were also analyzed by subgroups. Examination of subjects by region showed that those in Region 20 reported the highest intention to change schools and those in Region 24 reported the lowest intention to change schools (See Table 4.142).

Table 4.142: Intention of early career teachers to either stay or leave their present teaching assignment by Region (1 = leave; 5 = stay)

Region	<i>n</i>	Mean	SD
3	17	3.7	1.3
5	25	4.0	.83
7	4	3.7	1.5
20	8	3.5	.92
24	20	4.2	.85

Viewing subjects' intentions to stay or leave their present teaching assignment by District revealed that teachers in District B schools indicated the strongest intention to remain in their current school, whereas teachers in District A and District D schools indicated the strongest intention to change teaching positions (See Table 4.143).

Table 4.143: Intention of early career secondary choral directors to either stay or leave their present teaching assignment by District (1 = leave; 5 = stay)

District	<i>n</i>	Mean	SD
A	21	3.8	1.1
B	18	4.1	1.1
C	22	4.0	.75
D	7	3.8	.89
E – I	6	4.0	1.0

Table 4.144 presents the data for teachers' intentions to either stay or leave their present teaching assignment according to School Type. Teachers in rural and urban had higher intention rates of leaving their current school than did their suburban counterparts.

Table 4.144: Intention of early career teachers to either stay or leave their present teaching assignment by School Type (1 = leave; 5 = stay)

School Type	<i>n</i>	Mean	SD
Rural	4	3.5	1.7
Suburban	53	4.0	.77
Urban	17	3.5	1.3

Analysis of data by School Level (See Table 4.145) disclosed that teachers in high schools had a higher intention to remain in their current teaching assignment than did teachers in junior high and middle schools.

Table 4.145: Intention of early career teachers to either stay or leave their present teaching assignment by School Level (1 = leave; 5 = stay)

School Level	<i>n</i>	Mean	SD
High School	20	4.3	.74
Junior High School	17	3.7	1.0
Middle School	37	3.8	1.0

An examination of the data in terms of Conference (See Table 4.146) revealed that teachers in Conference AAAAA schools reported a stronger intention to remain in their present teaching situation than those in Conference BB – BBB schools.

Table 4.146: Intention of early career teachers to either stay or leave their present teaching assignment by Conference (1 = leave; 5 = stay)

Conference	<i>n</i>	Mean	SD
AA – AAAA	11	4.1	.87
AAAAA	9	4.5	.52
BB – BBB	6	3.5	1.3
CC	21	4.0	.92
CCC	27	3.6	1.0

When subjects were divided according to Years of Teaching Experience (See Table 4.147), it was found that teachers with 4 years of teaching experience indicated the highest intention to leave their current position, while teachers with 5 years of teaching experience reported the highest intention to remain in their present job.

Table 4.147: Intention of early career teachers to either stay or leave their present teaching assignment by Years of Teaching Experience (1 = leave; 5 = stay)

Years of Teaching Experience	<i>n</i>	Mean	SD
1 – 1.5 years	14	4.0	1.1
2 years	14	3.9	1.2
3 – 3.5 years	19	3.9	.91
4 years	9	3.1	.78
5 years	18	4.2	.89

Table 4.148 explicates the division of subjects in terms of the number of years they have taught at their present school. Teachers in their fourth year at their present

school had a higher rate of intention to change schools than teachers in their fifth year at their present school.

Table 4.148: Intention of early career teachers to either stay or leave their present teaching assignment by Years in Current Teaching Position (1 = leave; 5 = stay)

Years in Current Teaching Position	<i>n</i>	Mean	SD
1 – 1.5 years	27	4.0	1.1
2 years	19	3.9	.91
3 years	17	3.8	1.0
4 years	6	3.3	.51
5 years	5	4.6	.54

Examination of subjects with regard to Position on Choral Staff (See Table 4.149) indicates that assistant directors had a higher intention to change teaching jobs than head directors.

Table 4.149: Intention of early career teachers to either stay or leave their present teaching assignment by Position on Choral Staff (1 = leave; 5 = stay)

Position on Choral Staff	<i>n</i>	Mean	SD
Head director	52	4.0	1.0
Assistant director	22	3.8	.95

No difference was found between the intention of subjects to stay or leave their current teaching assignment with respect to the Number of People on Choral Staff (See Table 4.150).

Table 4.150: Intention of early career teachers to either stay or leave their present teaching assignment by Number of People on Choral Staff (1 = leave; 5 = stay)

Number of People on Choral Staff	<i>n</i>	Mean	SD
1 person	41	3.9	1.0
1.5 – 3 people	33	3.9	1.0

A checklist of reasons was provided for the early career secondary choral directors (*n* = 17) who indicated that they intended to change teaching positions. Table 4.151 presents the frequency and percentage of each factor affecting teachers' intentions to change jobs. Subjects chose a total of 88 responses.

Table 4.151: Frequency and percentage of early career teachers' reasons for intending to change schools (*n*=17)

Reason	Frequency	Percentage
Other	10	58.8
Job stress	9	52.9
Lack of student motivation	7	41.1
Lack of student discipline	7	41.1
Workload issues	6	35.2
Scheduling issues	6	35.2
Inadequate administrative support	5	29.4
Lack of influence over school policies	5	29.4
Lack of parental/community support	5	29.4
Low salary	5	29.4
Isolation	4	23.5

Table 4.151: Continued

Reason	Frequency	Percentage
Lack of adequate preparation time	3	17.6
Poor opportunities for advancement	3	17.6
Multi-campus duties	3	17.6
Classes too large	3	17.6
Moving	3	17.6
Pregnancy/Children	2	11.7
Elimination of program	1	5.8
Unsafe environment	1	5.8
Reduction in staff	0	0.0
Total of 88 responses		

The factor that received the highest level of response (58.8%) was *Other*. Some of the 10 subjects who selected *Other* listed more than one factor, resulting in a total of 13 responses (See Table 4.152). A complete list of *Other* factors is presented in Appendix I.

Table 4.152: Other reasons for early career teachers intention to change schools

Reason	Frequency
Work with older students	3
Location of school	2
Discipline problems	1
School closing	1
Better position	1
Increase in stipend	1

Table 4.152: Continued

Reason	Frequency
Transfer	1
Servicing 2 campuses	1
Inadequate skills	1
Not being full time	1
Total responses – 13	

In order to establish a demographic profile of teachers intending to change teaching positions, subjects were divided into subgroups. Division by Region showed that teachers in Region 20 reported the highest intention to change schools and teachers in Region 7 reported the lowest intention (See Table 4.153).

Table 4.153: Early career teacher intention to change current teaching assignment by Region

Region	n	Percentage
3	4	23.5
5	3	17.6
7	2	11.7
20	5	29.4
24	3	17.6

Examination of subjects by Districts revealed that highest percentage of teachers intending to change schools were in District A schools, while the lowest percentage was in District B schools (See Table 4.154).

Table 4.154: Early career teacher intention to change current teaching assignment by District

District	n	Percentage
A	5	29.4
B	2	11.7
C	3	17.6
D	4	23.5
E – I	3	17.6

When viewing subjects in terms of School Type, it was found that the highest percentage of teachers intending to change their current teaching position were in Suburban schools (See Table 4.155).

Table 4.155: Early career teacher intention to change current teaching assignment by School Type

School Type	n	Percentage
Rural	2	11.7
Suburban	11	64.7
Urban	4	23.5

Categorization of subjects by School Level revealed that the middle school teachers had a higher intention to change schools than teachers in high schools and junior high schools (See Table 4.156)

Table 4.156: Early career teacher intention to change current teaching assignment by School Level

School Level	n	Percentage
High School	5	29.4
Junior High School	3	17.6
Middle School	9	52.9

Examination of subjects by Conference indicated that teachers in Conference CCC schools (41.1%) had the highest percentage rate of intention to leave their current school, whereas teachers in Conference BB – BBB schools (0%) had the lowest percentage (See Table 4.157).

Table 4.157: Early career teacher intention to change current teaching assignment by Conference

Conference	n	Percentage
AA – AAAA	4	23.5
AAAAA	1	5.8
BB – BBB	0	0.0
CC	5	29.4
CCC	7	41.1

Viewing the data in terms of years of teaching experience disclosed that teachers with 1 to 1.5 years of teaching experience (29.4%) had the highest percentage of intention

to leave their current school, while teachers with 2 years of teaching experience (11.7%) had the lowest percentage (See Table 4.158).

Table 4.158: Early career teacher intention to change current teaching assignment by Years of Teaching Experience

Years of Teaching Experience	n	Percentage
1 – 1.5 years	5	29.4
2 years	2	11.7
3 – 3.5 years	4	23.5
4 years	3	17.6
5 years	3	17.6

Table 4.159 shows division of subjects in terms of the number of years at their present school. Subjects who have taught at their present school for 1 – 1.5 years and 3 years reported the highest intention to change schools.

Table 4.159: Early career teacher intention to change current teaching assignment by Years in Current Teaching Position

Years in Current Teaching Position	n	Percentage
1 – 1.5 years	6	35.2
2 years	5	29.4
3 years	6	35.2
4 years	0	0.0
5 years	0	0.0

In terms of Position on Choral Staff, a higher percentage of head directors intend to change current teaching positions, than assistant directors (See Table 4.160).

Table 4.160: Early career teacher intention to change current teaching assignment by Position on Choral Staff

Position on Choral Staff	n	Percentage
Head director	10	58.8
Assistant director	7	41.1

Examination of subjects in terms of Number of People on Choral Staff indicates that a higher percentage of teachers in schools with 1 person on the choral staff (64.7%) intended to change their current teaching position (See Table 4.161)

Table 4.161: Early career teacher intention to change current teaching assignment by Number of People on Choral Staff

Number of People on Choral Staff	n	Percentage
1 person	11	64.7
1.5 – 3 people	6	35.2

The Spearman rank correlation procedure was used to compare the philosophy of music education of early career secondary choral directors intending to leave their current teaching position with that of their administrators (See Table 4.162). Twelve out of 17 principals responded to the interview. Results indicated that only 4 subjects (16, 19, 21, and 59) had a significant positive correlation with their administrators' views of music education.

Table 4.162: Correlation of teacher/principal philosophy of music education of early career teachers intending to leave their current teaching position

Subject	r_s	p
3	.32	.18
16	.59	.008 *
19	.55	.01 *
21	.45	.05 *
32	.39	.10
52	.20	.41
55	.39	.10
59	.52	.02 *
72	.31	.21
79	.25	.31
83	.44	.06
86	.23	.35

Probability calculated for two-tailed t test, $n = 18$, $df = 16$

* Indicates significant positive correlation $p < .05$

The Spearman rank correlation procedure was utilized to compare the value designated to various forms of professional assistance by early career secondary choral directors intending on changing schools and their principals (See Table 4.163). Not a

single pair of teacher and principal had a significant positive correlation regarding their perception of administrative support.

Table 4.163: Correlation of teacher/principal perception of professional assistance among early career teachers intending to leave their current teaching position

Subject	r_s	p
3	.36	.12
16	.12	.62
19	.24	.31
21	.22	.36
32	.23	.34
52	.24	.31
55	.10	.67
59	-.20	.41 *
72	.37	.11
79	-.02	.91 *
83	.43	.06
86	.28	.23

Probability calculated for two-tailed t test, $n = 19$, $df = 17$

* Indicates non-significant negative correlation $p < .05$

Interviews

Interviews were conducted to help explain the salient issues that appeared in the analysis of the quantitative data. Questions focused on early career teacher's perception of community/parent support, administrative support, support of other faculty members, school environment and the primary factors that impacted the teacher's decision to either stay in teaching or to leave the profession.

Interviewees were selected to represent all subgroups (See Tables 4.164 and 4.165). A total of 9 interviews were conducted between the dates of February 9 and February 12, 2005. All interviews were taped and complete transcripts appear in Appendix J. Interviews were designed to help explicate the quantitative data and excerpts appear in the Discussion section.

Table 4.164: Demographic profile of interviewees

Subject #	Region	District	School Type	School Level	Conference
4	7	E	Rural	Junior High	CC
5	7	D	Suburban	High School	AAAA
16	3	D	Suburban	High School	AAAA
24	3	C	Suburban	Middle School	CCC
35	5	A	Urban	Junior High	CCC
63	20	D	Suburban	High School	AAAAA
67	24	B	Suburban	Middle School	CC
74	24	D	Suburban	High School	AAAA
84	24	C	Suburban	High School	AAAA

Table 4.165: Teaching profile of interviewees

Subject #	Years of Teaching	Years at School	Position	Number of Staff
4	2	1	A	2
5	4	1	H	2
16	1	1	A	2
24	3	2	H	1
35	4	4	A	2
63	2	2	A	2
67	3.5	2	H	1
74	5	2	H	2
84	5	5	A	2

CHAPTER V

DISCUSSION

Discussion of Major Findings

Overall, early career secondary choral directors reported that they were satisfied with their current teaching position. Seventy-four out of the 87 respondents (85.0%) reported that they were somewhat or very satisfied with their current teaching position. When asked what would increase their job satisfaction in their current teaching position, the majority of early career teachers (60.9%) named community/parent support, followed by higher salary (58.6%).

The methods of assistance early career secondary choral directors ranked as being most beneficial were colleagues in music field and music workshops or conferences. On the other hand, administrators ranked accessibility of administrator as being most helpful, followed by administrative assistance with classroom management and colleagues in music field. Teachers only ranked 8 out of 19 listed methods as being beneficial (with a mean of 3.0 or higher), whereas principals ranked 18 out of 19 methods as being helpful. This suggests that administrators' and teachers' perceptions of the value of various methods of assistance are quite different.

A greater number of early career secondary choral directors (17) indicated that they intended to leave their current teaching position than indicated that they intended to leave the teaching profession (12). Some of the factors influencing a new teacher's propensity to leave the teaching profession were similar to reasons given for leaving their current job. Among teachers leaving the profession or changing schools, data suggested

that there was a low level of agreement between teachers and their principals with regard to philosophy of education or value of methods of assistance.

Factors affecting an early career teacher's desire to stay in teaching were primarily issues of support, school environment, and student motivation.

Teacher Job Satisfaction

When early career teachers were asked to rank their job satisfaction using a 5-point Likert scale, ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*), the mean was 4.1. Examination of subgroups revealed that several subdivisions of early career teachers had a job satisfaction rating far below the mean of 4.1. Early career teachers in Region 20 had a mean of 3.8. Perhaps this can be attributed to the large number of urban teachers in this Region. Teachers in District D schools, with a population of 5,000 to 9,999, had a mean of 3.7. Early career educators in rural (Mean = 3.8) and urban (Mean = 3.9) had a job satisfaction ranking below the mean for the total group. The lowest mean of job satisfaction, 3.6, was reported by teachers with 4 years of teaching experience.

The factors that early career teachers most frequently selected from a checklist of methods to increase their job satisfaction largely dealt with issues of support. These support issues included: community/parent support (60.9%); administrative support (41.3%); support of other faculty members (39.0%); and support with discipline problems (37.9%).

These findings are consistent with Norton (1999) who reported that the stronger the administrative support, the greater the job satisfaction. Likewise, DeLorenzo (1992)

and Heston, Dedrick, Raschke, and Whitehead (1996) found that music teachers listed positive administrative support was one of the most satisfying aspects of their jobs.

On the other hand, Heston et al (1996) discovered that the area of teaching that music educators found the least satisfying was lack of support from administration, parents, and community. In addition, Krueger (2000) and Scheib (2003) cited inadequate administrative support and a lack of support network as factors influencing early career teachers' dissatisfaction with teaching. Similarly, Mercer and Mercer (1986) included discipline problems and conflicts with school administrators and other teachers as factors contributing to job dissatisfaction.

Thus, research supports the findings of this study that indicate that early career teacher job satisfaction is closely associated with issues of community/parent support, administrative support, support of other faculty members, and support with discipline problems

Because community/parent support was the primary factor selected by early career teachers as affecting job satisfaction, interviewees were asked to describe the nature of parent and community support they receive for their program. Some of the interviewees' responses regarding parent and community support follow:

Subject #4 - I have some parent support—the kids who have really committed themselves, they have a lot of support from their parents... When we go to competitions...we have to have parents come and help us...kind of chaperones, and they are always willing to come and help. They help us decorate for the concerts and that kind of stuff. They do stay involved when we have out of school time things... We do have a little bit of community support. That is growing as we perform for things, but generally ____ does not have a whole lot of support for the arts. So, that is a struggle and we're working on it and dealing with it the best that we can... When they hear true singing, you know, from when they get into the higher grades, they don't appreciate it because it's not loud, they

can't hear it as much, and you know, it's not the same kind of stuff that they hear all of the time so they really don't appreciate different genres of music. They just want to hear their one kind of music and that's it...so we really don't get a lot of support for the stuff that we should be teaching. (District E, Rural, Junior High, Conference CC, Assistant Director, 2nd Year Teacher)

Subject #24 – I do have parent and community support. Very active, very helpful support from many of my parents, at least from the more wealthy parents, because I live in a wealthy district. My low socio-economic group is not as active. I have parent volunteers for concerts and trips, and as far as chaperones, helping put concerts together, publicity, for our pop show they do scenery, help get props together and things like that. (District C, Suburban, Middle School, Conference CCC, Head Director, 3rd Year Teacher)

Subject #35 – Well, as a whole school environment I would say there is probably not a lot of community support. But we do have quite a few parents that are involved in the choir portion. If we are going on trips, they help chaperone the trips [and] they help us when we feed the kids... (District A, Urban, Junior High, Conference CCC, Assistant Director, 4th Year Teacher)

Subject #63 – We have a wonderful booster club that helps us out a great deal. They take care of payments, uniforms, fund raisers, etc. I would say the community tends to support the sports programs a little bit more than the music programs here. However, we always have packed houses for all of our concerts (although I think this is all of the parents). (District D, Suburban, High School, Conference AAAAA, Assistant, 2nd Year Teacher)

Subject #67 – I feel like I have pretty good parent support for my choir program -the parents here are very good about coming to concerts and being involved in fundraising, etc... (District B, Suburban, Middle School, Conference CC, Head Director, 3.5 Year Teacher)

Subject #74 – When I arrived at this job, the booster club was already established and I get a lot of support from the booster club. Especially the senior parents are really involved. They take on a lot of responsibility, especially with fund raising for scholarships, helping out with the variety show we do once a year. (District D, Suburban, High School, Conference AAAA, Head Director, 5th Year Teacher)

Subject #84 – We have a very good parent support system. Our boosters are very supportive and very active and they are major players in the community so they are good at getting the community involved—kind of a go-between between the school and the community. (District C, Suburban, High School, AAAA, Assistant Director, 5th Year Teacher)

In summary, interviewees defined parent support as having parents who: serve as chaperones on trips; attend concerts; arrange publicity; decorate for concerts; provide food for students; assist with uniforms; and support the choir in fundraising activities. Community support was characterized by interviewees as attendance at choir concerts.

Methods of Professional Assistance

Methods of assistance that early career teachers ranked the highest were not reported to be available to all teachers. Colleagues in the music field tied for the first position of importance to teachers, yet were available to 93.1% of early career teachers. Music workshops or conferences were also ranked first but only 81.6% of the teachers reported that it was made available to them.

Administrators tended to give the highest ranking to methods of assistance in which they were an active participant. Principals ranked accessibility of administrator first, and 90.8% of teachers reported it was provided. However, while principals ranked administrative assistance with classroom management second, only 48.2% of early career teachers reported having classroom management assistance.

Attrition and Retention

Twelve out of 87 respondents (13.7%) indicated that they planned to leave the teaching profession. This overall attrition rate is slightly lower than the 20% rate of attrition reported by Killian and Baker (2004) in study of new members to the Texas Music Educators Association. Perhaps the lower overall rate of attrition reported in this study is due to the small number of subjects and more limited geographical area.

However, if attrition rate is viewed in terms of Years of Teaching Experience, the percentages are more in keeping with the Killian and Baker findings (See Table 5.1).

Among the teachers with 2 years of teaching experience, 22.2% intended to leave the teaching profession, which is higher than the 20% attrition rate found in the Killian and Baker study. Additionally, teachers with 1 to 1.5 years of teaching experience had an 18.7% intention rate of leaving teaching, which is close to the 20% attrition rate.

Therefore, while this study's overall intention rate was 13.7%, the rate varied from high (22.2%) to low (5.0%) depending on the years of teaching experience.

These reports of intended attrition are in keeping with the trend reported by Norton (1999) which found that 25% of teachers leave after one year. Additional studies indicate that as many as 40% of teachers will leave after two years of teaching (Karge, 1993; Lucksinger, 2000; Sclan, 1993).

Table 5.1: Rate of early career teacher intention to leave the teaching profession by Years of Teaching Experience

Years of Experience	<i>n</i>	Teachers intending to leave	Percentage
1 to 1.5	16	3	18.7
2	18	4	22.2
3 to 3.5	20	1	5.0
4	13	2	15.3
5	20	1	5.0

Division of subjects into subgroups helped characterize early career teachers who plan to leave the teaching profession. In terms of geographical location, 4 teachers (33.3%) in Region 20 reported their intention to leave teaching, compared to only 1 teacher (8.3%) in Region 24. Perhaps this can be explained by the large number of urban schools in Region 20 and the large number of suburban schools in Region 24.

Teachers (8.3%) in the smallest school districts, District E – I, were the least likely to leave the profession. This can perhaps be explained by the fact that there are fewer job opportunities in the areas where small school districts are located.

Teachers in urban schools (58.3%) reported a higher rate of intention to leave the teaching profession than teachers in suburban and rural schools. This is consistent with studies by Delgado (1999) and Quartz (2003) who report that attrition rates are higher in high-poverty and urban schools. Ingersoll (2001) states that beginning teachers in urban districts leave at higher rates than their counterparts in suburban schools. Ingersoll adds that teachers in high-poverty schools are 50% more likely to leave the teaching the profession than those in low-poverty schools. Hill (2003) cites studies that show that 30 to 50% of beginning teachers who teach in urban schools leave within the first three years.

Early career teachers who teach in junior high schools (16.6%) reported a lower rate of intention to leave teaching than did those in high schools and middle schools. It follows that 0% of teachers in Conference BB – BBB (designation for junior high schools) intended to leave the teaching profession.

Early career teachers who have taught at their present school for 1 to 1.5 years (58.3%) reported the highest rate of intention to leave the teaching profession. Perhaps this is because teachers have changed schools in an effort to give teaching a second chance and have found that the situation was no better in the new school. It is also interesting to note that 0% of teachers who were in their 4th or 5th year at their present school intended to leave teaching. This can perhaps be explained by the fact that they have remained in the school in which they began teaching because they were so satisfied. Otherwise, it might be assumed that they would have left to try a different school setting.

In terms of Position on Choral Staff, assistant directors (58.3%) showed a higher intention of leaving than did head directors. Additionally, early career teachers who serve in a school with 1.5 – 3 people on the choral staff (75.0%) indicated a much higher rate of intention to leave than did teachers who teach alone. This phenomenon is puzzling in that schools with multiple people on staff are more readily available to provide mentoring for early career teachers.

Early career teachers intending to leave the teaching profession were provided with a checklist of reasons for leaving. Six factors were selected by 41.6% of the teachers. The first factor, lack of student motivation, is cited in numerous studies as a reason for leaving the teaching profession (Ingersoll, 2001; Ingersoll & Smith, 2003; Jorissen, 2002). Additional researchers agree that having classes of unmotivated students is a major factor in an early career teacher's decision to defect (DePaul, 2000; Gordon, 1991; Halford, 1999; Huling-Austin, 1986; Kestner, 1994; Peck, 2002; Veenman, 1984; Yee, 1990).

Two other factors for leaving the teaching profession include pursuing another music career and attending graduate school in music. Some choral directors may choose to enter a performance venue. Those attending graduate school may be preparing to either study performance or be gaining credentials to teach in a higher level of education.

Job stress was also named as a factor leading to teacher attrition. Research indicates that a number of causes can lead to teacher job stress including working conditions (Heyns, 1988; Hunt & Carroll, 2002; Lucksinger, 2000), as well as being expected to have skills that can only be gained through experience (Huberman, 1989).

Lack of discipline is another key factor selected by early career teachers who intend to leave the teaching profession. Numerous studies have cited student discipline problems as a cause for the high rate of teacher attrition (Eggen, 2002; Ingersoll, 2002; Langdon, 1996; Madsen & Madsen, 1998; Norton, 199; Norton & Kelly, 1997; Veenman, 1984).

Early career teachers intending to stay in the teaching profession were given a checklist of reasons for remaining in teaching. The most frequent response was support of other teachers. In order to clarify specifically what support from faculty members involved, interviewees were asked about support of other teachers in their schools.

Some of their responses follow:

Subject #4 – When it does not require something that is out of their way, yes, they are very supportive. When it is concerts, there's a few that are already musically inclined and understand where we're coming from, and understand music and they do come and support, or if they have a student that they would particularly like to see succeed, then they come, but very seldom do they come outside of school time. But if it's something during the day, then they will support us. (District E, Rural, Junior High, Conference CC, Assistant Director, 2nd Year Teacher)

Subject #24 – I do have a lot of support from faculty members. I have a lot of faculty members who volunteer in all areas to help out with shows and they help with getting my kids to extra rehearsals and if they need extra tutoring before contest and things like that. (District C, Suburban, Middle School, Conference CCC, Head Director, 3rd Year Teacher)

Subject #35 – I would say some do and some don't. They allow children to come to us during advisory classes so we can work with our mixed group. They help us out any way that they can. If we need to know the grades they are willing to give us the grades...But there are quite a few that don't think we do anything. In other words, just music teachers, just a place for the kids to run around and sing. .. I mean they know we go to contest and they know that we get Sweepstakes, but they don't understand what all of that means. They think anyone can go and get whatever. They just don't understand. (District A, Urban, Junior High, Conference CCC, Assistant Director, 4th Year Teacher)

Subject #67 – The other faculty members are somewhat supportive of the program, However, there is one area that I would like to see improve - I would love to see more faculty members attend our concerts. (District B, Suburban, Middle School, Conference CC, Head Director, 3.5 Year Teacher)

Subject #74 – Yes, very much so. In a school as large as ____, the turnover in other areas has been a concern. Knowing teachers in areas other than fine arts has been a challenge. At the beginning of the year—who is that person—I don't know who they are. But especially in the fine arts the teachers have been very supportive. (District D, Suburban, High School, Conference AAAA, Head Director, 5th Year Teacher)

Subject #84 – The other fine arts teachers are supportive. The academic teachers—I think we are trying to bridge the gap between the two, because there are few of them that do not understand the importance of the fine arts and that we are actually assisting them in what they do in the classroom. But the principal is kind of helping to smooth that transition. (District C, Suburban, High School, AAAA, Assistant Director, 5th Year Teacher)

Support of other faculty members was interpreted by interviewees to mean attendance and assistance with concerts, allowing students to go to the Choir Room for extra rehearsals, and providing grades for UIL eligibility. Fine arts faculty were reported as being the most supportive. Interviewees expressed dissatisfaction with other faculty

members regarding a lack of understanding about choir curriculum, the importance of music education, and the partnership between music teachers and the rest of the faculty.

The second most frequent response given by early career teachers for intending to stay in the teaching profession was school environment. Interviewees were asked to explicate what is meant by either a positive or negative school environment. Their responses follow:

Subject #4 – I think a lot of times our school, our district, kind of caters to the children and the parents' whims whether it is legitimate or not. They're kind of like, 'Oh, we'll do what you need us to do' and they sometimes do that at the expense of the teachers, so the kids get away with things that they shouldn't at all. We have a lot of low-income kids and so we have a lot of struggle with that. A lot of times you see that the kids come to school so they can get a meal. They don't care about their success. They are just there to survive. They are just in survival mode. And then there's the others, the select few, that are in the same situation as the others and are coming for a meal, but they kind of cling onto you because they feel that love from you, they feel that support, and they know that they can succeed because they are taking our word, you know, they are feeling it inside. They have a little more drive than the other kids. (District E, Rural, Junior High, Conference CC, Assistant Director, 2nd Year Teacher)

Subject #5 – It is borderline between negative and positive. There's a lot of unresolved issues and it's kind of at a place where they need to have some changes to move forward, so I sense a lot of hostility in the lounge and workroom. They feel like the rules continue to change. You know, they post dress code and then they come back two weeks later and say, 'Let's do it this way.' They tell us to document, document, send them to the office, send them to the office, or you will be held accountable and when you send them to the office the principal will turn around and send them back and say there is not a problem with the dress code. Those kinds of things. (District D, Suburban, High School, Conference AAAA, Head Director, 4th Year Teacher)

Subject #16 – We have a great school environment. All the kids are pretty well-behaved. There's few, but it's nothing an inner-city school or anything like that. (District D, Suburban, High School, Conference AAAA, Assistant Director, 1st Year Teacher)

Subject #24 – This year it has been very good...A good community atmosphere, the kids are well-disciplined and on-task...I would attribute it to a discipline plan

that was put together by the teachers themselves, and we had a lot of discussion about what we felt needed to be done over the summer and changes that were made from last year and it has helped a lot. (District C, Suburban, Middle School, Conference CCC, Head Director, 3rd Year Teacher)

Subject #35 – Positive school environment...A lot of supportive teachers. There is just a welcoming feeling that you get when you walk inside of our school. And there is a lot of PTA involvement. There are always parents up there helping behind the desk and if there is ever anything you need you can ask the PTA. There are a lot of other schools that are built the exact same way as _____ is and walking into the other schools that are built just the same way I just don't feel the warmth that I felt the first time I walked into _____. I had the opportunity to choose where I wanted to go work and that was one of the reasons I chose to go to _____, because of the warm feeling, the atmosphere that school provides. (District A, Urban, Junior High, Conference CCC, Assistant Director, 4th Year Teacher)

Subject #67 – Personally, I feel respected on campus by the kids and other teachers, and I have strong administrative support. Also, I think that in general, my school tries to offer a positive environment for everyone - students and teachers alike. I have never seen a staff that so obviously is interested in educating the 'whole child.' The kids here have many opportunities to get involved and be a part of something...The teachers as a whole are open and available for students before and after school. Also, it is obvious that the administration here has a vested interest in trying to improve student achievement and also in increasing parent/community ties to the school... Also, as a staff, there are many get-togethers and social opportunities for teachers and staff members to get to know one another. Last year, my principal wrote a murder mystery dinner game for the whole staff! (That's just one example.) Overall, this is a really positive place to be. (District B, Suburban, Middle School, Conference CC, Head Director, 3.5 Year Teacher)

Subject #74 – A relaxed and a tight ship all at the same time. I don't feel—I guess this is going back to administration again, I don't feel like it is micro-managed. I feel like if things are going well the administration knows to step back and let the teachers do what they need to do. The discipline is carried out very swiftly and good. Parental contact is made at many levels—teachers and administrators. (District D, Suburban, High School, Conference AAAA, Head Director, 5th Year Teacher)

Subject #84 – I think it is a positive environment. I think there is more camaraderie this year because of the new principal. He makes sure that all areas—academics, athletics and the fine arts—are equally supported and equally recognized and that everyone feels that they are working towards a common goal and everything they do is important, no matter if it is the head coach of the

football team or cosmetology class. Everyone is supported. (District C, Suburban, High School, AAAA, Assistant Director, 5th Year Teacher)

School environment was defined in a number of different ways by interviewees.

Many responses indicated that administrators played a major role in school environment.

A positive environment was described by one subject as a school in which the administration supported and recognized all areas—academics, arts, and athletics—equally and teachers felt they had a common goal. Another interviewee felt that the positive environment in his school was due to his administrator allowing teachers to make decisions and not being a micromanager. One teacher described the environment in her school as being “hostile” because the administration is constantly changing the rules. Another teacher claimed her school environment was negative because the administrators supported the parents and students rather than the teachers.

The definition of school environment by interviewees was also student-centered. Issues such as student motivation, student discipline, and student involvement were mentioned frequently by the subjects. A criterion of a positive environment provided by one teacher was good student/teacher relationships. Parental involvement was also mentioned as a contributing factor to a positive environment.

Thus, school environment was deemed to be either positive or negative by interviewees largely based on relationships between administrators and teachers and student behavior.

Teacher Intention to Stay or Leave Current Teaching Position

Seventeen out of 87 respondents (19.5%) indicated that they planned to leave the their current teaching position. An examination of various subgroups helps identify early career teachers who plan to leave their current teaching position. In terms of geographical location, 5 teachers (29.4%) in Region 20 reported their intention to leave their current teaching position. This is consistent with the fact that Region 20 also had the largest number of teachers (4) intending to leave the profession. In addition, Region 20 had the lowest job satisfaction rating (3.8) of the 5 five regions.

Teachers (29.4%) in the largest school district category, District A, were the most likely to leave their current teaching position. This percentage is inconsistent with District A's job satisfaction rating of 4.2, the highest of the 5 regions. Teachers (23.5%) in District D schools were the second most likely to leave their current teaching position. This percentage is in keeping with the fact that District D also tied for the largest number of teachers (3) intending to leave the profession. Additionally, teachers in District D schools had the lowest job satisfaction rating (3.7) of the 5 categories of Districts.

Eleven out of the 17 early career teachers (64.7%) intending to change schools taught in suburban schools. This is highly inconsistent with the suburban rating of job satisfaction (4.2), as well as the small number of suburban teachers planning to leave the teaching profession (4).

Early career teachers who teach in middle schools (52.9%) reported the highest rate of intention to leave their present teaching assignment among the three School Levels. This percentage is consistent with the fact that middle school teachers tied with

high school teachers (41.6%) as having the highest rate of intention to leave the teaching profession. However, the middle school job satisfaction rating of 4.1 belies the high rate of intention to change schools.

Among the five Conferences, Conference CCC had the highest number of teachers (7) intending to leave their present teaching assignment. This is in keeping with the fact that Conference CCC teachers tied for the lowest job satisfaction rating (4.0). Conference CC followed closely behind with 5 teachers intending to change schools. This is in keeping with the fact that Conference CC had the largest number of teachers planning to leave the teaching profession (5). However, the job satisfaction rating of Conference CC teachers was 4.1, which is consistent with the overall mean.

In terms of Years of Teaching Experience, teachers who had 1 to 1.5 years of experience reported the highest rate of intention to change schools (29.4%). Teachers in this category ranked second in terms of intention to leave the teaching profession (25.0%) and had a job satisfaction rating of 4.0, below the overall mean of 4.1. It is interesting to note that teachers with 4 years of teaching experience had a much lower rate of job satisfaction, 3.6, yet did not rank high in their intention to leave the teaching profession (16.6%) or to leave their current teaching position (17.6%).

Teachers with 1 to 1.5 years and 3 years at their present school tied for highest percentage of intention to change teaching assignments (35.2%). Teachers with 1 to 1.5 years of experience also ranked first in intention to leave the teaching profession (58.3%) and had a job satisfaction ranking of 4.0, below the overall mean of 4.1. The high percentage of intention to change schools for teachers with 3 years at their present school

was not consistent with their low intention rate of leaving the teaching profession (16.6%) nor their job satisfaction rating of 4.2, which is above the overall mean of 4.1.

In terms of Position on Choral Staff, head directors (58.8%) showed a higher intention of leaving their present teaching position than did assistant directors. This is consistent with the 4.0 job satisfaction rating provided by head directors, compared to the assistant director rating of 4.2. Additionally, early career teachers who are the sole person on the choral staff (64.7%) indicated a much higher rate of intention to leave their present teaching assignment than did teachers who teach with 1.5 to 3 people on staff. This is consistent with the job satisfaction rating of 4.0 for teachers at schools with 1 person on staff, compared to the rating of 4.3 for people with 1.5 to 3 people on staff.

Early career teachers intending to change schools were provided a checklist of reasons. Three of the most frequently selected factors—job stress, lack of student motivation, and lack of student discipline—were identical to the factors that appeared at the top of the list of reasons for teachers leaving the profession. Perhaps the teachers who intend to change schools feel that these factors might be reduced or eliminated in a different school environment. On the other hand, perhaps the teachers who are leaving because of these factors have either tried changing schools and found it ineffectual or simply were too discouraged to try another school.

Role of Administrators

Administrative support was a factor selected by 41.3% of early career teachers as affecting their job satisfaction. Interviewees were asked to describe the nature of

administrative support they receive in their school. Some of the interviewees' responses are listed below:

Subject #4 – We do have quite a bit of support. They understand that it helps the kids...We have really bad scheduling. This is just my second year, but last year, we had really, really bad scheduling, and the end of last year (last year I was very successful at UIL Concert/Sightreading)...and so I [said] I would really rather have this schedule, and I would really rather do this and they said, “We’ll do what we can” and they said they would help us out a lot. I mean they are backed up against the wall with some things but as much as they can do, they usually help us. But we got our own room this year. We had to share it with the band last year and they worked it around where we could have our own room. (District E, Rural, Junior High, Conference CC, Assistant Director, 2nd Year Teacher)

Subject #16 – We have great administrative support. He’s always there for us to go in and talk to if we need to have a chat. He really encourages the fine arts by allowing us to do multiple musicals and go on trips. (District D, Suburban, High School, Conference AAAA, Assistant Director, 1st Year Teacher)

Subject #24 – I have had concerts where I have not had an administrator show up at all. They could support...in assisting getting equipment and scheduling. Scheduling is a big thing. The last couple of years the scheduling has not been conducive to my program. I would say scheduling is the biggest thing. They have cut periods of choir and they have set choir against other large electives like athletics and band which makes it impossible for kids to make choices that they don’t want to make. (District C, Suburban, Middle School, Conference CCC, Head Director, 3rd Year Teacher)

Subject #35 - They pretty much are behind us in anything that we choose to do, especially this year. We don’t actually get administrative support at our concerts. We used to. We used to always have some type of administrator at our concerts but this year we haven’t had one come yet. But as far as giving us the schedule we wanted or if we needed to go somewhere, or that kind of thing, they are behind us going and they give us support that way. (District A, Urban, Junior High, Conference CCC, Assistant Director, 4th Year Teacher)

Subject #67 – My principal is EXTREMELY SUPPORTIVE!!! He is willing to help out in any way possible - in the past, he has video-taped concerts, chaperoned UIL trips, driven the bus on choir field trips, and he helps set up and break down my choral shell before and after every concert. I am very lucky to work with someone who is so supportive of the choir. (District B, Suburban, Middle School, Conference CC, Head Director, 3.5 Year Teacher)

Subject #74 – Always a presence, whether it is the principal or assistant principal, always a presence at events, school-wide, not just in choir, but feel very supported at concerts or any presentation that we do throughout the year. (District D, Suburban, High School, Conference AAAA, Head Director, 5th Year Teacher)

Subject #84 – We have excellent administrative support... They are supportive monetarily, they are flexible with schedules and letting kids out of class and giving them opportunities to travel. And they attend performances and let the kids know, they are visible to the kids and let them know that they are there and that they are supporting their program. (District C, Suburban, High School, Conference AAAA, Assistant Director, 5th Year Teacher)

Subject #5 – Right now, my current year, I am having a lot of difficulty with parent support because the previous situation they were always were allowed to make a lot of decisions for the director and so I have been complained about to my principal several times and the principal supported the parent in both situations. He didn't listen to my side or give me the professional courtesy of respecting my decision... Just in general when it comes to a parent and that administrator being out there in front of his administrator, that they are going to protect themselves, or at least this administrator is going to look out for himself rather than supporting the program and rather than supporting me. (District D, Suburban, High School, Conference AAAA, Head Director, 4th Year Teacher)

Interviewees indicated that some of the primary ways administrators show support for their choir program is by attending concerts and by allowing the teacher to have a schedule that maximizes their enrollment. Conversely, teachers stated that they felt lack of administrative support when principals failed to attend concerts and when their schedules eliminated potential choir members.

Additional responses regarding administrative support included provision of adequate facilities, equipment, and money and allowing students to take trips. Other interviewees mentioned the importance of the administrator being accessible and supporting the teacher when in conflict with a parent.

Administrators seemed to play an important role in teacher job satisfaction. The Spearman rank correlation procedure was conducted for each subgroup to determine the

correlation between early career teachers' and principals' ratings of the value of various types of professional assistance. It is important to note that the subgroups that had a high level of agreement between early career teachers and their principals also reported relatively high levels of job satisfaction. The subgroups with significant positive correlation are shown in Table 5.2 below:

Table 5.2: Subgroup correlation between early career teachers and principals rating of methods of professional assistance and job satisfaction

Subgroup	n	rs	p	Job Satisfaction Mean
Region 3	20	.66	.0008	4.2
Region 5	27	.57	.005	4.1
District A	24	.64	.002	4.2
District B	21	.69	.0004	4.4
District C	25	.54	.01	4.0
Suburban	57	.69	.001	4.2
Middle School	42	.56	.01	4.1
Conference CCC	29	.66	.001	4.0
1 to 1.5 years teaching experience	16	.53	.008	4.0

On the other hand, rural teachers (n = 5) who had a score of rs = -.005; p = .98, indicating a non-significant negative correlation, had a job satisfaction ranking of 3.8. Thus, it might be concluded that the greater amount of agreement between teachers and principals regarding the value of various methods of professional assistance, the greater

the job satisfaction. Conversely, the lesser amount of agreement between teachers and principals, the lower the job satisfaction.

Inadequate administrative support is one of the primary reasons early career teachers in this study gave for defecting from teaching. National survey data indicate that teachers' decisions to remain in teaching are closely associated with the teachers' perceptions about administrative support (Darling-Hammond, 1997). Beginning teachers look to their principals as their primary source of guidance, instructional leadership, and support (Brock & Grady, 1998; Colley, 2002). Chapman (1984) adds that administrators can influence attrition by "shaping the tone and quality of a new teacher's first teaching experience" (p. 655).

An additional factor that could possibly attribute to an early career teacher's intention to leave the teaching profession is the level of agreement between teacher and principal regarding their philosophy of music education. A Spearman correlation procedure comparing early career teachers' and their principals' views regarding music education revealed that only 3 out of the 12 teachers planning to leave the profession had a significant positive correlation with their principals' philosophy of music education. Perhaps a difference in philosophical views could cause teachers to leave teaching.

In the same way, a comparison of views of the value of methods of professional assistance between early career teachers who intend to leave teaching and their principals showed that only 3 out of the 12 teachers had a significant positive correlation. This indicates that 75% of the teachers and their principals did not have an agreement

regarding professional assistance. Perhaps this difference could contribute to the teachers' decisions to leave the teaching profession.

Conversely, administrative support was selected by 48.6% of the teachers as a reason for staying in the teaching profession. This percentage is consistent with numerous studies indicating that administrative support has a strong influence on a teacher's decision to remain in the profession (Betancourt-Smith, Inman, & Marlow, 1994; Billingsley, 1993; Bobbitt, Faupel, & Burns, 1991; Brewster & Railsback, 2001; Chitton & Sistrunk, 1990; Ingeroll, 1999; Johnson & Birkeland, 2003a; Metzke, 1988; Peck, 2002). A study by Ingersoll (2001) indicates that turnover rates are considerably lower in schools that provide strong administrative support to teachers.

Data analysis indicates that among the 17 teachers who intended to change schools, there was not one teacher who showed a significant positive correlation with their principal regarding philosophy of music education or the value of methods of professional assistance. Perhaps this lack of agreement on critical issues has an effect on the teachers' decisions to leave their current teaching position.

Administrators do appear to play an important role in teacher job satisfaction, retention and attrition. Data also indicate that teacher and administrator perception of key issues surrounding music education and methods of support are dissimilar. Perhaps the current rate of music teacher attrition could be averted by making administrators aware of the vital role they play in teacher job satisfaction and by educating them regarding what methods of assistance are of the greatest value to early career teachers.

Suggestions for Further Study

This study focused on secondary choral directors in five geographical regions in North Texas. To make this study more comprehensive, a larger population of secondary music teachers from band, choir and orchestra should be surveyed. Generalizations of these results to other populations should be made with caution due to the limited scope of the study.

It would be interesting to revisit the teachers included in this study five years from now to determine if they are still teaching and whether their view of the variables identified in this study change based on years of teaching experience. It might also be beneficial to compare teacher perceptions of variables influencing satisfaction and retention between early career music teachers in the secondary and elementary levels.

Results from this study emphasize the importance of parent and community support on teacher job satisfaction. Perhaps a further examination of parent and community support would help to better define the nature and value of this type of support. In the same way, since support of faculty members was a major factor in teacher retention, perhaps a closer investigation of the attributes of this type of support would contribute to a better understanding of this phenomenon. A paucity of research is available regarding these two methods of support.

Finally, this study centered on early career teachers currently working in the classroom. Future research on new teacher job satisfaction, attrition, and retention should also focus on secondary music teachers who quit the teaching profession during their first five years. Specifically, those individuals could provide interesting perspectives about

variables influencing their decision to leave the profession. Their insights could provide valuable information for secondary principals working to create environments that enhance early career teacher satisfaction and retention.

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APPENDIX A
THE QUESTIONNAIRE

I. MUSIC EDUCATION QUESTIONNAIRE

Please react to each of the following statements by placing an **X** next to the appropriate response.

1. Music plays an integral part in the school's curriculum.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

2. Music is essentially an extracurricular activity.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

3. The instructional content of music classes is centered on preparation for public performances.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

4. Music's role in schools is primarily that of providing entertainment.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

5. Frequent public performances are an important aspect of a music ensemble.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

6. The success of a choir program is determined by the ratings received at competitions.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

7. Out-of-state festivals and performances provide music students with enrichment educational opportunities.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

8. Music teachers must be certified in music in order to be effective ensemble conductors.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

9. Alternative certification negatively impacts the instructor's effectiveness in the music classroom.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

10. Recruitment of ensemble members is an important responsibility of a director.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

11. Music ensembles should have repertoire performance-ready in case they are needed to perform with little advance notice.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

12. Music teachers should be expected to raise funds to alleviate the burden on the school budget.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

13. Instructional content of music classes should be focused on the TEKS.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

14. Music classes should not be considered academic classes.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

15. Music teachers should select the literature to be performed by their ensembles.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

16. Music teachers should be consulted regarding the scheduling of their classes.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

17. Student placement in music classes should be predicated on the music teacher's recommendation.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

18. Music teachers should receive public and non-public recognition for “a job well done.”

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree nor Disagree ☐ Agree ☐ Strongly Agree

II. PROFESSIONAL ASSISTANCE FOR MUSIC TEACHERS

A. In terms of professional support of music teachers early in their career, how useful is each of the following in your school setting? Please rate each method of assistance by placing an **X** in the appropriate blank.

In-service programs

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

New teacher orientation program

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Fine arts supervisor

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Other music teachers in school

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Other non-music teachers in school

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Colleagues in music field

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Assigned mentor teacher (non-music)

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Assigned mentor teacher (music)

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Music workshops or conferences

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Release time to observe experienced music teachers

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Accessibility of administrator

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Administrators' visits to classroom

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Administrative assistance with classroom management

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Administrative assistance with budget preparation

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Assistance with administrative duties (fundraising, trips, competitions)

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Administrative assistance with large classes

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Release time to work with feeder school choirs

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Release time for performances outside of school

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

Release time for recruiting students from other schools

☐ No help ☐ Little help ☐ Moderately helpful ☐ Very helpful ☐ Extremely helpful ☐ N/A

B. Place an X next to the methods of assistance that are provided in your school.

- ☐ In-service programs
- ☐ New teacher orientation program
- ☐ Fine arts supervisor
- ☐ Other music teachers in school
- ☐ Other non-music teachers in school
- ☐ Colleagues in music field
- ☐ Assigned mentor teacher (non-music)
- ☐ Assigned mentor teacher (music)
- ☐ Music workshops or conferences
- ☐ Release time to observe experienced music teachers
- ☐ Accessibility of administrator
- ☐ Administrators' visits to classroom
- ☐ Administrative assistance with classroom management
- ☐ Administrative assistance with budget preparation
- ☐ Assistance with administrative duties (fundraising, trips, competitions)
- ☐ Administrative assistance with large classes
- ☐ Release time to work with feeder school choirs
- ☐ Release time for performances outside of school
- ☐ Release time for recruiting students from other schools

III. JOB SATISFACTION

1. All in all, how satisfied would you say you are with your teaching position?
Place an **X** next to the appropriate response.

- ___ 1 – Very dissatisfied
- ___ 2 – Somewhat dissatisfied
- ___ 3 – Neither dissatisfied nor satisfied
- ___ 4 – Somewhat satisfied
- ___ 5 – Very satisfied

Which of the following (if any) would increase your job satisfaction in your current teaching assignment?

Please place an **X** next to all that apply. Place an * (asterisk) next to the primary factor.

- ___ Administrative support
- ___ Support of other faculty members
- ___ Community/Parent support
- ___ Higher Salary
- ___ Fewer classes
- ___ Smaller classes
- ___ Improved school environment
- ___ Support with discipline problems
- ___ Participation in decision making
- ___ Recognition of accomplishments
- ___ Adequate educational preparation for this teaching assignment
- ___ Other (please specify) _____

IV. SURVEY OF EARLY CAREER MUSIC TEACHERS

School Type

Please place an **X** next to the response that best describes your school.

_____ Urban _____ Suburban _____ Rural

1. Within the next year, how likely is it that you will stay in the teaching profession
OR leave the teaching profession to go into some different occupation?

Please place an **X** next to the appropriate response.

- ___ 1 – Definitely plan to leave after this year
___ 2 – Likely to leave after this year
___ 3 – Undecided
___ 4 – Likely to stay after this year
___ 5 – Definitely plan to stay after this year

If you plan to LEAVE, answer question #2.

If you place to STAY, answer question #3 on the following page.

2. What is the primary reason affecting your decision to **leave** the teaching profession?

Please place an **X** next to all that apply. Put an * (asterisk) next to you primary reason.

_____ Inadequate administrative support	_____ Low salary
_____ Lack of influence over school policies	_____ Isolation
_____ Lack of parental/community support	_____ Multi-campus duties
_____ Lack of adequate preparation time	_____ Workload issues
_____ Poor opportunities for advancement	_____ Scheduling issues
_____ Lack of student motivation	_____ Classes too large
_____ Lack of student discipline	_____ Unsafe environment
_____ Pursue other music career	_____ Pregnancy/Child care
_____ Attend graduate school in music	_____ Moving
_____ Pursue career outside of music	_____ Health
_____ Elimination of program	_____ Job stress
_____ Reduction in staff	
_____ Other (Please specify) _____	

If you answered Question #2, you have completed the survey.

Thank you for your assistance.

Vicki Baker

3. What are the reasons affecting your decision to **stay** in the teaching profession?

Please place an **X** next to all that apply. Put an * (asterisk) next to your primary reason.

☐ Administrative support	☐ Salary
☐ Influence over school policies	☐ Workload
☐ Parental/Community support	☐ Schedule
☐ Adequate preparation time	☐ Class size
☐ Opportunities for advancement	☐ Environment
☐ Student motivation	☐ Support of other teachers
☐ Student discipline	
☐ Other (Please specify) _____	

4. If you plan to **stay** in the teaching profession, how likely is it that you will **leave your school** to teach somewhere else within the next year?

Please place an **X** next to the appropriate response.

- ☐ 1 – Definitely plan to change schools after this year
- ☐ 2 – Likely to change schools after this year
- ☐ 3 – Undecided
- ☐ 4 – Likely to stay at this school after this year
- ☐ 5 – Definitely plan to stay at this school after this year

5. If you plan to **leave your school**, what is the primary reason affecting your decision to **change schools**?

Please place an **X** next to all that apply. Put an * (asterisk) next to your primary reason.

☐ Inadequate administrative support	☐ Job stress
☐ Lack of influence over school policies	☐ Isolation
☐ Lack of parental/community support	☐ Multi-campus duties
☐ Lack of adequate preparation time	☐ Workload issues
☐ Poor opportunities for advancement	☐ Scheduling issues
☐ Lack of student motivation	☐ Classes too large
☐ Lack of student discipline	☐ Unsafe environment
☐ Elimination of program	☐ Moving
☐ Reduction in staff	☐ Pregnancy/Children
☐ Low salary	
☐ Other (Please specify) _____	

You have completed the questionnaire. Thank you for your assistance.

Vicki Baker

APPENDIX B
EARLY CAREER SECONDARY CHORAL
MUSIC TEACHER SURVEY

EARLY CAREER SECONDARY CHORAL MUSIC TEACHER SURVEY

Name _____

School _____

School Address _____

School Phone _____ Home Phone _____

E-mail _____

School District _____ Conference _____
(5A, 4A... 3C, 2C....)

Principal's Name _____

2004-2005 begins your _____ year to teach

How long have you taught at this school? _____

Total number of people on choral staff at your school _____

Your position _____ Head director _____ Assistant director

During the Fall, 2004 I will be conducting a research project entitled *The Relationship between the Perception of Administrative Support and Job Satisfaction among Secondary Choral Music Educators New to the Profession*.

Would you be willing to participate in the project by completing a brief questionnaire?

_____ Yes _____ No

Would you be willing to participate in an individual interview regarding your teaching experience?

_____ Yes _____ No

Please e-mail your questionnaire to vicki.d.baker@ttu.edu

Thank you for your assistance.

Vicki D. Baker
Ph.D. Candidate - Music Education
Texas Tech University
School of Music
Lubbock, Texas
vicki.d.baker@ttu.edu

APPENDIX C
UNIVERSITY INTERSCHOLASTIC LEAGUE
SCHOOL CONFERENCE POPULATION

UNIVERSITY INTERSCHOLASTIC LEAGUE
SCHOOL CONFERENCE POPULATION

High School – Grades 9 – 12

Conference	Student Population
A	189 and below
AA	190 – 389
AAA	390 – 899
AAAA	900 – 1924
AAAAA	1925 and above

Junior High School – Grades 7 – 9

Conference	Student Population
B	0 – 249
BB	250 – 649
BBB	650 and above

Middle School – Grades 7 – 8

Conference	Student Population
C	0 - 249
CC	250 – 649
CCC	650 and above

(2004 – 2005 Constitution and Contest Rules)

APPENDIX D
TEXAS EDUCATION AGENCY
SCHOOL DISTRICT
CATEGORIES

TEXAS EDUCATION AGENCY
SCHOOL DISTRICT
CATEGORIES

Category *	Student Population
A	50,000 and over
B	25,000 to 49,999
C	10,000 to 24,999
D	5,000 to 9,999
E	3,000 to 4,999
F	1,600 to 2,999
G	1,000 to 1,599
H	500 to 999
I	Under 500

(Snapshot 2002, Texas Education Agency)

* Districts are grouped by size into nine categories based on the number of students in membership.

APPENDIX E
EARLY CAREER TEACHER
QUESTIONNAIRE
COVER LETTER

Dear (Name of Respondent),

According to the survey that you completed, you have agreed to be a participant in my doctoral dissertation study. I appreciate your willingness to assist me.

Attached is a questionnaire that will take approximately 15 minutes for you to complete. My deadline for collecting the questionnaires is December 17, 2004.

All information retrieved from the questionnaires will remain confidential.

Your principal will also be receiving a questionnaire as a part of my research.

My goal is for this research project to benefit both early career and experienced music educators.

Thank you for your assistance.

Vicki Baker
Doctoral Candidate
Texas Tech University

APPENDIX F
PRINCIPALS OF EARLY CAREER TEACHERS
COVER LETTER

December 4, 2004

My name is Vicki Baker and I am a doctoral candidate at Texas Tech University. I am seeking a Ph.D. in Music Education. My dissertation is entitled *The Relationship between the Perception of Administrative Support and Job Satisfaction among Early Career Secondary Choral Music Educators*.

Studies have found that 50% of beginning educators in Texas leave the profession by their 5th year of teaching. Research indicates that administrators play a critical role in the both the attrition and retention of educators new to the profession.

Therefore, as part of my dissertation study, I would like to include your view of music education and methods of professional support for new teachers. I have received a questionnaire from the choir teacher at your school and would like to have your response to some of the same questions for comparison.

Attached is a questionnaire that will take approximately 5 minutes for you to complete. My deadline for collecting the questionnaires is December 17, 2004.

All information retrieved from the questionnaires will remain confidential. My goal for this research project is to find ways to insure the longevity of teachers new to the profession.

Thank you for your assistance.

Vicki Baker
Doctoral Candidate
Texas Tech University

APPENDIX G
OTHER FACTORS LEADING TO GREATER
JOB SATISFACTION

OTHER FACTORS LEADING TO GREATER JOB SATISFACTION

Subject #1

“As a new director at _____ ISD, I spend many hours after school and on weekends with programs and competitions. I know this is part of my job as an extra-curricular teacher, but it is very difficult adequately managing home and work. I feel my own children have suffered because of it. However, I DO like my job and it is rewarding enough to remain here. I am just often torn between the 2 places.”

Subject #3

“ Less ‘paperwork’, more computer accessibility for both me and my students.”

Subject # 5

“Ownership over the program”

Subject #8

“Bigger budget”

Subject #11

“Community/Parent Support and Improved School Environment are both equal components. I’m finding it extremely frustrating to get irresponsible students with irresponsible parents to be accountable for themselves. Very low school morale overall.”

Subject #16

“Not being the assistant.”

Subject #19

“More limited ‘duty’ assignments, i.e. hall, door gym, cafeteria.”

Subject #36

“Better flexibility and support with benefits administrator.”

Subject #37

“An adequate understanding of the importance of sweepstakes award and music education in general would behoove administration. An understanding by administration that removing students from their elective classes in order to ‘double dip’ them in a core class isn’t always in the best interest of the students.”

Subject #39

“More interested students”

Subject #40

“More schedule input, regulated budget procedures, need team conference time.”

Subject #41

“Feeling more comfortable and prepared by getting more EXPERIENCE”

Subject #42

“Administrative help with budget and fundraising, and release time for students to help with recruitment.”

Subject #46

“Consistency in home school and maybe change in position from Assistant Director to Head Director, but I’m somewhat satisfied being an assistant.”

Subject #47

“Students who are raised to respect and are motivated to learn and contribute to the classroom environment instead of take away from it.”

Subject #48

“I wish I was at 1 school not 2.”

Subject #53

“Being consulted about student placement in certain classes”

Subject #54

“Allowing me to arrange my classes as needed i.e. getting to select the students that go into ‘select’ choir, placing all boys in one class together if I have four in one class and four in another against 20+ girls per class. Not using choir as a ‘dump’ class for students that only need fine arts credit, but do not want to be in a performance-based class.

Subject #56

“Budget, instruments, music and other teaching resources make a world of difference.”

Subject #57

“Scheduling is a major problem. I cannot get the students I need in my choir classes. I teach a total of 28 students all day. So, I have turned all classes into choir.”

Subject #60

“A head director who is easier to work with.”

Subject #66

“ More ideal classroom. I am split schools, so to be at one school would be much more ideal.”

Subject #72

“More training for at-risk students, behavioral management and much more emphasis on encouragement for me”

Subject #74

“Restructure middle school feeder programs. Currently choir and orchestra are taught by the same teachers at the middle schools. (Recruitment)”

Subject #79

“Improved feeder schools (students need to be more adequately prepared)”

Subject #81

“Help with paperwork/fundraising/etc.”

Subject #83

“ I am currently asking for more choir classes and to be full-time. I am working full-time to get everything that needs to be done accomplished, but I am only getting paid half-time pay. My principal is behind me, but the administration doesn't realize how things need to be. I am in the process of trying to educate them.”

Subject #87

“Having a boy's choir class.”

APPENDIX H
OTHER REASONS FOR STAYING IN
THE TEACHING PROFESSION

OTHER REASONS FOR STAYING IN THE TEACHING PROFESSION

Subject #1

“My children will be on campus next year.”

Subject #3

“This year I have a great group of students. IT is such a pleasure for me to teach them after having classes from the 27th level of hell for my first three years. I am still the ‘dump’ class for my school, but I now have a ‘dump’ class of my own where I can put those students who have no desire to either perform or be part of a group. This class is general music.”

Subject #8

“Develop my skills to move up in music (HS, college)”

Subject #17

“I want to try to build, not just quit because some days are tough.”

Subject #18

“The students and how they enjoy choir.”

Subject #21

“Enjoy making a difference in students’ lives.”

Subject #22

“ Love to teach kids music.”

Subject #31

“Love the students.”

Subject #34

“ I love music—that’s the ONLY reason I stay.”

Subject #37

“I will stay because I love the students.”

Subject #41

“Need to stick in one place to gain experience.”

Subject #42

“I enjoy seeing the students learn about music.”

Subject #48

“Because I keep telling myself next year has to be different.”

Subject #52

“ I have time to be a good father.”

Subject #59

“ Benefits”

Subject #65

“I want to stay somewhere long enough to build a program that is mine I figure that after three years in one school, I can assess if I feel that teaching really fits me as a permanent career. Also, my husband is VERY supportive of my teaching career. It definitely helps me to have the wonderful family support at home.”

Subject #69

“ Mortgage payments”

Subject #71

“We own a home and I’m the primary provider.”

Subject #83

“I am a teacher for the intrinsic reward of it. I love to teach music and I love kids.”

APPENDIX I
OTHER REASONS FOR CHANGING SCHOOLS

OTHER REASONS FOR EARLY CAREER TEACHERS INTENDING TO CHANGE SCHOOLS

Subject #6

“Wanting to move to a larger city, perhaps a school with older students (High School). Lots of discipline frustrations in Middle School.”

Subject #11

“School closing. Will definitely teach next year, possibly in same district.”

Subject #16

“Opportunity for better position.”

Subject #18

“Increase in stipend.”

Subject #20

“Desire to teach older age group”

Subject #37

“If our AYP scores do not improve, there is talk that every teacher will be fired or moved to another school. This of course is based on 3 or 4 special ed students who did not test on grade level and the number of regular ed students who showed up to take the math TAKS.”

Subject #58

“I currently teach primarily 9th graders, I would like to teach older students, perhaps even college.”

Subject #66

“Split schools”

Subject #69

“Too far from my house”

Subject #79

“Not sure if I have what it takes for UIL and teaching in general.”

Subject #83

“Not being full-time.”

APPENDIX J
TRANSCRIPT OF INTERVIEWS

TRANSCRIPT OF INTERVIEWS

Subject #16 – February 9, 2005

Researcher – In your school would you say that you do or do not have community and parent support?

Subject – We have a lot of community and parent support.

R. – Could you please define for me what community and parent support is?

S. – Well, we have parents literally come into the classroom and help us with CPA work, get money organized. They help us with background scenes, settings for the musical. Help get us costumes—many things like that.

R. – Would you say in your school you do or do not have administrative support?

S. – We have great administrative support.

R. – Could you tell me a little bit about ways your administrator supports you?

S. – He's always there for us to go in and talk to if we need to have a chat. He really encourages the fine arts by allowing us to do multiple musicals and go on trips like this and taking a trip to New York we'll be taking and he's even accompanying us on the trip. So, yes, we have a lot of support. And a big budget.

R. – What do you mean by big budget?

S. – We have a nice sized budget that we are allowed to use freely—buy music or whatever is going to better the choir program or music program in general.

R. – Would you say that you do or do not have support of other faculty members at your school?

S. – Oh, yeah, we have support from other faculty members. One of my best friends is the band director. He's always there for me to talk to, and give me help, and, you know, encourages the choir program, as well as the band. And the other faculty members are real excited about what we do because it's not like general education, it's more, you know, kind of fun. They like to be involved in the musical and do things like that with us too.

R. – Would you say that you have a good or a bad school environment?

S. – We have a great school environment. All the kids are pretty well-behaved. There's few, but it's nothing an inner-city school or anything like that.

R. – Do you plan to stay or leave teaching after this year.

S. – I plan to stay after this year.

R. – And why is that?

S. – 'Cause I enjoy it.

R. – Enjoy teaching?

S. – Yes.

R. – Do you plan to stay or leave your present position after this year?

S. – After this year, I plan to stay for right now.

R. – And why do you plan to stay?

S. – Because I need—I feel like there are things that I still need to learn and things like that.

R. – Thank you.

Subject #84 – February 9, 2005

Researcher – Would you say that you do or do not have community and parent support at your school?

Subject – We do have support.

R. – And how would you describe the support that you have at your school?

S. – We have a very good parent support system. Our boosters are very supportive and very active and they are major players in the community so they are good at getting the community involved—kind of a go-between between the school and the community.

R. – Do you or do you not have administrative support?

S. – We have excellent administrative support.

R. – Could you talk about that a little bit?

S. – Well, they are supportive monetarily, they are flexible with schedules and letting kids out of class and giving them opportunities to travel. And they attend performances and let the kids know, they are visible to the kids and let them know that they are there and that they are supporting their program.

R. – How about other faculty members at your school, would you say that they're supportive?

S. – The fine arts, the other fine arts teachers are supportive, the academic teachers, I think we are trying to bridge the gap between the two, because there are few of them that do not understand the importance of the fine arts and that we are actually assisting them in what they do in the classroom, but the principal is kind of helping to smooth that transition.

R. – How about the school environment at your school, would you say it is a good or bad environment?

S. – I think it is a positive environment.

R. – Could you talk about that a little bit? In what way?

S. – I think there is more camaraderie this year because of the new principal. He makes sure that all areas—academics, athletics and the fine arts—are equally supported and equally recognized and that everyone feels that they are working towards a common goal

and everything they do is important, no matter if it is the head coach of the football team or cosmetology class. Everyone is supported.

R. – Do you plan to stay or leave teaching?

S. – Stay.

R. – And what are your reasons for wanting to stay in teaching?

S. – The students—that would be my number one reason.

R. – Do you plan to stay in your present position?

S. – Yes.

R. – What are your reasons for wanting to stay in your present position?

S. – Again, the students, the principal, and the other teachers that I work with. It's just a good overall situation.

R. – Thank you.

Subject #67 – February 10, 2005

Researcher – Do you or do you not have parent and community support for your choir program?

Subject – I feel like I have pretty good parent support for my choir program -the parents here are very good about coming to concerts and being involved in fundraising, etc... The only thing that the parents here lack is the willingness to donate time for chaperoning and volunteering, etc... I also think that it would be nice to have more support from the high school director. She is not very supportive and doesn't get very involved. I would like to think that building up the middle school choir programs would be important to her, but it seems like recruiting comes as an afterthought. I would also appreciate more leadership and direction on her part about what the kids should accomplish by the time they get to high school.

R. – Do you have administrative support?

S. – My principal is EXTREMELY SUPPORTIVE!!! He is willing to help out in any way possible - in the past, he has video-taped concerts, chaperoned UIL trips, driven the bus on choir field trips, and he helps set up and break down my choral shell before and after every concert. I am very lucky to work with someone who is so supportive of the choir.

R. – Do administrators give you the schedule you request?

S. – Yes.

R. – Do you have support from other faculty members?

S. – The other faculty members are somewhat supportive of the program, However, there is one area that I would like to see improve - I would love to see more faculty members attend our concerts.

R. – Is your school environment positive or negative?

S. – I would say very positive. Personally, I feel respected on campus by the kids and other teachers, and I have strong administrative support. Also, I think that in general, my school tries to offer a positive environment for everyone who is here - students and teachers alike. I have never seen a staff that so obviously is interested in educating the "whole child" The kids here have many opportunities to get involved and be a part of something. For example, there are many teacher/student competitions and social activities (tournaments, field trips, etc...) where students can get to know teachers outside of the classroom; there are lots of dances and social events outside of class; and the teachers as a whole are open and available for students before and after school.

Also, it is obvious that the administration here has a vested interest in trying to improve student achievement and also in increasing parent/community ties to the school. Another example is, this year, all teachers have started printing out weekly progress reports to send home to parents. The progress reports are detailed and list each individual assignment and corresponding grade. The parents have been told at the beginning of the year to expect the progress reports. This way, each parent can see exactly what their student is doing in each class – which classes they are not turning in work, which classes they are struggling in, what their test scores look like, etc.... Although it is a great deal more work for most teachers, I think this is a great system that really shows parents and students that we are interested in keeping the communication open, and are looking out for the best interest of the child. I think that all of this contributes to a positive environment for the students and makes the teachers jobs easier. Also, as a staff, there are many get-togethers and social opportunities for teachers and staff members to get to know one another. Last year, my principal wrote a murder mystery dinner game for the whole staff! (That's just one example.) Overall, this is a really positive place to be.

R. – Do you plan to remain in teaching?

S. – I love teaching. I like the summers off, of course, but more than that, I feel like I am really good at bonding with middle school students (hopefully not a tribute to my own maturity level) and I know that I really care about these kids. It is a profession where no two days are alike, and I enjoy being able to form relationships with my students. I honestly never thought that I would enjoy this career as much as I do, and especially at the middle school age level, however, I surprise myself almost every day by looking forward to the day and to what I am going to do in the classroom. (And surprisingly, I actually miss going to school during the nice long summers!)

R. – Do you plan to stay at your present school next year? Why or why not?

S. – For personal reasons, I am actually possibly moving to the Seattle, Washington area over the summer. If I do not move, of course I will stay at my present school, however, if I do move, (obviously) I will not stay. I can say though, that the "wonderfulness" of my current situation is making the moving decision a very tough choice to make.

R. – Thank you.

Subject #24 – February 10, 2005

Researcher – Would you say at your school you do or do not have parent and community support?

Subject – I do have parent and community support. Very active, very helpful support from many of my parents, at least from the more wealthy parents, because I live in a wealthy district. My low socio-economic group is not as active.

R. – And what are some of the specific ways your parents provide support?

S. – I have parent volunteers for concerts and trips, and as far as chaperones, helping put concerts together, publicity, for our pop show they do scenery, help get props together and things like that.

R. – At your school would you say that you do or do not have administrative support?

S. – It depends on the activity. If the activity is just choir, not so much. If it is choir plus other activities, there's a little bit more.

R. – Could you give me more specifics?

S. – For example, at my concerts, I have had concerts where I have not had an administrator show up at all. And then if we do a joint thing with choir and band or choir and drama, we usually have one show up.

R. – Are there any other ways that the administration could you support you and doesn't?

S. – They could support, not in financial way, but in assisting getting equipment and scheduling. Scheduling is a big thing. The last couple of years the scheduling has not been conducive to my program. I would say scheduling is the biggest thing.

R. – And how has it not really worked with your program?

S. – They have cut periods of choir and they have set choir against other large electives like athletics and band which makes it impossible for kids to make choices that they don't want to make.

R. – Would you say that you have support of other faculty members at your school?

S. – I do. I do have a lot of support from faculty members. I have a lot of faculty members who volunteer in all areas to help out with shows and they help with getting my kids to extra rehearsals and if they need extra tutoring before contest and things like that.

R. – And how would you describe the school environment—is it positive, negative, what?

S. – This year it has been very good, very good. A good community atmosphere, the kids are well-disciplined and on-task.

R. – To what would you attribute the positive environment?

S. – This year I would attribute it to a discipline plan that was put together by the teachers themselves, and we had a lot of discussion about what we felt needed to be done over the summer and changes that were made from last year and it has helped a lot.

R. – Do you plan to stay in teaching or leave teaching?

S. – I plan to stay.

R. – Why?

S. – Honestly, I don't see myself doing anything else. This is what I love to do. No matter what comes up.

R. – Do you plan to stay in your present position?

S. – At the moment I plan to stay in my present position.

R. – Why do you plan to stay?

S: - Location—close to home, I've got a good program started that I would like to finish building, good kids, good parent support, good music faculty around me to be supportive—all of those things.

R. – Thank you.

Subject #35 – February 10, 2005

Researcher – Would you say that you do or do not have community and parent support in your school?

Subject – Well, as a whole school environment I would say there is probably not a lot of community support. But we do have quite a few parents that are involved in the choir portion.

R. – Could you describe for me the way parent involvement is used to support your choir program?

S. – If we are going on trips, they help chaperone the trips, they help us when we feed the kids—we feed them a lot—they help us feed the children. You know, if you ever need, we run the All-City contest, and Greg Haugen, the gentleman I work with, he's going to be the Region Chair, so we'll be running All-Region contest, as well, and we get all the parents together and they help us run those contests.

R. – And thinking about administrative support in your school, would you say that you do or do not have administrative support?

S. – I do.

R. – Can you tell me the ways the administration supports the choir program?

S. – They pretty much are behind us in anything that we choose to do, especially this year. We don't actually get administrative support at our concerts. We used to. We used to always have some type of administrator at our concerts but this year we haven't had one come yet. But as far as giving us the schedule we wanted or if we needed to go somewhere, or that kind of thing, they are behind us going and they give us support that way.

R. – How about other faculty members giving you support, would you say that they do or do not support the choir program?

S. – I would say some do and some don't.

R. – Tell me about the people who do support the program, what do they do to help?

S. – They allow children to come to us during advisory classes so we can work with our mixed group. They help us out any way that they can. If we need to know the grades they are willing to give us the grades. And a lot of the people who are helpful or supportive have either had children go through band, choir, and orchestra programs and so they know what it takes, and there are some young ones who have younger children

that want to have them involved in that kind of thing so they are very interested in what we do and are very helpful. But there are quite a few that don't think we do anything.

R. – Would you say that is the main way that they are not supportive, but just thinking that you don't do anything?

S. – Yea. In other words, just music teachers, just a place for the kids to run around and sing. They don't think that we, I mean they know we go to contest and they know that we get Sweepstakes, but they don't understand what all of that means. They think anyone can go and get whatever. They just don't understand.

R. – Talk to me about your school environment. Would you say you have a positive or negative school environment?

S. – Positive school environment.

R. – To what do you attribute the positive school environment?

S. – A lot of supportive teachers. There is just a welcoming feeling that you get when you walk inside of our school. And there is a lot of PTA involvement. There are always parents up there helping behind the desk and if there is ever anything you need you can ask the PTA. There are a lot of other schools that are built the exact same way as _____ is and walking into the other schools that are built just the same way I just don't feel the warmth that I felt the first time I walked into _____. I had the opportunity to choose where I wanted to go work and that was one of the reasons I chose to go to _____, because of the warm feeling, the atmosphere that school provides.

R. – Do you plan to stay or leave teaching? What are the reasons for your decision?

S. – I plan to stay. I enjoy working with the junior high kids. I just enjoy seeing them enjoy something throughout their day, especially this year when they only have one elective as 7th graders and we are used to them having 2 electives, but it is just so amazing that they have this one class that they enjoy coming to and we have a good time. So, I like to see what they can produce.

R. – Do you plan to stay in your present teaching position?

S. – I do as long as we have the numbers to supply, because this year they double-blocked math and we are on block scheduling, one of the few junior highs that is that way and they started double-blocking math in seventh grade so they took away one elective and they are going to begin double-blocking it in eighth grade so they are taking away one elective, so, but we have so many electives at our school, we have like nine electives, so I would love to stay if I can, if it happens that way.

Subject #63 – February 11, 2005

Researcher - Do you or do you not have parent and community support for your choir program?

Subject – We have a wonderful booster club that helps us out a great deal. They take care of payments, uniforms, fundraisers, etc. I would say the community tends to support the sports programs a little bit more than the music programs here. However, we always have packed houses for all of our concerts (although I think this is all of the parents).

R. – Do you have administrative support?

S. – The administration does support the choir program. Anything that happens at competitions, etc., they send out in an email to all of the teachers. However, there have been huge school wide send offs for all of the sports and band going to state, but never for choir (hmmmm.)

R. - Do administrators give you the schedule you request?

S. – Yes, I know that the head director is satisfied with the schedule given.

R. – Do you have support from other faculty members?

S. – I think so. They are supportive when I see them in the hallways, and they are always understanding when students have to be out of class for performance reasons.

R. – Is your school environment positive or negative?

S. – I think overall the school environment is very positive. The teachers and administrators are very positive people, and create a safe, healthy environment for the students to learn.

R. - How is discipline handled at your school?

S. – It depends on the offense. If it is chewing gum in class or things of that nature, they have a detention with me. If they are tardy to any class more than three times, they have a detention with the school.

R. – Do you plan to remain in teaching? If so, why, if not, why not?

S. – I enjoy it. It fulfills my life, and I hope that I am fulfilling others with the language of music.

R. – Do you plan to stay at your present school next year? Why or why not?

S. – Nope. Going back to grad school. Ready to continue on with my higher education.

Subject #4 – February 11, 2005

Researcher – Can you tell me whether or not you have parent and community support at your school?

Subject – I have some parent support—the kids who have really committed themselves, they have a lot of support from their parents. We do have a little bit of community support. That is growing as we perform for things, but generally _____ does not have a whole lot of support for the arts. So, that is a struggle and we're working on it and dealing with it the best that we can.

R. – You said that you had some parent support, what ways do parents support you?

S. – When we go to competitions and stuff we have to have parents come and help us, you know, some kind of chaperones, and they are always willing to come and help. They help us decorate for the concerts and that kind of stuff. They do stay involved when we have out of school time things.

R. – And you said that the community really doesn't support the arts very much. What exactly do you mean?

S. – They don't really, like we have a sixth grade choir, well not really a choir, a sixth grade vocal group, and they, every time they perform it's really big and _____ isn't really big anyway, so when they have a big group of kids coming together to sing, they do a lot of pop stuff, but the recordings that they have for it have one track with the people singing and the other track without the people singing and they always perform with the people. And so when they hear true singing, you know, from when they get into the higher grades, they don't appreciate it because it's not loud, they can't hear it as much, and you know, it's not the same kind of stuff that they hear all of the time so they really don't appreciate different genres of music. They just want to hear their one kind of music and that's it. You know, that's what they want to hear so we really don't get a lot of support for the stuff that we should be teaching.

R. – Tell me about administrative support in your school. Would you say that you do or do not have administrative support?

S. – We do have quite a bit of support. They understand that it helps the kids. I mean, they have their struggles as well, but we do have quite a bit of support for music.

R. – In what ways does your administration support music?

S. – We have really bad scheduling. This is just my second year, but last year, we had really, really bad scheduling, and the end of last year, last year I was very successful at UIL Concert/Sightreading and stuff, and so I was like, you know, I would really rather

have this schedule, and I would really rather do this and they said, “We’ll do what we can” and they said they would help us out a lot. I mean they are backed up against the wall with some things but as much as they can do, they usually help us. But we got our own room this year. We had to share it with the band last year and they worked it around where we could have our own room.

R. – Talk to me about fellow faculty member, would you say that they do or do not support you?

S. – When it does not require something that is out of their way, yes, they are very supportive. When it is concerts, there’s a few that are already musically inclined and understand where we’re coming from, and understand music and they do come and support, or if they have a student that they would particularly like to see succeed, then they come, but very seldom do they come outside of school time. But if it’s something during the day, then they will support us.

R. – Are there any of them that volunteer to help with things?

S. – Our art teachers helps out quite a bit. She does most of our decorations and that kind of stuff. They do try to encourage people to support the choir, they just don’t actually show them. But the art teacher does quite a bit and there are a few others that are in church choirs and they know the other directors and they kind of support us.

R. – Talk to me about your school environment. Would you say that you have a good or a bad school environment?

S. – We have a lot of low-income kids and so we have a lot of struggle with that. So that is kind of frustrating. And I think a lot of times our school, our district, kind of caters to the children and the parents’ whims whether it is legitimate or not. They’re kind of like, “Oh, we’ll do what you need us to do” and they sometimes do that at the expense of the teachers, so the kids get away with things that they shouldn’t at all.

R. – Do you mean in terms of discipline?

S. – Discipline, yeah, noticeably discipline, probably.

R. – Tell me how the large number of low-income children impacts your school.

S. – A lot of times you see that the kids come to school so they can get a meal. They don’t care about their success. They are just there to survive. They are just in survival mode. And then there’s the others, the select few, that are in the same situation as the others and are coming for a meal, but they kind of cling onto you because they feel that love from you, they feel that support, and they know that they can succeed because they

are taking our word, you know, they are feeling it inside. They have a little more drive than the other kids.

R. – Do you plan to stay in teaching?

S. – I'm kind of one of those who would rather stay home with my kids. I just had a baby and I would really rather stay home with her until she gets into school. When she starts to school, I would love to come back to school, but right now I feel like my priority is family and home.

R. – When you return to teaching, would you consider coming back to the school where you are now?

S. – I think it depends. I really, really like working with the high school choir director. We just have a good chemistry, we work really well together. She has a personality that is just enough different from mine that she can attract certain students and I can attract certain students. That's really nice. Now this is my first teaching experience and I really haven't had a hard time with it because I work so well with her. I wouldn't mind coming back to this school. The few problems that I have I could deal with because I have such a good time with her and the program is growing and I think that helps too.

R. – Thank you.

Subject #74 – February 12, 2005

Researcher – Would you say that you do or do not have community and parent support at your school?

Subject – I do.

R. – Explain to me how the community and parents support you.

S. – When I arrived at this job, the booster club was already established and I get a lot of support from the booster club. Especially the senior parents are really involved. They take on a lot of responsibility, especially with fund raising for scholarships, helping out with the variety show we do once a year. That's it.

R. – Do you or do you not have administrative support at your school?

S. – I do.

R. – Can you tell me how your administration supports you?

S. – Mainly, any concerns that I've needed to be addressed have been addressed quickly and supportably, especially when it comes to area finances or needs of the choral department. I just recently put in a request for two Wenger practice rooms, probably in the range of fifty to sixty thousand dollars by the time remodeling is done and they will be very supportive of that. They have put the paperwork in motion to get that done.

R. – Other than financial support, are there any other ways the administrators show support?

S. – Always a presence, whether it is the principal or assistant principal, always a presence at events, school-wide, not just in choir, but feel very supported at concerts or any presentation that we do throughout the year.

R. – Talk to me about scheduling. Are they supportive of you in terms of your scheduling of choirs?

S. – Yes.

R. – Are other faculty members at your school supportive of the choir program?

S. – Yes, very much so. In a school as large as _____, the turnover in other areas has been a concern. Knowing teachers in areas other than fine arts has been a challenge. At the beginning of the year—who is that person—I don't know who they are. But especially in the fine arts the teachers have been very supportive.

R. – And why do you think there has been such a turnover in the other areas?

S. – Honestly, in _____, I feel like it is the growth of the city. Of course, in a metropolitan area there is always going to be a lot of that, but in the North Dallas area, where I am, spouse's jobs would be one of the primary reasons.

R. – How would you describe your school environment?

S. – A relaxed and a tight ship all at the same time. I don't feel—I guess this is going back to administration again, I don't feel like it is micro-managed. I feel like if things are going well the administration knows to step back and let the teachers do what they need to do. The discipline is carried out very swiftly and good. Parental contact is made at many levels—teachers and administrators.

R. – Do you plan to stay in teaching?

S. – I do.

R. – And why is that?

S. – I think the number-one thing has got to be the relationship with the kids, and all of these other factors that we talked about go into that. It has a direct correlation with that. I think if you are having problems with administration, finances, and things like that, it distracts from having time with the kids and letting the music and the kids be the focus of the program, which has to be core and central

R. – Do you plan to stay in your same teaching position next year?

S. – Yes.

R. – What are your reasons?

S. – Right now I think it is the best combination for my experience level, which is just a few years teaching, that I can develop that and feel like I can make a difference in the program, along with learning more administrative aspects. The middle school scheduling is not set up the way I want it to be right now. I think it will be a good learning experience how I will address administrators at the district level to address some of those things—middle school scheduling the way I would like it to be. And the kids are great and it is just rewarding overall. It's a good fit. I don't know how many teachers can say that, especially young, new teachers.

Subject #5 – February 12, 2005

Researcher – Could you talk to me a little about parent and community support in your school?

Subject – Well, it is a very important part of a program. Right now, my current year, I am having a lot of difficulty with parent support because the previous situation they were always were allowed to make a lot of decisions for the director and so I have been complained about to my principal several times and the principal supported the parent in both situations. He didn't listen to my side or give me the professional courtesy of respecting my decision.

R. – Could you tell me about those instances with the parents?

S. – Yes. One parent filed a complaint, which I was told was a level-one grievance against me because I moved her daughter to the alto section and she had been singing soprano for the last few years. And I moved her because she loses pitch about C5 where pretty much all soprano parts lie. And so after vocalizing her, myself and my assistant determined that we needed her to sing alto. So we moved her. Her mother went right past me, didn't even speak to me about it, went straight to the principal and complained. Said a bunch of lies basically about what I had said and how I had treated her daughter. And the assistant principal approached me and asked me if I was willing to move her back and I told him, "No, I'm not willing to move her back because I made the decision that was best for the choir." The parent continued to pursue it, went to my principal. The principal said, "Have you talked with Ms. _____?" and she said, "No," and he said you need to go talk to Ms. _____ before anything happens at this level. So we scheduled a conference, told her why I made my decision and she said why she was against it and she said basically, point blank, "Either you move her back or she will quit choir and I will continue this grievance." So I met with my principal after that. He told me that he would not advise me to continue in the process because the school board would not support me because she made a I on a Class I solo at State for a soprano. And I explained that they were not classified as soprano, alto, it is treble – tenor bass. And he said the board would not understand that. They would see that she had had success and being as she is a senior they would think it was more important for her to be in the class and continue in a program that she has been in for 5 years than to lose her over something that they would see as insignificant—putting her in a different section. So he told me that some principals will back their teachers no matter what they do but he was not that principal and that if he could not win it at the school board level that we would not support me. He told me to take it home over the weekend and think about what I wanted to do. Pick my battles wisely. He said that I'm new to the district, I'm on a one-year contract and they could choose not to renew it for any reason. And he said that a senior was not worth that battle because she would graduate in the end. So I went home, I called some peers, I

called some professional people and they pretty much told me that if the principal is not going to support me, be accommodating and then look for another job. Basically. That's the long version.

R. – That's fine. Can you tell me about the other instance that you had difficulty with parents?

S. – I worked with a student quite a bit outside of class to prepare for All-State and the parent was frustrated because I was not allowing the student to work on the music during class. And so she complained before that they had always done all of their All-State music in class and I was not being accommodating. And her daughter had learning—language disabilities where she struggled learning and so I made all of these extra rehearsals outside of the school day to help that student. But in the end she still complained that it wasn't enough. But it was kind of resolved because I did make an effort to meet with her—it was just outside of class time.

R. – Apart from these two parents have you had support from the other parents?

S. – I've had support in the sense that after the concert they will come up and say the choir is really improving, we're glad you're here, we appreciate you being here. As far as I sent out booster club stuff and didn't get any response. Basically I have one parent in the booster club and that is a previous parent from the year before who has basically said, "Well, I'm the only one here willing to do something."

R. – Well, I guess you have already addressed the issue of administrative support. Are there any other things that you can say about whether or not your administration supports you?

S. – Just in general when it comes to a parent and that administrator being out there in front of his administrator, that they are going to protect themselves, or at least this administrator is going to look out for himself rather than supporting the program and rather than supporting me. And he told me when he hired me that the expectation was that I would build the program and that it would grow and be successful. And obviously now I feel like how can I have a successful program when I couldn't even voice my students. And I told him that I really didn't feel good about this decision because you have taken all of the power away from me and the parents get to decide who sings what part. He told me that in my handbook at the beginning of the year I need to put in that the director reserves the right to voice students as she sees fit, have the parents sign it and then I have a document that support that choice. A lot of people don't have to do that, but obviously, at this point, in my case, I have no option but to do that.

R. – How would you describe the support of other faculty members at your school?

S. – I feel that they have been very supportive. They know that the choir program has not been successful and they want to see it successful.

R. – Are there any specific ways that they show support for the program—anything that they do in particular to show support?

S. – I had one send an e-mail to me to tell my students what a wonderful job they did and I hear students say teachers mention how much better the choir is and how they are improving. So that means a lot.

R. – Do your administrators attend your concerts?

S. – At my first concert—two administrators and at the second one—one.

R. – How would you describe the environment at your school—positive or negative?

S. – It is borderline between negative and positive. There's a lot of unresolved issues and it's kind of at a place where they need to have some changes to move forward, so I sense a lot of hostility in the lounge and workroom.

R. – So you are saying that teachers are negative about the environment?

S. – Yes.

R. – Does student discipline play a role in their feelings about their environment?

S. – Yes it does. They feel like the rules continue to change. You know, they post dress code and then they come back two weeks later and say, "Let's do it this way." They tell us to document, document, send them to the office, send them to the office, or you will be held accountable and when you send them to the office the principal will turn around and send them back and say there is not a problem with the dress code. Those kinds of things.

R. – Do you plan to stay in teaching?

S. – Yes, I do.

R. – What is your main reason for planning to stay?

S. – The difficulty that I have experienced is not enough to take away the joy I get from seeing my kids being successful, in spite of everything else.

R. – Are you planning to stay at this school next year?

S. – As of right now, yes, because I feel like it's my first year and I don't want to give up on it yet.

R. – So you think things will improve where you will gain ownership of your program?

S. – Yes, I think so. I think I will have to be more specific and more legal-minded in everything I send home and in everything I say and do which was not a concern in _____, which was a small community and the parent were like "Is my kid having fun? You're doing a good job? Oh, well." And these parents are a lot more knowledgeable about law and they hold you to everything. So I think it is an opportunity for me to grow as a professional, because if I were to go somewhere else, who is to say that the same problems would not arise? I certainly don't want to appear as if I am someone who hops from job to job. That's not going to reflect positively on me.

R. – Thank you.

S. – Thank you.