

Preservice and Inservice Music Teachers' Perceptions of Teaching in Low-SES,
Urban Middle School Band Programs

by

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ABSTRACT

Over the last several decades, there has been a growing interest in the field of music education regarding aspects of teaching in low-socioeconomic status (SES) and urban settings. There has been increased concern that schools serving low-income students experience difficulty recruiting highly qualified teachers and encounter high rates of turnover among teachers (Boyd, Lankford, Loeb, & Wyckoff, 2005; Bruenger, 2010). Based on the research currently available, some researchers sought to determine the traits of successful urban teachers (Baker, 2012; Fitzpatrick, 2011), the effect of participation in music on students from low-SES backgrounds (Fitzpatrick, 2006), and strategies for recruiting students into music programs of low-SES schools (Albert, 2006). Other researchers examined the environmental teaching preferences of young or preservice teachers (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003). However, at the present time, there do not appear to be any studies specifically aimed at understanding the perceptions of preservice teachers or comparing preservice and inservice teachers' perceptions of teaching in low-SES and urban settings.

Therefore, the purpose of this study was to examine the perceptions of preservice and inservice teachers regarding the challenges and rewards of teaching in low-SES and urban settings. The three primary research questions were: 1.) Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools? 2.) Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools? 3.) Do the perceptions of preservice music teachers have an

impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

Results of this study showed that preservice and inservice music teachers rated the challenge variables similarly with the exception of district administrative support, which was rated higher by the preservice teachers, and private lesson participation and class scheduling, which were both rated higher by the inservice teachers. Additionally, the preservice teachers rated all reward variables higher than did the inservice teachers.

This study also found that there were very few differences in perceptions of preservice teachers based on their secondary educational backgrounds. Furthermore, preservice teachers who indicated that they would not apply for teaching positions in a low-SES and urban settings rated a majority of the challenge and reward variables higher than did the preservice teachers that indicated they would apply or might apply for these teaching positions. Results are discussed with implications for the music education profession and music teacher preparation programs.

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CHAPTER I

INTRODUCTION

Justification

Over the last several decades, there has been a growing interest in the field of music education regarding aspects of teaching in low-socioeconomic status (SES) and urban settings. There has been an increased concern that schools serving low-income students experience difficulty recruiting highly qualified teachers and encounter high rates of turnover among teachers (Boyd, Lankford, Loeb, & Wyckoff, 2005; Bruenger, 2010). Without highly qualified teachers in the music classrooms, these students are often not receiving the same quality of education as their peers who represent high-SES and suburban demographics. The National Association for Music Education (NAfME) states that their mission is “To advance music education by promoting the understanding and making of music by all” (2015). If our goal is to provide a valuable music education for all students, it is important that we continue to discuss the opportunities that are made available to students from low-income families attending schools in urban settings.

Based on the research currently available, some researchers sought to determine the traits of successful urban teachers (Baker, 2012; Fitzpatrick, 2011), the effect of participation in music on students from low-SES backgrounds (Fitzpatrick, 2006), and strategies for recruiting students into music programs of low-SES schools (Albert, 2006). Other researchers examined the environmental teaching preferences of young or preservice teachers (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003). However, at the present time, there do not appear to be any studies specifically aimed at understanding the

perceptions of preservice teachers or comparing preservice and inservice teachers' perceptions of teaching in low-SES and urban settings.

Purpose

The purpose of this study was to examine the perceptions of preservice and inservice teachers regarding the challenges and rewards of teaching in low-SES and urban settings. The three primary research questions were: 1.) Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools? 2.) Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools? 3.) Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

As graduates prepare to enter the field of music education, it is important that they are equipped to teach in a variety of settings and develop an understanding of the challenges and rewards they may face in their classrooms. The present investigation could positively contribute to the development of future music educators for the realities of teaching in low-SES and urban settings and encourage more qualified teachers to pursue these teaching opportunities.

Definitions

Low-Socioeconomic Status (SES) and Title I Program

Throughout this study, references were made to those who represent a low-socioeconomic status (low-SES). As defined by the American Psychological Foundation, “Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation” (“Socioeconomic Status,” 2019). This study defined low-SES by a school’s Title I eligibility.

According to the U.S. Department of Education, the school wide program, authorized by Title I, Part A, is available to campuses “in which children from low-income families make up at least 40 percent of enrollment” (“Programs,” 2019). The eligible schools may use Title I funds to supplement school wide programs to increase the academic performance of the students.

Middle School

For this study, middle schools were defined as secondary schools serving the middle grades between elementary school and high school. These schools included grades 6-8 or grades 7-8. The latter is sometimes referred to as a junior high school, but for the purposes of this study, both types of schools were grouped together and referred to as middle schools.

Urban Schools

The term “urban” can be difficult to define, particularly as large cities are expanding into the surrounding communities. Along with that, many non-urban schools

experience some of the same characteristics that we typically see in urban settings. In order to better classify urban schools, Milner (2012) describes three categories of urban education: Urban Intensive, Urban Emergent, and Urban Characteristic.

Urban Intensive schools can be characterized as “concentrated in large, metropolitan cities across the United States, such as New York, Chicago, Los Angeles, and Atlanta” (Milner, 2012, p. 559). These cities are large in population, with 1 million people or more, and have a high population density.

“*Urban Emergent* might be used to describe schools, which are typically located in large cities but not as large as the major cities identified in the urban intensive category” (Milner, 2012, p. 559). These cities have a smaller population density and usually consist of cities that have a population fewer than 1 million people. Although the challenges faced by these schools might not be as prevalent, “they do encounter some of the same scarcity of resource problems” (Milner, 2012, p. 559) found in urban intensive schools.

And finally, *Urban Characteristic* describes “schools that are not located in big or midsized cities but may be starting to experience some of the challenges that are sometimes associated with urban school contexts in larger areas” (Milner, 2012, p. 559). For the purpose of this study, the term urban was used to identify schools that would be classified as either urban intensive or urban emergent.

CHAPTER II

REVIEW OF LITERATURE

Many schools identified as low-SES and urban have experienced a tendency to struggle to recruit and retain teachers (Boyd, et al., 2005; Bruenger, 2010). As we attempt to address this issue, it is important to evaluate the currently available research to determine the factors that may be involved. As music educators, we know the positive impact music programs can have on students and, therefore, it is necessary that we continue to provide a quality music education for all students. In order to address the many areas related to this study, the sections included in this review of literature addressed the impact of music on students, strategies for recruiting in low-SES and urban music programs, the traits of successful urban teachers, environmental teaching preferences, teacher recruitment and retention, the challenges and rewards of teaching in urban schools, and the impact of preservice teacher training. With the available research in mind, this study sought to further expand on the impact that perceptions might have on new music teachers' desires to teach in schools identified as low-SES and urban.

Student Music Participation

Academic Achievement

When examining the research related to teaching music in low-SES and urban settings, different areas of focus have been explored. One of these areas was the academic and social effects of music participation on the students. In a longitudinal study of the effects of arts participation on the academic achievement and civic engagement of students identified as low-SES, the researchers found that students who participated in

the arts earned better grades, higher test scores, and demonstrated higher graduation rates and college enrollment rates than did their peers who did not participate in the arts (Catterall, Dumais, & Hampden-Thompson, 2012).

School attendance is one of the factors that has been shown to impact student academic achievement and high school dropout rates (Balfanz, Herzog, & Iver, 2007; Barrington & Hendricks, 1989). Taetle (1999) found that students who were not enrolled in a fine arts course demonstrated a higher rate of absenteeism than those who were enrolled in at least one fine arts course. Taetle also reported that students who were considered academically at-risk and involved in fine arts had half the number of absences of students not enrolled in fine arts courses and suggested that fine arts enrollment may encourage students to attend school more regularly.

Research has also revealed that participation in music may have an impact on students' academic achievement and test scores. Fitzpatrick (2006) found that students enrolled in instrumental music ensembles scored higher on their state proficiency tests than did their non-instrumental peers of a similar socioeconomic status at every grade level and in every subject. In another study, students in grades 8 through 12 who participated in music demonstrated higher test scores than did students who were not participating in music across every test and phase of testing (Miksza, 2007). Miksza (2007) also found that there was a significant relationship between SES and academic achievement. Higher SES students' scores began at higher levels and increased at faster rates than lower SES students' scores. However most importantly, high academic scores were demonstrated across all phases and subjects for students participating in music, regardless of SES (Fitzpatrick, 2006; Miksza, 2007).

Kinney (2008) reported that students enrolled in middle school band in urban schools achieved higher test scores before and throughout middle school than did students enrolled in choir or those who did not participate in music. Kinney speculated that band may initially attract students who are higher achieving academically. One particular finding that was important to the present investigation was that due to the “reasonable distribution of SES among the 3 groups of students” (p. 157) Kinney’s results did not show a significant impact of SES on the enrollment of students in band.

With these studies in mind, it appears that it could be advantageous for academically struggling schools to support and enhance their music offerings and other fine arts programs. If that support were to increase, perhaps more highly qualified teachers would seek these positions.

Social Development

In addition to the academic benefits of participation in music courses, several researchers have reported the positive social impact that occurred when students participate in musical ensemble classes. In a study of the nonmusical outcomes generated by participating in musical ensembles, Miksza (2010) found that students involved in music had a slightly stronger commitment to school and a greater sense of community ethic, defined by the importance of friendship and helping others, regardless of socioeconomic status. Broh (2002) stressed the importance for economically disadvantaged students to create social ties at school and suggested that extracurricular activities could also positively impact the academic achievement of these students. This same tendency was echoed by other researchers who have shown that disengagement in

high-poverty schools can lead to low attendance, misbehavior, and class failures (Balfanz, et al., 2007), suggesting that finding ways to engage students in school can increase student performance in these areas. Similarly, Shields (2001) reported that at-risk urban adolescents' desires to drop out of school were positively impacted by their involvement in music and positive teacher-student relationships. These studies highlight the positive impact that placing highly qualified music teachers in urban classrooms may have on students in order to establish a welcoming community where students feel accepted and have a desire to be engaged in school.

Student Recruitment and Retention

An important area shown to be a struggle for music programs in schools serving low-SES and urban populations is the recruitment and retention of students. Kinney (2010) found that the most significant predictor of enrollment and retention in middle school band was student academic achievement and not student SES. Kinney also reported that SES may be a factor that affects the retention of band students throughout middle school but may not impact initial enrollment in sixth grade. Although other researchers have reported similar results regarding SES impacting the retention of students in band programs (Corenblum & Marshall, 1998; Klinedinst, 1991), Kinney's finding that it did not predict beginning enrollment was an important one for the present study. Although Kinney's study did not intend to investigate the reasons for this difference, he suggested that perhaps the additional costs associated with remaining in band, beyond procuring an instrument, could have negatively impacted the retention of these students.

Elpus and Abril (2011) found that students from the lowest SES were among the several underrepresented groups in high school music ensembles. Their study illustrated that some of the groups that were overrepresented were white students, students from higher SES families, and those with the highest standardized test scores. Due to the fact that this does not accurately represent the population of high school students in the United States, Elpus and Abril suggested that music educators and administrators actively seek reform to offer more opportunities for more students to participate in music ensembles. The authors recommended that schools invest in school-owned instruments that could be offered to students in need at a low cost or no cost at all. They also recognized that there are added expenses that arise when students continue participating in music including transportation to rehearsals or concerts and private lesson instruction. Elpus and Abril recommended that music programs establish a scholarship fund to help families in need offset these expenses and encourage more students of low-SES to participate in school music programs.

Culturally Relevant Musical Opportunities

The racial or ethnic makeup of schools in urban settings tends to be quite different from that in suburban or rural settings. According to the National Center for Education Statistics (Urban Education, 2013), in the Fall of 2013 Hispanic students made up 41.4% of the elementary and secondary enrollment in large urban public schools. Additionally, 26.5% identified as Black, 20.7% identified as White, 7.6% identified as Asian, and 2.7% identified as having two or more races. In contrast, the enrollment of large suburban schools included 49.7% who identified as White, 25.6% who identified as Hispanic,

14.3% who identified as Black, 6.5% who identified as Asian, and 3.1% who identified as having two or more races. The diverse ethnic backgrounds of students in urban schools have led researchers and educators to explore additional ways to recruit and retain students in their music programs.

In addition to considering the financial obligations of involvement in music programs, some researchers found that offering a diverse musical curriculum may help in the recruitment of students into their music ensembles. In order to combat inequalities found in schools serving lower income or urban families music teachers should consider offering more culturally diverse music selections (Abril, 2009; Bates, 2012; Kindall-Smith, 2004; Mixon, 2006). In a study of three middle school instrumental teachers, Albert (2006) reported that among other strategies, culturally relevant music and ensembles had a significant impact on the recruitment of students to instrumental programs.

Smith (2006) reported that urban music teachers believed that the culturally diversity in their schools was a benefit. One teacher created a project in which students would research and share the music of their own culture with the rest of the class. Not only did the students learn about one another's culture, but they also had the opportunity to make connections to the music with which they are familiar.

When examining music teachers' preparedness to teach a variety of musical genres, Kruse (2015) found that the music listening habits of preservice teachers did not fully align with the music that they performed or felt comfortable teaching in schools. The training these preservice teachers received prior to and during their undergraduate curriculum was mostly focused on the classical genre and therefore, many expressed

apprehensions about including other genres in their future classrooms. Kruse suggested that music teacher preparation programs should consider including performing opportunities and courses focused on music outside of the Western canon to increase the knowledge and understanding of future music educators. With the knowledge that many young students listen to genres other than classical music, some music educators found that including music that better represents the culture and interest of their students not only encouraged a more diverse population of students to enroll in school music programs but also created a more diverse musical experience for their students.

Creating a Welcoming Environment

Several researchers have reported that one of the main characteristics of programs with successful recruiting and retention is the ability to create a sense of family or safe space within the music classroom (Adderley, Kennedy, & Berz, 2003; Albert, 2006). In a study designed to determine students' motivation for joining and remaining in a musical group, the students reported that the social benefit or opportunity to be a part of a group was one of the primary motivators (Adderley, Kennedy, & Berz, 2003). These students shared that they often spent time with their music classmates outside of class, creating a familial environment in the classroom. With the right guidance, this type of environment could be created in any teaching setting.

Albert (2006) reported that music teachers in low-SES schools promoted a family-like, caring environment in their classrooms that assisted in the retention of students in their programs. They fostered this "safe space" by employing consistent classroom management and providing opportunities for younger students to be mentored

by their older peers. One of the participants in the study also mentioned the impact of parents supporting all band students in the development of the environment within the school's music program (Albert, 2006).

Creating a welcoming community within school music programs has been shown to be an effective strategy for varying types of schools, including those serving low-SES and urban communities. It is unclear if this is a trait that can be taught to preservice teachers, but it is important to look at some of the traits that effective music educators in urban settings possess.

Urban Teachers

Traits of Successful Urban Teachers

Multiple researchers have explored the traits of successful teachers in urban schools (Baker, 2012; Fitzpatrick, 2011) in an effort to positively contribute to the success of teachers who enter those environments. It has been shown that urban teachers have been more effective when they were flexible, caring, persistent, hardworking, and have respect for their students (Baker, 2012; Fiese & DeCarbo, 1995). Fiese and DeCarbo (1995) reported that teachers in urban schools expressed the importance of having control of the teaching and learning environment, including the freedom to present information in a variety of ways to reach different types of learners. The respondents also believed that effective teachers in urban settings should first learn to relate to their students and then adjust the curriculum to the students' needs and desires (Fiese & DeCarbo, 1995).

It has also been recommended that urban music teachers have a significant knowledge of the communities and schools in which they are teaching and their students

(Fitzpatrick, 2011). Fitzpatrick (2011; 2012) also reported that the urban teachers she surveyed defined their success by the personal and musical growth of their students rather than the success of the program or their own personal recognition. Bruenger (2010) reported that several preservice music teachers chose not to apply for positions in urban schools due to the fear that their programs would not be successful at state evaluations or competitions. Therefore, it would seem that some teachers may define their success as teachers based on the competitive success of their music programs. These findings are of particular importance to this study as many preservice teachers in Texas come from competitive high school programs, often seek to find positions with similar opportunities, and may define their success by their prior experiences in music programs.

Teacher Recruitment and Retention

Urban schools continually struggle to recruit qualified teachers (Boyd, et al., 2005; Lankford, Loeb, & Wyckoff, 2002). In an analysis of teacher recruitment and attrition in the state of New York, Lankford, et al. (2002) found that schools with poor, nonwhite students employed less qualified teachers when compared to suburban schools and this trend appeared to be relatively constant over the fifteen years that were examined. The authors also noted that the rate of teacher turnover tended to be higher in urban schools when compared to suburban schools.

Gardner (2010) found that teachers tended to leave their teaching positions because they are dissatisfied with their work place conditions or for what they consider better teaching assignments. His findings indicated that music teachers experienced greater job satisfaction and tended to remain in their positions when they perceived

recognition and support from their administration. In addition, Gardner also noted that teachers with more years of experience and more college degrees were less likely to leave their teaching positions.

Teaching Position Preferences

Noticing the issues of teacher recruitment and retention that plague low-SES and urban schools, several researchers sought to discover the reasons teachers chose certain districts and schools (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003). Some of the reasons uncovered in these studies included the desire to find schools which were similar in culture to their own cultural background (Kelly, 2003) and to work with music programs that resembled their own educational experience (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003).

Baker (2012) found that teachers who attended urban schools throughout their own background had longer tenures than did those who had different educational backgrounds. However, LaPlante (2005) reported that urban high schools tended to produce fewer college graduates and, therefore, employed less qualified teachers. Therefore, recruiting music education students from urban schools could be one of the possible solutions to address the issues of teacher recruitment and retention in urban schools (Docker, 2012).

In a study designed to determine which cultural factors influenced the environmental teaching preferences of preservice teachers, Kelly (2003) found that most students selected large and suburban schools as the schools in which they would most like to complete their internships. Kelly also found that the least preferred schools were

those with high percentages of minority enrollment. Kelly noted this was not a surprising finding due to the fact that 74.9% of his participants were Caucasian. This number was actually slightly lower than the national average as of 2016, which showed that 80.1% of teachers in all types of schools were White, non-Hispanic (National Center for Education Statistics, 2017). If teachers are seeking positions in schools that are culturally similar to their own backgrounds, this could be one of the contributing factors to the shortage of teachers in urban schools. Multiple studies recommended that in order to begin to address some of this disparity, music education programs should examine ways to recruit teachers from more diverse backgrounds (Baker, 2012; Fitzpatrick, Henninger, & Taylor, 2014; Kelly, 2003).

Another factor that seems to contribute to the teaching preferences of teachers is the opportunity to achieve certain goals with their program or to be competitive (Bruenger, 2010). In a study of recent graduates from a Hispanic Serving Institution (HSI), Bruenger (2010) found that several of the participants chose to neither apply nor accept positions in urban schools because they felt they would not be able to achieve their professional goals and they would be more competitive in another school district. Bruenger noted that these assumptions were based on their perceptions that urban schools were underfunded or lacked administrative support. It is also important to point out that all of the participants that measured their success by the performance of their ensemble or their ability to be competitive also came from educational backgrounds where a high importance was placed on competition. These findings seem to align with the aforementioned studies that suggest that teachers often prefer to teach in schools that resemble their own experiences.

Challenges of Teaching in Urban Schools

When reviewing the existing literature on teaching in urban schools, there is a preponderance devoted to identifying the challenges faced by urban teachers. Many of the challenges that are identified are lack of administrative support (Bruenger, 2010; Fitzpatrick, 2011; Madsen and Hancock, 2002; Smith, 2006), inadequate resources (Baker, 2012; Bruenger, 2010; Fitzpatrick, 2011; Legette, 2013), inadequate facilities (Baker, 2012; Fitzpatrick, 2011; Smith, 2006), lack of parental involvement (Ausmann, 1991; Baker, 2012, Madsen & Hancock, 2002), classroom management (Baker, 2012; Doyle, 2012; Legette, 2013), schedule constraints (Legette, 2013; Smith, 2006), and unstable home environments (Baker, 2012). Baker (2012) reported that music teachers indicated that discipline issues and uninvolved or unsupportive parents were the greatest challenges faced in their schools. Madsen and Hancock (2002) found that administrative support and differing opinions about the value of music education were areas of concern for music teachers. This could be a particular concern for low-SES and urban schools, which often serve lower performing students and place a higher importance on the academic growth of their students, leading to less time devoted to musical development (Fitzpatrick, 2011; Hunt, 2009).

Fitzpatrick (2011) reported that “the three most commonly mentioned needs were financial support/increased funding (20% of all responses), repair and purchase of instruments (15%), and administrative support (13%)” (p. 249). In this study, participants identified lack of funding for their music programs as a moderate challenge (Fitzpatrick, 2011). Examinations of perceptions of preservice teachers and novice teachers indicated that music program funding is one of their main concerns about applying for positions in

urban schools (Bruenger, 2010). However, other studies indicated that some teachers did not perceive funding for their music programs to be a concern (Baker, 2012; Fitzpatrick, 2011). These conflicting findings may indicate that lack of appropriate music program funding may vary widely between schools and districts.

Researchers have identified many challenges that music educators face when teaching in urban settings and it is possible that the awareness of those challenges has impacted the perceptions of future music educators. However, many music educators in urban schools have also shared the rewards they experienced in their teaching positions.

Rewards of Teaching in Urban Schools

More research has been devoted to identifying the challenges faced by teachers in urban schools than to identifying the rewards, however there are several studies that specified the positive aspects of these teaching positions. Hunt (2009) discovered that urban teachers reported receiving significant support from their administration, including financial support, and expressed an appreciation for the abundance of community resources available in the urban environment, including concerts, access to experts in the field, and availability of private lesson instructors. This seems to contrast with the findings of other researchers who reported that some urban teachers express the need for increased funding for instruments and stronger administrative support (Fitzpatrick, 2011; Madsen & Hancock, 2002). The difference of perspective between studies implies that not all urban schools experience the same challenges, which may be contrary to what many assume.

When examining the rewards of teaching in urban settings and the reasons that urban teachers remain in their positions, most of reasons are student-centered. Teachers reported that they found it rewarding to provide opportunities for students to be successful and also expressed the importance of maintaining a belief that the students were capable of achieving at high levels rather than assuming that the students were low-achieving (Bernard, 2010; Nieto, 2003).

As mentioned previously, some novice teachers feared that urban music programs would not be as successful as schools in other areas, but Fitzpatrick (2011) suggested that urban music teachers defined their success in terms of the students' personal and musical growth rather than the success of their program or their own personal recognition. This difference in defining success may be an important factor when considering how to prepare preservice music teachers to effectively teach in low-SES and urban environments.

Preservice Music Teacher Training

In order to better prepare, or perhaps even encourage, preservice teachers to teach in schools classified as low-SES and urban, studies have explored various methods for enhancing the preservice teacher experience. Baldwin, Buchanan, and Rudisill (2007) reported on the growth opportunities that were experienced by teacher candidates through community-based service-learning experiences. The authors found that the teacher candidates often held stereotypical beliefs “that children of color are difficult or unmotivated and have poor attitudes toward school” (Baldwin, et al., 2007, p. 325). Service-learning provided opportunities for the preservice teachers to explore their own

beliefs and question their biases. By building an understanding of their students' communities and the challenges they face, teachers were able to develop curricula that were appropriate for the students' cultures and life experiences (Baldwin, et al., 2007).

In a study of early-career music teachers, Legette (2013) discovered that teachers believed that the undergraduate curriculum should include more training that is directly related "to the act of teaching such as 'hands-on' experiences, more discussion of pedagogical problems in a variety of settings, and classroom management" (p. 15).

Although this study did not directly survey teachers in urban schools, these same findings were echoed by Smith (2006) who reported that urban music teachers felt that preservice preparation programs should include more field experiences in urban classrooms prior to the student teaching experience and that there should be more training in classroom management techniques. Smith noted that these young teachers initially felt unprepared to handle behavior issues in the classroom and had to learn these skills during their first several years of teaching. Perhaps with additional training and observations of effective teachers in urban settings, novice teachers would feel more confident in urban classrooms and remain in their teaching positions.

Summary

It has been shown that participation in school music programs can have a tremendous impact on the students involved, academically and socially, and it is our goal as a profession to provide a valuable music education for all students. However, many of the challenges of teaching in low-SES and urban settings have caused these schools to struggle to recruit and retain highly qualified music teachers. Much of the currently

available research focuses on these challenges and strategies for combatting them, but little attention has been given to the perceptions of preservice music teachers of the challenges and rewards of teaching in low-SES, urban settings. The purpose of this study was to identify the perceptions of preservice music teachers and compare them to those of inservice music teachers to determine if they are similar or different and if those perceptions impact preservice music teachers' desires to apply for teaching positions in low-SES, urban settings upon graduation. With this understanding, hopefully we can better prepare future music educators for a variety of educational settings.

CHAPTER III

METHODOLOGY AND MATERIALS

In an effort to further understand the variables that contribute to a lack of highly qualified music teachers seeking positions or remaining in schools labeled as low-SES and urban, this study sought to answer the following primary research questions:

1. Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools?
2. Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools?
3. Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

Participants

Preservice teacher participants included undergraduate instrumental music education majors with a band focus enrolled at a major research institution in the Southwest Region of the United States. The Preservice Music Teacher Survey was distributed via email to undergraduate music education students (approximately 200) through the institution's Undergraduate Advisor and course instructors. Following the institution's IRB protocols, consent to participate was obtained by participants'

completion and submission of the survey, therefore further written consent was not required.

The inservice teacher participants included middle school band directors in urban school districts ($N=5$) in the metropolitan cities of Texas. The selected band directors were chosen based on their employment at a school classified as Title I and in an urban school district. The researcher consulted the National Center for Education Statistics (Search for Public Schools) to determine which schools within the selected urban school districts qualified for the Title I School-Wide Program. After determining the schools that met the selected parameters, email addresses for the middle school band directors were collected through district, school, and band program websites. On the rare occasion that these websites did not include the band directors' email addresses, the researcher searched the Texas Music Educators Association (TMEA) directory to retrieve the email addresses as needed. In total, 126 email addresses were collected for middle school band directors teaching at schools classified as Title I in urban school districts. Consent to participate was obtained by the participant's completion and submission of the survey, therefore written consent was not required.

All participant responses were anonymous, and subjects were able to choose to discontinue their participation at any time by not submitting their responses. There was no academic or professional penalty assessed if a student or music educator chose not to participate in the study.

Procedures

Chosen participants received an email (see Appendix C) during a three-week period in March and April 2019 soliciting their participation in this study. The email included a link to either the Preservice Teacher Survey or Inservice Teacher Survey (see Appendices A and B). The surveys were administered and submitted through Google Forms. Both surveys included three sections: Background Information; Challenges; and Rewards. The Background Information section of the Preservice Teacher Survey included questions asking the subjects to identify their gender, ethnicity, year in school, area of specialization, and the high school which they attended. The Inservice Teacher Survey included background questions, including gender, ethnicity, highest degree completed, number of years of teaching, and their current position. The following two sections of both surveys included 13 potential challenges and 11 potential rewards that participants were asked to rate using a 6-point Likert-type scale in order to allow for a wide range of options for their ratings and not allow any participants to remain neutral in their responses.

Upon receiving the invitation to participate that was sent via email, those who chose to participate clicked on the provided link, entered his or her answers and upon completion clicked “submit.” Google Forms automatically collected all submitted surveys into a password-protected spreadsheet and the data were accessed on a password-protected personal computer that is only be available to the researcher. Subject confidentiality was maintained throughout the gathering of data. Participants were identified by randomly assigned letters (A, B, C...) in order to organize the collection of responses.

Development of Survey Instruments

The potential challenges and rewards used in sections two and three of the surveys were chosen from a pilot study (Pickens, 2018) in which preservice and inservice music teachers ($N = 56$) participants were asked open-ended questions, including “What do you consider to be the challenges or struggles of teaching in a school serving low-income students?” and “What do you consider to be the advantages or rewards of teaching in a school serving low-income students?” (See Appendices D and E for complete surveys.) Most of the information requested in the pilot study was similar to surveys from previous research (Hunt, 2009; Kelly, 2003; Robinson, 2012) and the open-ended, broad questions were designed after the first stage of inquiry in Hunt’s (2009) constructivist research study. Additional items were included in the pilot study that were directly related to the research questions. Responses to the open-ended questions in the pilot study (Pickens, 2018) were coded by the researcher and the coding was reviewed by a focus group and revised until an acceptable agreement in coding was reached.

The coded responses with the highest frequency were selected to be included in the challenges and rewards sections of the surveys used in the present study. The completed surveys were reviewed by a focus group of experienced educators ($N = 4$) in order to determine clarity, ability of survey items to produce appropriate responses, and to determine the estimated length of time needed to complete the surveys. To assist with the clarity of several factors, suggestions from the focus group resulted in minor changes of language and the addition of two factors in both the challenges and rewards sections. With those changes, the focus group agreed that the surveys were both clear and would allow the researcher to collect the desired data.

In this current study, based on coded responses from a pilot study (Pickens, 2018) and suggestions from the focus groups, the surveys asked preservice and inservice teachers the degree to which they believed each of the following characteristics to be a challenge or a reward when teaching middle school band in schools classified as low-SES and urban. (See Table 1 for the characteristics listed in no particular order.)

Table 1

Survey Characteristics

Challenges	Rewards
Parent Support	Parent Support
School/Program Funding	School/Program Funding
Family Financial Obligations	Personal Gratification
Diversity	Diversity
Recruitment/Retention	Impact on Students' Lives
Support from District Administration	Support from District Administration
Support from Campus Administration	Support from Campus Administration
Behavior	Professional Growth
Private Lesson Participation	Possible Student Loan Forgiveness
Student Attitudes	Student Attitudes
Teacher Salaries	Teacher Salaries
Facilities	
Class Scheduling	

Data Analysis

The researcher analyzed the data collected from both surveys to answer the research questions in the following ways:

1. A comparison of preservice and inservice teachers' responses to challenges - The data were analyzed to determine if there was a difference between the ratings of the included challenges of preservice teachers and inservice teachers.
2. A comparison of preservice and inservice teachers' responses to rewards - The data were analyzed to determine if there was a difference between the ratings of the included rewards of preservice teachers and inservice teachers.
3. A comparison of preservice teacher responses based on secondary educational background - Using the name of the high schools from which the preservice teachers graduated which were collected in the survey, the data were analyzed to determine if there was a difference in the ratings of the included challenges and rewards between those who graduated from low-SES, urban schools and those that graduated from higher-SES, suburban, and rural schools.
4. A comparison of inservice teacher responses based on the number of years of teaching experience - Based on the inservice teachers' years of experience, the data were analyzed to determine if there was a difference in perceptions of challenges and rewards between teachers with differing levels of teaching experience.

5. A comparison of preservice teachers' desires to apply for positions in low-SES, urban schools and the ratings of challenges and rewards - The data were analyzed to determine if there was a difference in perception ratings between preservice teachers who indicated that they would be interested in applying for a teaching position in a low-SES, urban school upon graduation and those who indicated that they would not apply for those positions.

Other comparisons that were analyzed include the effect of preservice teachers' year in school, gender, and race or ethnicity on the ratings of challenges and rewards and the effect of inservice teachers' job title (head director, assistant director, or only director) on the rating of challenges and rewards.

A vast majority of the data collected in this study were based on a Likert-type scale, suggesting that nonparametric tests would be most appropriate. Recent literature that resembles the type of data collected in the present study (Fitzpatrick, 2012) employed parametric tests, therefore the data were analyzed to check for normality and homogeneity of variance to determine the appropriate tests to be used. Many of the variables were found to violate the assumption of normality or homogeneity of variance, therefore the researcher chose to analyze all data using nonparametric tests throughout data analysis. Demographic data were analyzed using Pearson Chi-Square tests to test for significant relationships. The perception ratings of preservice and inservice teachers were analyzed using Mann-Whitney U tests (Russell, 2018). The remainder of the data were analyzed to determine relationships between three or more groups; therefore, the remaining data were analyzed using Kruskal-Wallis H tests, followed by Dunn's pairwise

tests to determine which groups differed from one another (Russell, 2018). Although it is not recommended to report the mean and standard deviation when discussing the results of nonparametric tests, those data are included to aid in the understanding of the differences or similarities in ratings.

CHAPTER IV

RESULTS

Mailings and Response Rate

Preservice Teachers

On March 21, 2019 the Preservice Teacher Survey (see Appendix A) was sent via email to all music education majors (approximately 200) by the undergraduate advisor at a major research institution in the Southwest region of the United States. The online survey was available for three weeks and music education students were sent reminders to complete the survey from various music education course instructors. Over the course of three weeks in March and April, 55 undergraduate students completed the survey.

Preservice teachers were asked to select their area of specialization (Band, Choir, Orchestra, or Elementary) and identify whether or not they were a music education major. Based on those responses, participants that selected a specialization other than band or said that they were not a music education major were excluded from the study. The remaining number of preservice music teacher participants was $n = 44$. The survey responses of the eleven excluded participants were consistent with the remaining results, therefore the exclusion of the eleven participants did not impact the results of this study.

Inservice Teachers

Over the course of one week in late March, the Inservice Music Teacher Survey (see Appendix B) was sent to the inservice teacher participants ($N = 126$) via email directly from the researcher. After the first round of responses were received ($n = 21$), the researcher contacted the Fine Arts Directors or Assistant Fine Arts Directors of all

districts ($N = 5$) to request that they send the Email to Participants (Appendix C) and Inservice Teacher Survey (Appendix B) link to the middle school band directors in their districts. The second attempt returned an additional 24 responses for a total response rate for inservice teachers of 35.7% ($n = 45$). In order to verify that all participants currently teach in a Title I schools, the survey included a question that asked, “Do you currently teach in a Title I school?” Five participants selected “no” or “unsure” and due to the nature of the study seeking to determine the challenges and rewards of teaching in a low-SES and urban setting, the survey responses from these five participants were excluded from the results. The total number of inservice teacher participants used in this study was $n = 40$.

The survey was designed to allow for full anonymity of participants; therefore, the number of participants from each of the five urban school districts is unknown. With that in mind, the results cannot be generalized with confidence.

Demographic Descriptive Statistics

Preservice Teacher Attributes

The preservice music teacher survey included nine questions to gather personal background demographics of the participants (see Appendix A). These characteristics included gender, ethnic origin or race, current year in college, area(s) of specialization, and high school from which they graduated. (See Table 2 for a complete table of the preservice teacher participants’ demographic data.)

Table 2

Preservice Music Teacher Participants' Demographic Data

Preservice (N =44)	
Gender	
Male	61.4%
Female	36.4%
Prefer not to say	2.3%
Race/Ethnicity	
American Indian or Alaska Native	0.0%
Asian	4.5%
Black or African American	0.0%
Latino or Hispanic	22.7%
Native Hawaiian or Other Pacific Islander	0.0%
White, Non-Hispanic	61.4%
Mixed Ethnicity	11.4%
Year in College	
First Year	36.4%
Second Year	13.6%
Third Year	15.9%
Fourth Year or more	34.1%
Attended Low-SES High School	
Yes	38.6%
No	56.8%
No Response	4.5%
Attended Urban High School	
Yes	6.8%
No	90.0%
No Response	2.3%

The majority of participants were either in their first year ($n = 16$, 36.4%) or fourth year or more of college ($n = 15$, 34.1%). The remaining participants were in their third year ($n = 7$, 15.9%) or second year of college ($n = 6$, 13.6%). In terms of gender, 61.4% of participants self-identified as Male, 36.4% self-identified as Female, and 2.3% ($n = 1$) preferred not to identify gender. The majority of participants self-identified as White, Non-Hispanic (61.4%), followed by Latino or Hispanic (22.7%). The remaining participants self-identified as Mixed Ethnicity (11.4%) and Asian (4.5%).

The responses to the questions regarding the high schools from which the preservice music teachers graduated were examined to determine the types of schools represented in the sample. A large majority of preservice teachers (90.9%) graduated from schools that would not be classified as urban according to the definition used in this study. A smaller percentage of preservice participants ($n = 3$, 6.8%) did graduate from high schools in urban school districts and one participant chose not to answer.

Additionally, the schools from which the preservice teachers graduated were identified as to whether or not it qualified for the Title I School-Wide Program according to the NCES database (Search for public schools). The results indicated that a majority of preservice teachers (56.8%) did not attend schools classified as Title I eligible, while 38.6% did attend Title I eligible high schools. Two participants chose not to name the high school from which they graduated. A Pearson Chi-Square test revealed a significant relationship between preservice teachers' self-identified race or ethnic origin and whether or not they attended a school classified as Title I eligible, $\chi^2(6) = 18.26, p = .006$. A majority of preservice teachers who self-identified as White, Non-Hispanic attended schools that are not Title I eligible (74.1%). Alternatively, a strong majority of preservice

teachers who self-identified as Latino or Hispanic did attend schools classified as Title I eligible (90%). It should be noted that the remaining 10% of Latino or Hispanic preservice teachers chose not to name the high school from which they graduated.

Inservice Teacher Attributes

The inservice music teacher survey included nine questions to gather personal background demographics of the participants (see Appendix B). These characteristics included gender, ethnic origin or race, highest degree completed, area(s) of specialization, number of years teaching, number of years teaching in current school, and current teaching position. (See Table 3 for a complete table of inservice teacher's demographic data.)

Table 3

Inservice Music Teacher Participants' Demographic Data

Inservice ($N = 40$)	
Gender	
Male	50.0%
Female	37.5%
Prefer not to say	12.5%
Race/Ethnicity	
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	15.0%
Latino or Hispanic	7.5%
Native Hawaiian or Other Pacific Islander	0.0%
White, Non-Hispanic	65.0%
Mixed Ethnicity	5.0%
Total Years Teaching	
1-5	17.5%
6-10	27.5%
11-15	10.0%
16-20	15.0%
21+	30.0%
Highest Degree Attained	
Bachelor's Degree	67.5%
Master's Degree	27.5%
Doctorate Degree	12.5%
Teaching Position	
Head Band Director	62.5%
Assistant Band Director	25.0%
Only Director	12.5%

The number of years of participants' total teaching experience ranged from 1-5 years to 21+ years. The largest representation was from those participants with 21 years or more of teaching (30%), followed closely by those with 6-10 years of teaching (27.5%). The remaining participants had 1-5 years (17.5%), 16-20 years (15%), and 11-15 years of experience (10%). In comparison, the participants were also asked how many years they have been teaching at their current school. The majority of participants (62.5%) reported that they have been in their current school for 1-5 years. The remainder of participants have been in their current teaching position for 11-15 years (17.5%), 6-10 years (12.5%), and 16-20 years (7.5%). A Pearson Chi-Square test revealed a significant association between total number of years teaching and the number of years teaching at their current school, $\chi^2(12) = 22.18, p = .036$. Regardless of the total number of years teaching, the majority of inservice teachers have been teaching at their current schools for 1-5 years. See Table 4 for expanded results.

Table 4

Inservice Teachers' Total Years Teaching by Years Teaching at Current School

		Years Teaching at Current School									
		1-5		6-10		11-15		16-20		Total	
Total Years Teaching		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1-5		7	100.0	0	0.0	0	0.0	0	0.0	7	100.0
6-10		8	72.7	3	27.3	0	0.0	0	0.0	11	100.0
11-15		4	100.0	0	0.0	0	0.0	0	0.0	4	100.0
16-20		2	33.3	0	0.0	3	50.0	1	16.7	6	100.0
21+		4	33.3	2	16.7	4	33.3	2	16.7	12	100.0
Total		25	62.5	5	12.5	7	17.5	3	7.5	40	100.0

In reference to the participants' current teaching position, 62.5% ($n = 25$) reported being the Head Band Director at their school. The remaining participants were Assistant Band Directors (25%, $n = 10$) or the Only Band Director (12.5%, $n = 5$) at their schools. All 40 participants currently teach band in their middle schools and one participant indicated that he or she also teaches choir.

Of the 40 inservice music teacher participants, 67.5% hold Bachelor's degrees as their highest degree completed. Of the remaining participants, 27.5% hold Master's degrees and 5% hold a Doctorate degree.

The majority of participants self-identified as Male (50%), followed by Female (37.5%), and 12.5% of participants chose not to identify gender. Again, a large majority

of inservice teachers self-identified their ethnic origin or race as White, Non-Hispanic (65%). The remaining participants self-identified as Black or African American (15%), Latino or Hispanic (3%), and Mixed Ethnicity (5%). Finally, three participants chose not to answer the question about ethnic origin or race. (See Table 5 for a side-by-side comparison of select demographics of the preservice and inservice teachers.)

Table 5

Comparison of Preservice and Inservice Music Teacher Participants' Demographics

	Preservice (N =44)	Inservice (N = 40)
Gender		
Male	61.4%	50.0%
Female	36.4%	37.5%
Prefer not to say	2.3%	12.5%
Race/Ethnicity		
American Indian or Alaska Native	0.0%	0.0%
Asian	4.5%	0.0%
Black or African American	0.0%	15.0%
Latino or Hispanic	22.7%	7.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
White, Non-Hispanic	61.4%	65.0%
Mixed Ethnicity	11.4%	5.0%

Research Question #1: Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools?

Comparison of the Perception of Challenges

Prior to testing for statistical significance, the data were evaluated descriptively to compare the mean perception ratings of preservice and inservice music teachers regarding the challenge variables. The results of that examination can be found in Table 6 and Figure 1. In few rare occurrences, the number of participants varies due to the fact that a participant inadvertently left one of the responses unanswered.

Table 6

Mean Ratings of Challenges

		<i>N</i>	Mean	<i>SD</i>
District administrative support	Preservice	44	4.32	1.27
	Inservice	40	3.60	1.63
Private lesson participation	Preservice	44	4.91	1.34
	Inservice	40	5.63	1.05
Class scheduling	Preservice	44	3.18	1.23
	Inservice	40	4.60	1.79
Parent support	Preservice	44	4.41	1.11
	Inservice	40	4.68	1.27
School/program funding	Preservice	43 ^a	4.95	0.97
	Inservice	40	4.60	1.35
Family financial obligations	Preservice	44	4.86	1.03
	Inservice	39 ^a	4.64	1.51
Diversity	Preservice	44	2.66	1.26
	Inservice	40	2.45	1.28
Recruitment and retention	Preservice	44	3.93	1.15
	Inservice	40	3.73	1.54
Campus administrative support	Preservice	44	3.89	1.24
	Inservice	40	3.85	1.87
Behavior	Preservice	43 ^a	3.79	1.47
	Inservice	40	4.38	1.41
Student attitudes	Preservice	44	3.41	1.23
	Inservice	40	3.78	1.46
Facilities	Preservice	44	4.48	0.98
	Inservice	40	3.75	1.72
Teacher salaries	Preservice	44	4.34	1.33
	Inservice	40	3.98	1.90

Note. All questions utilized a six-point Likert-type scale.

^aIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

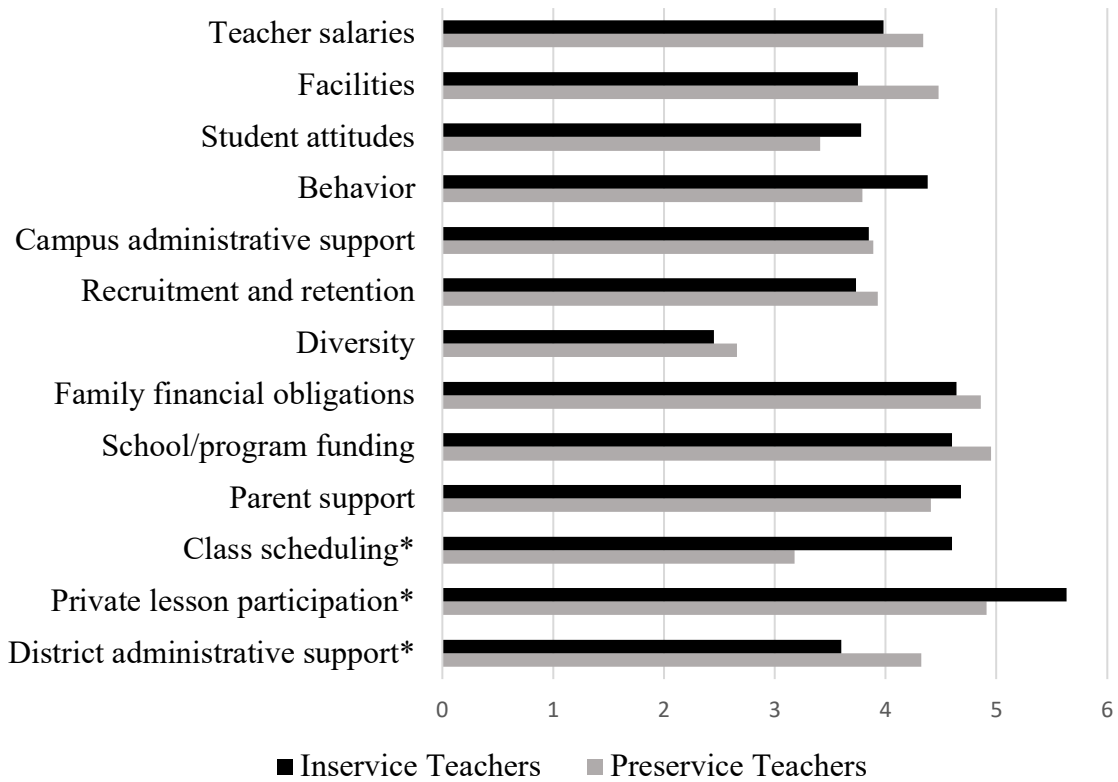


Figure 1 Comparison of Mean Ratings of Challenges (*Indicates significant difference)

In order to compare the responses of preservice and inservice music teachers to test for statistical significance, the perceptions of the challenges (dependent variables) of teaching in schools classified as low-SES and urban were examined using a Mann-Whitney U test. The results of the test revealed that the following dependent variables were significantly different between the two groups: district administrative support was rated significantly higher (more challenging) by the preservice teachers than the inservice teachers and private lesson participation and class scheduling were rated significantly higher (more challenging) by the inservice teachers than the preservice teachers. (See

Table 7 for more detail regarding the variables that were found to be statistically significant.)

Table 7

Mann-Whitney U Tests of Dependent Variables (Challenges) Found to Have Significant Differences

		<i>N</i>	Mean Rank	<i>U</i>	<i>Z</i>	<i>p</i>	Effect Size ^a
District administrative support	Preservice	44	47.49	660.5	-2.01	.045	<i>r</i> = .22 Small
	Inservice	40	37.01				
Private lesson participation	Preservice	44	35.02	551.0	-3.42	.001	<i>r</i> = .37 Moderate
	Inservice	40	50.73				
Class scheduling	Preservice	44	32.75	451.0	-3.91	<.001	<i>r</i> = .43 Moderate
	Inservice	40	53.23				

Note. All questions utilized a six-point Likert-type scale.

^aEffect size *r* scores were interpreted using Russell’s (2018) criteria for evaluating the size of a treatment effect. I Mann-Whitney U tests, an *r* of .1 to .29 represents a small effect, .3 to .49 represents a moderate effect, and .5 and above represents a large effect.

No significant differences were found between the challenge ratings of preservice and inservice teachers on the following dependent variables: parent support, school/program funding, family financial obligations, diversity, recruitment and retention, campus administrative support, behavior, student attitudes, and teacher salaries. (See Table 8 for more detail regarding the challenge ratings that were not found to be significant.)

Table 8

Mann-Whitney U Tests of Dependent Variables (Challenges) Found Not to Have Significant Differences

		<i>N</i>	Mean Rank	<i>U</i>	<i>Z</i>	<i>p</i>
Parent support	Preservice	44	39.60	752.5	-1.18	.238
	Inservice	40	45.69			
School/program funding	Preservice	43 ^a	44.31	760.5	-.945	.345
	Inservice	40	39.51			
Family financial obligations	Preservice	44	42.36	842.0	-.152	.879
	Inservice	39 ^a	41.59			
Diversity	Preservice	44	44.55	790.0	-.829	.407
	Inservice	40	40.25			
Recruitment and retention	Preservice	44	43.92	817.5	-.572	.567
	Inservice	40	40.94			
Campus administrative support	Preservice	44	41.88	852.5	-.251	.802
	Inservice	40	43.19			
Behavior	Preservice	43 ^a	37.44	664.0	-1.825	.068
	Inservice	40	46.90			
Student attitudes	Preservice	44	39.18	734.0	-1.34	.179
	Inservice	40	46.15			
Facilities	Preservice	44	47.14	676.0	-1.87	.061
	Inservice	40	37.40			
Teacher salaries	Preservice	44	43.68	828.0	-.476	.634
	Inservice	40	41.20			

Note. All questions utilized a six-point Likert-type scale.

^aIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

Descriptive Analysis of Ratings of Challenges

An additional examination of the preservice and inservice music teachers' ratings of the challenges of teaching in schools classified as low-SES and urban revealed differing results regarding the variables that were rated as most challenging. Although the participants were not asked to rank the variables from most to least challenging, the mean ratings were analyzed to determine which variables received the highest ratings from each group of participants.

Results showed that the variable that received the highest mean rating by the inservice music teachers was private lesson participation ($M = 5.63, SD = 1.05$). The next highest ratings were grouped together nearly a full point lower. The variable that was rated as least challenging by the inservice music teachers was diversity ($M = 2.45, SD = 1.28$). (See Table 9 for a complete list of the inservice teachers' ratings of challenges.)

Table 9

Inservice Music Teachers' Mean Ratings of Challenges

	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Private lesson participation	40	1.00	6.00	5.63	1.05
Parent support	40	2.00	6.00	4.68	1.27
Family financial obligations	39 ^a	1.00	6.00	4.64	1.51
School/program funding	40	2.00	6.00	4.60	1.35
Class scheduling	40	1.00	6.00	4.60	1.79
Behavior	40	1.00	6.00	4.38	1.41
Teacher salaries	40	1.00	6.00	3.98	1.90
Campus admin. support	40	1.00	6.00	3.85	1.87
Student attitudes	40	1.00	6.00	3.78	1.46
Facilities	40	1.00	6.00	3.75	1.72
Recruitment/retention	40	1.00	6.00	3.73	1.54
District admin. support	40	1.00	6.00	3.60	1.63
Diversity	40	1.00	5.00	2.45	1.28

Note. All questions utilized a six-point Likert-type scale.

^aIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

An examination of the ratings of challenges by the preservice music teacher participants revealed that the variable that received the highest mean rating was school/program funding ($M = 4.95$, $SD = 0.97$) followed closely by private lesson participation ($M = 4.90$, $SD = 1.34$) and family financial obligations ($M = 4.86$, $SD =$

1.03). Similar to the inservice teacher participants, preservice teachers rated diversity as the least challenging variable ($M = 2.66$, $SD = 1.26$). (See Table 10 for a complete list of the preservice teachers' ratings of challenges.)

Table 10

Preservice Music Teachers' Mean Ratings of Challenges

	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
School/program funding	43 ^a	3.00	6.00	4.95	0.97
Private lesson participation	44	1.00	6.00	4.91	1.34
Family financial obligations	44	3.00	6.00	4.86	1.03
Facilities	44	3.00	6.00	4.48	0.98
Parent support	44	2.00	6.00	4.41	1.11
Teacher salaries	44	1.00	6.00	4.34	1.33
District admin. support	44	2.00	6.00	4.32	1.27
Recruitment/retention	44	2.00	6.00	3.93	1.15
Campus admin. support	44	1.00	6.00	3.89	1.24
Behavior	43 ^a	1.00	6.00	3.79	1.47
Student attitudes	44	1.00	6.00	3.41	1.23
Class scheduling	44	1.00	6.00	3.18	1.23
Diversity	44	1.00	5.00	2.66	1.26

Note. All questions utilized a six-point Likert-type scale.

^aIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

As can be seen in the previous tables, the rankings of the challenges between the two participant groups differed in some ways. Based on the mean rankings, inservice teachers reported class scheduling as the fifth most challenging variable while preservice teachers rated the same variable as the twelfth most challenging. There were also several similarities between the two groups. In both groups, private lesson participation was listed at or near the top of the list (most challenging) and diversity was listed at the bottom (least challenging).

Comparison of the Perception of Rewards

Prior to testing for statistically significant differences, the data were evaluated descriptively to compare the mean perception ratings of preservice and inservice music teachers regarding the rewards variables. The results of that examination can be found in Table 11 and Figure 2.

Table 11

Mean Ratings of Rewards

		<i>N</i>	Mean	<i>SD</i>
Impact on students' lives	Preservice	44	5.82	0.45
	Inservice	40	5.48	0.91
School/program funding	Preservice	44	4.09	1.20
	Inservice	39 ^a	3.05	1.56
Student attitudes	Preservice	44	4.77	1.16
	Inservice	40	4.00	1.47
Diversity	Preservice	44	5.09	1.27
	Inservice	40	4.50	1.40
District administrative support	Preservice	43 ^a	4.49	1.22
	Inservice	40	3.48	1.69
Campus administrative support	Preservice	44	4.64	1.18
	Inservice	40	3.05	1.80
Personal gratification	Preservice	44	5.25	1.10
	Inservice	39 ^a	4.61	1.44
Parent support	Preservice	44	4.64	1.37
	Inservice	40	3.08	1.79
Professional growth	Preservice	44	5.61	0.62
	Inservice	40	4.28	1.62
Possible student loan forgiveness	Preservice	44	4.86	1.49
	Inservice	40	3.22	2.08
Teacher salaries	Preservice	44	4.86	1.49
	Inservice	40	3.03	1.72

Note. All questions utilized a six-point Likert-type scale.

^aIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

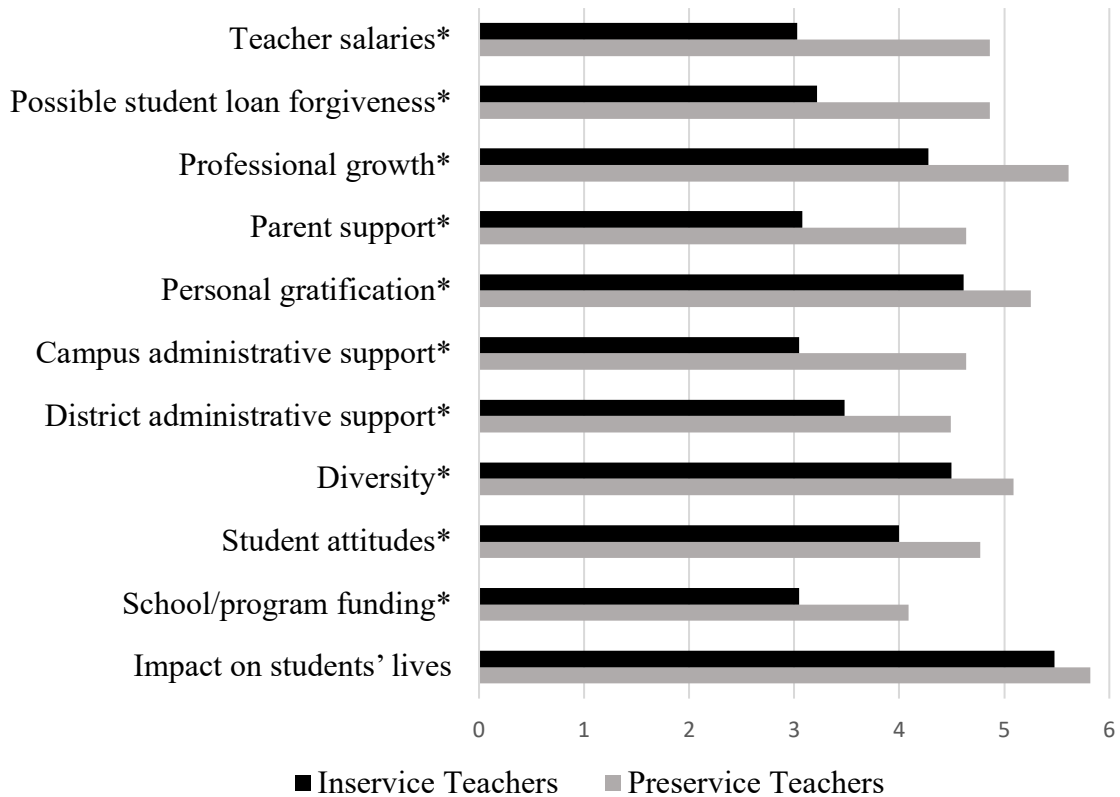


Figure 2 Comparison of Mean Ratings of Rewards (*Indicates significant difference)

The preservice and inservice music teachers' perception ratings of the rewards (dependent variables) of teaching in schools classified as low-SES and urban were analyzed using Mann-Whitney U tests to determine if there were any significant differences in ratings between the two participant groups. The results indicated that a statistically significant difference was found in the ratings of almost all of the variables. The only variable that did not differ significantly between the two groups was impact on students' lives ($U = 736.5, Z = -1.76, p = .079$). In each case where significant difference was found between the two groups, the preservice teacher participants rated the variables

as more rewarding than the inservice teacher participants at the level of $p \leq .05$ (See Table 12).

Table 12

Mann-Whitney U Tests of Dependent Variables (Rewards) Found to Have Significant Differences

		<i>N</i>	Mean Rank	<i>U</i>	<i>Z</i>	<i>p</i>	Effect Size ^a
School/program funding	Preservice	44	50.05	504.0	-3.30	.001	<i>r</i> = .36 Moderate
	Inservice	39 ^b	32.92				
Student attitudes	Preservice	44	48.55	614.0	-2.45	.014	<i>r</i> = .27 Small
	Inservice	40	35.85				
Diversity	Preservice	44	47.60	655.5	-2.12	.034	<i>r</i> = .23 Small
	Inservice	40	36.89				
District administrative support	Preservice	43 ^b	48.91	563.0	-2.76	.006	<i>r</i> = .30 Moderate
	Inservice	40	34.58				
Campus administrative support	Preservice	44	52.59	436.0	-4.04	<.001	<i>r</i> = .44 Moderate
	Inservice	40	31.40				
Personal gratification	Preservice	44	47.23	629.0	-2.25	.025	<i>r</i> = .25 Small
	Inservice	39 ^b	36.10				
Parent support	Preservice	44	52.34	446.5	-3.95	<.001	<i>r</i> = .43 Moderate
	Inservice	40	31.68				
Professional growth	Preservice	44	52.34	447.0	-4.20	<.001	<i>r</i> = .46 Moderate
	Inservice	40	31.68				
Possible student loan forgiveness	Preservice	44	51.22	496.5	-3.57	<.001	<i>r</i> = .39 Moderate
	Inservice	40	32.91				
Teacher salaries	Preservice	44	55.55	306.0	-5.27	<.001	<i>r</i> = .58 Large
	Inservice	40	28.15				

Note. All questions utilized a six-point Likert-type scale.

^aEffect size *r* scores were interpreted using Russell's (2018) criteria for evaluating the size of a treatment effect. In Mann-Whitney U tests, an *r* of .1 to .29 represents a small effect, .3 to .49 represents a moderate effect, and .5 and above represents a large effect.

^bIndividual participants left these ratings unanswered, therefore the *N* size differs from the other variables by 1.

Descriptive Analysis of Ratings of Rewards

The ratings of the rewards of teaching in schools classified as low-SES and urban were examined to determine the ranking of each variable according to the mean of each of the two participant groups. In both cases, impact on students' lives received the highest rating of all eleven reward variables. After that, the results differed to varying degrees. The most obvious difference appears in the ranking of teacher salaries. Of all of the variables, the inservice teacher participants rated teacher salaries as the least rewarding and preservice teachers had this ranked higher on their list as the fifth most rewarding variable.

Research Question #2: Is there a significant difference in perceptions between preservice teachers who attended schools classified as low-SES or urban and those who attended schools classified as higher-SES, suburban, or rural?

Perception of Challenges

The ratings of the perceptions of the thirteen variables designated as challenges were analyzed using a Kruskal-Wallis H test to determine if there was a significant difference in the ratings based on the SES of the high school from which the preservice teachers graduated. The results indicated that the only variable that was found to have a significant difference between groups was district administrative support ($H = 10.25$, $df = 2$, $p = .006$). Dunn's pairwise tests were carried out for the three groups of pairs to determine which of the groups differed. A significant difference ($p = .012$, adjusted by the Bonferroni correction) was found between the group of preservice teachers that attended schools classified as low-SES and those that did not. The mean rating by

preservice teachers who attended schools classified as low-SES ($M = 4.88$, $SD = 1.41$) was significantly higher (rated as more challenging) than the rating by the preservice teachers who did not attend schools classified as low-SES ($M = 3.84$, $SD = .99$). The mean rating by the preservice teachers that chose not to indicate the school from which they graduated ($M = 5.50$, $SD = .71$) did not differ significantly from the other two groups.

A Kruskal-Wallis H test was also conducted to compare the ratings of challenges by preservice teachers who graduated from a school classified as urban, those who did not graduate from an urban high school, and those who chose not to indicate the school from which he or she graduated. The results indicated that there were no significant differences between the challenge ratings for the three groups.

Perception of Rewards

The ratings of the eleven variables designated as rewards were analyzed using a Kruskal-Wallis H test to compare the responses of preservice teachers based on the SES and urbanicity of the high schools from which they graduated. The results indicated a significant difference between groups on the perception of professional growth based on the SES of the school the participants attended ($H = 9.20$, $df = 2$, $p = .01$). The Dunn's pairwise tests provided evidence of a difference ($p = .018$, adjusted using the Bonferroni correction) between preservice teachers who attended low-SES schools and those who chose not to indicate the school from which they graduated. The mean rating of preservice teachers who attended low-SES schools ($M = 5.88$, $SD = .33$) was higher (more rewarding) than the preservice teacher who chose not to list the school from which

they graduated ($M = 4.50$, $SD = .71$). No significant differences were found between those who did not attend low-SES schools and the other two groups.

Additionally, no statistically significant differences were found between the ratings of the reward variables of preservice teachers based on the urbanicity of the school from which they graduated.

Research Question #3: Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

Perception of Challenges

The ratings of the variables designated as challenges were analyzed using a Kruskal-Wallis H test to determine if there was a significant difference between the ratings of those preservice teachers who indicated that upon graduation they would apply for teaching positions at a school classified as low-SES or urban, those who indicated that they would not apply, and those that indicated that they might apply for teaching positions at such schools. Statistically significant differences were found between groups regarding the ratings of behavior ($H = 12.94$, $df = 2$, $p = .002$), private lesson participation ($H = 8.13$, $df = 2$, $p = .017$), and teacher salaries ($H = 7.48$, $df = 2$, $p = .024$).

In post hoc comparisons using Dunn's pairwise tests, I found that there was a significant difference in the mean rating of behavior between preservice teachers who indicated that they would apply for a teaching position at a low-SES or urban school and those that indicated that they would not ($p = .016$, adjusted using the Bonferroni correction) or those that might ($p = .007$, adjusted using the Bonferroni correction) apply

for a teaching position at a low-SES or urban school. The mean rating of behavior as a challenge by preservice teachers who would apply for a teaching position in a low-SES or urban setting was 2.89 ($SD = 1.32$) compared to 5.25 ($SD = 1.50$) for those that would not and 4.29 ($SD = 1.15$) for those that might apply for this type of position.

The results from the Dunn's pairwise tests also indicated that there was a significant difference ($p = .038$, adjusted using the Bonferroni correction) in the mean rating of teacher salaries between preservice teachers who indicated that they would apply ($M = 3.78$, $SD = 1.40$) and those who indicated that they would not apply ($M = 5.40$, $SD = 0.89$) for a teaching position at a low-SES or urban school. The mean rating of teacher salaries by the preservice teachers who indicated that they might apply for a teaching position at low-SES or urban school upon graduation ($M = 4.57$, $SD = 0.25$) did not differ significantly from the other two groups.

A post hoc comparison using Dunn's pairwise tests indicated that there was a significant difference ($p = .015$, adjusted using the Bonferroni correction) in the mean rating of private lesson participation between preservice teachers who indicated that they would apply for a teaching at a low-SES or urban school upon graduation ($M = 4.39$, $SD = 1.38$) and those preservice teachers who indicated that they might apply for these positions ($M = 5.48$, $SD = .87$). The mean rating by the preservice music teachers that indicated that they would not apply for a teaching position at a low-SES or urban school ($M = 4.40$, $SD = 2.07$) did not differ significantly from the other two groups.

See Table 13 for a complete listing of the mean and standard deviations of the challenge variables based on preservice teachers' intentions to apply for teaching positions at low-SES, urban schools upon graduation. Note that the inservice teachers

who indicated that they would not apply for these teaching positions rated a majority of the variables higher than the other two groups.

Table 13

Mean Ratings of Challenges Variables Based on Intention to Apply for Teaching Position at Low-SES, Urban School

	Would Apply (<i>n</i> = 18)		Would Not Apply (<i>n</i> = 5)		Might Apply (<i>n</i> = 21)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Parent support	4.11 ^a	1.37 ^a	5.00	1.00	4.52	0.81
School/program funding	5.06	1.03	5.20	0.84	4.81	0.98
Family financial obligations	5.00	1.03	4.60	0.89	4.81	1.08
Diversity	2.44	1.46	2.80	1.48	2.81	1.03
Recruitment and retention	3.72	1.23	4.60	1.14	3.95	1.07
District admin. support	4.33	1.37	4.40	1.52	4.29	1.19
Campus admin. support	3.83	1.42	4.00	1.22	3.90	1.14
Behavior	2.89	1.32	5.25	1.50	4.29	1.15
Private lesson participation	4.39	1.38	4.40	2.07	5.48	0.87
Student attitudes	3.11	1.53	4.20	1.30	3.48	0.81
Class scheduling	3.33	1.28	3.60	1.14	2.95	1.20
Facilities	4.22	1.00	4.80	0.84	4.62	0.97
Teacher salaries	3.78	1.40	5.40	0.89	4.57	1.16

^aOne participant left this response blank, therefore *n* = 17 for this variable.
Bold indicates highest mean rating.

Perception of Rewards

A Kruskal-Wallis H test was used to compare the responses to the reward variables of preservice teachers based on whether or not they would apply for a teaching position at a low-SES or urban school. The results indicated a statistically significant difference between groups regarding the reward ratings of student attitudes ($H = 6.57$, $df = 2$, $p = .037$), district administrative support ($H = 8.38$, $df = 2$, $p = .015$), and campus administrative support ($H = 6.64$, $df = 2$, $p = .036$).

Post hoc comparisons using Dunn's pairwise tests were used to determine the groups that differed on the ratings of the above referenced reward variables. After investigating the results of the post hoc comparison, no significant difference was found between any of the groups for the ratings of student attitudes after adjusting the significance values by using Bonferroni correction. Alternatively, I found that there was a statistically significant difference in the mean rating of the reward of district administrative support between the preservice teachers who indicated that they would not apply for a teaching position at a low-SES or urban school upon graduation and those that indicated that they would ($p = .012$, adjusted using the Bonferroni correction) or might ($p = .037$, adjusted using the Bonferroni correction) apply for such a teaching position. The mean rating by the preservice teachers who would not apply for a low-SES or urban teaching position ($SD = 0.45$) was 5.80 compared to 4.18 by those that would ($SD = 1.24$) and 4.43 by those that might ($SD = 0.93$) apply for these teaching positions.

There was also significant difference ($p = .035$, adjusted using the Bonferroni correction) discovered in the mean rating of campus administrative support between the preservice teachers who indicated that they would not apply ($M = 5.80$, $SD = 0.45$) and

those who indicated that they would ($M = 4.33$, $SD = 1.41$). No significant differences were found between any of the other pairs of groups.

Refer to Table 14 for a complete listing of the mean and standard deviations of the reward variables based on preservice teachers' intentions to apply for teaching positions at low-SES, urban schools upon graduation. Note that the inservice teachers who indicated that they would not apply for these teaching positions once again rated a majority of the variables higher than the other two groups.

Table 14

Mean Ratings of Rewards Variables Based on Intention to Apply for Teaching Position at Low-SES, Urban School

	Would Apply (<i>n</i> = 18)		Would Not Apply (<i>n</i> = 5)		Might Apply (<i>n</i> = 21)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Impact on students' lives	5.89	0.32	5.80	0.45	5.76	0.54
School/program funding	4.11	1.32	4.80	1.30	3.90	1.04
Student attitudes	5.00	1.19	5.60	0.89	4.38	1.07
Diversity	5.28	0.89	6.00	0.00	4.71	1.55
District admin. support	4.18 ^a	1.24 ^a	5.80	0.45	4.43	0.93
Campus admin. support	4.33	1.41	5.80	0.45	4.62	0.92
Personal gratification	5.33	1.08	5.20	1.10	5.19	1.17
Parent support	4.56	1.54	5.60	0.89	4.48	1.25
Professional growth	5.67	0.59	5.80	0.45	5.52	0.68
Student loan forgiveness	4.89	1.68	5.60	0.89	4.67	1.43
Teacher salaries	5.28	0.89	6.00	0.00	4.71	1.55

^aOne participant left this response blank, therefore *n* = 17 for this variable.

Bold indicates highest mean rating.

Inservice Teachers' Perceptions Based on Other Demographic Factors

Total Number of Years Teaching

The responses of the inservice teacher participants were analyzed to determine if any significant differences existed between their perceptions based on the participants' total number of years teaching. The reward variables were analyzed using a Kruskal-

Wallis H test and the results showed that only one variable, teacher salaries ($H = 9.521$, $df = 4$, $p = .049$), demonstrated a significant difference in the ratings of the rewards based on number of years teaching. Dunn's pairwise test revealed a significant difference ($p = .028$, adjusted using Bonferroni correction) between teachers with 16-20 years of experience and those with 1-5 years of experience. The mean rating of the reward of teacher salaries for teachers with 16-20 years of experience was 1.67 ($SD = 1.03$) compared to 4.43 ($SD = .98$) for teachers with 1-5 years of teaching experience. No other variables revealed significant differences between groups.

Additionally, the ratings of the perceived challenges based on the inservice teacher participants' number of years teaching were analyzed to determine if any differences existed. Two variables were found to be significantly different between groups, student attitudes ($H = 12.93$, $df = 4$, $p = .012$) and teacher salaries ($H = 12.87$, $df = 4$, $p = .012$). A post hoc comparison using Dunn's pairwise tests for student attitudes revealed a significant difference ($p = .008$, adjusted using Bonferroni correction) in the responses of inservice teachers with 11-15 years of experience ($M = 1.75$, $SD = 0.96$) and those with 21+ years of experience ($M = 4.67$, $SD = 1.23$). No significant differences regarding student attitudes were found between any other groups. The post hoc comparison for teacher salaries indicated a significant difference ($p = .004$, adjusted using Bonferroni correction) between teachers with 1-5 years of experience ($M = 1.86$, $SD = 0.69$) and those with 16-20 years of experience ($M = 5.67$, $SD = 0.52$). The differences between the other groups were not found to be statistically significant.

Gender

The results of a Kruskal-Wallis H test revealed two challenge variables that differed significantly in the responses of inservice teachers based on their self-identified gender, behavior ($H = 6.33, df = 2, p = .042$) and student attitudes ($H = 6.16, df = 2, p = .046$). A Dunn's pairwise comparison was completed for both variables to determine which groups differed. The mean ratings for student attitudes were found not to be significantly different any of the groups after the significant values were adjusted by the Bonferroni correction. For the behavior variable, a significant difference ($p = .043$, adjusted using Bonferroni correction) was found between the mean ratings of male inservice teachers ($M = 4.85, SD = 1.09$) and those who preferred not to indicate their gender ($M = 2.80, SD = 1.92$). There were no other significant differences found between the other groups.

An analysis of the rewards variables revealed that there were no statistically significant differences found between groups based on gender.

Teaching Position

When the challenge variables were analyzed to determine if any significant differences existed based on the inservice teachers' position, no statistically significant results were indicated. However, a Kruskal-Wallis H test revealed a significant difference ($p = .032$, adjusted using Bonferroni correction) in the rating of the reward variable student attitudes ($H = 6.91, df = 2, p = .032$). A post hoc test using Dunn's pairwise tests indicated that no significant difference existed after adjusting the significance value using Bonferroni correction.

Race or Ethnicity

When the perceptions of the challenges and rewards were analyzed by the self-identified race or ethnicity of the inservice teacher participants, the results of the Kruskal-Wallis H tests revealed that the only significant difference present between groups was with the challenge variable family financial obligations ($H = 12.80$, $df = 4$, $p = .012$). Dunn's pairwise test indicated that the significant difference ($p = .023$, adjusted using Bonferroni correction) existed between the preservice teachers who self-identified as White, Non-Hispanic ($M = 4.28$, $SD = 1.49$) and those who self-identified as Black or African American ($M = 6.00$, $SD = .00$). No other significant differences were found between groups on any of the remaining challenge or reward variables.

Highest Degree Attained

Kruskal-Wallis H tests were used to analyze the responses of the inservice teacher participants based on their highest degree which they have completed. One variable was identified as being significantly different between groups, the reward rating of parent support ($H = 6.27$, $df = 2$, $p = .043$). However, a post hoc test using Dunn's pairwise test indicated that no significant differences existed between groups after the significance value was adjusted using Bonferroni correction.

Preservice Teachers' Perceptions Based on Other Demographic Factors

Gender

The ratings of the preservice music teachers were analyzed to determine if any differences existed in responses based on the self-identified gender of the participants.

Using a Kruskal-Wallis H test, the challenge variables were analyzed, and one variable was found to have a significant difference between groups, campus administrative support ($H = 6.10, df = 2, p = .047$). The results of the Dunn's pairwise post hoc test revealed that no significant differences existed between groups after adjusting the significance value using Bonferroni correction. No other significant differences were found between gender groups on the remaining challenge variables or any of the reward variables.

Race or Ethnicity

Using a Kruskal-Wallis H test, the ratings of the challenges and rewards were analyzed to compare the responses of groups based on self-identified race or ethnicity. The test of the challenges revealed a significant difference between groups on the rating of campus administrative support ($H = 7.90, df = 3, p = .048$), however Dunn's pairwise post hoc test indicated that no significant difference existed after the significance value was adjusted using Bonferroni correction. The test of the reward variables returned a significant difference between groups for one variable, school/program funding ($H = 9.78, df = 3, p = .021$). The post hoc test revealed a significant difference ($p = .011$, adjusted using Bonferroni correction) between the preservice teachers who self-identified as Mixed Ethnicity ($M = 4.80, SD = .45$) and Latino or Hispanic ($M = 4.70, SD = 1.16$).

Year in College

The dependent variables were analyzed using a Kruskal-Wallis H test to determine if any differences existed between groups based on the preservice teacher

participants' year in college. No significant differences were found between groups for any of the challenge or reward variables.

Inservice Music Teachers' Recommendations for Preservice Teachers

Although the following was not the focus of the present study, one of the final questions on the Inservice Music Teacher Survey asked the following: "Would you recommend that new teachers apply for positions in urban/low-income schools?" The response options were "Yes," "No," or "Other." The "Other" option allowed inservice teachers to expand on their answer. Including this question allowed inservice teachers to share additional information regarding their views of teaching in low-SES, urban schools. The percentage of inservice teachers that indicated "Yes" they would recommend that preservice teachers apply for low-SES, urban schools was 47.5%. The percentage of inservice teachers that would not recommend that new teachers apply for these positions was 35%. Several of the inservice teachers selected "Other," but used that option to share why new teachers should not apply for urban/low-income schools. Several of those explanations included comments such as: "No, they will burn out!" and "I recommend new teachers teach in established, state of the art, leading programs as assistant directors for the first few years, then when well established taking a job in and [*sic*] urban school." Another teacher responded similarly, stating that "New teachers need to be in a place that works before they get in the trenches if [*sic*] low income. They need to feel successful somewhere else so they don't burn out from fighting for your program."

And finally, 17.5% of inservice teachers chose "Other" and offered additional conditions for their responses. When given the opportunity to expand further on their

choice of “Other,” those that did not provide a definitive yes or no offered comments such as: “only if they desperately need employment” and “depends on the condition – there are conditions that make my job more challenging. However, I feel my efforts here have more of a lasting impact on student growth.” Several other participants mentioned that it would depend on the individual and their area of expertise but did not provide any details regarding what characteristics would be necessary.

Summary

Preservice and inservice teachers shared similar perceptions when rating the challenge variables, with the exception of the three variables that were found to differ significantly: district administrative support, private lesson participation, and class scheduling. The greatest difference between groups existed in the ratings of the reward variables. All eleven variables were rated higher (more rewarding) by the preservice teachers than the inservice teachers.

When the ratings were examined to determine which variables were rated as most challenging, inservice teachers rated private lesson participation as the most challenging variable followed by parent support, family financial obligations, school/program funding, and class scheduling. In contrast, the preservice teachers rated school/program funding as the most challenging variable followed by private lesson participation, family financial obligations, facilities, and parent support. In the case of the rewards variables, both inservice and preservice teachers rated impact on students’ lives as the most rewarding variable.

Very few differences were found between the perceptions of inservice teachers when grouped based on their secondary educational background. Regardless of whether or not they attended a low-SES or urban school, the perceptions of most of the challenge and reward variables were very similar.

Several significant differences were found in the ratings of the challenges and rewards of preservice teachers based on their intentions to apply or to not apply for a teaching position at a school classified as low-SES, urban. The preservice teachers that indicated that they would apply for these positions rated the variables behavior and teacher salaries as less challenging than the preservice teachers that indicated they would not apply for these teaching positions. Although some results were not significant, preservice teachers who indicated they would not apply for teaching positions in low-SES, urban settings rated almost all challenge and rewards variables higher than did the preservice teachers who indicated they would apply or might apply for these teaching positions.

Analysis of the ratings based on groupings of various demographics variables indicated that factors such as race or ethnicity, gender, year in college, or highest degree attained had little or no impact on the ratings of the dependent variables.

CHAPTER V

DISCUSSION

Considering the previously stated difficulty that schools classified as low-SES and urban experience with teacher recruitment and retention, further research was needed to examine the reasons for such issues. The purpose of this study was to evaluate the impact that the perceptions of preservice music teachers may have on their desire to apply for teaching positions in low-SES and urban schools. This study examined the perceptions of preservice and inservice music teachers to determine which aspects of teaching in low-SES and urban settings are considered the most challenging or rewarding. The perceptions were compared to ascertain any similarities and differences between the two groups and evaluate the influence of various demographic characteristics on the perceptions of the participants. This study was guided by the following three main research questions:

1. Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools?
2. Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools?
3. Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

Limitations

Prior to a deeper analysis of the results and discussing implications, it is important to mention the limitations of the present study. As outlined in Chapter Three, the samples for this study were selected from five urban school districts in one Southwestern state (inservice teachers) and one university in the same state (preservice teachers). Due to the geographically limited sample, any generalizations regarding significant differences should be made cautiously. Additionally, while an attempt was made to collect responses from five different urban school districts in order to gather differing perspectives, the anonymous responses made it impossible to know the exact representation from each of the school districts. Therefore, the responses from the inservice teachers should also be viewed with caution because it is possible that responses were received from teachers within one or two school districts and may not equally represent the perceptions across the five districts.

Research Question 1

Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools?

Challenges

The results of the analysis for this question revealed that three of the perceptions were statistically different: district administrative support, private lesson participation, and class scheduling. There were also two variables that approached significance,

behavior ($p = .068$) and facilities ($p = .061$). In the ratings of district administrative support and facilities, the preservice music teacher participants rated these as more challenging than did the inservice music teachers. The mean rating by inservice teachers for district administrative support was $M = 3.60$, just above the midpoint, compared to the rating of the preservice teachers, which was $M = 4.32$. One of the possible reasons for the higher rating by the preservice teachers is that some literature references administrative support being a concern (Bruenger, 2010; Fitzpatrick, 2011; Madsen & Hancock, 2002). It is possible that in their undergraduate courses, preservice teachers were exposed to studies that discussed the challenges of teaching in low-SES and urban settings and their perceptions were influenced by that exposure. It is also important to mention that the inservice music teachers' rating of district administrative support was lower than expected. Based on studies that inservice teacher commonly mention administrative support as being a challenge when teaching in low-SES and urban schools (Bruenger, 2010; Fitzpatrick, 2011; Madsen and Hancock, 2002), this finding of the present study was surprising. A possible reason for this lower than expected rating is because in the present study there was a designation between district and campus support, which received a slightly higher rating. It is also possible that the inservice teachers who responded to the survey are experiencing more positive support from their administration, which was also reported in previous research (Hunt, 2009).

The higher rating of the challenge of facilities by the preservice teachers was not unexpected. It seems that without any firsthand experience in urban schools, only 6.8% of the participants attended urban high schools, preservice teachers are making assumptions about the lack of appropriate facilities that may not always be the case. Several inservice

teachers included explanations after their ratings mentioning that their schools' band halls have been redesigned or new band halls were recently built. Another inservice teacher who rated facilities as less challenging mentioned that they "have a small band hall, but access to additional practice spaces." On the other hand, some inservice teachers did rate facilities as very challenging, which aligns with the findings of previous studies (Baker, 2012; Fitzpatrick, 2011). One teacher reported that she teaches "in a portable. We have limited space and no sound proofing from room to room." These differing reports revealed that not all low-SES and urban schools experience the same struggles, however, the challenge of facilities did not appear to be as much of a concern as the preservice teacher participants predicted.

The three variables that were rated as significantly, or approaching significantly, more challenging by inservice teachers were all expected. These variables included private lesson participation, behavior (Baker, 2012; Doyle, 2012; Legette, 2013), and class scheduling (Legette, 2013). Preservice teachers still rated these variables high, but the inservice teachers rated them more challenging. The reason for these higher ratings by inservice teachers might be due simply to fact that they had experience in the classroom and were more aware of how challenging these factors can be. The difference in the ratings of class scheduling between preservice and inservice teachers was the largest observed among the challenge variables. A possible explanation for this difference is that the preservice teachers had not yet encountered the day-to-day life of a band director and had no reference for the challenge of scheduling conflicts or issues. Some of the inservice teachers mentioned that class scheduling was very challenging because of lack of

communication with counselors causing students to be placed randomly in band classes rather than grouped by instrument or ability level.

Finally, although the difference was not significant, the findings from the recruitment and retention variable should be examined. The discussion of recruitment and retention in low-SES and urban school music programs has been the inspiration of several studies (Abril, 2009; Adderley, Kennedy, & Berz, 2003; Albert, 2006; Bates, 2012; Corenblum & Marshall, 1998; Elpus and Abril, 2011; Kindall-Smith, 2004; Kinney, 2010; Klinedinst, 1991), therefore the discovery that the mean rating for both groups was just above the midpoint was surprising. Additionally, inservice teachers rated recruitment and retention as slightly less challenging than the preservice teachers. Very few responses were offered by the preservice teachers to explain their rating, but those that did include comments cited that the challenge of recruiting and retaining students was because of the cost of instruments and supplies. On the other hand, none of the responses offered by the inservice teachers referenced concerns about cost when they explained the rating of recruitment and retention. When I examined the optional responses of inservice teachers, several mentioned that the quality of the band program had improved, which helped with recruiting and retention. One teacher mentioned that “Recruitment and retention is 90%...about the personality and contact that the head director can make to the kids.” This response echoed the findings of previous studies that reported that one of the effective strategies for recruiting was building positive relationships with students and creating a welcoming environment (Adderley, Kennedy, & Berz, 2003; Albert, 2006; Baker, 2012; Fiese & DeCarbo, 1995). One strategy that was reported in previous research as being effective for recruiting and retaining students is the incorporation of culturally diverse

music into the curriculum (Abril, 2009; Bates, 2012; Kindall-Smith, 2004). This was not mentioned by any of the inservice teachers in the present study, but it could be considered that one of the reasons for the lower challenge rating for recruitment and retention might be that some of the teachers used culturally relevant music in their classrooms.

Rewards

When the ratings of the rewards were analyzed, I found that the preservice music teachers rated all 11 variables as more rewarding than the inservice music teachers and the differences were statistically significant for every variable except for impact on students' lives. The reason that impact on students' lives was not significantly different was due to the fact that both groups rated this variable as very rewarding (Preservice, $M = 5.82$; Inservice, $M = 5.48$). One of the inservice teachers mentioned that the reason for the high rating was "These students aren't used to teachers caring about them or wanting them to succeed. When you really connect with the students and they believe you want them to succeed, then they will work for you in class." The high rating impact on students' lives aligns with previous research that found that urban music teachers placed a great importance on their students' personal and music growth (Fitzpatrick, 2011).

The other ten variables were found to be significantly different between groups, with the preservice teachers rating each one higher than the inservice teachers at varying levels. The largest difference appeared in the ratings of teacher salaries (Preservice, $M = 4.86$; Inservice, $M = 3.23$). Despite the lower rating from the inservice teachers, one mentioned that there was "No difference in actual salary between Title I and non-Title I schools" in his school district. This seems to suggest that the dissatisfaction regarding

teacher salaries might have been present across the entire teaching profession and not just for teachers in low-SES and urban schools. When comparing the inservice teachers' ratings to that of the preservice teachers, the latter rated teacher salaries as somewhat rewarding. A possible explanation for this rating may have been a lack of understanding of the salary structure for teachers or perhaps could have been influenced by the fact that the preservice teachers were looking forward to making a salary of any kind.

In terms of the higher ratings by the preservice teachers for all 11 reward variables, it is possible that the language used in the survey may have influenced their responses. Using the term "reward" may have influenced the preservice teachers to answer each of these questions by imagining an ideal situation. In retrospect, using another word (e.g. advantages) or offering a better explanation regarding how to answer that section may have returned different responses. It is also possible that the preservice teachers were more optimistic in their perceptions of the rewards of teaching in low-SES and urban schools. The lower ratings by the inservice teachers may tell us something important about the way that inservice teachers perceive their teaching positions. Six of the eleven variables were rated below the midpoint by the inservice music teachers, including teacher salaries, possible student loan forgiveness, parent support, campus administrative support, district administrative support, and school/program funding. The variables rated higher than the midpoint either related to the students with whom they work or the positive impacts on themselves. When comparing these two different groups, it appears that all of the variables that involved the support or decision-making of others were seen as less rewarding.

Research Question 2

Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools?

The results of the data analysis indicated that, with the exception of two variables, there was not a significant difference in the perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools.

Challenges

One of the more surprising outcomes of this study was in reference to this research question. I expected the perception ratings of the challenges to be different depending on the secondary educational backgrounds of the preservice teachers based on the findings of previous research that preservice teachers preferred teaching positions that resembled their own educational backgrounds (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003). I anticipated finding that more variables would have been rated significantly different by the preservice teachers that had first-hand experience in low-SES or urban schools. The only variable that was found to be significantly different was district administrative support; preservice teachers that attended low-SES schools rated this more challenging than did the preservice teachers that did not attend low-SES schools. This might demonstrate that these preservice teachers were aware of some of the struggles that their band directors or band programs experienced due to the support (or lack of support) from the district administration. The lack of significant differences between these groups

on the remaining challenges leads me to determine that regardless of their secondary education background, preservice music teachers share similar perceptions regarding the challenges of teaching in low-SES or urban settings.

There were no significant differences found in the ratings of the challenges based on whether or not the preservice teachers attended an urban high school. I believe this is due to the small sample of preservice teachers who attended urban schools ($n = 3$). Perhaps with a larger sample of preservice teachers from urban schools, I may have been able to find more differences between these groups. However, the small number of preservice music teachers that attended urban high schools in this sample may actually be representative of the overall demographics of education majors across the country (LaPlante, 2005), further exacerbating the issues that we have seen with teacher recruitment and retention in urban settings (Baker, 2012). This lack of appropriate representation of preservice teachers from urban backgrounds suggests that further examinations are needed into possible solutions for recruiting students from urban schools into the teaching profession (Docker, 2012).

Rewards

The results from the rewards section were also surprising. Once again, only one variable was found to be significantly different between preservice teachers who attended low-SES schools and those that did not. Professional growth was rated as more rewarding by the preservice teachers that attended low-SES schools. All other variables were not significantly different between those groups. Additionally, no significant differences were found for any of the variables between the preservice teachers who attended urban

high schools and those that did not. I think the possible explanations are the same as referenced above regarding the ratings of the challenges. The small number of preservice teachers with secondary education backgrounds in urban settings may have impacted the results. But it also appears that regardless of their backgrounds, these preservice music teachers share similar perceptions of the rewards of teaching in low-SES and urban settings.

Research Question 3

Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

Challenges

Prior to collecting data, I hypothesized that the preservice teachers that indicated an intention to apply for a teaching position in a low-SES, urban school would report more positive ratings for the dependent variables than the preservice teachers who indicated that they would not apply for such positions. This was the case for most of the challenge variables, even though only three variables were statistically different. (See Figure 3.)

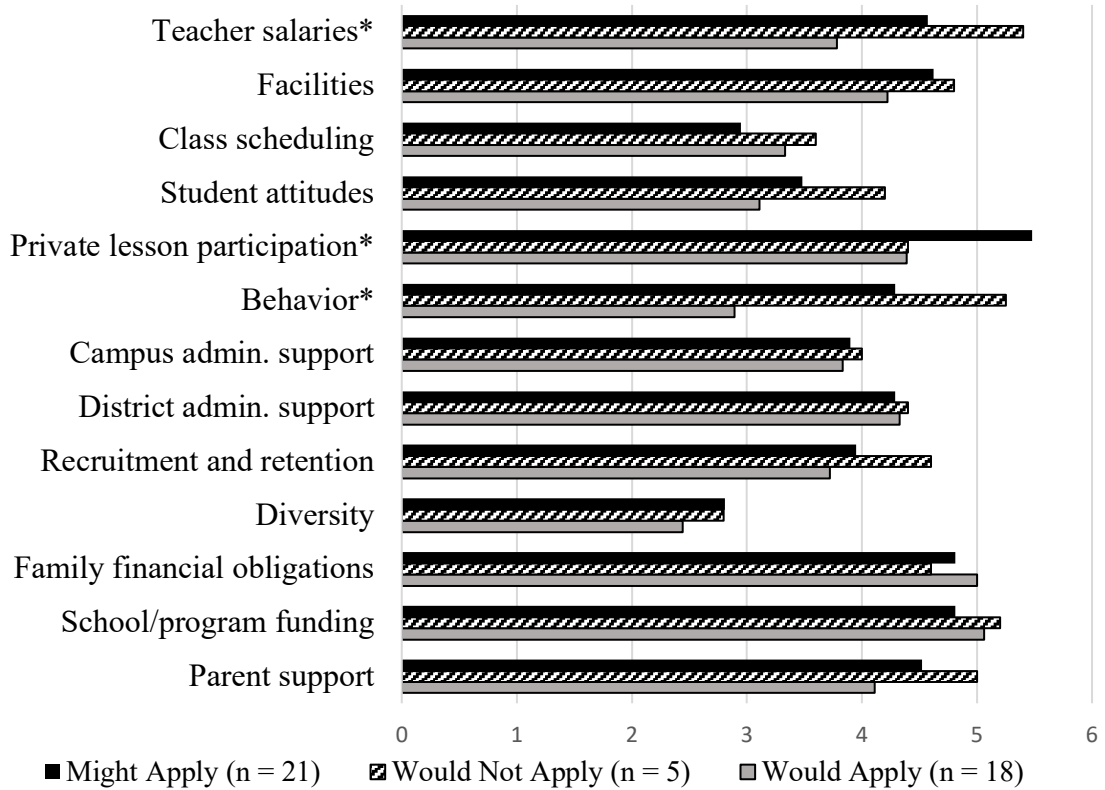


Figure 3 Comparison of Challenge Variables Based on Intention to Apply for Teaching Position at Low-SES, Urban School (*Indicates significant difference)

The ratings of behavior returned significant differences between preservice teachers who indicated that they would apply for a teaching position in a low-SES, urban school and those who said they might apply and those who would not apply. The ratings revealed that the preservice teachers who indicated that they would apply to a low-SES, urban school felt that behavior was significantly less challenging than the other two groups. Similarly, the test results showed that preservice teachers who would apply for these teaching positions perceived teacher salaries to be significantly less challenging than the preservice teachers who would not apply for a teaching position in a low-SES, urban school. Finally, the data showed that preservice teachers who would apply for these positions rated private lesson participation as less challenging than the preservice

teachers who indicated that they might apply for a teaching position in low-SES, urban schools.

These results, paired with the results shown in Table 10, would seem to indicate that the perceptions of preservice teachers might have had an impact on their desire to apply for a teaching position in a low-SES, urban school upon graduation. Most importantly, for all but three variables, the preservice teachers who indicated that they would not apply for a similar teaching position rated the variables as the most challenging between the three groups. Although the size of this group was smaller ($n = 5$) than the other two, I believe this is a valid discovery for this discussion. It would appear that the preservice teachers who rated most of the variables as very challenging would be less inclined to teach in a low-SES, urban setting.

Rewards

The ratings of the reward variables need to be addressed more cautiously due to the previously mentioned limitation regarding the language used within the survey. It might be possible that the preservice teachers rated their perceptions of the rewards based on an ideal teaching situation rather than rating their perceptions of the positive characteristics of teaching in low-SES, urban settings.

Two significant differences were found between preservice teachers who indicated that they would apply for a teaching position in a low-SES, urban setting and those that indicated they might apply or would not apply. District administrative support was rated as more rewarding by the preservice teachers who indicated that they would not apply for such a teaching position than the other two groups. Similarly, the same group of

preservice teachers rated campus administrative support as more rewarding than the preservice teachers who indicated that they would or might apply for a teaching position in a low-SES, urban school.

Once again, it appears that the preservice teachers who indicated that they would not apply for a teaching position in a low-SES, urban school upon graduation rated a majority of the variables as the most rewarding between the three groups. (See Figure 4.) This seems contradictory to the previous results where they also rated a majority of the variables as most challenging. I believe these results might have been impacted by the small representation of preservice teachers who indicated that they would not apply for a low-SES, urban teaching position ($n = 5$) and interpretation of the term “rewards” by all preservice teachers.

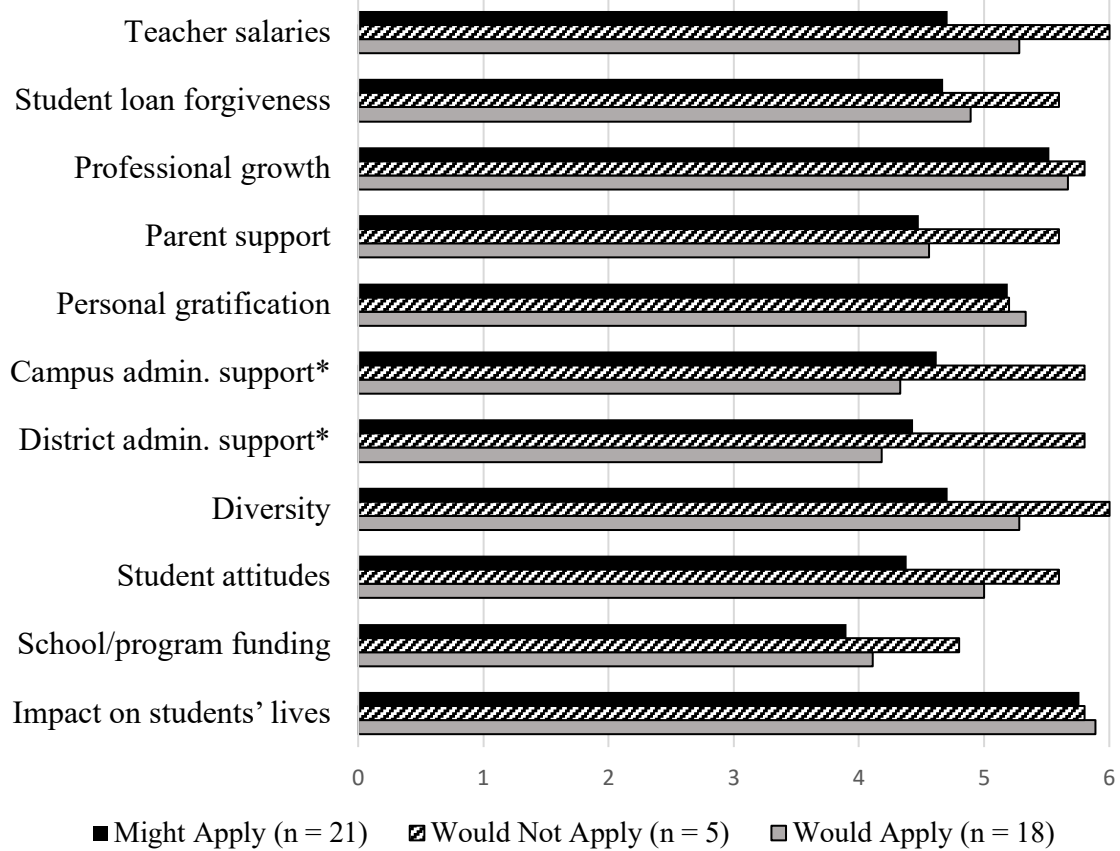


Figure 4 Comparison of Reward Variables Based on Intention to Apply for Teaching Position at Low-SES, Urban School (*Indicates significant difference)

Perceptions Based on Demographic Characteristics

Inservice Teachers

A significant difference was found between groups regarding one reward variable and two challenge variables. The ratings of student attitudes were found to be statistically different between the group of teachers who had 11-15 years of experience and those with 21+ years. The teachers with 11-15 years of experience reported that student attitudes were significantly less challenging than the teachers with 21+ years of experience. Although the other groups did not differ significantly, the group of teachers

with 11-15 years of experience rated student attitudes lower than all other groups. It is difficult to discern the reason for this difference in rating, but it should be noted that the groups of teachers with 11-15 years of experience had the smallest representation ($n = 4$).

The other two differences appeared for the variable teacher salaries in both the challenge and reward categories. In both cases the significant difference was between teachers with 1-5 years of experience and those with 16-20 years of experience. For the rating of teacher salaries as a reward, the teachers with 1-5 years of experience rated this significantly more rewarding than those with 16-20 years of experience. Likewise, regarding the rating of teacher salaries as a challenge, teachers with 1-5 years of experience rated this significantly less challenging. Once again, the differences between the other groups were not statistically significant, but the teachers with 1-5 years of experience rated teacher salaries as less challenging and more rewarding than all other groups. The differences in these ratings may be due in part to younger teachers often not having as many large financial commitments (e.g. children, mortgage) as teachers with more experience. Being early in their careers and not far removed from completing their degrees, it would seem that a salary of any kind would have been seen as a reward rather than a challenge.

Upon further examination of the ratings of rewards and challenges based on the number of years of teaching experience, an interesting trend emerged. Although a small number of differences were statistically significant, teachers with 21+ years of experience tended to rate a majority of the reward variables higher than most or all of the other groups. Although the secondary educational background of the inservice teachers was not examined in the present study, it would be interesting to know the backgrounds of the

teachers with 21+ years of teaching experience because previous research has shown that teachers with longer tenures in urban schools attended urban schools themselves (Baker, 2012) and this might have explained the higher reward ratings.

A significant difference was found for the ratings of behavior when inservice teacher responses were grouped based on gender. The tests showed that male inservice teachers rated behavior significantly more challenging than the teachers who preferred not to indicate their gender. Although it was not statistically significant, the male teachers also rated behavior more challenging than the female teachers. When I examined the remaining variables, I found that male inservice teachers rated eight of the thirteen variables as more challenging than the female teachers' ratings. It is difficult to discern any type of reason for this slight tendency for male teachers to rate the variables more challenging, but it would certainly be worth exploring more in future research.

The inservice teachers' ratings were also analyzed based on their current teaching position of head director, assistant director, only director. It was my desire to determine if the position one held had an impact on the way someone perceived challenges and rewards. No significant differences were found when the data were analyzed, however a trend in the results did emerge. For the inservice teachers who identified themselves as the only director, eight of the thirteen challenge variables were rated higher than the other two groups. Those variables which were rated higher included private lesson participation, class scheduling, facilities, parent support, school/program funding, recruitment and retention, campus administrative support, and student attitudes. Although this trend did not return any significant results, the results were as I expected. As the only band director at a school, all of the administrative and teaching duties fall on one person.

Not having the assistance or support from another band director may be what caused these ratings to be higher for the inservice teachers who are the only band director at his or her school.

Although one significant difference was found between inservice teacher groups based on self-identified race or ethnicity, no other trends emerged when examining the data further. The inservice teachers who self-identified as Black or African American rated family financial obligations higher (more challenging) than the teachers who self-identified as White, Non-Hispanic. With a small sample size in the group of teachers that identified as Black or African American ($n = 6$), it was difficult to speculate on the reasons for the difference. It could be that these teachers experienced more instances with families struggling to provide their children with the supplies they need for band. This could also be due to the fact that four of the six teachers that self-identified as Black or African American had 16 or more years of teaching experience, possibly in varied settings, and had the opportunity to witness many years of families dealing with various financial obligations.

Preservice Teachers

Further examination of the ratings of preservice music teachers grouped by various demographic factors did not reveal many trends for the challenge or reward variables. When grouped by gender, the results were split nearly equally. For approximately half of the variables, female preservice teachers rated the challenges and rewards higher and the male preservice teachers rated the remaining variables higher. As was reported previously, no significant differences were discovered. The same lack of

emerging trends occurred when the preservice teachers were grouped by self-identified race or ethnicity.

When grouped by year in college, I did discover one tendency. When I compared the challenge variables between groups to determine if a certain year in college would have rated the variables more challenging than others, I found that preservice teachers in their first year did not rate any of the challenge variables the highest. In fact, preservice teachers in their first year of college rated many of the variables lowest (least challenging between groups) or close to the lowest. Along with this, I found that as the number of years in college increased the number of variables that were rated highest between groups also increased. This increase could have been impacted by increased experience working or observing in schools. By the time of the completion of the survey, many of the fourth year or more students would have been currently enrolled in a practicum placement in the local schools and might have had the opportunity to observe the challenges that exist in schools.

As stated previously, the lack of emerging trends between the perceptions of different groups of preservice teachers seems to show that regardless of their precollege backgrounds, preservice music teachers share similar perceptions regarding the challenges and rewards of teaching in low-SES and urban schools.

Inservice Music Teachers' Recommendations for Preservice Teachers

Although it was beyond the scope of this study to analyze the individual comments and suggestions provided by the inservice music teachers regarding their recommendations for preservice music teachers prior to applying for positions in low-

SES, urban schools, the inclusion of some of these suggestions was warranted to better understand the realities of teaching in these settings. Only 47.5% of inservice teachers would unconditionally recommend that preservice teachers apply for these types of schools; which might suggest that further exploration into this topic is needed. Several teachers suggested that young teachers should gain experience in other settings prior to teaching in low-SES, urban schools in order to avoid burning out due to the challenges that some have encountered in their teaching positions. Some of the teachers mentioned personal financial strains that they experienced because of lack of resources, the time commitment involved in fighting for their band programs to survive, and the emotional toll that teaching in these settings has had on them personally. It seems that the hardships that some of these inservice teachers experienced caused them to be cautious about recommending that new teachers apply for schools identified as low-SES and urban. It would be reasonable to conclude that these teachers saw young teachers leave the profession due to these challenges and suggested that young teachers begin elsewhere in order to avoid this attrition.

Additional comments that focused on struggles that the inservice music teacher participants faced in their classrooms resemble the findings of previous studies included lack of parent support (Ausmann, 1991; Baker, 2012, Madsen & Hancock, 2002), lack of administrative support (Bruenger, 2010; Fitzpatrick, 2011), classroom management (Baker, 2012; Doyle, 2012; Legette, 2013), difficult home lives (Baker, 2012), and scheduling issues (Legette, 2013). However, several inservice teachers also mentioned that in spite of the challenges, the students make it worth the effort.

Although there were many warnings expressed by the inservice teachers, several of them provided additional thoughts at the end of the survey to help new teachers as they prepare to apply for low-SES, urban schools. One of those suggestions was the following:

Be fair in your instruction/management and be understanding of the school and culture. Set high standards for all the students and show them how to get there. The students will work for it, but they need to be shown and need to see that you care about them and want them to be successful.

The reference to understanding the culture of the community is similar to the findings of previous research that suggested that successful urban teachers place this as a priority (Fitzpatrick, 2011).

Several of the other comments highlighted the importance of developing and modeling positive relationships and developing a place where students feel safe and comfortable, which were referenced in other studies as strategies that music teachers have used to recruit and retain students in their school music programs (Adderley, Kennedy, & Berz, 2003; Albert, 2006).

The results from these comments seemed to align with many of the findings from previous research. These inservice music teachers face many challenges and while some comments suggested that these challenges are overwhelming, others were able to look beyond the challenges and find the positive aspects of their teaching positions. Furthermore, in most scenarios, those rewards centered around the growth and development of their students (Baker, 2012; Fitzpatrick, 2011).

Conclusions

The purpose of this study was to answer the following questions: 1. Do the perceptions of preservice music teachers regarding the challenges and rewards of teaching in low-SES, urban schools align with those of inservice music teachers who are teaching in low-SES, urban schools? 2. Is there a significant difference in perceptions between preservice teachers who attended low-SES, urban schools and those who attended higher-SES, suburban or rural schools? 3. Do the perceptions of preservice music teachers have an impact on their desire to apply for positions in low-SES, urban schools and if so, what are those perceptions?

The results of the present study indicated that the perceptions of the challenges of teaching in schools classified as low-SES and urban were different than I expected. Prior to completing this study, I anticipated that the preservice teachers would rate most of the variables that involved the financial aspect of teaching (private lesson participation, family financial obligations, and school/program funding) as more challenging than the inservice teachers. However, the only one of those variables that revealed a significant difference was private lesson participation and that was rated higher by the inservice teachers. Of the other variables that were statistically different and rated higher by inservice teachers, the ratings of behavior and class scheduling were not surprising. The higher rating by inservice teachers is likely due to their experiences in the classroom and the lack of experience in the classroom of the preservice teachers.

The most surprising results from the present study was that the preservice teachers rated each of the eleven reward variables higher than did the inservice teachers. It is possible that the language that was used (e.g. rewards) may have caused preservice

teachers to imagine an ideal teaching situation and rate all of the variables higher than expected. However, it is also possible that inservice teachers struggled to find certain aspects of their jobs rewarding.

When the preservice teachers' perception ratings were evaluated by their secondary educational background, it was surprising to find very few differences between groups. It was expected that preservice teachers who attended low-SES and urban schools would have some different perceptions than their peers, but this was not the case. Regardless of their secondary backgrounds, preservice teachers shared similar perceptions of the challenges and rewards of teaching in low-SES and urban settings.

Finally, differences did arise when the preservice teachers' perceptions were examined based on whether or not they intended to apply for teaching position in low-SES, urban settings following graduation. Although many of the variables did not differ significantly, the preservice teachers that indicated that they would not apply for these teaching positions rated a majority of the variables more challenging than the preservice teachers that indicated that they would apply or might apply for a teaching position in a low-SES, urban school. Additionally, the same difference existed when the rewards were examined. Once again, those preservice teachers that would not apply for these teaching positions rated most of the rewards higher than the other two groups. I believe this contradiction might also be due to the previously stated issue with using the term "reward."

Implications for the Music Education Profession

While the results of this study revealed different results than initially expected, I believe there are several implications worth discussing. The first deals with the demographics of the preservice teachers in the present sample. As has been shown in previous research, early career music teachers tend to choose teaching positions in schools and communities that resemble their own educational backgrounds (Boyd, et al., 2005; Bruenger, 2010; Kelly, 2003). As the number of schools classified as low-SES continue to increase across the country, it seems that it is becoming increasingly more important that we recruit future music educators from these settings. In the present study, only 38.6% of preservice teachers attended a school classified as Title I eligible and a mere 6.8% of preservice teachers attended high schools identified as urban. If all of these preservice teachers pursue teaching positions that resemble their own backgrounds, the issue of recruiting and retaining highly qualified teachers in low-SES and urban settings will persist. As previous researchers have suggested, we need to continue to find ways to recruit future educators from diverse backgrounds to fill the needs of all public schools (Baker, 2012; Docker, 2012; Fitzpatrick, Henninger, & Taylor, 2014; Kelly, 2003).

Another finding that warrants further discussion is the lack of differences in perceptions of the preservice teachers regardless of their secondary educational backgrounds. I believe that because few differences were discovered, music teacher educators have an opportunity to influence the perceptions of preservice teachers regarding the challenges and rewards of teaching in low-SES, urban settings. Without a significant influence from their secondary educational backgrounds, the way that we present information to preservice teachers has an opportunity to greatly impact the way

they perceive different teaching settings. If we want to help the schools that are identified as low-SES and urban to recruit and retain highly qualified music teachers, it is our responsibility as music teacher educators to better prepare preservice teachers for those settings. Based on the results from the inservice teacher surveys, it seems that it would be beneficial to be in constant communication with practicing teachers to determine what exactly they are experiencing in their classrooms. Armed with that knowledge, we can ensure that teachers who are entering the profession are prepared for a variety of teaching settings.

Recommendations for Future Research

Further research is needed regarding the preservice music teachers' perceptions of teaching in a variety of settings. This study could be replicated in different parts of the United States to determine if these perceptions are specific to the present sample or if they would be similar in other areas. I also believe that a similar study could be conducted examining the same types of perceptions, but in reference to rural instead of urban settings. I would anticipate that many of the same challenges would exist in rural schools.

Additionally, I believe a longitudinal study that examines the perceptions of teaching in low-SES and urban settings over the course of preservice teachers' undergraduate studies would allow us to determine if the training they are receiving is impacting the way they perceive these teaching settings. Many colleges and universities require diversity training prior to teacher certification but the most effective methods for increasing understanding and acceptance of differences remains unknown.

Researchers have examined and continue to explore the challenges that inservice teachers face in low-SES and urban settings, with this we must continue to evaluate the methods and practices we are using to prepare future music educators. While it is important to know that inservice teachers experience challenges with administrative or parent support, if we are not taking that information and preparing future educators to handle these challenges, then we are missing a most important step in the process. It is our job as music teacher educators to prepare preservice teachers to be effective working in a variety of settings so that we continue to further our goal of providing an appropriate music education for all students.

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APPENDICES

- A. Preservice Music Teacher Survey
- B. Inservice Music Teacher Survey
- C. Email to Participants
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- E. Pilot Study Inservice Teacher Survey
- F. IRB Initial Approval and Renewal
- G. Inservice Teacher Responses to Question: Would you recommend that new teachers apply for positions in urban/low-income schools?
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APPENDIX A

Preservice Music Teacher Survey

The following was completed through a Google Form online survey:

Background Information

1. Gender: Female Male Prefer not to say Other
2. Which of the following best represent your ethnic origin or race? Choose all that apply.

American Indian or Alaska Native

Asian

Black or African American

Latino or Hispanic

Native Hawaiian or Other Pacific Islander

White, Non-Hispanic

Other

3. Where are you in your college career?

First year

Second year

Third year

Fourth year or more

4. Are you a music education major? Yes No

5. Are you currently student teaching? Yes No

6. What is your area of specialty? Choose all that apply.

Band

Choir

Orchestra

Elementary

7. In what city did you graduate from high school?

5. From what high school did you graduate?

6. Upon graduation, would you apply for a school in an urban/low-income neighborhood?

Yes No Maybe

Challenges

For the following questions, please rate the degree to which you believe each characteristic to be a CHALLENGE when teaching band in an urban, low-income middle school. Low-income schools are defined in this study as qualifying as Title I due to high numbers or high percentages of children from low-income families.

1. Parent Support

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

2. School/Program Funding

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

3. Family Financial Obligations

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

4. Diversity

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

5. Recruitment/Retention

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

6. Support from District Administration

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

7. Support from Campus Administration

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

8. Behavior

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

9. Private Lesson Participation

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

10. Student Attitudes

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

11. Class Scheduling

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

12. Facilities

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

13. Teacher Salaries

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

Rewards

For the following questions, please rate the degree to which you believe each characteristic to be a REWARD when teaching band in an urban, low-income middle school.

1. Impact on Students' Lives

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

2. School/Program Funding

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

3. Student Attitudes

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

4. Diversity

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

5. Support from District Administration

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

6. Support from Campus Administration

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

7. Personal Gratification

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

8. Parent Support

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

9. Professional Growth

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

10. Possible Student Loan Forgiveness

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

11. Teacher Salaries

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

12. Do you have any additional thoughts to share on this topic? If so, please include below.

APPENDIX B

Inservice Music Teacher Survey

The following was completed through a Google Form online survey:

Background Information

1. Gender: Female Male Prefer not to say Other
2. Which of the following best represent your ethnic origin or race? Choose all that apply.

American Indian or Alaska Native

Asian

Black or African American

Latino or Hispanic

Native Hawaiian or Other Pacific Islander

White, Non-Hispanic

Other

3. What is your highest degree completed?

Bachelor's Degree

Master's Degree

Doctorate Degree

4. How many years have you been teaching?

1-5

6-10

11-15

16-20

21+

5. How many years have you been teaching at your CURRENT?

1-5

6-10

11-15

16-20

21+

6. Do you currently teach at a Title I school? Yes No Unsure

7. Please select the description that best describes your current position.

Head Director

Assistant Director

Only Director

8. Please select the area(s) in which you teach?

Challenges

For the following questions, please rate the degree to which you believe each characteristic to be a CHALLENGE when teaching band in an urban, low-income middle school.

1. Parent Support

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

2. School/Program Funding

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

3. Family Financial Obligations

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

4. Diversity

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

5. Recruitment/Retention

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

6. Support from District Administration

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

7. Support from Campus Administration

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

8. Behavior

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

9. Private Lesson Participation

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

10. Student Attitudes

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

11. Class Scheduling

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

12. Facilities

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

13. Teacher Salaries

Not a challenge 1 2 3 4 5 6 Very challenging

Please share any context or clarification to rating, if necessary.

Rewards

For the following questions, please rate the degree to which you believe each characteristic to be a REWARD when teaching band in an urban, low-income middle school.

1. Impact on Students' Lives

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

2. School/Program Funding

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

3. Student Attitudes

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

4. Diversity

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

5. Support from District Administration

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

6. Support from Campus Administration

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

7. Personal Gratification

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

8. Parent Support

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

9. Professional Growth

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

10. Possible Student Loan Forgiveness

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

11. Teacher Salaries

Not a reward 1 2 3 4 5 6 Very rewarding

Please share any context or clarification to rating, if necessary.

Final Thoughts

Please complete the questions below.

1. Would you recommend that new teachers apply for positions in urban/low-income schools?

Yes No Other

2. What would you want new teachers to know prior to applying for such a position?

3. Is there anything else you would like to add about your experience working in a low-SES school that has not been addressed? Please share below.

APPENDIX C

Email to Participants

Dear (name),

Recent research has shown that schools classified as low-income and urban have trouble recruiting and retaining high quality teachers. I am conducting a study to determine the reasons why this is the case. Below is a link to a short survey (will take approximately 5 minutes) asking questions that may help us better understand this issue. No information will be gathered that could personally identify you, and we would ask that you not put your name anywhere on the survey. By completing this online survey, you may help us better understand how to address this issue for future generations of teachers and students. Thank you for your time and consideration.

If you have any questions, please do not hesitate to contact Shauna Satrom Pickens at 806-239-4524.

Sincerely,

Shauna Satrom Pickens, ABD

Graduate Part-Time Instructor

Texas Tech University

APPENDIX D

Pilot Study Preservice Teacher Survey

The following was completed through a Google Form online survey:

1. Gender: _____

2. College Status: Freshman Sophomore Junior Senior

3. What is your major(s)? Check all that apply.

 Music Education

 Music Performance

 Other

4. Primary Area: Band Choir Orchestra

5. Race/Ethnicity: _____

6. What is your perception of your family's socioeconomic status?

 Low-income

 Middle-income

 High-income

7. Which high school did you attend? (Please include city/town where school is located.)

8. What was the approximate number of students in your graduating class?

9. What was the approximate size of the band, choir, or orchestra program at your high school?

10. If applicable, at what level do you wish to teach upon graduation?

 Elementary School

 Middle School

 High School

N/A

11. Which of the following characteristics best describe the school in which you wish to teach? (choose two)

Small	Large	Wealthy	Rural/Small town
Primarily minority	Low-income	Urban/inner city	Private
Culturally diverse	Suburban	N/A	Other

12. Which of the following characteristics best describe a school for which you would NOT apply? (choose two)

Small	Large	Wealthy	Rural/Small town
Primarily minority	Low-income	Urban/inner city	Private
Culturally diverse	Suburban	N/A	Other

13. What do you consider to be the challenges or struggles of teaching in a school serving low-income students?

14. What do you consider to be the advantages or rewards of teaching in a school serving low-income students?

15. What do you consider to be the challenges or struggles of teaching in a school serving high-income students?

16. What do you consider to be the advantages or rewards of teaching in a school serving high-income students?

APPENDIX E

Pilot Study Inservice Teacher Survey

The following was completed through a Google Form online survey:

1. Gender: _____
2. Race/Ethnicity: _____
3. How many years have you been teaching?
4. Title which best describes your position:

 Head Director

 Assistant Director

 Only Director
5. What is the name of the school and district where you are currently teaching?
6. How many years have you been teaching at your current school?
7. Primary Area: Band Choir Orchestra
8. What is the approximate number of students in your program?
9. Which high school did you attend? Please include city/town where school is located.
10. What was the approximate size of your band, choir, or orchestra program at your high school?
11. What do you consider to be the challenges or struggles of teaching at your current school?
12. What do you consider to be the challenges or struggles of teaching at your current school with regards to the socioeconomic status of the families you serve?
13. What do you consider to be the advantages or rewards of teaching at your current school?

APPENDIX F

IRB Initial Approval and Renewal

Initial Approval

May 7, 2018 2:31 PM CDT

Keith Dye
School of Music

Re: IRB2018-353 The Perceptions of Preservice and Inservice Music Teachers on the Challenges and Rewards of Teaching in a Low-SES School

Findings: Approved. Good luck with your project.

Expiration Date: *April 30, 2019*

Dear Dr. Keith Dye, Shauna Pickens:

A Texas Tech University IRB reviewer has approved the proposal referenced above within the expedited category of:

The approval is effective from May 7, 2018 to April 30, 2019. The expiration date must appear on your consent document(s).

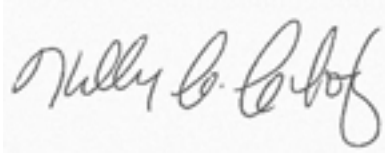
Expedited research requires continuing IRB review. You will receive an automated email approximately 30 days before April 30, 2019. At this time, should you wish to continue your protocol, a **Renewal Submission** will be necessary. Any change to your protocol requires a **Modification Submission** for review and approval before implementation.

Your study may be selected for a Post-Approval Review (PAR). A PAR investigator may contact you to observe your data collection procedures, including the consent process. You will be notified if your study has been chosen for a PAR.

Should a subject be harmed or a deviation occur from either the approved protocol or federal regulations (45 CFR 46), please complete an **Incident Submission** form.

When your research is complete and no identifiable data remains, please use a **Closure Submission** to terminate this protocol.

Sincerely,



Kelly C. Cukrowicz, Ph.D.
Chair, Texas Tech University Institutional Review Board
Professor, Department of Psychological Sciences
357 Administration Building, Box 41075
Lubbock, Texas 79409-1075
T 806.742.2064 F 806.742.3947
www.hrpp.ttu.edu

Renewal:

Apr 5, 2019 1:48 PM CDT

Keith Dye
School of Music

Re: IRB2018-353 The Perceptions of Preservice and Inservice Music Teachers on the Challenges and Rewards of Teaching in a Low-SES School

Findings: *Renewal Approved*. I note that you have a waiver of written consent. Please change the expiration date on the consent form from June 1, 2019 to April 30, 2020.

Expiration Date: *April 30, 2020*

Dear Dr. Keith Dye, Shauna Pickens:

A Texas Tech University IRB reviewer has approved a renewal for the protocol indicated above within the expedited category of:

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The renewal is effective from May 1, 2019 and will expire on April 30, 2020. This expiration date must appear on your consent document.

The research must follow Texas Tech University's Operating Procedures, the Belmont Report, and 45 CFR 46. If changes to the approved protocol occur, a **Modification**

Submission must be reviewed and approved by the IRB before implementation.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If a deviation, unanticipated problem or adverse event happens during your research, please notify the Texas Tech University, Human Research Protection Program as soon as possible (45 CFR 46). We will ask for a complete explanation of the event and for you to submit an **Incident Submission** in Cayuse IRB.

Your study may be selected for a Post-Approval Monitoring (PAM). You will be notified if your study has been chosen for a PAM. A PAM investigator may request to observe your data collection procedures, including the consent process.

Once your research is complete and no identifiable data remains, please use a **Closure Submission** to archive this study. IRBs that remain active are subject to audit by the IRB.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Burris".

Scott Burris, Ph.D.
Chair Texas Tech University Institutional Review Board
Professor, Department of Agricultural Education and Communications
Human Research Protection Program
357 Administration Building
Lubbock, Texas 79409-1075
T 806.742.2064
www.hrpp.ttu.edu

APPENDIX G

Inservice Teacher Responses to Question: Would you recommend that new teachers apply for positions in urban/low-income schools?

Teacher H: New teachers need to be in a place that works before they get in the trenches if [*sic*] low income. They need to feel successful somewhere else so they don't burn out from fighting for your program

Teacher P: No, they will burn out! Work for a non Title 1 school for a few years then when you feel strong in every area team teach at a Title 1 school.

Teacher R: only if they desperately need employment

Teacher S: depends on the condition- there are conditions that make my job much more challenging. However, I feel my efforts here have more of a lasting impact on student growth.

Teacher T: I can't answer this. It depends on the teacher and what they feel is worth their effort, time and passion.

Teacher V: Why not?

Teacher AC: I recommend new teachers teach in established, state of the art, leading programs as assistant directors for the first few years, then when well established taking a job in and urban school.

Teacher AE: It depends on the person, but the market is very limited as well

Teacher AH: I would recommend it only if a new teacher understands and fully accepts the challenge that are presents. Again only if they understand what the job fully requires, for example the time, and finances that come from you as a teacher not anywhere else.

Teacher AJ: It depends on their area of expertise.

Teacher AN: Yes and no

Note: Simple “Yes” and “No” responses were not included.

APPENDIX H

Inservice Teacher Responses to Question: What would you want new teachers to know prior to applying for such a position?

Teacher A: All of the resources you need are there--you might just have to look harder.

It's my 4th year of teaching, and I see a lot of older teachers who use this as an excuse to not be successful. Your program can absolutely be a sweepstakes, award winning program, AND make a positive impact on the lives of the students and families involved. Don't make excuses--just be creative.

Teacher B: no parent or administrator support. You are completely unimportant.

Teacher C: Hours are long, pay is minimal, and student attitudes are hard to change.

Teacher D: That it requires you to be creative and to think outside the box. DONORS CHOOSE is your friend!

Teacher E: Be prepared to teach music little and discipline always.

Teacher F: Be fair in your instruction/management and be understanding of the school and culture. Set high standards for all the students and show them how to get there. The students will work for it, but they need to be shown and need to see that you care about them and want them to succeed.

Teacher H: Have a mentor

Teacher I: The kids often come from a rough home situation, so your positivity and support may be the only positivity and support that they get each day. Additionally, their rough home environment may mean that they don't have as strong of a grasp on social norms and behavioral expectations, so it takes an immense amount of patience and consistency. Consistency is key, as students will

notice that as long as you treat all of the students equally and consequences are the same regardless of student, they will understand why their actions yielded a certain consequence, whether positive or negative.

Teacher J: Schedule issues and financial support from district.

Teacher K: students are not motivated to excell [*sic*]

Teacher L: Spend serious time developing your classroom management.

Teacher N: Stick with it for more than only one year.

Teacher O: Keep in mind that students from all backgrounds and economic levels may have issues much larger than being excellent at their instrument, and while high expectations are important, building and modeling positive relationships are much more important.

Teacher P: Self Care!!!! Make sure you research everything you can about this school BEFORE applying.

Teacher Q: It will be challenging but if you can foster growth and success in these situations, then you are able to teach under any circumstances.

Teacher R: I wish I had studied something else, I feel like I am in a dead end.

Teacher S: Your program is not going to be a priority for a long time- especially to families. If a parent is struggling to make ends meet, at home practice will be a priority. Your band hall will need to be a second home to students- a place where they can feel safe and where they will be comfortable spending extra time. There will need to be extra organization and extra structure. Kids will have heartbreaking problems- not enough to eat, emotionally and physically abusive parents, family incarcerated, etc. They will not make your class a priority or

experience motivation in the way a middle income or affluent student will.

Expecting them to is unfair.

Teacher T: This position will never be rewarding financially - you are making a difference in students who deserve to have the kind of teacher that is in it for them and not a paycheck. You must have patience, empathy, kindness and tolerance every second of every day. Make it about learning and appreciating music for the kids not what it does to you.

Teacher U: You must know how to work.

Teacher V: It's freaking hard! But stick around and they'll love you.

Teacher X: Be willing to work long hours and weekends, because we are basically the private lesson teachers in addition to the classroom teaching. If you wish for your students to be successful, this extra mile gets your program a long way.

Teacher Y: Learn how to let go of problems you cannot fix.

Teacher Z: It's a different kind of reward. Takes a ton of patience and lots of planning

Teacher AB: Be wary of campus administrators. Ask a lot of questions.

Teacher AC: It is demanding. You need to have your pedagogy and classroom skills together before you attempt this job.

Teacher AE: It is good for an experience, but then really think before you take any position. You are not going to know everything before going into that specific position. (That is ok.) Remember it is a two-way street...You are interviewing for the position but then you are also interviewing them. Trust yourself and if it is not a "good fit", do not do it. (That is ok as well.)

Teacher AG: You do not need to be a new teacher without experience to work in these conditions.

Teacher AH: Everything that work along with the job. I believe that a new teacher should visit the campus for a full day, before entering into the profession.

Teacher AJ: HAVE. A. PLAN! A strict one. and stick to it. Routines make things better. Don't waiver from it.

Teacher AK: Quantity over quality, fast paced instruction, be aggressive.

Teacher AL: Give it 3-5 years

Note: Some teacher did not include a response to this questions.