



MUSIC EDUCATOR JOB SATISFACTION AND ITS EFFECT ON RECRUITMENT AND RETENTION FOR THE MUSIC EDUCATION PROFESSION



♦ PARTICIPANTS ♦

♦The participants' ($N = 911$) gender distribution included 56% females and 44% males.

♦An overwhelming majority (94%) of participants were Caucasian with no other ethnic group registering higher than two percent. Other ethnicity responses for participants included 2% African American, 1% Asian/pacific islanders, 1% Latino or Hispanic and 2% other.

♦Eighty-seven percent of the respondents reported that they were full time music teachers and 97% of all respondents indicated they were certified to teach music.

♦Thirty-five percent of the respondents reported having bachelors degrees while 65% report holding a masters degree or higher.

♦The grade assignments of music teachers were relatively evenly distributed with 27% elementary, 31% middle school/junior high, 36% high school and 6% college/university music teachers.

♦The teaching assignments distribution of the participants included 30% general music, 20% vocal, 7% instrumental strings, 41% instrumental band and 2% applied lessons.

♦ RESEARCH QUESTION 1 ♦

A one-way ANOVA comparing the music teacher responses with their job satisfaction score was calculated. A significant difference was found between the Likert responses ($F(4,904) = 33.23, p < .05$).

Table 2
Means and standard deviations for "I would discourage one of my students from entering the music education profession if they had better opportunities".

Response	M	SD
Strongly Agree	42.35	14.41
Agree	50.91	14.27
Neither	55.08	13.93
Disagree	59.79	12.56
Strongly Disagree	64.14	14.73

Abstract

The purpose of this study was to determine if there were significant differences in music teachers' attitudes toward encouraging their students to enter the music education profession when compared to their level of job satisfaction. A one-way analysis of variance revealed there were significant differences in encouragement attitudes of music educators when compared to their level of job satisfaction on each of five different Likert-type statements. ANOVA results also revealed significant differences in music teacher attitudes based on their level of job satisfaction for adequate compensation, administrative support, respect of public, as well as adequate time to do their job well. No significant differences in job satisfaction were found for gender, race, degree earned, marital status, grade taught, age, years of teaching experience, opportunity to team-teach or instruction time spent outside the school day.

Table 1
AJDI means and standard deviations for the primary music teaching assignments.

Response	M	SD
General Music (K-6)	54.38	13.82
General Music (6-12)	47.63	15.67
Choral Music (MS/JH)	52.38	14.03
Choral Music (HS)	52.97	13.60
Choral Music (College)	59.38	14.33
Instrumental Strings (MS/JH)	52.86	12.91
Instrumental Strings (HS)	56.86	15.38
Instrumental Strings (College)	55.67	6.81
Instrumental Band (MS/JH)	55.65	13.82
Instrumental Band (HS)	53.84	16.18
Instrumental Band (College)	63.47	21.72
Applied Music Lessons (6-12)	57.00	4.24
Applied Music Lessons (College)	60.40	17.34

♦ RESEARCH QUESTIONS 2 & 3 ♦

A one-way ANOVA comparing the music teacher responses with their job satisfaction score was calculated for the question "I will encourage my child(ren) to consider a teaching career." A significant difference was found between the Likert responses ($F(4,898) = 35.85, p < .05$).

A one-way ANOVA comparing the music teacher responses with their job satisfaction score was calculated for the question "I will encourage my child(ren) to consider a music teaching career." A significant difference was found between the Likert responses ($F(4,894) = 24.76, p < .05$).

Table 3
Means and standard deviations for "I will encourage my child(ren) to consider a teaching career" or "I will encourage my child(ren) to consider a music teaching career".

Responses	Teaching Career		Music Teaching Career	
	M	SD	M	SD
Definitely will not	44.15	15.37	44.18	16.88
Probably will not	47.91	13.87	50.70	14.47
Don't know	53.22	14.27	54.23	13.79
Probably will	58.39	12.93	57.83	13.11
Definitely will	62.79	12.92	62.37	13.12

♦ RESEARCH QUESTIONS 4 & 5 ♦

A one-way ANOVA comparing the music teacher responses with their job satisfaction score was calculated for the question "I will encourage my students to consider a teaching career." A significant difference was found between the Likert responses ($F(4,893) = 39.12, p < .05$).

A one-way ANOVA comparing the music teacher responses with their job satisfaction score was calculated for the question "I will encourage my students to consider a music teaching career." A significant difference was found between the Likert responses ($F(4,900) = 36.23, p < .05$).

Table 4
Means and standard deviations for "I will encourage my students to consider a teaching career" or "I will encourage my students to consider a music teaching career".

Responses	Teaching Career		Music Teaching Career	
	M	SD	M	SD
Definitely will not	39.52	16.85	40.56	17.52
Probably will not	43.81	14.24	45.06	14.56
Don't know	52.09	13.65	52.33	13.52
Probably will	56.64	12.99	56.97	13.17
Definitely will	60.73	13.00	60.78	13.61