

ABSTRACT

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

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

INTRODUCTION

This study investigated band directors' sources of stress that lead to burnout in the State of Georgia, namely in rural, suburban, and urban areas. Because many studies have been completed regarding the burnout experiences of educators working in traditional school settings, little research exists when examining band directors working within a K-12 school music program.

Purpose of this Study

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

Research Questions

Two research questions guided this study:

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

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

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METHODS AND MATERIALS

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

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

Survey data were downloaded from the Qualtrics website once collection was complete. The original dataset included 385 survey responses from band directors who currently work at a school as a band director in the State of Georgia. The Qualtrics data file was cleaned to remove incomplete survey responses. A survey response was considered incomplete if it did not contain data for all following key variables of the present study: gender, age, years of teaching experience, grade level taught, course(s) taught, school locale, and percentage of minority student population. Responses were also considered incomplete if the band director did not respond to all 25 questions related to the stress factors encountered in their work. Fifty-three survey responses were removed from the data set due to missing or incomplete information. As a result, the final data set included a total of 332 survey responses, which represents 86.2% of responses from the original dataset.

Table 3. School Demographic Characteristics

School Demographic Characteristics (N = 332)		
Characteristic	n	%
School Locale		
Urban	74	22.3
Suburban	150	45.2
Rural	108	32.5
Ethnic Makeup of Student Body		
25% or fewer minority students	59	17.8
26-50% minority students	89	26.8
51-75% minority students	84	25.3
76-100% minority students	100	30.1

An Exploration of Sources of Stress Among Band Directors in Georgia: **A Descriptive Study**

RESULTS

Table 2		
Band Director Demographic Characteristics (N = 332)		
Characteristic	n	%
Gender		
Male	243	73.2
Female	89	26.8
Age		
25 years or younger	26	7.8
26-35 years	120	36.1
36-45 years	103	31.0
46-55 years	61	18.4
56 years or older	22	6.6
Marital Status		
Married	228	68.7
Single	90	27.1
Divorced	7	2.1
Engaged	5	1.5
Unknown	2	0.6
Years of Experience		
5 years or less	59	17.8
6-10 years	74	22.3
11-15 years	52	15.7
16-20 years	61	18.4
21-25 years	35	10.5
26+ years	51	15.4
Grade Level(s) Taught*		
Elementary School (Grades PreK-5)	14	4.2
Middle School (Grades 6-8)	188	56.6
High School (Grades 9-12)	214	64.5
Subject(s) Taught		
Band Only	186	56.0
Multiple Subjects	146	44.0
Choir	11	3.3
Guitar	19	5.7
Music Appreciation	62	18.7
Music Technology	28	8.4
Music Theory	38	11.4
Orchestra	15	4.5
Piano	13	3.9
Other	20	6.0
* A subgroup of teachers taught multiple grade levels (n = 73); total percentage is greater tha	n 100%.	

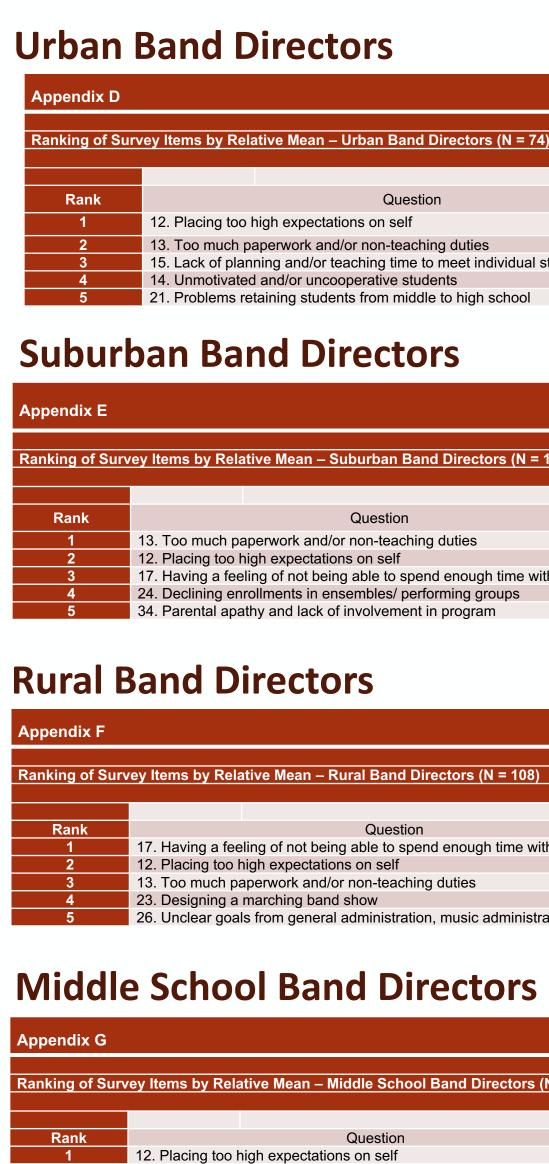
Ranking of all 25 Survey Items by Relative Mean

Appendiz										
canking c	f Survey Items by Relative Mean – All Respondents (N = 332)									
				Leve	l of Stress	3				
Rank	Question	Category	4	3	2	1	N/A	Mean	Med ian	Mod
1	12. Placing too high expectations on self	PC	45.8	34.0	14.8	5.1	0.3	3.21	3	4
2	13. Too much paperwork and/or non-teaching duties	PM	39.5	36.4	19.6	4.5	0.0	3.11	3	4
3	17. Having a feeling of not being able to spend enough time with family	PC	35.2	31.0	20.8	11.7	1.2	2.91	3	4
4	25. Administrating fundraising projects to earn money for band program	PM	23.8	34.9	25.3	14.2	1.8	2.70	3	3
5	15. Lack of planning and/or teaching time to meet individual student needs	EF	22.0	37.3	27.7	13.0	0.0	2.68	3	3
6	21. Problems retaining students from middle to high school	PM	21.7	30.4	31.0	15.1	1.8	2.60	3	2
7	14. Unmotivated and/or uncooperative students	СМ	20.8	31.6	32.8	14.8	0.0	2.58	3	2
8	10. Lack of or inadequate equipment, facilities, and materials	EF	15.4	39.8	31.6	12.7	0.6	2.58	3	3
9	34. Parental apathy and lack of involvement in program	EF	22.6	28.9	30.7	17.5	0.3	2.57	3	2
10	16. Inadequate class schedule	EF	22.9	28.0	22.9	25.0	1.2	2.49	3	3
11	18. Too many school-related evening commitments and performances	PM	19.0	28.6	31.6	20.8	0.0	2.46	2	2
12	23. Designing a marching band show	PM	10.5	20.5	18.1	17.5	33.4	2.36	2	3
13	11. General philosophical disagreement with the school board and/or the administration regarding the role of the music department and its ensembles	EF	16.0	26.2	26.2	29.5	2.1	2.29	2	1
14	27. Music students' lack of respect for school equipment	СМ	11.7	27.1	37.0	23.5	0.6	2.27	2	2
15	20. Lack of participation in decisions that affect band program	EF	13.6	26.2	28.3	28.9	3.0	2.25	2	1
16	24. Declining enrollments in ensembles/ performing groups	PM	15.7	22.3	28.0	31.0	3.0	2.23	2	1
17	33. Using time effectively/time management	PM	6.9	25.0	46.1	22.0	0.0	2.17	2	2
18	22. Too many interruptions in teaching day	EF	9.3	23.5	38.6	28.0	0.6	2.14	2	2
19	30. Lack of recognition by administration, other teachers, peers, parents, and students	EF	11.4	20.2	31.6	35.8	0.9	2.07	2	1
20	28. Health problems	PC	11.1	16.9	32.2	37.3	2.4	2.02	2	1
21	19. Not sure of options available in dealing with discipline	СМ	9.3	16.9	30.7	41.9	1.2	1.94	2	1
22	29. Family problems	PC	7.8	16.6	29.8	43.1	2.7	1.89	2	1
23	26. Unclear goals from general administration, music administration, principals	EF	6.9	16.6	27.4	47.9	1.2	1.82	2	1
24	32. Too heavy of a class load	EF	10.5	11.4	26.8	50.0	1.2	1.82	1	1
25	31. Concerns about relationship with supervisor or principal	PC	9.6	13.0	25.6	51.2	0.6	1.81	1	1
	egory: CM = Classroom Management; EF = Environmental Factors; PC = Pei stress; 2 = Low stress; 1 = Not at all; N/A = Does not apply.	rsonal Concer	ns; PM =	Program M	anageme	ent. Lev	el of stre	ss: 4 = High s	stress; 3	3 =

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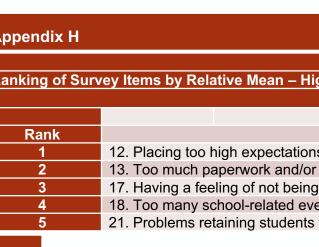
Table 2. Band Director Demographic Characteristics

Top 5 Stressors for Urban, Suburban, Rural, Middle and High School Band Directors





13. Too much paperwork and 34. Parental apathy and lack of



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

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– Urban Band Directors (N = 74)									
					Chas				
				Level of	Stress 1	N//	A Mean	Median	Мос
Question	Catego	-	3	2					
ations on self	PC	47.3	3 36.5	5 12.2	2.7	1.4	4 3.30	3	4
nd/or non-teaching duties	PM	44.6			1.4	0.0		3	4
teaching time to meet individual student needs	EF	23.0			9.5	0.0		3	3
ooperative students	CM	27.0			16.2	0.0		3	3
ents from middle to high school	PM	29.7	7 24.3	3 29.7	14.9	1.4	4 2.70	3	2'
irectors									
i ectors									
Suburban Band Directors (N = 150)									
				Level of Stress			Macr	Modian	Made
Question	Category	4	3	2	1	N/A	Mean	Median	Mode
/or non-teaching duties	PM	42.7	34.7	18.0	4.7	0.0	3.15	3	4
ons on self	PC	44.0	32.7	17.3	6.0	0.0	3.15	3	4
ng able to spend enough time with family	PC	34.0	29.3	25.3	10.0	1.3	2.89	3	4
nsembles/ performing groups	PM	15.3	16.0	31.3	34.0	3.3	2.68	3	3
of involvement in program	EF	22.0	26.0	30.0	22.0	0.0	2.67	3	3
ors									
Rural Band Directors (N = 108)									
Question	Catagory	Λ	Le 3	evel of Stres 2		N1/A	Mean	Modion	Mode
Question ng able to spend enough time with family	Category PC	4 42.9	28.6	21.4	7.1	N/A 0.0	Mean 3.23	Median 3	1000E
ons on self	PC	42.9	28.6	14.3	14.3			3	4
or non-teaching duties	PM	28.6	35.7	28.6	7.1	0.0	2.97	3	3
d show	PM	7.1	28.6	35.7	21.4		2.80	3	3
I administration, music administration, principals		7.1	7.1	21.4	57.1		2.66	3	3
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Middle School Band Directors (N = 116)										
			Level of Stress							
Question	Category	4	3	2	1	N/A	Mean	Median	Mode	
ons on self	PC	37.1	42.2	16.4	4.3	0.0	3.12	3	3	
/or non-teaching duties	PM	37.1	38.8	18.1	6.0	0.0	3.07	3	3	
of involvement in program	EF	m9.5	27.6	40.5	21.6	0.9	2.88	3	3	
spect for school equipment	СМ	18.1	26.7	34.5	19.8	0.9	2.70	3	3	
ing able to spend enough time with family	PC	25.0	31.0	25.0	18.1	0.9	2.63	3	3	

ligh School Band Directors (N = 143)									
			Le	vel of Stres	S				
Question	Category	4	3	2	1	N/A	Mean	Median	Mode
ns on self	PC	49.0	30.1	14.7	6.3	0.0	3.22	3	4
or non-teaching duties	PM	43.4	35.7	18.2	2.8	0.0	3.20	3	4
ng able to spend enough time with family	PC	44.1	28.0	18.9	8.4	0.7	3.08	3	4
vening commitments and performances	PM	25.2	37.1	28.0	9.8	0.0	2.78	3	3
s from middle to high school	PM	30.8	29.4	24.5	14.7	0.7	2.77	3	4

CONCLUSIONS

REFERENCES