Sources of Job Satisfaction and Dissatisfaction Among Public School Music Educators

By

Ashley D. Allen

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Chairperson Dr. Debra Hedden

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Dr. Martin Bergee

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Dr. Mariana Farah

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Dr. Christopher M. Johnson

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Dr. Steven K. Hedden

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The Dissertation Committee for Ashley D. Allen

certifies that this is the approved version of the following dissertation:

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Abstract

The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels. Participants (N = 4, men = 2, women = 2) were selected from two Midwestern states and included one elementary general music teacher, one middle-school choral director, one middle and high-school band director, and one elementary and middle-school orchestra conductor. Two of the participants taught in rural districts and two taught in urban districts. Their years of teaching experiences also varied, with two in their first three years of teaching and two with more than three years of teaching experience. Each participant was interviewed twice for approximately one hour per instance, and a time span of one month existed between the two interviews. They were asked questions about how the personnel in the school setting, the school environment, their teacher preparation and other factors influenced their experiences of job satisfaction and dissatisfaction. The researcher transcribed the interviews and coded the data, and through this process themes emerged that were later related to eustress and distress. Results indicated that the participants were generally satisfied in their current teaching positions, indicating student achievement, rapport, and respect from colleagues and administrators as their main sources of job satisfaction. Participants also identified factors of job dissatisfaction,

noting feelings of being undervalued and treated unequally by colleagues and

administrators, and lack of control over time and resources as their primary

contributors to their dissatisfaction. The results of this study identified other issues,

such as sense of control, professional development, and job effectiveness, which

further aided the understanding of teachers' experiences of job satisfaction.

Participants identified various ways they strove to increase their job satisfaction

and create a balance in their professional lives. Recommendations and implications

for teachers were discussed with respect to these results.

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Dedication

My parents, Mike and Penny Glass, and my husband, Kyle Allen, have been a constant source of support, encouragement, and unconditional love for me. They encouraged me to pursue my dreams and sacrificed so that I could achieve them. It is with much love that I say thank you to them. My son, Carson Allen, has been a constant joy in my life, and it is for him that I do everything. I dedicate this project to my parents, husband, and especially, my son.

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Chapter One

Introduction to the Study

Background

Job satisfaction is composed of intricate and multifaceted relationships between varied and highly personal factors related to motivation, stress, self- or job-efficacy, and perceptions of the workplace. As both a source and symptom of stress, job satisfaction is very closely linked and often studied in conjunction with teacher stress. Thus, it is difficult to discuss job satisfaction without acknowledging its direct connect to stress in terms of causes, symptoms, and manifestations.

Teacher stress is a complex topic that often affects educators during their career and has major repercussions to the teaching profession. Though the term *stress* is most often used in its negative connotation, in actuality there are three subcategories of stress: distress, neutral stress, and eustress. The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels. The information was derived from practicing K-12 music teachers in all music disciplines so that the implications and conclusions drawn from the study could be used to aid practicing teachers and inform teacher preparation programs.

Distress, or negative stress, was most commonly studied because of its potential threat to the health and well being of teachers. Although a thorough investigation of the causes of distress is explored in Chapter Two, some of the origins are: interrelationships (e.g. Cenkseven-Önder & Sari, 2009), job factors (e.g. Scheib, 2003), environment (e.g. Gmelch & Chan, 1994), and non-work causes (e.g. Cinamon, 2007). Research indicated that other inherent factors, such as personality (e.g. Guglielmi & Tatrow, 1998), sex (e.g. Gordon, 2002), years of teaching experience (Hancock, 2008), school setting (Abel & Sewell, 1999), and ethnicity (Hancock, 2008) also influenced incidences of distress. If not effectively handled by the individual, distress could accumulate (Gmelch & Chan, 1994) and eventually result in mental, physical, or emotional issues, a few of which include the gamut from headaches and anxiety to heart disease and burnout (Selye, 1984).

Distress had also been studied because of its effects on teacher attrition, a problem that has strong implications for communities, schools, and the overall quality of education. According to the National Center for Education Statistics (2010), 8.0% of public school teachers left the profession following the 2008-2009 school year, the most current year measured. The largest subcategories of teachers were those within the first ten years of teaching (1-3 years = 9.1%, 4-9 years = 7.9%), followed by those with 20 or more years of experience (11.3%). These data supported other findings that attrition was at its apex during the first ten years of teaching (Madsen & Hancock, 2002; Krueger, 2000), and might have been intensifying the need for teachers as those with more experience exited or retired and student numbers increased (Ingersoll, 2001). In the same study conducted by

the National Center for Education Statistics (2010) music teachers were listed in an umbrella category of arts and music teachers, so it was impossible to know from this survey exactly how many music teachers departed after the 2008-2009 school year. However, the percentage of arts and music teachers who resigned was listed at 4.1%. At first glance, this statistic appeared to communicate a lesser impact on attrition, but given that many schools have only one music teacher, the reality is that the problem is amplified.

The National Center for Education Statistics (2010) also reported the number of teachers who 'moved,' i.e. changed to a different school within the public school system, after the 2008-2009 school year. Similar to the attrition numbers, more teachers within the first 10 years of teaching relocated and/or changed positions in that timeframe than after the 10-year mark (1-3 years experience = 13.7%, 4-9 years experience = 7.9%, 10-19 years experience = 5.5%, 20 + years experience = 5.0%). These findings were also stated by Madsen and Hancock (2002), who reported that some music teachers were either making unilateral moves to other schools or music specializations within public school, or were reentering the teaching profession after leaving previously. They concluded that for some teachers, a job or school change could have permanently or temporarily alleviated personal or professional issues that might have otherwise caused the teacher to leave the profession (Madsen & Hancock, 2002).

Although too much stress was hazardous and led to distress, some stress was necessary and could not be avoided (Seyle, 1984). Gmelch (1982) argued that stress was essential to optimal performance, and an appropriate level of stress should be

reached in order for the individual to perform effectively. This balance prevented the individual from 'burning out' as a result of carrying too much distress for too long, or 'rusting out' from being under too little stress and becoming equally ineffective (Gmelch, 1982). In addition, when a correct balance was achieved, the individual was able to achieve maximum efficiency, resulting in high productivity, job satisfaction and efficacy (Gmelch, 1982).

Stress was almost always associated with distress, but teachers could also experience positive stress, called eustress (Seyle, 1984), which resulted in job satisfaction, motivation, and positive self-efficacy (Gmelch, 1982). Less was known about eustress; most studies devoted to eustress either compared it with distress through particular causes of stress or examined the relationship between positive and negative job satisfaction, self-efficacy, or motivation. In both scenarios factors of distress and eustress had strong correlations that indicated eustress might have been a key piece to the management of distress and longevity of teachers in the profession.

Gmelch (1982) added a third category of stress that he called neutral stress, of which these stressors could become positive or negative, depending on how the individual processed the stress (Gmelch, 1982). Little was known about what factors cause neutral stress to become distress or eustress.

Conceptual Underpinnings

Pioneering research in job satisfaction, Herzberg, Mausner, and Snyderman (1959) studied the job satisfaction of 203 workers in the accounting and engineering departments of nine companies within the Pittsburg steel industry.

Their work identified many sources of job satisfaction, including: recognition, achievement, growth opportunity, advancement, salary, interpersonal relationships, supervision, administration, responsibility, company policy, working conditions, work itself, personal life factors, status within the company, and job security (Herzberg, Mausner, & Snyderman, 1959). These factors occurred on two levels; the first level was the "objective element" (p. 44) that caused the satisfaction or dissatisfaction, and the second level contained the manner that the source influenced the satisfaction of the individual (Herzberg, Mausner, & Snyderman, 1959).

Findings from the study suggested that the participants were affected positively and negatively from different sources (Herzberg, Mausner, & Snyderman, 1959). A small number of interrelated factors, or "motivators," were responsible for participants' positive attitudes about work and those aspects were intrinsic and related to self-actualization (Herzberg, Mausner, & Snyderman, 1959, p. 114). On the other hand, elements of dissatisfaction were labeled as "hygiene" factors because they were related to the "conditions that surround the doing of the job," or the context of the job (Herzberg, Mausner, & Snyderman, 1959, p. 113).

More current studies supported the findings of Herzberg, Mausner, and Snyderman (1959). Thekedam (2010) used supervision, colleagues, working conditions, pay, responsibility, work itself, advancement or promotion, security, and recognition as factors on a teacher job satisfaction survey in which participants ranked causes of satisfaction and dissatisfaction. Findings indicated that teachers ranked working conditions (i.e., physical environment, as well as policies created by

administrators,) high for satisfaction and dissatisfaction, indicating that the source

was the same, but the manner of influence might have been different (Thekedam,

2010). In terms of satisfaction, the intrinsic motivators of the work itself --

creativity, autonomy, and completion of daily tasks -- were highly rated, thus

supporting the findings that intrinsic motivators strongly affected experiences of job

satisfaction (Thekedam, 2010). Similarly, the extrinsic motivators of time

commitments, interrelationships, and promotion opportunities were highly ranked

in responses of job dissatisfaction (Thekedam, 2010).

In examining principal empowerment behaviors, Davis and Wilson (2000)

found that teachers were more satisfied from intrinsic factors, most specifically, the

ability to make decisions within the construct of school policies and curriculum.

Likewise, Bogler (2001) confirmed "motivators" (Herzberg, Mausner, & Snyderman,

1959, p. 114) to be most influential in teacher job satisfaction; these elements were

self-growth, personal development, and recognition. "Hygiene" elements (Herzberg,

Mausner, & Snyderman, 1959, p. 113) were the most typical factors of job

dissatisfaction, and consisted of poor working conditions, relationships with

colleagues, salary, and security (Bogler, 2001).

Because the topics of job satisfaction and dissatisfaction are closely linked to

stress, it is important to understand what stress is and how it affects teachers. In

fact, some professional literature appears to use the terms job dissatisfaction and

stress/distress interchangeably. Thus, a discussion of stress is warranted.

Hans Selye (1907-1982), a Hungarian endocrinologist, was one of the

originators of modern stress theory and gave 'stress' its name. Through his work

with laboratory rats Selye recognized that the biological response to all "nocuous
[sic] agents" (1936, p. 32) was the same, regardless what the stimulus was or
whether it was positive or negative. In later works, he changed the label of nocuous
agents to 'stress'; this term had previously been used in other fields, mainly in
engineering to describe "a force acting against resistance" and in psychology to
denote "mental tension," to describe nonspecific reactions (Selye, 1984, pp.44-45).
Eventually he defined 'stress' as "the nonspecific response of the body to any
demand, whether it is caused by, or results in, pleasant or unpleasant conditions"
(Selye, 1984, p. 74). Thus, he also differentiated stress as either 'distress' or
'eustress,' the interpretation of which was largely based on the individual's
perception of the stressor (Selye, 1984).

Selye (1984) also theorized that when the body was threatened, the general
adaptation syndrome (GAS) was triggered and the body proceeded through three
phases in an attempt to return to homeostasis, or the state of equilibrium. The first,
alarm state, was most commonly referred to as 'fight or flight' and involved the
mobilization of the systems necessary for the body to survive and handle the threat.
Second, the body entered the resistance stage as it tried to cope with or adapt to the
stressor, but the body could not stay in this stage for very long because the
resources needed to continue this heightened state gradually depleted. Finally the
body reached either the recovery stage, when the threat was overcome, or
exhaustion stage, when the body was not successful in handling the stress. It was in
the exhaustion phase that physical, psychological, and emotional problems arose
(Selye, 1984).

Walter Gmelch (1982; subsequent works in 1983; 1993; 1996; also see Gmelch & Chan, 1994; Gmelch & Gates, 1997; Wilke, Gmelch, & Lovrich, Jr., 1985) applied Selye's theories directly to the topic of stress for educators. In his works Gmelch identified five subcategories of potential stressors that existed independently of each other and combined to create levels of stress experienced by the individual; these were personality type, interrelationship, role, environment, and private life stressors (Gmelch, 1982). He also expanded Selye's theory of the necessity of stress by creating a zone of optimal performance, where the individual was most productive, and as well as a stress continuum from distress to eustress (Gmelch, 1982).

The present study was designed with the work of Selye, Gmelch, and Herzberg, Mausner, and Snyderman serving as theoretical underpinnings due to their influence on the literature related to job satisfaction and stress.

Purpose of the Study

Through studying causes of job satisfaction and dissatisfaction, we might have been able to help teachers combat the distress of their jobs and use instances of stress as motivators and sources of job satisfaction. According to Hamann, Daugherty, and Sherbon (1988), "[i]ndividuals in the helping profession frequently affected by burnout are often the most productive, dedicated, and committed in their fields" (p. 2). Indeed, "teaching is a 'giving' profession, and educators often forget that eventually the source from which the giving is obtained must be replenished" (Hamann & Daugherty, 1984, p. 7). Those most vulnerable to teacher

attrition might have been more equipped to handle the demands of teaching and could continue teaching through and past those first ten years in the profession.

The aim of the present study was to better understand how music educators experienced job satisfaction and dissatisfaction and how these related to eustress and distress. In addition, this study examined how teachers maintained a balance of stress in order to achieve maximum effectiveness. In particular, this study examined the following research questions:

1. What are the factors of music teacher job satisfaction?

2. What are the factors of music teacher job dissatisfaction?

3. Do school setting, teaching assignment, stage of induction/post-induction, or teacher's sex influence any factors of satisfaction or dissatisfaction?

4. What kind of balance exists between satisfaction and dissatisfaction for music teachers?

5. How does satisfaction influence job effectiveness?

6. What elements of job satisfaction can be attributed to eustress and what factors associated with job dissatisfaction can be connected to distress?

Because the purpose of the study was to derive in-depth information that might have differed greatly from individual to individual, a qualitative research design was implemented. I intended to conduct a series of two interviews with one elementary general specialist, one secondary choral specialist, one secondary band specialist, and one orchestra specialist, each from a different school setting, including: rural, urban, suburban, and varying socioeconomic statuses. Two of the

participants were male and two female, two were within their first three years of teaching (induction stage), and the other two had at least three years of teaching experience (post-induction stage) (Gold, 1996).

Delimitations

In creating boundaries to control the study, the following delimitations were set:

1. In order to choose participants, the faculty at the University of Kansas and I generated a list of public school music teachers who were successful music educators, would be likely to participate, and would be easily accessible for interviews. From that list I selected four participants who matched the categories of sex, teaching experience, type of school environment, and type and grade level of music taught. Every effort was made to balance the study so that equal representation was given to all demographic factors.

2. Participants were selected in part because of their reputations for having successful music programs.

Limitations

The following were beyond the control of the study, and were therefore limitations:

1. Every effort was made to select participants from successful and thriving programs, but it was not known what their levels of distress and eustress were.

2. A method did not exist for controlling mortality in the study.

3. Because data were collected primarily through interviews, there was no
   way to know how accurate and in-depth the participants were in their
   answers.

4. The design of the study included four participants, making the sample
   size small. Although a wealth of data were collected from the participants,
   the small sample size did not allow for generalizability.

Definition of Terms

Attrition: The point at which an educator leaves teaching to work in another
profession.

Burnout: "A prolonged response to chronic emotional and interpersonal
stressors on the job, and is defined by the three dimensions of exhaustion, cynicism,
and inefficacy" (Maslach, Schaufeli & Leiter, 2001, p. 397).

Distress: "Unpleasant or disease-producing stress" (Selye, 1984, p. 465).

Eustress: "Pleasant, or curative stress" (Selye, 1984, p. 466).

Induction: An educator's first three years of teaching (Gold, 1996).

Post-Induction: The years of teaching after the initial three-year period
(Gold, 1996).

Satisfaction: "Perceptions of the fulfillment derived from day-to-day work
activities" (Klassen, 2010, p. 342).

School Setting: This term was used when referring to rural, suburban, or
urban settings.

- Rural: "Census-defined rural territory" (NCES, 2013) as fringe when the territory was 5 miles from an urbanized area or 2.5 miles from an urban cluster, distant when the territory was between 5-25 miles from an urbanized area or 2.5-10 miles from an urban cluster, and remote when the territory was beyond those distances (NCES, 2013);

- Suburban: "Territory outside a principal city and inside an urbanized area" (NCES, 2013). NCES distinguished between various sizes of suburban areas based on population; large suburb included populations of 250,000 or more, midsized was between 100,000 and 250,000, and small was less than 100,000 people (NCES, 2013);

- Urban (or city): "Territory inside an urbanized area and inside a principal city" (NCES, 2013). Large cities had a population of more than 250,000, midsized were between 100,000 and 250,000, and small were less than 100,000 people (NCES, 2013).

Stress: "The nonspecific response of the body to any demand" (Selye, 1984, p. 472). There are three types of stress: *distress*, *eustress*, and *neutral stress*. Because stress in itself was not positive or negative, it was used in this paper to label neutral stress.

Stressor: "That which produces stress" (Selye, 1984, p. 472).

Chapter Two

Review of Literature

S*tress* is a difficult term to define and most often refers to a strain or tension

on the body. *The Oxford American Desk Dictionary and Thesaurus* (2001) defines

stress as "pressure, tension, physical or mental strain or distress . . . burden, anxiety,

worry, pain, [and] grief." However, in other definitions of *stress* these descriptors

would be symptoms of stress, not the stress itself. Selye (1984, p. 472) states that

stress is the "nonspecific response of the body to any demand." When defined in this

manner, stress is a physiological reaction to some kind of stimulus in the body, and

that stimulus could be positive or negative; however, the element of stress itself is

neutral and cannot be avoided (Selye, 1984).

Selye (1984) further defines negative and positive stress. Distress, or

negative stress, results from unpleasant feelings, such as worry, pressure, anxiety,

fear, feelings of being overwhelmed, and strain (Gmelch, 1982; Gmelch & Chan,

1994). Teachers experience distress in a variety of ways through their

relationships with students, administrators, and colleagues, role-related

responsibilities, personal life, and other ways. Stressors are potentially influenced

by demographic factors such as age, sex, personality type, school setting, years of

teaching experience, race, training, and other related elements. When the individual

is subjected to too much distress, his/her job competence, job commitment, and

physical or mental health are affected (Gmelch & Chan, 1994; Selye, 1984).

Gmelch (1982) and Gmelch and Chan (1994) added a middle category of

neutral stress that typically begins as distress, but can result in either positive or

negative experiences, depending on how the individual perceives the stress and the length of time the individual must endure it. Some examples of neutral stress are change, conflict, discomfort, and criticism.

Eustress, or positive stress, includes those factors that contribute to increased job satisfaction, motivation, and self-efficacy (Selye, 1984). It is described by success, challenge, improvement, and progress (Gmelch, 1982; Gmelch & Chan, 1994). Little is known about what stressors induce eustress and how those stressors affect the individual physically or mentally, but research does indicate that experiences of eustress positively affect job efficiency and performance (McGowan, Gardner, & Fletcher, 2006).

For the purpose of this study, distress will refer to negative stress, eustress to positive stress, and stress to the neutral aspect that lies somewhere between distress and eustress.

The presentation of related literature is divided into five broader sections. The first section provides the theoretical underpinnings of the present study, including the topics of stress theory and the biological examination of the nonspecific stress response. The second section explores (a) causes of distress; (b) its emotional, physical, and psychological manifestations; and (c) the ameliorations of distress. The third section outlines eustress and how it differs from teacher distress. The fourth section addresses elements of job satisfaction and dissatisfaction. The final section addresses neutral stress, and other elements not included in Gmelch's model (1982).

Stress Theory

Hans Selye (1907-1982) was an endocrinologist who began studying stress when his experiment with the injection of female human reproductive hormones into laboratory rats produced a false positive result. His work involved injecting ovarian and placental extracts into the rats to see whether the rats' organs responded. Although he saw an enlargement of the adrenal cortex and atrophy of the thymus, spleen, and lymph nodes, he could not determine whether the results were from the hormone or the extract solution. Upon further study, he found that the rats' organs responded similarly regardless of whether the injection was a hormone or a placebo. This realization led Selye to consider that the reaction might have occurred because of the injection itself and not the contents of that injection (Selye, 1984).

Selye then noted that for centuries medicine used treatments that were highly effective in ameliorating the ailment, yet had no direct link to the diseases they cured and no explanation as to their effectiveness. Such "nonspecific therapies" included bloodletting, shock therapy, flogging, fever treatment, and cold-water shock. They were effective in treating diseases because they forced the human body to quickly handle and adapt to the stimulus, and as a byproduct, cured the ailment (Selye, 1984). The issues with his hormone research combined with the history of nonspecific therapies led Selye to the conclusion that the human body reacted to all stimuli the same way (Selye, 1984).

Biology of stress. Selye (1984) classified three types of stress and noted the results from eustress and distress differed; however, in terms of the body's biological reaction to stress, he found all stress to be the same.

To better understand stress and its effects on the daily lives of teachers, it is important to note how the body naturally reacts to stress. Physiologically, the body reacts to stress as a potential threat (Nunn, Hanstock, & Lask, 2008) and does not differentiate between causes or types of stress (Gmelch, 1982, 1983; Gmelch & Chan, 1994; Selye, 1974, 1984; Sparks, 1981, 1983; Ursin & Eriksen, 2004). In an endeavor for the body to maintain homeostasis, or state of rest, several systems work together when a potential threat is encountered. The hypothalamus and pituitary begin by signaling the reticular formation (RF) and the autonomic nervous system (ANS). The RF is a nervous system responsible for maintaining life functions through regulating mood, memory, pain, blood pressure, pulse, breathing, swallowing, sleeping, wakefulness, and alertness (Nunn, Hanstock, & Lask, 2008).

The ANS alerts the sympathetic nervous system (SNS) to the danger, which in turn, initiates a hormonal chain reaction, often called 'fight or flight' (Nunn, Hanstock, & Lask, 2008; Selye, 1974, 1984; Sparks, 1981). Epinephrine and norepinephrine are two of the hormones released during the 'fight or flight' reaction and continue rebalancing to maintain homeostasis (James & Brown, 1997; Nunn, Hanstock, & Lask, 2008). During a threat state, higher levels of these hormones act to increase heart rates, blood pressure, mental activity, mobilization of energy stored in the cells, and to decrease blood flow to systems and organs not involved in a rapid response (James & Brown, 1997; Nunn, Hanstock, & Lask, 2008). This 'fight

or flight' condition ensures that all of the bodily functions needed to sustain life, regulate the body systems, and regulate movement are activated and ready in case quick action is needed in response to the threat (Nunn, Hanstock, & Lask, 2008; Selye, 1974, 1984; Sparks, 1981).

The body cannot continue the heightened state of 'fight or flight' for long because the body's available resources quickly deplete. If 'fight or flight' results in potential threat being handled, the ANS triggers the parasympathetic nervous system to return the body to homeostasis (Nunn, Hanstock, & Lask, 2008; Selye, 1974, 1984; Sparks, 1981). However, if the threat is not dealt with in an appropriate way, the body's state of increased arousal and preparedness continues, eventually resulting in an exhaustion phase. This occurs when the body's systems can no longer support the functions needed to handle the threat, resulting in residual tension in the body (James & Brown, 1997; Selye, 1984; Sparks, 1981) and ultimately, the build up of distress (Selye, 1984).

Cognitive activation theory. Ursin and Eriksen (2004) argued that the stress reaction was not dealing with responses, but with the expectancies attached to the responses. Known as the Cognitive Activation Theory, the brain evaluates the stimuli before any reaction occurrs in the physiological systems of the body and based on previously-stored information, the body filters the stimuli and responds either by enabling the body's defense mechanisms, or by dealing with the threat through learned experiences of coping or helplessness/hopefulness. Based on the outcomes of this process, the brain learns about the stimuli and stores the information so that it would be able to anticipate the threat in the future. These

stored or learned pieces of information are called *expectancies.* According to Ursin and Eriksen (2004):

> Expectancy is a particular brain function of registering, storing, and using the particular information that one stimulus (event) precedes a second stimulus, or one response leads to a particular outcome. Brains learn (store) that certain stimuli or responses precede other stimuli . . . When the brain has established that one event precedes another, the brain 'expects' the second event after the first event has been presented or the response has been performed (p. 574).

James and Brown (1997) demonstrated this expectancy model through the release of epinephrine and norepinephrine in a pattern. In the study higher levels of the hormones were released during work hours regardless of whether the measurement was taken during a workday or a nonwork day (James & Brown, 1997). These findings indicated that the body learned from established stress patterns and automatically adjusted the hormone levels in order to maintain homeostasis.

Behaviorist learning theory was based on this idea of expectancies (Ursin & Eriksen, 2004). "When a rat learns an instrumental response for food, it typically first learns that certain cues predict food, and then learns that certain responses produce food" (Ursin & Eriksen, 2004, p. 574). Similarly in an avoidance response, the rats learned the expectancy predictions of the shock and then learned how to avoid the shock (Ursin & Eriksen, 2004).

This indicated that there were two parts to the learning process. The first stage was the stimulus-stimulus learning, often called classic conditioning, and occurred through the acquisition of stimulus expectancies (Ursin & Eriksen, 2004). The second, called response learning or instrumental conditioning, occurred as response expectancies to the stored information from the stimulus-stimulus learning (Ursin & Eriksen, 2004).

There are three dimensions to expectancies that eventually lead to the interpretation of the anticipated outcome as positive, negative, or neutral. Acquisition strength refers to whether the learning would occur and how strong the learning would be and these are dependent upon circumstances of the event; number and consistency of the experience; and how often the events occur together (Ursin & Eriksen, 2004). The perceived probability is defined as the probability of the expected event, and is a subjective measurement based on the individual (Ursin & Eriksen, 2004).

Distress

Teacher stress has been well documented and researched, though most studies focus on distress. Gmelch (1982) and Gmelch and Chan (1994) outlined sources of stress in five levels that occurred concurrently or separately, and distress happened when more than one level of stress occurred simultaneously. These levels were personality type, interpersonal, school and organization, environment, and private life stressors (Gmelch, 1982; Gmelch & Chan, 1994).

Personality traits were the first level of stressor in this model, and it affected the way the individual handled and processed all other stressors because of the

inherent traits of the individual (Gmelch, 1982; Gmelch & Chan, 1994; Guglielmi &

Tatrow, 1998; Montgomery & Rupp, 2005; Sparks, 1981). Compared to Type B

personalities that tended to be more relaxed, the Type A traits of aggression,

competition, impatience, agitation, and feelings of time pressure caused the

individual to experience more distress (Gmelch 1982, 1993; Gmelch & Chan, 1994;

Gmelch & Gates, 1997; Sparks, 1981), though most people possessed some Type A

and some Type B traits (Sparks, 1981). Hamann, Daugherty, and Sherbon (1988)

noted that "in contrast to individuals with Type B behavior personality, in which

"easy going" personality traits dominate, Type A individuals feel pressured, are

often engaged in multiple activities, are overly-conscious of time in relation to

output, are greatly influenced by criticism, and are in need of constant social

approval" (p. 4).

Gmelch and Gates (1997) examined facets of Type A personalities and found

while some contributed to distress, others promoted job satisfaction. For example,

they discovered that superintendents who adopted a competitive approach with

their faculty experienced more distress and decreased job satisfaction, but those

who embraced situational challenges experienced increased performance and job

satisfaction (Gmelch & Gates, 1997). While both instances were functions of Type A

personalities, the results were different.

Costa and McCrae's (1992) Big Five personality traits were used to explore

factors of personality and distress. The first factor was extraversion and included

traits of being positive, optimistic, and sociable (Costa & McCrae, 1992).

Neuroticism tended to experience negative emotional conditions, and was likely to

encounter depression, fear, disgust, anxiety, and was more likely to burnout (Costa & McCrae, 1992). Agreeableness was defined by the ability to be cooperative and compassionate (Costa & McCrae, 1992), and conscientiousness was a trait of self-discipline, competence, and task-completion (Costa & McCrae, 1992). Finally, openness involved attentiveness to inner feelings, active imagination, and creativity (Costa & McCrae, 1992).

Teven (2007) compared the Big Five traits with aspects of teacher caring and burnout. He found (a) teacher self-reports of caring were negatively correlated to emotional exhaustion, depersonalization, loss of personal accomplishment, and neuroticism; (b) teacher self-reports of caring positively correlated to extraversion, agreeableness, and conscientiousness (Teven, 2007). In other words, he found that those teachers who were caring toward their students were less likely to experience burnout characteristics, and were more likely to have positive and cooperative attitudes (Teven, 2007). These results seemed to contradict those of Hamann, Daugherty, and Sherbon (1988), who found that the most caring and dedicated teachers were often the ones to burnout.

Further, Houlihan, et. al. (2009) found that teachers with high neuroticism were more likely to structure their classes in ways that would isolate them from their students, such as assigning student-to-student group projects and distributing grades outside of class. In addition, they reported that those with high neuroticism had high teaching anxiety (Houlihan, et. al., 2009).

The second level of stressors was interpersonal stress and included those relationships between teachers and colleagues, administrators, parents, and

students that could cause distress for teachers (Cenkseven-Önder & Sari, 2009;

Gmelch, 1982; Gmelch & Chan, 1994; Skaalvik & Skaalvik, 2007). Studies indicated

that lack of support from principals, colleagues, and parents was a source of stress

(Heston, et. al., 1996), could cause attrition and/or migration for music teachers

(Hancock, 2008; Madsen & Hancock, 2002), and was a cause of teacher burnout

(McLain, 2005). In addition, Cenkseven-Önder and Sari (2009) found that teachers

wanted to be respected by their colleagues. The relationship between the teacher

and administrator was important because the administrator set the tone of the

school environment (Cenkseven-Önder & Sari, 2009) and controlled teachers'

feelings of autonomy (Pelletier & Sharp, 2009).

Teachers' relationships with students and their parents served as other

potential causes of interrelationship stress. These stressors were most prevalent

when dealing with motivating students, handling negative student behaviors or

attitudes, and meeting students' individual needs (Clunies-Ross, Little & Kienhuis,

2008; Gordon, 2002; Heston, et. al., 1996; Skaalvik & Skaalvik, 2007). In studying

teacher self-efficacy, Skaalvik and Skaalvik (2007) noted that teacher/parent

relationships had the potential to negatively affect teacher self-efficacy, and

contribute to emotional exhaustion, depersonalization, and teachers' perceptions of

their ability to meet students' individual needs. Relationships between students,

their parents, and teachers needed to be functioning in a healthy way in order for

teachers to experience positive self-efficacy, resulting in less potential for burnout

(Skaalvik & Skaalvik, 2007).

Gmelch's third level of stress was school organizational or role stress (Gmelch, 1982; Gmelch & Chan, 1994), and some factors included: classroom management, involvement in choosing curriculum, professional development, job ambiguity, travel between/among schools, educational restructure, availability of resources, work overload or underload, underutilization, time management, organizational structure, program advocacy, maintenance of program size, and responsibilities not directly related to teaching (Cockburn, 1994; Gmelch, 1982, 1996; Gmelch & Chan, 1994; Heston, et. al., 1996; Iwanicki, 1983; Klassen & Chiu, 2010; Manera & Wright, 1981; Scheib, 2003; Wilke, Gmelch, & Lovrich, Jr., 1985). According to Scheib (2003), these role-related stressors contributed to teachers' difficulty with interrelationships. Studies have also noted that workplace stress has direct implications for the health and wellbeing of teachers (Cenkseven-Önder & Sari, 2009; Guglielmi & Tatrow, 1998) and affects life satisfaction and subjective wellbeing (Cenkseven-Önder & Sari, 2009).

Role ambiguity and role conflict were noted as being major sources of teacher stress (Scheib, 2003; Wolverton, Wolverton, & Gmelch, 1998), and role conflict was one of the leading causes of distress for music educators because of the many facets of the job not related specifically to teaching (Heston, et. al., 1996; Scheib, 2003). For example, music teachers listed several administrative responsibilities such as fundraising and completing paperwork that compromised their teaching (Heston, et. al., 1996; Scheib, 2003) and led to teachers feeling as if their skills were underutilized (Scheib, 2003). Scheib (2003) also reported conflict as music teachers tried to balance the demands of a performance-based curriculum

with meeting students' individual needs and offering a well-rounded music experience.

Another issue related to organization distress was the amount of input teachers had in planning and implementing curriculum. Research found that teachers wanted to be included in formulating curriculum, and they wanted the autonomy to implement that curriculum in whatever manner they thought was best for their students (Cenkseven-Önder & Sari, 2009; Pelletier & Sharp, 2009; Skaalvik & Skaalvik, 2007). This autonomy was essential to teachers perceiving themselves as part of a teaching team with their other colleagues and administrators (Cenkseven-Önder & Sari, 2009; Pelletier & Sharp, 2009; Skaalvik & Skaalvik, 2007).

As a combination of interpersonal stress and role stress (Gmelch, 1982), classroom management was identified as a major source of teacher distress (Clunies-Ross, Little, & Klenhuis, 2008; Gordon, 2002; Hedden, 2005; Heston, et. al., 1996; Klassen & Chiu, 2010; Manera & Wright, 1981; McCarthy, et. al., 2009; McLain, 2005) and a potential predictor of teacher burnout (McCarthy, et. al, 2009). Some research indicated that the type of management style implemented by the teacher might also affect other kinds of teacher stress. For example, Clunies-Ross, Little, & Klenhuis (2008) found that proactive management styles minimized teacher distress and maximized time on task, while reactive strategies acted as a predictor for work stressors such as time management, inadequate resources, student discipline, student time on task, and interrelationships with colleagues. Further, teachers with higher self-efficacy were able to manage their classrooms in a positive manner (Morris-Rothschild & Brassard, 2006).

Other issues related to work distress experienced by teachers included lack of resources, budget concerns, professional development, recruitment to maintain class sizes, and schedule problems (Cenkseven-Önder & Sari, 2009; McCarthy, et. al., 2009; Scheib, 2003).

Environmental stressors were the fourth level of stress and included physical qualities such as weather, temperature, lighting, office furnishings, placement of furniture, noise, and the action of leaving the door open to encourage an 'open-door' policy (Gmelch, 1982; Gmelch & Chan, 1994). Though most of these stressors affected comfort, others (such as maintaining an open-door policy) affected the individual because of time demand and interruption, thus changing the interrelationships between individuals (Gmelch, 1982; Gmelch & Chan, 1994). These environmental factors impacted the quality of school life (Cenkseven-Önder & Sari, 2009) and affected physical and mental health of the individuals working within that environment (Gmelch, 1982; Gmelch & Chan, 1994).

The final level of stressor discussed by Gmelch was private life distress characterized by demands on time, energy, and commitments that lie outside of school; the addition of outside stress to school-related stress could cause overall stress experienced by the individual to become a much larger and more difficult problem to handle (Gmelch, 1982; Gmelch & Chan, 1994). Teachers struggled to maintain a balance between their home and work lives (Cinamon, 2007; Cockburn, 1994; Innstrand, et. al., 2008; Scheib, 2003) and this imbalance was a threat to teacher effectiveness (Gmelch, 1982; Gmelch & Chan, 1994).

Manifestations of distress. The inability to return to homeostasis results in the accumulation of distress (Gmelch, 1982; Gmelch & Chan, 1994) and eventual development of physical, emotion, psychological, or psychosocial problems if the body is forced to stay at a heightened state continuously over a long period of time (Gmelch, 1982; Gmelch & Chan, 1994; Iwanicki, 1983; Selye, 1974, 1984; Sparks, 1981).

Physical, or somatic, symptoms are often the first signs of stress that are noticed by the individual. These include, but are not limited to: increased pulse rate, dryness of the throat or mouth, inability to concentrate, weakness or dizziness, chronic fatigue, alertness, trembling or nervous tics, tendency to be easily startled, nervous laughter, speech difficulties, grinding teeth, insomnia, inability to relax or stay still, sweating, frequent urination, gastrointestinal problems, migraine headaches, disturbances in menstrual cycles in women, neck or back pain, physical exhaustion, and change in appetite (Gmelch, 1984; Iwanicki, 1982; Selye, 1984). These smaller indicators signal the individual that some changes are necessary in order to restore the body to health before larger problems develop (Selye, 1984).

Other more severe health problems also arise from the buildup of stress. Some of these ailments include: diabetes, hypertension, heart disease, ulcers, chronic colds, impotence, colitis, and others (Iwanicki, 1983; Selye, 1984).

Stress also has psychological affects on the individual and they include: depression, anxiety, worry, irritability, withdrawal, nightmares, neurotic behaviors, psychosis, emotional instability, inability to concentrate, fear, tension, urge to cry,

urge to hide, and emotional exhaustion (Iwanicki, 1983; Maslach, Schaufeli, & Leiter, 2001; Selye, 1984).

Such effects of stress often have medical, work, social, and mental consequences. These include: ineffectiveness, apathy, illness, overload, increased drug or alcohol use, obesity, proneness to accidents, job dissatisfaction, absenteeism, family conflict or divorce, and burnout (Gmelch, 1982; Gmelch & Chan, 1994; Iwanicki, 1983; Maslach, Schaufeli, & Leiter, 2001; Selye, 1974, 1984; Sparks, 1981).

Burnout. Defined as "a prolonged response to chronic emotional and interpersonal stressors on the job" (Maslach, Schaufeli, & Leiter, 2001, p. 397), burnout is a phenomenon that has been largely studied in the care giving and service occupations. Burnout is a type of distress, although it is often used synonymously with stress or distress in the related literature. Maslach, Schaufeli, & Leiter (2001) noted that burnout differs from distress because burnout is relationship-based rather than a description of an individual stress response; indeed, the interpersonal context focuses burnout on the emotional aspects of distress.

Three characteristics of burnout emerged from the early studies and helped to define it. The first trait was emotional exhaustion, and this was the symptom most people were describing when they said they were 'burned out' (Maslach, Schaufeli, & Leiter, 2001). The second dimension was depersonalization, or the act of distancing oneself from others by actively ignoring the qualities that made them unique human beings or by the development of a cynical attitude (Maslach,

Schaufeli, & Leiter, 2001). The third part of burnout, inefficacy (or reduced personal

accomplishment), happened over time as a result of decreased effectiveness and a

combination of emotional exhaustion and depersonalization (Maslach, Schaufeli, &

Leiter, 2001).

Burnout shared many of the same symptoms as general distress, such as

absenteeism, withdrawal, attrition, job dissatisfaction, and negative impact on

colleagues (Maslach, Schaufeli, & Leiter, 2001). This negative attitude was

contagious among colleagues and could also affect individuals' home lives (Maslach,

Schaufeli, & Leiter, 2001).

Health issues, particularly psychological problems, were experienced in

burnout as well. Maslach, Schaufeli, & Leiter (2001) stated that burnout has been

linked to personality traits of neuroticism and job-related neurasthenia. In addition,

burnout might have caused some of the mental health concerns of distress, such as

depression, anxiety, and decreased self-esteem (Maslach, Schaufeli, & Leiter, 2001).

Burnout has been studied in context of work because of its interpersonal

qualities. Overload, time pressure, relationships with others, role conflict, role

ambiguity, availability of resources, supervisor support, autonomy, and sense of

control were factors of burnout related to the workplace (Maslach, Schaufeli, &

Leiter, 2001).

Ameliorations of distress. Though the consequences of distress are

potentially harmful to the individual, he/she can work to heal from its effects.

Ameliorations for distress accumulation are primarily related to an individual's self-

awareness, and this requires the individual to determine what particular stressors

affect him/her and what will work best to alleviate those stressors (Gmelch, 1982, 1983, 1993; Gmelch & Chan, 1994; Iwanicki, 1983; Sparks, 1981, 1983). Self-awareness includes identifying facets of one's personality that either aid or deter distress management and building upon that knowledge to handle distress as effectively as possible (Gmelch, 1982, 1983, 1993; Gmelch & Chan, 1994; Sparks, 1981).

Personal health is another area that can aid in coping with distress; research suggested that rest and relaxation, maintaining a balance with home and work life, and diet and exercise were important to counteracting distress symptoms (Gmelch, 1982, 1983; Gmelch & Chan, 1994; Iwanicki, 1983; Sparks, 1983). In terms of distress specific to teachers, task management, time management, job performance, and goal setting were noted in helping teachers to stay motivated and positive (Gmelch, 1982, 1983, 1996; Gmelch & Chan, 1994; Iwanicki, 1983; Kearns & Gardiner, 2007; Sparks, 1981).

The stress cycle. Gmelch (1996) designed a four-step stress cycle to better help superintendents identify their stress, apply a coping strategy, and break the cycle before consequences of the stress occurred. The first stage of the cycle was identifying stress traps, or those circumstances that caused distress, followed by the second stage, changing the perception of the stress (Gmelch, 1996). Pointing out that most stress experienced by superintendents was self-imposed and caused by the individual's feeling of not having control over the event, he advocated for the individual to change the way he/she approached his/her job, to look within, and to break the stress cycle (Gmelch, 1996). To accomplish this, the superintendent

needed to plan personal time each day, compartmentalize work and non-work activities, complete one task at a time, focus on high-priority tasks, enrich him/herself, have a place he/she can retreat to from the office, and organize his/her day around a calendar (Gmelch, 1996). Stage three included coping responses that were individualized to meet each person's needs, but emphasized seeking social support, taking care of one's body by exercising, developing personal interests, managing time or resources, and changing one's attitudes (Gmelch, 1996). The fourth stage listed consequences of distress, such as decreased job productivity, fatigue, decreased job satisfaction, emotional exhaustion, depersonalization, and burnout (Gmelch, 1996).

Stress for optimal performance. Stress cannot be eliminated completely from daily life (Gmelch, 1982, 1983, 1996; Gmelch & Chan, 1994; Gmelch & Gates, 1997; Selye, 1984; Sparks, 1981), and is necessary for optimal performance (Gmelch, 1982, 1983, 1996; Gmelch & Chan, 1994; Gmelch & Gates, 1997; Wilke, Gmelch, & Lovrich, Jr., 1985). Several researchers (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985) examined the combination of arousal, task difficulty, and self-perception of ability to complete the task and found that the relationship was nonlinear, but was an inverted-U shape. Performance was low when demand and arousal were low, and likewise, performance was low when stress and task difficulty were high (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). However, optimal performance was achieved when moderate amounts of stress were experienced (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985).

The relationship of stress and performance was further illustrated by creating three zones of stimulation that occurred on a stress continuum (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). Placed on the right side of the scale, the overstimulation zone resulted from too much stress (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). Overstimulation was described by the words: exhaustion, irrational problem solving, illness, and low self-esteem (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985), and if left untreated, the teacher would eventually experience *burnout*, the condition where the individual endured too much stress for too long (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985), rendering him/her ineffective and dysfunctional.

Resulting from lack of stress, the understimulation zone was placed on the left side of the scale and was described by boredom, fatigue, frustration, and dissatisfaction (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). The product of remaining understimulated for too long was work underload, or *rustout,* and though happening for different reasons, the results of rustout and burnout were the same: the teacher was ineffective (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985).

Lying in between the understimulated and overstimulated zones was the optimal stimulation zone, and this was where creativity, rational problem solving, progress, change, and satisfaction were maximized (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). Because decreases in optimal performance occurred at both ends of the continuum and happened with both

conditions of burnout and rustout, researchers argued that the individual must maintain a balance between understimulation and overstimulation to achieve the highest level of effectiveness, and it was in this zone that the he/she felt most productive and satisfied (Gmelch, 1982; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985).

Eustress

As discussed previously, there are three categories of stress; the first was distress and included those negative aspects of stress that threaten health and wellbeing (Gmelch, 1982, 1983, 1993, 1996; Gmelch & Chan, 1994; Gmelch & Grant, 1997; Selye, 1974, 1984; Sparks, 1981, 1983; Wilke, Gmelch, & Lovrich, Jr., 1985). Eustress, or positive stress, occurred at the other end of the stress spectrum, resulting in teacher job satisfaction, motivation, and increased self-efficacy (Gmelch, 1982, 1983, 1993; Gmelch & Chan, 1994; McGowan, Gardner, & Fletcher, 2006; Sparks, 1981, 1983).

Though much is known about teacher distress, little research has been conducted in the area of eustress, most of which examined the outcomes attributed to eustress, such as job satisfaction, as opposed to studying eustress itself. Other research investigated eustress by making comparisons to teacher distress within a certain category of stress; one example of this comparison is classroom management. A third group of studies compared the relationship of eustress to distress through job satisfaction and dissatisfaction.

Transition of Stress to Eustress or Distress

The middle category of stress, neutral stress, contained those stress factors that became either distress or eustress depending on how the individual processed the stress (Gemlch 1982, 1983, 1993; Gmelch & Chan, 1994; Wilke, Gmelch, & Lovrich, Jr., 1985). However, studies determining what causes stress to be perceived as positive or negative were scant and were not included in Gmelch's descriptions of stress levels or theories of optimal performance (Gmelch, 1982; Gmelch & Chan, 1994). McGowan and Fletcher (2006) found that the determining factor for eustress or distress was whether stress was handled through task-focused coping or emotion-focused coping. In this way stressors could become eustress or distress, depending on the teacher's perceptions of the stress (Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gmelch & Chan, 1994).

Job Satisfaction and Dissatisfaction

One area of research in teacher stress was related to issues of job satisfaction. Klassen (2010) defined job satisfaction as "perceptions of fulfillment derived from day-to-day work activities," and noted it "is important because it influences teachers' performance, commitment, absenteeism, physical and mental health, and overall well-being" (p. 342).

The topic of job satisfaction was complex and had direct implications to teacher attrition and retention; The more satisfied the teacher felt, the less likely he/she was to change positions or leave the profession entirely (Baker, 2007; Gardner, 2010; Stockard & Lehman, 2004). Gardner (2010) concluded that teachers' job and career satisfaction were strongly affected by their perceptions and

opinions of the workplace; these attitudes influenced perceived administrator support. The more teachers felt supported by their administrators, the more control they sensed they had, and this perceived control led to fewer people moving to new teaching positions or seeking other professions (Gardner, 2010).

Stockard and Lehman (2004) found that the most important impact on the retention of first-year teachers was job satisfaction, and the most significant causes of satisfaction for this demographic were related to social support and school management within their schools. Similarly, Baker (2007) discovered that early-career choral music educators cited issues of support as factors that influenced their decision to either continue teaching or leave the profession. For those who chose to leave the profession, other causes were related to job stress from lack of student motivation or discipline, too many workload demands, and entrance into graduate programs (Baker, 2007). Teachers' experiences of student successes and supportive school environments were additional elements that contributed to their decisions to continue teaching (Baker, 2007).

Like distress and eustress, there were many causes of job satisfaction and dissatisfaction. Herzberg, Mausner, and Snyderman (1959) described these as being "first-level" factors, meaning "objective [elements] of the situation in which the respondent finds a source for his good or bad feelings about the job" (p. 44). Their work involving accountants and engineers in the steel industry identified many sources that affected job satisfaction, including: recognition, achievement, possibility of growth, advancement, salary, interpersonal relationships, supervision, responsibility, company policy, administration, working conditions, work itself,

factors in personal life, status within the company, and job security (Herzberg,

Mausner, & Snyderman, 1959).

"Second-level" factors influenced job attitudes by examining the manner in

which a particular event or situation affected the individual (Herzberg, Mausner, &

Snyderman, 1959, p. 49). These effects included changes in job quality, rate of

completion of tasks, or attitudes toward work; performance of work tasks;

interpersonal relationships; and attitudes toward self, colleagues, profession, or

company (Herzberg, Mausner, & Snyderman, 1959). Turnover and mental health

issues were also discussed as a second-level factor (Herzberg, Mausner, &

Snyderman, 1959).

Workers' attitudes were important to whether they experienced satisfaction

or dissatisfaction (Diener, et. al., 2002; Herzberg, Mausner, & Snyderman, 1959;

Kluemper, Little & DeGroot, 2009; Thekedam, 2010). Herzberg, Mausner, and

Snyderman (1959) commented, "job attitudes are functionally related to the

productivity, stability, and adjustment of industrial workers . . . . The positive

effects of high attitudes are more potent than the negative effects of low attitudes"

(p. 96). High attitudes increased workers' feelings about the company, self-

confidence, and overall perceptions of the profession (Herzberg, Mausner, &

Snyderman, 1959). In contrast, low attitudes were typically directed toward a

certain individual or the company as a whole (Herzberg, Mausner, & Snyderman,

1959).

Kluemper, Little, and DeGroot (2009) found that optimism affected job

satisfaction because job-related outcomes correlated to the level of optimism about

the particular task undertaken by the worker. While the individual did reap large-scale rewards, (such as improved health,) from being an optimistic person, task-specific optimism had a greater impact on job satisfaction (Kluemper, Little, & DeGroot, 2009). In a 19-year longitudinal study, Diener, Nickerson, Lucas, and Sandvik (2002) observed that people with a higher self-rated cheerfulness also had higher job satisfaction ratings, better employment records, and tended to earn more than those with lower dispositional affect scores.

Attitudes helped to explain why sources of satisfaction might also have been contributors to dissatisfaction. Positive recognition, for example, provided feelings of personal or professional growth and achievement in instances when individuals felt satisfaction from being recognized (Herzberg, Mausner, & Snyderman, 1959; Thekedam, 2010). However, lack of recognition led to feelings of unfairness lending to individuals experiencing dissatisfaction (Herzberg, Mausner, & Snyderman, 1959; Thekedam, 2010). Salary was one factor that contributed to feelings of achievement when the worker was satisfied, yet led to perceptions of unfairness when he/she was dissatisfied (Herzberg, Mausner, & Snyderman, 1959; Thekedam, 2010).

Job satisfaction. Herzberg, Mausner, and Snyderman (1959) found that the main influences to workers' experiences of job satisfaction were intrinsic elements labeled as "motivators" (p. 114). The top five factors were directly "[focused] on the job itself: (1) on doing the job, (2) on liking the job, (3) on success in doing the job, (4) on recognition for doing the job, and (5) on moving upward as an indication of professional growth [sic]" (Herzberg, Mausner, & Snyderman, 1959, p. 63).

Similarly, teachers experienced satisfaction from the intrinsic elements of their work (Bogler, 2001; Davis & Wilson, 2000; Evans, 2001; Thekedam, 2010). Evans (2001) noted:

> Schoolteacher morale, job satisfaction and motivation [were revealed] to be
> influenced much less by externally initiated factors, such as salary,
> educational policy and reforms and conditions of service, than by factors
> emanating from more immediate context within which teachers work:
> school-specific or, more precisely, job-specific factors (p. 292).

Job-related attitudes were made of complex, intricate, and interrelated relationships between motivation, job satisfaction, and morale. Realistic expectations and relative perspectives of the individual's work-related situations, as well as his/her pedagogical beliefs, influenced these elements (Evans, 2001). These intrinsic factors included recognition through increased professional status or responsibility (Bogler, 2001; Chaplain, 2001), completion of rewarding and high-quality work (Chaplain, 2001), attainment of career goals (Thekedam, 2010), and fruition of diligent work experienced through program growth and student success (Heston, et. al., 1996).

In the school context, principals influenced feelings of job satisfaction in teachers through their leadership styles (Bogler, 2001; Evans, 2001). Bogler (2001) compared effects of transformational versus transactional leadership on teachers' job satisfaction. Defined as the "exchange relationships between the leader and their followers," transformational leadership required both principal and teachers to "[enter] the transaction because of the expectation to fulfill self-interests, and it is

the role of the leader to maintain status quo by satisfying the needs of the followers"
(Bogler, 2001, p. 663). In contrast, transactional leadership was "a routinized, non-
creative but stable environment" (Bogler, 2001, pg. 663). The effect of
transformational leadership indirectly changed teacher job satisfaction by affecting
their perceptions of professional status, self-esteem, sense of autonomy, and
professional growth (Bogler, 2001).

Administrative empowerment behaviors were another way principals
affected teachers' perceptions of satisfaction (Davis & Wilson, 2000; Gardner, 2010).
Davis and Wilson (2000) noted:

> The leader must create an open climate that enables information to flow
> smoothly, engage in planning and evaluation processes that help to create a
> shared commitment to organizational goals, and motivate employees such
> that they have pride in their accomplishments and are able to accomplish
> their work with confidence. If leaders are to create an empowering
> organization, they need to establish positive relationships within the work
> setting, develop groups that work collaboratively in making decisions,
> inspire and guide the organization, and put in place a process of renewal for
> the organization (p. 350).

The more a principal engaged in empowering behaviors, the more teachers felt
motivated to complete work-related tasks and encouraged to make decisions that
led to positive outcomes (Davis & Wilson, 2001). As with transformational
leadership, these behaviors indirectly affected teacher job satisfaction through
influencing teacher motivation and intrinsic value (Davis & Wilson, 2000). In

addition, teacher intrinsic motivation decreased teacher distress as job satisfaction increased (Davis & Wilson, 2000).

Evans (2001) argued that teacher job satisfaction was affected by administration because of the way individual core value aligned with each person in the leader/follower relationship. These values contained: perceptions of fairness, pedagogical philosophy, organizational efficiency, interpersonal relations, collegiality, and self-concept and self-image (Evans, 2001). The goodness of fit of these personal beliefs between administrator and teachers created the satisfaction or dissatisfaction felt by the teacher (Evans, 2001).

Principals also effected the school environment, which in turn influenced experiences of job satisfaction in teachers (Baker, 2007; Shen, et. al., 2011; Thekedam, 2010). Defined by Shen, Leslie, Spybrook, and Ma (2011), the school environment included "administrative policies, instructional organization, school operation, and attitudes, values, and expectations of students, parents, teachers, and principals" (p. 208). These elements defined the school process, (i.e., career and working conditions, staff collegiality, administrative support, student behaviors, and teacher empowerment), which produced teacher job satisfaction (Shen, et. al., 2011). School administrators were an important influence in creating these elements in the school environment (Baker, 2007; Shen, et. al., 2011; Thekedam, 2010).

Perceived administrative support was yet another way principals influenced teacher job satisfaction (Gardner, 2010; Heston, et. al., 1996; Price, 2012; Shen, et. al., 2011; Stockard & Lehman, 2004). Increased support helped educators feel

empowered (Shen, et. al, 2011) because they experienced more control over instructional practices (Gardner, 2010) and curriculum choices (Stockard & Lehman, 2004), and influence in decision-making (Stockard & Lehman, 2004). Administrative support also increased perceptions of the quality of the workplace (Shen, et. al., 2011) and principal effectiveness (Shockard & Lehman, 2004).

Job satisfaction was also affected by faculty collegiality (Baker, 2007; Heston, et. al., 1996; Shen, et. al., 2011; Stockard & Lehman, 2004) and support from students' parents (Baker, 2007; Heston, et. al., 1996; Stockard & Lehman, 2004). Labeled as social support, Stockard and Lehman (2004) noted that parental and collegial support were important for first-year teachers' experiences of job satisfaction because they felt as though they were working as a teaching team when support was in place. Baker (2007) found that early-career choral teachers were more satisfied with their teaching positions and less likely to change positions or leave the profession when they experienced community, parental, and collegial support. Heston, Dedrick, Raschke, and Whitehead (1996) commented that support from colleagues, administration, and parents was one of the most satisfying aspects of being a band director, and likewise, one of the most dissatisfying facets when they were not supported by these groups.

Job dissatisfaction. Less is known about teachers' sources of job dissatisfaction, because most studies compared job satisfaction with sources of distress. The following section endeavored to separate those factors of distress specific to job dissatisfaction. A thorough discussion of elements of distress appeared earlier in this chapter.

Herzberg, Mausner, and Snyderman (1959) noted that the main influences to workers' experiences of job dissatisfaction were extrinsic elements associated "with the conditions that *surround* the doing of the job. These events suggest to the individual that the context in which he performs his work is unfair or disorganized and as such represents to him an unhealthy psychological work environment" (p. 113). These elements were labeled as "hygiene" because they served to pollute the work environment and only through their removal would satisfaction improve (Herzberg, Mausner, & Snyderman, 1959, p. 113).

Company policies and administration were the most important factors in determining feelings of satisfaction; company ineffectiveness, inefficiency, waste, duplication of efforts, struggle for power, policies deemed unfair or detrimental, and performance of supervisors were the key elements to these feelings of dissatisfaction (Herzberg, Mausner, & Snyderman, 1959). Lack of recognition, salary, work itself, lack of advancement opportunities, and working conditions were other sources of dissatisfaction (Herzberg, Mausner, & Snyderman, 1959).

Workload demands created sources of dissatisfaction for teachers and was related to non-teaching tasks, (e.g., paperwork, administrative tasks, extra duties,) as well as the volume of work taken home by educators (Butt & Lance, 2005; Heston, et. al., 1996). Excessive workload with insufficient planning time was a source of dissatisfaction for teachers, because unfinished tasks were completed during teachers' personal time (Baker, 2007; Butt & Lance, 2005; Gardner, 2010; Heston, et. al., 1996). Completing schoolwork at home was detrimental because it undermined teachers' personal lives and wellbeing (Butts & Lance, 2005; Chaplain,

2001; Cinamon, 2007; Cockburn, 1994; Innstrand, et. al., 2008; Scheib, 2003).

Hamann's studies (1985, 1986, 1989; Hamann & Daugherty, 1984; Hamann,

Daugherty, & Mills, 1987; Hamann, Daugherty, & Sherbon, 1988) also noted that

workload demands carried the potential to cause issues for teachers and could lead

to burnout.

Federal programs and government initiatives common in the educational

arena influenced teacher dissatisfaction (Butts & Lance, 2005; Chaplain, 2001).

Federal programs required too much extra time, added unnecessary components to

work already being completed, and were perceived as being overburdening to

teachers (Butts & Lance, 2005). Similarly, educators felt the number of government

initiatives were too many, were too time consuming to complete, changed too

frequently, and contained very little coordination between old and new regulations

(Butts & Lance, 2005; Chaplain, 2001). These policies forced teachers to prioritize

multiple and competing demands in order to fulfill their job requirements (Butts &

Lance, 2005).

For music teachers, issues of support and student motivation were foremost

in their experiences of dissatisfaction. Parental, administrative, and collegial

support were elements of dissatisfaction when support was lacking (Baker, 2007;

Heston, et. al., 1996; Gardner, 2010). Gardner (2010) noted that support was

necessary in allowing the teacher to feel as though he/she were able to control their

instructional practices; this sense of control was integral in forming perceptions and

opinions of the workplace, and thus affected satisfaction. Support was especially

important for teachers in their early careers (Baker, 2007; Stockard & Lehman,

2004) and negatively affected attrition and retention rates of early and longer-career teachers (Baker, 2007; Gardner, 2010; Stockard & Lehman, 2004).

Student discipline and motivation were yet other elements of job dissatisfaction (Baker, 2007; Heston, et., al., 1996; Gardner, 2010). In the music classroom, student attitudes and behaviors were a main source of distress for band directors, and students' lack of commitment to the band was a source of dissatisfaction for the directors (Heston, et. al., 1996). Gardner (2010) found that teaching students with special needs without support was a factor that contributed to music teacher job dissatisfaction because they often not only have larger classes but also did not receive adequate training to feel comfortable teaching these students.

Job satisfaction and demographic differences. Demographic differences also had some effect on teacher job satisfaction. Shen, Leslie, Spybrook, and Ma (2011) found that teachers in small schools, in buildings with fewer students qualified for free or reduced lunches, and/or with more experience had more satisfaction than those in large schools, in buildings with a larger population of students receiving free or reduced lunches, and/or with fewer years of experience. Elementary teachers had more satisfaction than secondary teachers (Gardner, 2010; Shen, et. al., 2011), female music teachers had more satisfaction than male music teachers (Gardner, 2010), and teachers in suburban schools had more satisfaction than those in urban or rural districts (Baker, 2007).

Job satisfaction related to distress. Studies found an inverse relationship between job satisfaction and distress, noting that as one increased, the other

decreased (Friedman & Farber, 1992; Gmelch & Gates, 1997; Wolverton, Wolverton, & Gmelch, 1998) and those who experienced job satisfaction were least likely to burnout (Friedman & Farber, 1992).

Interrelationships were a main cause of teacher job satisfaction when the relationships were functioning properly, and likewise caused a significant amount of dissatisfaction when teachers felt they were experiencing conflicts with administrators, colleagues, parents, or students (Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gmelch & Chan, 1994; Heston, et. al., 1996; Klassen & Chui, 2010; Shann, 1998; Skaalvik & Skaalvik, 2007). Klassen and Chiu's (2010) study related the interrelationship of distress and job satisfaction to classroom distress and job satisfaction and self-efficacy. They found classroom distress decreased teacher self-efficacy and job satisfaction (Klassen & Chiu, 2010).

Teachers' self-efficacy was an important part of teacher distress and eustress (Klassen, 2010; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007) and was closely related to job satisfaction (Friedman & Farber, 1992). Unlike self-esteem, self-efficacy pertained to a self-perception of competence, rather than an actual competence, related to a specific task (Tshannen-Moran, et. al., 1998). Teacher self-perception was more important than others' perceptions of the individual in the prevention of burnout (Friedman & Farber, 1992). Teachers with higher self-efficacy had less chance of burnout (Klasses & Chiu, 2012; Skaalvik & Skaalvik, 2007), and were less likely to leave the profession or migrate to another teaching position (Hancock, 2008).

A specific role efficacy, classroom management self-efficacy, also affected experiences of job satisfaction. Those with lower classroom management self-efficacy were more likely to burnout (Friedman & Farber, 1992) and experience job dissatisfaction (Klassen & Chiu, 2010).

Other Factors of Distress and Eustress not Included in Gmelch's Works

Though Gmelch's works provided a foundation to investigate stress in relation to optimal performance, there were some limitations to the information. For example, sex was not included in Gmelch's model of stress levels, but studies showed that men and women processed stress differently (Guglielmi & Tatrow, 1998, Gordon, 2002; Hancock, 2008; Klassen, 2010; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007). Wolverton, Wolverton, and Gmelch (1998) noted that females experienced more job satisfaction than their male counterparts, and other studies found that female teachers had greater work and classroom management stress (Hancock, 2008; Klassen, 2010; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007). Additional factors that affected distress and eustress were years of teaching experience (Hancock, 2008; Klassen, 2010), grade level or type of teaching (Hancock, 2008; Guglielmi & Tatrow, 1998; Klassen, 2010; Klassen & Chiu, 2010), school setting (Abel & Sewell, 1999), and ethnicity of the teacher (Guglielmi & Tatrow, 1998; Hancock, 2008).

Gmelch (1982) and Gmelch & Chan (1994) outlined the basis for optimal performance, which included descriptions of distress, neutral stress, and eustress, but neutral stress and eustress were not applied to the levels of stress. Although stress became either negative or positive depending on the individual's ability to

appropriately process the stress (Gmelch 1982, 1983, 1993; Gmelch & Chan, 1994, Iwanicki, 1983; McGowan, Gardner, & Fletcher, 2006; Sparks, 1981), more research was needed to understand what factors influenced whether the stress became positive or negative.

Locus of control was another topic that was not included in Gmelch's model. Though Gmelch & Chan (1994) encouraged teachers to take control of their stress level, they did not explain the effects of control on teacher distress/eustress. There are two factors of locus of control: external locus of control is the belief that events are attributed to outside forces or chance, and internal locus of control is the belief that events are attributed to one's own abilities or work (Maslach, 2001).

Ingersoll (2007) found that teachers have very little control in the decision-making process for curriculum, scheduling, classroom management, school initiatives, discretionary funds, classroom space, and resources. This lack of input given to the teachers resulted in higher attrition (Ingersoll, 2007), underscoring the idea that those with external locus of control beliefs were more likely to burnout than those with internal locus of control (Maslach, 2001).

Summary

Teacher distress appears to be very common among working educators and occurs for many reasons that differ from individual to individual. Distress affects the individual through physical, psychological, and emotional manifestations, as well as decreased productivity. It also affects the profession through teacher turnover, attrition, and relocation.

Though much is known about distress and its consequences, very little is known about stressors that cause job satisfaction among teachers. The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels.

Chapter Three

Research Design and Methodology

The study of job satisfaction is one that requires an understanding of the context of the causes and conditions that contribute to the perception of stressors. Thus, contextual factors were paramount to the understanding of stress, resulting in three factors that influenced the research design of the present study: (a) the identification of job satisfaction and dissatisfaction among public school music teachers, (b) the comparison of dissatisfaction and satisfaction occurrences, and (c) the inferences that could be drawn as they related to teacher eustress and distress. Ultimately, these elements were best explored through a qualitative case study design, and this chapter describes the methods utilized and procedures performed by the researcher. Included is information regarding participants, research design, equipment, and procedures implemented in data collection and analysis.

Key Considerations that Influenced the Choice of Methodology

Public school music teachers' experiences of job dissatisfaction.

Distress has been well documented in research, namely in identification of its causes. Overarching categories of interpersonal, role, private life, and environmental stress, along with numerous subcategories, were explored in the review of relevant literature. However, existing research has not explored how or why these factors negatively influence teacher stress or dissatisfaction. With one of the foci of the present study being on the personal experiences of dissatisfaction occurring within existing categories, a research design was chosen that would

provide the researcher with the opportunity to interview participants and allow for them to enrich and expand the known aspects of teacher distress.

Public school music teachers' experiences of job satisfaction. Very little is known about the occurrences of satisfaction, particularly independent of it being correlated with eustress. Creswell (2009) noted that the exploratory nature of a qualitative research design could be beneficial in researching a new topic, especially when the researcher does not know the important variables. Because the topic of eustress was new, a research design was chosen that would allow for the emergence of its factors.

Comparison of dissatisfaction and satisfaction occurrences. Dissatisfaction and satisfaction have mainly been studied in relation to each other. The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels. These factors were best examined through a research design that allowed the participants to explain the environments, the contexts, and the people that they perceived as contributing to job satisfaction and dissatisfaction.

Distress and eustress. Like dissatisfaction and satisfaction, distress and eustress have been studied together as comparisons of each other. Typically, eustress was examined through one of its factors, such as job satisfaction,

motivation, or self-efficacy, with the inverse being teacher distress or burnout. In these cases, eustress and distress were negatively correlated, meaning that eustress decreases as distress increases, and vice versa. The present study aimed to examine more closely the sources of satisfaction and dissatisfaction through the lens of eustress and distress, and why these factors cause the positive or negative outcome.

Qualitative Research Design

A brief history of qualitative research. Qualitative research originated in anthropology and sociology, when researchers began to explore how people lived and what social and cultural contexts influenced their worldviews (Creswell, 2009; Lincoln & Guba, 1985; Merriam, 2009). These researchers immersed themselves "in the field" by conducting interviews; collecting artifacts and documents; and observing people in their natural setting to further the holistic understanding of the people being studied (Merriam, 2009, p. 6).

Merriam (2009) cited two publications that were key in the development of qualitative research. The first book, *Discovery of Grounded Theory: Strategies for Qualitative Research*, was published in 1967 by sociologists Barney Glaser and Anselm Strauss. Glaser and Strauss argued that phenomena could be inductively analyzed to form a theory, instead of strictly conducting studies to test theories (Merriam, 2009). The second book, *Toward a Methodology of Naturalistic Inquiry in Educational Evaluation*, was written by Egon Guba in 1978. This work provided the foundation for qualitative research by outlining that (a) the research was allowed to occur in its natural setting instead of a laboratory, (b) the researcher did not control or manipulate the event being researched, but it was allowed to occur naturally, and

(c) the research was discovery-oriented (Merriam, 2009). These sources laid the foundation for qualitative research and gave researchers a framework from which to conceptualize investigations about phenomena that are not conducive quantitatively.

Philosophical assumptions. There are four philosophical forms of research, under which specific types of research are positioned (Marshall & Rossman, 2006; Merriam, 2009). "A positivist orientation assumes that reality exists 'out there' and it is observable, stable, and measurable" (Merriam, 2009, p. 8). Positivism is most often the form associated with the scientific method and aimes to predict or generalize results based on the outcomes of a study; experimental, quasi-experimental, and survey research fall under this philosophy (Lincoln & Guba, 1985; Merriam, 2009).

The second philosophical form of research is critical research. "Today, critical research draws from feminist theory, critical race theory, postcolonial theory, queer theory, critical ethnography, and so on. In critical inquiry the goal is to critique and challenge, to transform and empower" (Merriam, 2009, p. 10). There are multiple realities that were situated in political, cultural, or social contexts. Participatory action research is one form of research positioned within critical inquiry (Marshall & Rossman, 2006; Merriam, 2009).

A postmodernist or post-structural perspective is one where the "rationality, scientific method, and certainties of the modern world no longer hold . . . there is no single 'truth' with a capital 'T'; rather there are multiple 'truths'" (Merriam, 2009, p.

10). Postcolonial, poststructural, postmodern, and queer theory are forms of
research positioned under this orientation (Merriam, 2009).

The final philosophical perspective discussed by Merriam (2009) is
interpretive or constructivist research, and was the form with which qualitative
research is most often associated. Rather than observing or measuring one reality,
interpretivists believe reality is constructed from multiple understandings of one
event and acknowledge that their own worldviews and backgrounds shape their
interpretations (Creswell, 2009). Creswell (2009) noted:

> Social constructivists hold assumptions that individuals seek understanding
> of the world in which they live and work. Individuals develop subjective
> meanings of their experiences . . . . These meanings are varied and multiple,
> leading the researcher to look for the complexity of views . . . . The goal of the
> research is to rely as much as possible on the participants' views of the
> situation being studied . . . . The more open-ended the questioning, the better,
> as the researcher listens carefully to what people say or do in their life
> settings. Often these subjective meanings are negotiated socially and
> historically. In other words, they are not simply imprinted on individuals but
> are formed through interactions with others (hence, social constructivism)
> and through historical and cultural norms that operate in individuals' lives
> (p. 8).

Lincoln and Guba (1985) grouped these four philosophical paradigms into
the two larger categories of positivism and postpositivism. They argued that there
was a transition from the universal truth of positivism, to a system of axioms that

were considered truth in postpositivism. Axioms are "a set of undemonstrated (and undemonstrable) 'basic beliefs' accepted by convention or established by practice as the building blocks of some conceptual or theoretical structure or system" (Lincoln & Guba, 1985, p. 33). The following are axioms for qualitative research: there are multiple constructed truths; the researcher and the object (or participant) of the study interact and influence each other; the hypothesis of the research is allowed to change during the course of the research; it is impossible to determine cause and effect in the research because all entities affect each other simultaneously; and the inquiry is value-based (Lincoln & Guba, 1985). These axioms define the naturalistic inquiry and set it apart from empirical research.

Case study design. Because the focus of the present study concentrated on participants' experiences of satisfaction and dissatisfaction, a collective case study was selected as the type of research design. Merriam (2009) defined *case study* as "an in-depth description and analysis of a bounded system" and *bounded system* as "a single entity, a unit around which there are boundaries . . . the 'what' [of the study] . . . a unit of analysis" (pp. 40-41). In a case study the cases, though individual and different, were intrinsically bound together by a phenomenon, experience, or event (Merriam, 2009). The present study utilized a collective case study model, meaning more than one case was used. Stake (2006) explained:

> In multicase study research, the single case is of interest because it belongs
> to a particular collection of cases. The individual cases share a common
> characteristic or condition. The cases in the collection are somehow

categorically bound together. They may be members of a group or examples of a phenomenon (pp. 5-6, as cited in Merriam, 2009, p. 49).

The case study design provided an avenue to deeply explore the phenomenon of teacher distress and eustress. Merriam (2009) noted that case study design was a particularly effective model for practical problems because it was *particularistic*, meaning it focused on a specific phenomenon. The case itself became very important because of what it revealed about the event (Merriam, 2009).

A case study is also *descriptive*, meaning that the end result of the study provides an in-depth exploration of the phenomenon.

Thick descriptions is a term from anthropology and means the complete, literal description of the incident or entity being investigated. Case studies include as many variables as possible and portray their interaction, often over a period of time . . . . [Case studies] have also been labeled holistic, lifelike, grounded, and exploratory (Merriam, 2009, pp. 43-44).

The final characteristic of the case study design is that this form of research is *heuristic*, meaning the reader's understanding of a phenomenon is informed by the study. Case studies enhance the readers' knowledge or experiences of a phenomenon, or confirm what was already known (Merriam, 2009).

Advantages of qualitative research. Case studies have many strengths stemming from the rich, descriptive nature of the findings. Case studies provide a holistic way to examine multifaceted and complicated phenomena that may also serve to inform or enrich the reader's understanding of the issue (Merriam, 2009).

Because of the insight gained from in-depth, inductive investigations, case studies

also help to form hypotheses for future research and improve teaching practices

(Merriam, 2009).

Challenges of qualitative research. Because of the depth to which

researchers investigate a single case or collection of cases, there were some

limitations inherent in case study design. The amount of detailed data provides

researchers with a series of decisions about how much data to include in the

reporting process, how much to compare or cross-compare the data, how to

generalize based on the information, and how or how much to protect the privacy of

participants (Merriam, 2009). All of these decisions can alter the findings reported

in the study.

Other challenges with case study research occur as a result of the role of the

researcher in qualitative research. Because the investigator acts as the primary

instrument of data collection and analysis, the integrity and ethics of the researcher

determines the quality of the findings (Creswell, 2009; Marshall & Rossman, 2006;

Merriam, 2009).

Reliability, validity, and generalizability are other limitations of case study

research. However, qualitative research addresses these issues through a series of

procedures that will be discussed later in the methods section.

Researcher's Role

Because the researcher is the primary instrument of data collection and

analysis in qualitative research, it is imperative for her to explain any personal

biases, assumptions, or values at the onset of the study. My experiences as a public

school music teacher shaped my perceptions of teacher distress and eustress and created an interest in investigating the subject matter in more depth. Prior to my work at the university level, I taught elementary general music at one urban and one suburban school, and high school and middle school choral music, music appreciation, and band at one rural and one urban school. In addition, the schools were varied in terms of socioeconomic status, from being very wealthy to being impoverished. These experiences in multiple teaching situations and school settings provided me with a unique point of view, as well as some insight into how eustress and distress could affect music teachers in varied situations.

During my tenure in public schools, I experienced both eustress and distress, but the factors and health implications of distress were what intrigued me about this topic. I gained personal knowledge of many of the stressors that the literature review indicated as issues for teachers, specifically: interpersonal relationship stress with administrators, colleagues, parents, and students; role stress; and personal life stress (Gmelch, 1982; Gmelch & Chan, 1994). In addition, I suffered health-related consequences of improper stress management in the form of headaches, weight gain, diet changes, insomnia, anxiety, and burnout (Seyle, 1984).

I brought some biases into the study because I have personally experienced and have worked with colleagues who have managed their distress and eustress as they taught in public schools. Though every effort was made to ensure objectivity, these biases might have shaped the way I understood and interpreted data, and subsequently reported the data. I assumed that all music teachers experienced at least a minimal amount of distress that they have to manage in some way. Likewise,

music teachers must have experienced at least some instances of eustress that motivated them to continue teaching. As a researcher I expected that it would be more difficult to gather data on eustress than distress, and that expectation influenced how I phrased and ordered the interview questions.

Preliminary Pilot Findings

A pilot study was conducted to refine interview questions and explore additional themes to be included in this study. Participants (*N* = 3) were all female, and included one elementary general music teacher, one middle school choral/general music teacher, and one high school choral music teacher. The teachers taught in two school districts in one Midwestern state and were selected as participants based on their reputations for being highly successful teachers.

The participants were interviewed once, for approximately one hour, at their respective schools. The interviews were recorded using Sony Handycam camcorder and audiotaped on a Radio Shack CTR-111 tape recorder, and transcriptions were made from the recordings. The transcripts were coded and analyzed using the method described in the Data Analysis Procedures section in this chapter.

Several themes emerged in the pilot study. In terms of job satisfaction, the participants' main experience of satisfaction came from meeting students' needs and helping the students to reach learning goals. They were able to experience job satisfaction because they were respected as part of teaching teams in their schools and they worked well with their colleagues.

The participants also experienced job dissatisfaction. They were dissatisfied when they were unable to meet students' needs, when they were not included as an

equal within the faculty, and when the district-level administration created policies without their input. In addition, they noted the struggle to maintain a balance between personal and professional time and were each making changes in order to address this issue.

Because eustress was a new topic of research with very little existing research on which to draw, findings from the pilot study aided me in determining those factors that affected job satisfaction and dissatisfaction. While interview questions for the pilot were more exploratory in nature, I was able to focus more on those factors that were most important to experiences of dissatisfaction and satisfaction. In addition, I learned that some factors were sources of both satisfaction and dissatisfaction, and the present study explored the interplay between those and their effect on teacher effectiveness. While the pilot limited the focus to experienced female teachers in suburban school districts, the present study examined experiences of dissatisfaction and satisfaction among music teachers in various demographic groupings.

Bounding the Present Study

Participants. I explored the research questions through the demographic subcategories of type of music taught, years of teaching experience, sex, and school setting. Four participants were chosen based on these qualifications, as well as their reputations for having successful music programs, where job satisfaction might have been more likely to be experienced by the teachers. To help secure participants' anonymity and to strengthen the validity of the study and possibility of generalization, they represented two Midwestern states.

Participants were also selected based on whether they fit into the predetermined demographic categories. It was necessary for the study to include music educators who teach students from a variety of age groups and music disciplines because teachers in these subgroups might have experienced stress differently. To balance the study, there one was elementary/general, one secondary choral, one secondary band, and one orchestra teacher chosen, for a total of four participants. It was also necessary to include an equal number of each sex because studies showed that men and women experience stress differently; therefore, two participants were male and two were female.

The setting of the school also influenced stress factors, so two participants taught in an urban/suburban setting, (i. e., the population was at 100,000 and the location of the school was either within the city limits or just outside the city limits, but still within an urbanized area,) and two taught in rural settings, (in a small town at least five miles from the nearest urban area.) Because the National Center for Education Statistics (2010) noted a contrast between attrition rates of teachers in their induction (those within the first three years of teaching) and post-induction (those with more than three years of teaching) years (Gold, 1996), two participants had less than three years of teaching experience and two had at least three years of teaching experience.

Ethical considerations. Ethical considerations were important in insuring both the rights of the participants and the trustworthiness of the study (Creswell, 2009; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). Permission was obtained from the Human Subjects office at the university before

participants were recruited for the study. Prior to being interviewed, participants

signed a written consent form that explained the purpose of the study, risk

potential, benefit potential, procedures, confidentiality, and storage and destruction

of records (Appendix A). I also explained these elements verbally before each

interview. Participants' names and other potential identifiers were changed on all

study documents and in the paper in order to protect their identities. Upon

completion of the study, recordings and documents were secured in a locked cabinet

at the university.

Processes. Interviews in qualitative research vary from being completely

unstructured, exploratory, and emergent, to being entirely structured (Creswell,

2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009); however,

Marshall and Rossman (2006) stated that in-depth interviews for multicase case

studies need to be more focused and structured so that the data from each case

could be compared and analyzed against each other.

Participants were interviewed using a semi-structured question design; most

of the questions were written prior to interviews so that data could be properly

analyzed, yet the topics were allowed to emerge and change based on the

participants' experiences (Merriam, 2009). Topics of the questions included:

experiences of dissatisfaction and satisfaction related to personality,

interrelationships, role, environment, and non-work life; maintenance of optimal

stress levels; coping strategies that help participants break the stress cycle; sense of

control and whether that factor mediates dissatisfaction and satisfaction; and what

other factors affect experiences of distress and eustress (Appendix B). Participants

were interviewed individually, at a time and location chosen by the participant, and each interview lasted approximately one hour. They were interviewed twice, allowing one month between the interviews, using the same interview questions; this protocol was essential to reliability for the study. Each interview was recorded on a Sony digital voice recorder and a Sony Bloggie digital video camera.

Data analysis procedures. Following the collection of data via interviews, I transcribed the interviews into a Microsoft Word document, so that the data could be processed. The transcriptions were *coded*, or organized by groupings of related data (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009), into the categories of job satisfaction and dissatisfaction, and then into subcategories of particular types or experiences of stressors. Each participant's coded data were then copied and pasted into Microsoft Word documents, so that the data from both interviews under the same code were combined onto one document; this allowed me to analyze the within-case data for themes and important information (Merriam, 2009). Subsequently, the data from all participants were compared to each other in the cross-case analysis (Merriam, 2009). Through within-case and cross-case analysis large themes emerged, as well as smaller patterns within larger themes, and these themes were organized by topics or factors and compared with the existing literature to draw conclusions (Lincoln & Guba, 1985).

Verification. Qualitative research differs greatly from quantitative research in the ways validity, reliability, and generalizability are established. Creswell (2009) wrote:

Validity does not carry the same connotation in qualitative research as it

does in quantitative research, nor is it a companion of reliability (examining

stability or consistency of responses) or generalizability (the external

validity of applying results to new settings, people, or samples) (p. 190).

Merriam (2009) stated, "Qualitative research, which is based on different

assumptions about reality and a different world view, should consider validity and

reliability from a perspective congruent with the philosophical assumptions

underlying the paradigm" (p. 211). Lincoln and Guba (1985) argued that the

process of achieving reliability and validity was so different in qualitative research,

that the terms internal validity, external validity, reliability, and objectivity should

be replaced in qualitative research with credibility, transferability, dependability,

and confirmability.

Creswell (2009) named the terms qualitative validity, qualitative reliability,

and qualitative generalizability. He acknowledged that reliability, validity, and

generalization were achieved in qualitative research through a series of checks and

processes conducted by the researcher, the reporting of which needed to be clear

and thorough.

Qualitative validity. According to Creswell (2009), one of the advantages of

choosing a qualitative research design was in the determination of validity, and was

dependent upon accuracy of findings from the point of view of the researcher,

participant, and audience. Validity was established through eight validity strategies:

triangulation, member checking, thick description, clarification of the biases,

presentation of discrepant findings, prolonged time in the field, peer debriefing, and use of an external auditor (Creswell, 2009).

Triangulation is defined as comparing multiple sources of data for each piece of data to confirm or enhance the findings in the study (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). "Triangulation using multiple sources of data means comparing and cross-checking data collected through . . . interview data collected from people with different perspectives or from follow-up interviews with the same people" (Merriam, 2009, p. 216). Because great care was taken in choosing participants based on their goodness of fit in predetermined, balanced categories that attempted to represent most types of public school music teachers, it was determined that two interviews with a length of time in between each interview were sufficient to acquire data that were reliable and consistent. Therefore, the participants in the present study were interviewed twice, and data from each interview were compared within-case and cross-case. In addition, findings from the interviews were compared with the review of related literature.

Member checking established "the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate" (Creswell, 2009, p. 191). During the analysis phases, participants were given copies of their interview transcriptions and emerging themes so that they could check their meaning, my interpretations, and add pertinent information.

Two strategies for qualitative validity were inherent in the comprehensive reporting of findings. Clear, extensive explanations were used so that the reader thoroughly understood the participants, setting, and phenomenon (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). Also, Creswell (2009) noted the importance of including any information that contradicted the findings in the study; those data that did not support the findings of the study were reported.

Because the researcher was the primary source for data collection and analysis, the establishment of his/her *credibility* was necessary in determining the validity of the study; this was accomplished through the explanation of any biases held by the researcher (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). To clarify bias, the researcher included an honest reflection of her teaching background, history, socioeconomic origin, and other factors, that potentially informed the interpretation of findings (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). The reporting of bias was included earlier in this chapter, and further added to the validity of the study.

Creswell (2009) mentioned that the researcher should spend adequate time in the field with sufficient time in between interviews to allow for reliability purposes. By spending a length of time in the field, the researcher increases his/her own extensive understanding of the phenomenon and adds to the credibility of the findings. For the present study, participants were interviewed two times, with approximately one month in between each interview.

Two of the strategies to establish validity involved an outside person to assist the researcher. A *peer debriefer* worked with the researcher by reviewing and questioning the study (Creswell, 2009). An *external auditor* double-checked the researcher, (e. g. compared transcripts to recordings made during interviews, assessed whether collected data matched the research questions, and verified that the interpreted data corresponded to the raw data,) to ensure accuracy (Creswell, 2000; Lincoln & Guba, 1985; Marshall & Rossman, 2006; Merriam, 2009). The present study used both a peer debriefer and external reviewer throughout the course of the study.

Qualitative reliability. Creswell (2009) explained "qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects" (p. 190). The first step to establishing reliability was to document as many steps and procedures as possible that were used in the study (Creswell, 2009). In addition, Creswell (2009) recommended checking the transcripts for mistakes made during transcription, reviewing codes to ensure they did not change during coding, and having a person outside of the study cross check the codes and transcripts to further safeguard against coding errors. These strategies were used in the present study to ensure reliability.

Qualitative generalizability. Because qualitative research was context-specific, generalizability was used in limited ways. Generalization depended on a clear protocol of procedures, so that findings could have been replicated in a different setting, with different cases (Creswell, 2000; Lincoln & Guba, 1985;

Marshall & Rossman, 2006; Merriam, 2009). The procedures for the present study were outlined earlier in this chapter.

Reporting the findings. Because this study was naturalistic in nature, findings were reported in a narrative style, including thick descriptions of the phenomenon of teacher dissatisfaction and satisfaction. Descriptions were organized by research questions and themes that emerged during the analysis phase.

The themes that emerged for job satisfaction were different than those for dissatisfaction, and included: (a) relationships with students, colleagues, administrators, and parents; (b) participants' feelings of control; (c) school environment; (d) time; and (e) education. The themes that surfaced for job dissatisfaction were: (a) value; (b) inequality; (c) issues with coworkers; (d) issues with administration; (e) issues with parents; (f) self-efficacy; (g) classroom management; (h) availability of resources; (i) professional development; (j) participants' sense of control; and (k) time.

In terms of job effectiveness, participants noted that their effectiveness was affected by their feelings of job satisfaction. They were more willing to devote time and energy to their students when they felt fulfilled and motivated. Overall, they were satisfied in their current teaching positions and worked to maintain a balance between satisfaction and dissatisfaction. This was achieved by actively seeking positive people in their schools to uplift them and letting go of issues that were beyond their control.

There were some other factors that influenced participants' feelings of job satisfaction and dissatisfaction. School setting and socioeconomic-status contributed to the dissatisfaction of those participants who taught in lower socioeconomic-status and urban schools, while they added to experiences of satisfaction for those teaching in rural settings. The participants in the induction phase of teaching had some differences in factors than post-induction teachers (Gold, 1996). Teaching assignment did affect satisfaction and dissatisfaction, especially for those who conducted instrumental ensembles. The sex of the teacher did not seem to influence instances of satisfaction or dissatisfaction in the present study.

Data were then compared with the related literature so that conclusions and implications could be drawn.

Chapter Four

Findings

The purpose of the present study was to identify the elements of job

satisfaction and dissatisfaction as a means of better understanding causes of

eustress and distress in public school music educators. More specifically, job

satisfaction and dissatisfaction were investigated through the lens of eustress and

distress to find what factors existed for general music, band, choir, and orchestra

directors in various school settings and for different experience levels. The review

of related literature named categories of job satisfaction and dissatisfaction in

relation to eustress and distress through potential stressors including interpersonal

relationships, teacher role, private life, and environmental categories, all of which

shaped the content of the interview questions.

The four participants for the multicase study were selected based upon

preset guidelines, as outlined in Chapter Three. They each had a reputation for

being highly successful music educators; two were within the first three years of

their teaching career (induction stage) and the other two were more experienced

educators (post-induction stage); two taught in urban districts and two taught in

rural settings; and two were male and two were female. In addition, each taught a

different type and age range of students so that the study would include

representation from elementary/general, secondary choral, secondary band, and

orchestra music classroom environments.

Participant One, "Sam," taught kindergarten through fifth-grade

elementary/general music, with a background in choral music. He had finished his

second year of teaching at an urban, inner city school, and completed both years in the same school.

Participant Two, "Nina," completed her first year of teaching at a rural middle school. In addition to directing vocal music ensembles, she taught a seventh-grade general music elective, and fulfilled both lunch and in-school suspension duties as part of her contracted schedule.

Participant Three, "Richard," was the Director of Bands at a growing rural school district. Though his responsibilities at his schools have changed over time into primarily directing high-school upper bands and acting as administrator for the entire band program, he continued to teach sixth-grade trombones and clarinets, and the seventh-grade brass class. Richard was completing his 32nd year of teaching and his 13th year in his current district.

Participant Four, "Jenna," directed orchestra in an urban school district. Her primary school assignment was a middle school, but she taught beginning strings for fourth and fifth graders at one of the elementary schools and assisted the high school orchestra director at one of the high schools in the district. Jenna had finished her seventh year of teaching, all in the same position.

Themes emerged from the coding process of the interview data. All of the participants noted that their greatest source of job satisfaction was provided by the success and excitement of their students. They felt most satisfied in learning environments where students were at the focus of faculty and administrator interactions, and where their students were supported by their peers and other faculty and administrators. The causes of their job dissatisfaction were more varied

than their sources of satisfaction, but they did agree that they wanted to feel valued, respected, and treated as equal to and by their 'core subject' colleagues. They also mentioned that communication was a key ingredient to their satisfaction or dissatisfaction.

This chapter is organized into five main sections, and each of the first four sections contains the data from one of the participants. For each participant the data are grouped into subsections of job satisfaction, job effectiveness, job dissatisfaction, and balance; this allows for comparison of the data based on the subsections. The fifth section discusses job satisfaction and dissatisfaction in relation to the research questions of age group of students or specific teaching assignment; induction and post-induction teachers (Gold, 1996); school setting; and sex of the teacher.

Sam

Sam was the general music specialist at an elementary school in an urban, inner-city school. He taught kindergarten through fifth-grade general music and a selected children's choir before school. His classes rotated on a schedule that gave him 10-to-12 classes every day, each class having music two times per week for 25 minutes. Planning periods occurred daily as the last hour of each school day. Concerts and programs were included in monthly 'family fun' nights held at the school; each month a group of students performed at the event, and all students participated at least once each year.

The school was located in a high-poverty area. Ninety-three percent of students were African-American and 99% of them received free or reduced lunch.

Of those, 100% of school meals were free and not reduced. The building itself was built in 1908 and was in disrepair. The music classroom was the smallest room in the school, located in the basement of one of the two school buildings.

Violence was a problem in the school where Sam taught; as one of only two male teachers, he was a first responder when there was a fight or other large-scale problem in the building. He wore a *walkie talkie* at all times and was often taken out of his classroom and replaced by a secretary while he answered a call from the office.

Job satisfaction. Despite teaching in a challenging situation, the particular group of students provided Sam with his biggest sources of job motivation. He said:

If [my students] didn't have me or my classroom, music probably would not be anything more than listening to the radio for them . . . . They get to do all sorts of fun stuff that they would just never have the chance to do without me around. And that makes my life worth something, that's for sure.

Sam also noted that music gave his students an avenue to be successful in school, when other subjects might have been more difficult for them. Music was an area where his students excelled, and many of them struggled in the other academic classes. The students looked forward to being in music and that, in turn, made Sam more motivated to teach them. He really enjoyed that they were excited to see him and greeted him happily in the hallways or outside of school.

Similarly, it was important to Sam to feel like he was making a difference in his school and community. He described an instance when his choir performed at a district festival during his first year of teaching that was not successful, saying that

his students did not know the music very well, they cursed at the district-level administrator, and there were two fights involving his students. Only two of the students performed in the evening concert. The following year he took his choir to the same district festival, and they were well prepared, behaviors were exemplary, and 49 students out of 50 sang in the evening concert. In addition, the district-level administrator told Sam that his group of students was the best group from his school that she had ever seen. Improvement in just one year made Sam feel as though he was making a difference in his school and in the community.

Student success was Sam's main source of job satisfaction. He enjoyed their energy and felt fulfilled by watching them learn and grow. He thrived on watching them meet high goals and expectations, especially when they grasped concepts faster than he originally thought they would, or when they worked on a particular skill and were finally capable of doing it. "I felt really fulfilled at that point, like I had done my job, I've done what I wanted to do," he said.

Acknowledgement was another aspect of job satisfaction for Sam. He mentioned that a teacher attended one of his choir concerts and told him that the students sounded better than they had in 10 years, and that was very gratifying to him. He also spoke of a kindergarten graduation where his students demonstrated the skills they learned throughout the year in music. Both teachers and parents commented about the level of musicianship the students showed, and it was especially meaningful to him.

Sam's administrators provided him with the support that he needed to experience satisfaction. The assistant principal's office was next door to Sam's

classroom, which allowed the two of them to develop a positive and supportive relationship; in addition, he commented that she was a naturally happy person and their talks helped him stay positive at school. Sam had some difficulties with being accepted as an equal among the other faculty and the administrators helped to establish him as an important member of the teaching team within the school.

The administrators also put policies in place to help the school with its reputation for violence. The policies seemed to be making a positive difference in the school and in the number of office referrals for large-scale discipline issues. Sam noted that there was now a 'bully box' in the office, where students could report bullying by writing the situation down on a piece of paper and submitting it to the box and a teacher or principal came to talk to the student in a safe place. Each classroom also had a bear incentive; the bear got a beaded necklace for each week a class went without a fight, and then there was a party reward for the class with the most beads at the end of each quarter. Sam commented that the parents in the district taught their children, "if someone's bothering you, you need to punch them . . . or you need to shut them up;" in contrast, the new school policies were helping to create an environment where students were excited to work together to stop fighting in order to get the prize(s).

The other members of Sam's faculty were mainly sources of distress for him, but there were some instances where he experienced satisfaction in his relationships with them. He worked to develop good relationships with his colleagues, and felt most satisfied when teachers were cordial, friendly, and wanted to get to know him as much as he wanted to know them. For example, he formed a

bond with a kindergarten teacher who regularly came to the music room after

school to play jazz with Sam. There was also a physical education teacher who acted

as his district mentor, and made sure he knew all of the school policies, classroom

management procedures, district regulations, and other pertinent information. He

was very grateful for a helpful colleague and credited his success in his first year, at

least in part, to having a mentor.

He enjoyed doing cross-curricular work with colleagues who were willing to

work with him on those units. He stated:

If I find out that they're struggling with poetry in their classrooms, I'll do it in

my classroom . . . . It's a little bit [freer] to do it in my room. And when I have

a teacher [who] wants to do that with me, and they don't look at me like I'm

crazy, that's a nice moment.

Professional development was important to Sam. He loved to learn and

considered himself a life-long learner; that process reminded him of the feelings his

students had when they were trying to grasp a new concept in his classroom. He

stated, "[i]f I'm not learning, I don't understand what it's like to be a learner," and

commented that his frustrations in learning helped him relate to his students'

experiences.

Professional development kept Sam current on the latest teaching strategies,

technologies, and techniques, stating, "I don't ever want to be that teacher who

doesn't know how to turn on the DVD player." His main focus of training was not in

music because he was working toward a master's degree in administration. He also

sought opportunities to educate himself in those areas where he needed more

information. For example, he did not feel that he was proficiently prepared to teach in a high-poverty school, so he read at least one book each year about teaching in his particular school environment so that he could be more effective.

Control over curriculum was something else that gave Sam a sense of satisfaction. The district had been working on a standardized curriculum for the music teachers to follow, because families within the community tended to be transient. The goal of the curriculum was to create consistency between schools so that students could transfer to another school within the district without disruption in the curriculum. As the only music teacher in his building, and with principals who did not have any music background, Sam had total control of how he chose to implement the concepts and skills in the district curriculum. He also had the freedom to divert from the curriculum when he needed to in order to insure student learning.

Job effectiveness. Sam's level of satisfaction had a definite effect on his job effectiveness. First, he noted that he was still a young teacher, having only completed two years of teaching, and he really just wanted to be the best he could be regardless of his experiences of satisfaction. However, he then explained that failure motivated him to improve. He said when he has a bad day where things did not go as he wanted, "I do come back the next day [and] I try to be even better. So, I think my poor experiences make my teaching a little bit better."

Job dissatisfaction. Though Sam enjoyed his job and felt fulfilled by working in a high-poverty area, the physical teaching environment was a major source of job dissatisfaction for him. He commented that it was difficult to take pride in his job when the building was in such disrepair, saying:

> I would say the number one reason I [would ever want to] leave my school would be because the school is old, falling apart, [and] it's too small. We have 600 students in a building that was designed for 400 . . . . It almost makes it impossible to want to really feel proud of where you work . . . . And then that plays off to the students . . . . You see more attitudes. You see more disrespect. And that makes it a little bit harder to be excited about coming to your school . . . . It just becomes a battle of trying to give yourself more energy than you're feeling around you.

He tried to counteract the negative feelings from the building by making his classroom look and feel new. He commented that he spent $100 of personal money and time over the summer to make repairs to the music classroom, paint, and build shelves. He also integrated technology by using his iPad, Apple TV, and a Smart Board that he acquired through writing a grant.

The building and resources Sam had made him envious of his friends who taught in other school districts. He said that he heard stories of all of the great activities his friends' students were doing and saw pictures of their classrooms and sometimes wished to teach in a district with more resources and fewer or different problems than his district. "That definitely plays on you. You kind of wish you

worked in a school where you have a little bit more control over your environment," he mentioned.

As the only music specialist in his building, Sam sometimes felt isolated and unsupported. He noted, "[i]t's a lonely life . . . most people don't [understand] what you're doing, or worse they don't think it's important . . . you don't get a lot of support." He had problems with other teachers and administrators giving him credit for the great work his students did in music class because it was not student success in one of the academic content areas. Because he did not feel particularly valued, he often chose to eat lunch in his room and stayed away from most of the other teachers in his building.

The faculty created dissatisfaction for Sam, and he described them by commenting, "they fit in with the physical [environment]." His fellow teachers were always angry for no apparent reason, set in their ways, and might have stayed at that school simply because they had tenure. With attitude came disrespect for Sam's class as a valid use of the students' time. He said, "[t]here's a low level of respect for the music classroom, and so my time gets jeopardized quite frequently."

The attitudes held by the faculty manifested themselves in different ways, typically in compromising instruction time. Teachers brought their students late to music class or met them late, and music class time was sacrificed for testing. He noted that teachers often did not respect him and reprimanded him in front of students. He served as a safety officer in his school and frequently left his own class with a secretary so that he could help another teacher with a discipline issue, and yet other teachers would not help him if he needed them. When there were

problems in his class, he noted, "it's really frustrating . . . . I have to worry about the student who's not safe, I can't teach, and . . . I have no support from my staff."

In addition, Sam felt as though the lack of respect from his colleagues eventually was passed to the students, and that affected the motivation and attitudes of some of his classes. He commented that the students' attitudes changed over the course of the year to reflect the feelings held by their teacher, noting, "it's frustrating when you have to watch a classroom change because of a teacher's attitude . . . that's something you can't control."

However, there were some changes in faculty during Sam's time at the school. Between his first and second year nearly two-thirds of the faculty were replaced at his school due to various factors of attrition. He did feel more appreciated and treated as more of an equal by the new teachers, and he was hopeful the inequality he perceived would neutralize as more teachers were replaced over time.

The poverty level of the school created other sources of job dissatisfaction for Sam. He mentioned that sometimes the school smelled because many of the students did not have the opportunity to bathe regularly or have clean clothes, and some came from environments that heated their homes with campfires. Transient families were also a problem in his district; the students were in and out of many schools and it was not uncommon to have new students on a daily basis. Frequent moving caused students to give up on learning in school, and that was a difficult motivation problem to solve for Sam. He had children who were raised by single mothers, many of whom did not represent a strong female image to their young

people. He also said his students often had fathers who were incarcerated, resulting

in young boys who wanted to go to prison to be with their dads, and they acted

accordingly.

The location of the school affected Sam's amount of support with district-

level administrators and family members. The district fine arts administrator did

not like to come to his school because of its reputation; he said the lack of presence

by the administrator gave him more flexibility to implement the district curriculum

in a sequence and style that was more suitable, but it also meant that he did not get

any feedback or evaluation by a trained arts administrator. In addition, Sam's family

did not attend any of his programs or concerts because of the school's location, and

that made him feel more isolated. He wished they would attend some of his

programs so that they could see the results of his work.

Student behaviors created points of dissatisfaction for Sam. He battled

students who blatantly disrespected him and commented that they did not have to

listen to him because he was not their father. He was also very discouraged when a

student gave up on himself/herself and he could no longer reach him/her. He said

he "has a philosophy that every student can succeed . . . and so when I have to look

at a student and say 'I can't help you anymore. You're just not willing to work'

makes me feel like I've failed." Though it was difficult for him to admit, he had to

eventually make a decision to spend sometimes less time trying to reach the

students, who had given up on learning and did not want to be in school anymore, so

that he could make progress with other students.

The lack of parental support was a major adjustment for Sam as he adapted to teaching in a low-income area. He said, "[l]ast year I spent a lot of time getting in contact with parents and trying to work with parents and it just brought me down because they never wanted to work. They never wanted to help." In terms of parents helping when discipline issues arose in his class, he commented:

That's something I had to rework for myself. You know, that first year my response was, 'I'll call your parents' . . . the parents don't care. They see the violence, they see attitude as a good thing, not a bad thing. And so my second year, if it fell on district protocol for me to call the parent, I didn't. So if it was a behavior problem, I took care of it, and that was it . . . . I didn't involve the parent at all. And that is a sad thing to have, but when you get the parent involved, it kind of blows up in your face and you lose.

The parents in Sam's school taught their students to act in direct opposition to the school's policies. Children learned from early childhood to respond to a threat with violence; in other words, "if someone hits them or is bothering them, they should be violent back. And we're here at the school telling them . . . if someone hurts you, come tell us. It becomes very stressful." The parents directly undermined the work of the school to correct behavior.

Sam learned to let go of the need for parent interactions and lack of involvement because he could not control that aspect of his job, saying, "I can only control myself, and the students at times. I can't control [the parents]. I can ask [them], I can tell [them] what I want, but I can't make [them] do it." Rather, Sam lessened the distress caused by lack of parent support. "By not spending so much

time stressing out over what I need the parents to do, and just hoping they do it, makes my life less stressful."

The biggest challenge for Sam was to build trust with his students. He tried to "be real" with them and treat them like adults. He made a conscious effort to counteract his own bad mood or anger by promoting appropriate student behaviors so that he greeted each new class with positive energy and an environment they could trust to be safe and consistent. He also thought that more trust and stability was established as he stayed in his position and proved to the school community that he was not going to leave the school by taking a different job.

The college music education program did not prepare Sam to teach in a low-income district. He thought his bachelor's degree taught him to teach in a suburban school with few problems and he did not know the issues associated with teaching in a low socioeconomic-status school. Sam also said the activities he learned in college were "too cute" for his teaching environment because his students "don't like cute." He noted that the district professional development had not helped him to adjust to the teaching environment, saying, "we do have nicer neighborhoods in [our district] and so the district meetings and ideas tend to be focused around those neighborhoods." Instead, he actively read and researched issues related to teaching in poverty and tried to educate himself so that he could better reach his students. He also joined a blog for teachers in high-poverty areas and he formed a network of support and ideas through that service.

Classroom management, in particular, was an adjustment for Sam as he learned to teach in an inner-city environment. He noted that the training he

received in college was in more positive reinforcement strategies for proactively handling discipline issues and those strategies did not work for him in the school environment. "I tried every technique that I learned in college . . . that my professors taught me, and one day it clicked that my students don't respond to this . . . they find it weird [and] fake," he said.

He also learned to avoid power struggles with his students by giving up the authority position with a student when there was nothing to be gained. He mentioned a particular instance in his first year of teaching where he got into an argument with a fourth-grade student. When the student left the music classroom, Sam noticed the student was in tears and he said, "[w]hy did I do that? Why did I argue with a child? He's ten-years old . . . there's no point." He learned to let go of the need to be obeyed and noted it was important to be in control of himself, saying:

When I'm not in control of my own attitude or my own intentions, I feel uncomfortable simply because I'm not in control. And I need to be in control because I have twenty-five students that I'm supposed to be in charge of. If you can't be in charge of yourself, you can't be in charge of them either.

After that first year Sam tried to be upfront and straightforward with the students, and that worked better for him. He commented, "where I teach, the kids look at that like respect. I'm not trying to baby them, I'm telling them what they need to do. And they find that relaxing, and they tend to listen better." He also said that discipline was not a big issue in his classroom because he was the one who broke up fights school wide and students did not see a real advantage to fighting in

his classroom. When problems arose Sam tried to teach them to take responsibility for their actions by "[putting] them in charge of their behavior."

Professional development was a source of dissatisfaction for Sam. The training provided by the school as part of the allocated days did not apply to his classroom and he felt like it was a waste of his time because they did not impact his subject area. The district did provide the music teachers with a music-specific in-service once a month, but because they were working on a new standardized curriculum to be implemented district wide, they did not have time to work on other training or skills.

In terms of music professional development outside of provided training, Sam tried to pursue some avenues of continued growth. He attended the annual state convention for the National Association for Music Educators (NAfME) and wished he had more time to attend other conferences. The school did not support the cost or allow absences for extra professional development; in fact, he was required to take two of his sick days to attend music-specific conferences.

Though he attempted to handle situations and continued to stay positive and forward thinking, Sam admitted that his dissatisfaction did sometimes influence his job effectiveness and motivation, saying:

> I think that if I taught in a school where the students were a little bit more excited about learning, or the parents were a little bit more supportive, or the staff was more supportive, I think my lessons would be better . . . . You find moments where you get lazy. You just go, 'well, it really doesn't matter' . . . . I really have to keep my own standard.

His dissatisfaction impacted his willingness to stay at his current job. After his first year, Sam considered changing positions but felt a need to stay in order to add stability to the school. Although his situation continued to improve for him, he applied for interschool transfers that would allow him to teach choral music. His initial goals were to be a choral director, and he was not completely satisfied with teaching general music. He said, "[w]hen my students [excel] . . . it is such an exciting moment for me . . . those moments make me remember, 'I wish I was doing this at a middle school . . . it's a weird battle."

Sam's school schedule made his day busy and hectic. He taught every grade level each day, creating instances when he moved instruments and classroom configurations between each grade level in preparation for the next class. The lack of time in between classes put a strain on Sam's ability to manage classroom discipline issues, monitor the hallways during passing times, and prepare the room for the next time, adding to his level of distress.

Balance. Sam endeavored to completely separate his work life from his home life. He and his wife had a policy that they were not allowed to talk with each other about work for at least an hour after they came home. His cooperating teacher during student teaching taught him to take one Saturday per quarter to write all of his lesson plans and assemble everything he needed to teach those lessons so that he did not have to do daily planning, and that system worked well for him.

Though he felt mostly satisfied in his job, he did have some changes in mind to help him continue to experience job satisfaction. He spoke of focusing on things that he could control and make better, saying:

[This year] I let down the idea that I can't control my parents at home. I need

to start doing the same thing with my classroom teachers and just allow

myself to solely focus on what I'm doing in my classroom, and less on how

what they're doing is affecting me.

Sam also said he needed to continue to find supportive faculty or people that could

be supportive and work to develop those relationships. Finally, he planned to be

selective about the people with whom he chose to spend time at school, so that he

surrounded himself with supportive, positive colleagues.

Nina

Nina taught at a rural school where the vocal music program was almost

eliminated prior to her acceptance of the position. Because of that she was

responsible for teaching a variety of classes and performed other school duties so

that her job was considered full time. She hoped her choirs would grow quickly to

ensure the district would retain the program and allow her to teach music classes all

day to replace some of her other duties. Nina finished her introductory year of

teaching in which she was responsible for seventh and eighth-grade choir and music

appreciation, and in addition, she had in-school suspension and lunch duties in her

contracted schedule. The student population was not very diverse; she estimated

that approximately 85% of her students were White, 10% Hispanic, and the

remaining 5% were African American.

Her class schedule dictated what type and how many performances she was

able to include in her curriculum each year. Though she had her eighth-grade choir

for the full year, the seventh-grade choir and music appreciation classes rotated

every nine weeks. The eighth graders performed one concert each semester, but because she had the seventh graders for such a short amount of time, there was no concert requirement for them. The program alternated each year between staging a musical and a play; this year was a musical production, where they performed *Seussical the Musical.* The choir did not have a history of participating in contests or festivals, but Nina hoped to partner with the high school choir teacher to add these elements to the program in the future.

Job satisfaction. Nina's main sources of job satisfaction and motivation came from her students. She felt most satisfied by watching them succeed, achieving their goals, and enjoying the learning process. Describing it as "the puzzle of finding new ways to get students to learn," she liked "figuring out how to teach them" in situations where they were striving to understand a concept that was difficult or when she had to adjust her instruction to meet their needs.

It was necessary and rewarding for Nina to build relationships with her students. She said:

Seeing them in the hallways, saying 'hi,' asking them about their day, knowing what's going on in their lives . . . having conversations with them about things that maybe necessarily aren't school-related . . . those are the kind of things that I think I walk away [and] remember most and enjoy most.

She hoped that her relationships with her students would give them tools to use for the rest of their lives. "Maybe I can get them to think about life a little differently by having a conversation with them . . . . I can brighten their day . . . and maybe they don't get that anywhere else . . . . [That] is important," she commented.

Lesson planning was essential to creating opportunities for job satisfaction for Nina. She particularly enjoyed lessons that were designed thoroughly and were planned for the maximum amount of student engagement and teacher interaction. Student involvement and excitement directly boosted her satisfaction and vice versa, and those moments were most fulfilling to her. Lesson planning also allowed Nina to be creative in her teaching approach, and she noted the importance of creativity in the way she taught and prepared.

Nina valued instances where she received positive feedback from her students. "There's no better gauge on how you're doing than the feedback from the students," she said, adding that she particularly liked comments such as, "wow, class is over already?" because then she knew she kept the them engaged for the class period, making time pass quickly. She also enjoyed hearing students' positive opinions toward music she chose for them, especially when initial reactions to the pieces were not favorable.

Performances of concerts and musicals were fulfilling to Nina. She noted the staging of the school musical was a particularly gratifying experience for her, saying, "taking something that was very difficult for me and then realizing it on the stage was just so much fun for me and for the students. . . and watching [them] have good time and enjoy theater and music was incredibly fulfilling." Concerts were also a source of satisfaction for her because she knew the students could create a wonderful evening of music by working together and experiencing music as a team. These types of performances gave Nina the student feedback she desired and also affirmed to her that she was doing a good job at teaching music to her students.

"There's definitely some fulfillment in . . . knowing that all the hard work that I do actually works," she commented.

Positive feedback was also important for Nina's students to receive through performances of concerts and musicals during the school day for the other students and faculty. When they were permitted to share bits of their programs, the music students felt some positive reinforcement, and in turn, their achievement was even more fulfilling for them. The accomplishment was something she liked sharing and celebrating with her students.

The school environment itself was a source of job satisfaction for Nina; having been raised by two teachers, she felt comfortable in the environment of a school building. She especially enjoyed it when the faculty worked together to put students' needs at the center of their focus. Mentioning instances where the faculty worked together to recognize student achievements, she noted that they enjoyed "[being] goofy as a staff, but also [giving something] back to the kids." Nina also appreciated that she was able to confide in her faculty about problems she had and they were willing to help her find solutions. Their feedback was "incredibly valuable" to her.

Building relationships with her faculty was also important to Nina. She wanted to feel like she belonged with her colleagues, saying:

Sometimes when you spend all day long with seventh and eighth graders, it's nice to feel like you belong in a community of teachers. People who are like you. People who have the same passions as you, who know where you're coming from and can help you [or] can talk you through some problems.

One of the aspects of Nina's job satisfaction was in having supportive administrators. "I feel like in the first year, maybe I've been almost obnoxious with the amount of questions and advice that I try to gather, but they all are very supportive," she said. The administrators were particularly helpful in establishing a positive school environment by being "present and visible" to the students during the school day. Their presence affected the students' discipline and overall order of the school.

Nina noted that her students' parents affected her level of job satisfaction. "The parents are really the ones who are with these kids as much as we are," she said, and their perceptions of her often influenced their children's attitudes in class. Influence of student and parent opinions had mostly helped Nina in her classroom, resulting in very few issues between the parents and her. She valued their feedback, saying that when she received recognition from them, "that's about as great as it gets."

Nina believed professional development was essential for teachers' levels of job satisfaction. "Students, teachers, technology, [and] education is [sic] always evolving, and if you don't evolve with it, then teaching is going to become very difficult, and . . . teachers will have less success. And [success is] part of job satisfaction," she commented. She added that professional development was "where I get the new ideas that make me fresh each day. That's what gives me the tools to succeed and pick up retention in class." She read articles, networked with high-quality teachers, and attended the state-level NAfME conference to gain these new ideas. The district also allowed her to observe all of the music teachers in the

district and she learned a lot by having the opportunity to see other successful teachers in their classrooms.

The training Nina received in her bachelor's degree gave her the tools she needed to have success in the first year of her teaching career. "I walked in with confidence the first day of school, and I don't think a lot of teachers [who] come out of some of these programs can say the same thing," she said. She was taught to be a reflective teacher, who was able to think critically and problem solve as issues arose in the classroom. She also learned about herself and her unique teaching style in her degree work. Nina was looking forward to starting her master's degree in educational leadership, with hopes of becoming a school administrator.

Nina attributed some of her success and job satisfaction to a school instructional coach whom she met with on a regular basis throughout the school year. The instructional coach was an employee of the school who was aided the new teachers in the building with strategies for classroom management, problem solving in instruction and curriculum, district policies, and other job duties. Though Nina did not go to the person for music-specific problems, she did receive guidance with classroom management issues, in particular, and was glad to have a mentor to lead her. She commented that she preferred the instructional coach to a district-assigned music mentor because she was able to avoid being involved in the dynamics and politics of the inner-workings of the district. She noted the importance of being selective in choosing a good mentor, saying, "[t]here would be some [music teachers] in the district that I would trust to mentor [me] more than others."

Another source of satisfaction for Nina was established in her ability to control certain aspects of her job. Because music was a non-tested subject, she felt she had more opportunities to tailor her program to suit her personality and meet the needs of her students. She said, "[m]y particular subject is more flexible than a lot of others, because I don't have standardized testing, and I get to be creative with my curriculum." Freedom in curriculum was also granted to Nina because she was not a member of a larger team of teachers, noting, "[m]ost of the other teachers have department time and have to talk with other department members about what they do in their class, and I don't have that . . . . I can teach students the way I would like to."

Job effectiveness. Nina's level of job satisfaction affected her job effectiveness. "If I'm satisfied, then I'm in a better mood. I have skills and tools that have effectively worked, and I can bring those with some joy each day," she commented. Job satisfaction also affects her motivation and feelings of fulfillment and enjoyment. "The more satisfaction I have, the better teacher I'll be . . . the fulfillment and enjoyment is something that motivates me to keep going."

Job dissatisfaction. Nina confessed that work-related issues were on her mind all of the time and that was a source of dissatisfaction for her:

There is so much work involved [in teaching], and . . . . I go home each night and think about it and I leave work and it's on my mind. What ways can I make the lesson better? Why did I have that discipline problem? And I think about it all night. And it festers and then I wake up and it's still there . . .

whether it's the actual work, or whether it's the fact that I'm dealing with real

people. It's definitely always on my mind.

She added that the problems she thought most about at home were the issues of

classroom management and student motivation. "It's a job that you can't walk away

from very easily, and I think that's definitely difficult to deal with at times," she said.

Mental processing made it tough to separate school and home life for Nina, and she

admitted it was something she needed to address to ease her distress.

Nina was actively working on separating her own attitudes when teaching

her students. She said, "[i]f I'm in a bad mood, that's something that I struggle with

when it comes time to teach because I want to stay in that bad mood, but I can't."

She noted that she tended to "[wear her] emotions on [her] sleeve" and it was very

difficult for her to "turn off" her feelings in order to give her students the best

possible learning environment. Nina commented that her attitude was most

affected by the age group with whom she works, as well as issues in her personal

life. Those instances when she was unable to put her own feelings aside in her

classroom were not positive experiences for her.

Another source of job dissatisfaction was derived from the perception that

her subject was not as important to the school as the testing subjects were. She

noted:

I don't want to say that [the core teachers] don't think [the elective teachers]

are as important, but sometimes I feel like we are a little bit left out. I feel

like we're kind of looked down upon by the core teachers as maybe we don't

do as much work as them, and we don't have to prepare for standardized

tests. So that makes our jobs easier.

Her perception of inequality appeared to manifest itself into scheduling issues. Nina

mentioned that she had difficulties with getting approved to take her choirs to the

elementary schools for recruiting performances because she was not allowed to

take students out of their other classes. Yet, school policies permitted students to be

taken out of elective classes for disciplinary infractions, field trips, or other reasons

relating to the core classes.

Nina commented that she applied to take the students on a field trip that

would have been very educational for her general music and choir students and it

was denied. However, the core classes were allowed to take their students on a

similar field trip to a theater performance, and she did not think it was fair. She felt

as if she was not treated the same as other teachers because of her content area,

saying she knew the impact music had on her life and the potential for it to affect

others in the same way. "Maybe that isn't clear to some other people, and it hurts

my feelings to know that maybe my subject area isn't taken as seriously as others,"

she said.

Part of the perceived inequality between Nina's courses and the core classes

was in the lack of allocated resources she received; she was not always given the

resources and tools she needed to teach her curriculum because her class was not a

tested subject. For example, Nina worked to plan hands-on lessons for her students,

particularly in her general music courses, but she did not have the instruments

needed to carry out these plans. She also struggled with funding and permission to

hire an accompanist for her program, commenting, "[e]lective teachers generally get more of the shaft than the core teachers." Lack of needed resources made her feel that she could not teach to her standards because of the extra work and concentration devoted to practicing and playing piano while conducting rehearsals.

Another source of dissatisfaction for Nina occurred when she felt as if she had failed to do her job in some way. It was very important to her that she passed her own passion and love for music to her students, and was discouraged when she somehow failed to do that. She cited a particular instance when all but one of her boys did not come to perform in the choir concert. She noted that she went home from the concert and cried all night commenting, "I was convinced that I apparently didn't do a good enough job instilling in them the importance of the concert and the importance of music, and giving them the joy of music. That clearly discouraged me."

Lesson planning was a different area where Nina thought she was not always able to be as effective as she wished. She worked to plan hands-on, engaging lessons with varied instruction, and she took it personally when it did not work as well as she hoped in her classroom. These incidents contributed to her dissatisfaction, and she noted she continued to strive for better lessons.

Classroom management was an area in which Nina sometimes felt unsuccessful. She commented that the middle-school-aged students had tendencies to be mean to each other and that was difficult for her to manage, saying, "[e]ighth graders in particular are a bit tricky. They're in an interesting part of their lives, and the whole gossiping and attitudes . . . that can be hard to handle." She tried to

establish a classroom environment where students were supportive of each other and free to express themselves artistically. However, when outside events were brought into the ensembles by students, it was difficult to maintain the positive environment she set for the students. "I would walk away from the day feeling unfulfilled because I didn't know how to magically fix those."

Nina developed some strategies to help her deal with the classroom management issues she encountered. She established a positive learning environment by greeting the students at the door each day to say 'hello' and talk to them about their days before class began. The foundation for cooperation was set through playing teamwork and leadership games, and by telling the students "we're not here to evaluate somebody in particular. We're here to learn together . . . work together . . . and we're here to be a team." She also tried to teach them that it was okay to make mistakes and embarrass themselves. When problems arose Nina would handle them through gathering multiple viewpoints on the issues and talking with students in private to resolve them.

Though most of her interactions with her administrators were positive, Nina did feel they were hesitant to support her on some issues. She learned not to rely on the principals in her building to help her with discipline because she would send students to the office and file reports, and nothing would happen as a result. There was no follow-through and no change in behavior from the student, so she learned to handle all issues herself.

Nina explained that her relationship with her administrators had developed through the year as they began to trust her decision-making abilities, but there were

some issues with one of her principals. Though one of them was helpful to her, she complained that the other was condescending when she would go to him for help. As a result, she learned to rely on the school instructional coach for most of her problems. Nina also noted that her administrators were hesitant to fully support her or approve funding for things she needed in her program. She had to prove to them that she was a teacher of quality before they trusted her enough to begin to grant some of the things she requested.

In terms of working with students' parents, Nina felt that her interactions had mostly been positive, but in the instances when parents were not kind to her or when she had to contact them for disciplinary reasons, she felt extreme distress. She commented:

> If there's a student who just isn't working hard in class and we're having issues, and I get a phone call from a parents, it's always something I dread. Something that I find difficult. Something that is difficult to deal with because that is their child and they don't want to hear that their child maybe isn't necessarily working hard or succeeding in the classroom.

She also noted that parents "have almost the greatest effect on how it goes [with the students]" because they "are really the ones who are with these kids as much as we are," adding that it was wonderful for her when parents praised her and was "about as stressful as it gets" when they insulted her.

Professional development was another source of dissatisfaction for Nina. Most of the workshops provided by the school professional development days were designed to help the core teachers, and although she tried to find pieces of

information that she could use in her situation, she felt that most of the materials were not applicable to her. She also was overwhelmed by the amount of information given to her at one time in these meetings. Nina's district did not provide any music-specific training, and she perceived that the district did not put value in her content-specific development, saying, "[u]nfortunately, [music-specific professional development] is not something that's really encouraged in our district."

The time commitment of her job was an area where Nina felt dissatisfied, especially during their school musical. She commented that during the musical time she would leave for school in the dark and come home in the dark, making her feel like she had no time for her personal life. "There were definitely some nights [during the musical] when I thought, 'why am I doing this?' So I'd say time is definitely an issue," she said.

Nina commented that some of her job dissatisfaction and overall distress were created from the lack of control she had over certain aspects of her job. Her class and duties schedule was formed without her input and she was unable to change them. Student enrollment in her program was another area where she thought she had little control, and because of that she was expected to perform extra duties during the school day to compensate for the lighter course load. Another issue of control was with her students' attitudes that sometimes followed them into the classroom from home or the school hallway. Outside issues occasionally made it impossible for her to establish the positive environment she wanted to create.

Balance. Nina thought she had a "pretty healthy balance" of job satisfaction and dissatisfaction, but was "dissatisfied enough to evaluate what I'm doing and hopefully get satisfied later." She had "75% of my days where I've gone home and said 'this job is for me', and maybe 25% of the time I come home thinking 'goodness, gracious. Why did I do this?'" She liked the challenge of teaching, equating it to solving a puzzle, and she found that enjoyable.

Through reflection Nina's sense of satisfaction grew. "Now I realize how beneficial a summer can be for a teacher," she said. "It has brought a whole lot of clarity and perspective on my teaching style and curriculum." She commented that many of the parts of her year that were dissatisfying or distressful were now sources of satisfaction for her as she had chances to reflect on them.

Nina felt her experiences of job satisfaction influenced the satisfaction of her students, saying, "[students] can see right through you." She noted that students could tell when she was in a bad mood or not giving them her full attention, and they could tell when she was happy and motivated to teach them. "If they think you don't enjoy what you do, then they won't enjoy what you do," she said.

One of the strategies Nina cited as useful in staying positive and satisfied was to surround herself with supportive people who loved her. She was constantly working on making herself think through her school situations on her commute and not continue to deal with them after she arrived at home each night so that she could better separate her work and home life. She said:

I have about a 20-minute commute . . . . I actively try on my way home to

think about everything clearly and then throw it out the window and then

gather it back up on the way the next morning. It's something that I try to do.

Despite being overall very satisfied with her job, Nina had a few things she

was trying to change in order to increase her satisfaction. She continued to work on

planning and implementing engaging lessons that used her creativity to excite her

students. She also mentioned how important it was for her to utilize her own

unique strengths and not try to imitate other teachers, saying, "[m]y strengths as a

teacher are different than somebody else's, and I think knowing what those are and

playing to them is definitely going to help me out." Finally, she admitted that she

needed to learn not to take situations and attitudes at school so personally, noting

that it was very difficult for her to work against her tendencies to internalize her

experiences.

Richard

Richard had the most teaching experience of the four participants, having

taught middle and high-school band for 32 years, the last 13 of which were in his

current position. His district was approximately 95% White, with the other 5%

consisting of African-American, Hispanic, and Eastern Indian. In terms of

socioeconomic status, the free and reduced lunch rate was at two percent. The

school district was an outgrowth of a nearby suburb to a larger city; many of the

residents of the district were professionals who commuted to and from the city to

work. The town in which the district served consisted of the school buildings and

housing, with very few businesses, restaurants, or other sources of tax revenue, making the school district almost completely reliant upon property taxes.

In the span of his career Richard taught at every geographical determination of the school, (i.e., rural, urban, suburban); his current position was identified as 5A in most sports and considered rural. However, in the 13 years he worked in his present job, the district grew from being 2A and rural to what he suspected would be rated as 6A and suburban after the next evaluation by the state. Growth had been evident in both the quick expansion of number and grade levels contained in school buildings, and in the band program itself.

Richard began teaching in the district as a long-term substitute after he retired, and at that time there were 12 high-school students and 40 middle-school students in the entire band program. Currently there were 100 students in the high-school band and over 200 in the middle-school band programs. When Richard began as band director at his school, the district had one elementary school and one sixth-through-twelfth-grade building, but there were now five elementary schools, a fifth-and-sixth-grade building, a seventh-and-eighth-grade building, as well as various additions to the high school, including a new performing arts center and ninth-grade freshman academy.

The expansion changed the nature of Richard's job from being the sole band director for the district to being primarily an administrator who taught mainly the high-school band, oversaw two assistant directors who taught the bulk of the classes, and managed the overall program. Courses were organized into sixth-grade classes by individual instruments; seventh-grade brass class and woodwind class;

eighth-grade full band; high-school combined band during marching season; high-school symphonic band and wind ensemble after marching season; and high-school jazz band. Of these he currently taught sixth-grade trombones and clarinets, seventh-grade brass, high-school wind ensemble, high-school marching band, high-school jazz ensemble, as well as private lessons after school. Because of the grade divisions contained in the buildings, his schedule required that he travel to three schools during the course of each school day and the travel time was also counted as his planning period.

In addition to classes, students in the program participated in marching band summer camps, after-school rehearsals, football games, and marching contest; basketball pep band; solo and ensemble competitions; concert band contest; district, state, and regional honor band auditions and performances; pep assemblies; musical pit band; and performed at least two concerts each year. They also took a spring trip out of the state, with the middle-school students taking a 24-hour trip and the high-school students traveling for several days. Richard facilitated all of the planning, fundraising, and organizing for these trips. The program had an active boosters program that supported the band financially and providing chaperones on trips.

Job satisfaction. Richard was a very optimistic person who thoroughly enjoyed his job. "Being a band director [is] very rewarding and I wouldn't have it any other way. I enjoy what I've done and what I do . . . it's a very demanding job, but very rewarding," he commented. He felt that his job was especially gratifying when he knew that he and the students were performing at their very highest level

of capability. In his career he taught at six different schools and was most happy at his current position because his role had evolved into an administrative and supervisory role, with teaching loads geared more to the advanced students, and he enjoyed that.

The most rewarding aspects of teaching for Richard were those that affirmed to him that he made a difference in students' lives. He noted that his former students who were now band directors numbered in the double digits and this was one his proudest accomplishments because it "legitimizes what I'm doing and trying to do . . . people that believe in what I believe in." The aspect of mentoring students built a legacy for Richard. "You know, everyone wants immortality, and I can't think of a better way to be immortal than to teach someone, because that will always be passed down to generations to come, if you do it right," he commented.

He appreciated being trusted by former and present students to listen and offer advice to them, saying, "[t]here's an intimacy between me and the students, where they can come and talk to me about things that sometimes they can't even talk to their parents about, because they know that . . . [I'll just be] listening in a caring way." Personal problems brought into the classroom by students could be managed effectively and in a positive way because they were open to talking with him about them. However, Richard noted that he had to recognize those issues that he was not equipped to handle and referred to professionals in those instances. He "felt blessed" that his students respected the relationship enough that they continued to call him for advice even after they had graduated from his program.

Part of the reason trust developed was because he saw his students more than their parents did in some cases, and in fact the band became its own family. "We are a family. In fact, the kids call themselves the band family . . . they all have brothers and sisters together . . . [we're] together seven years . . . . Even coaches don't get that," he said.

Student success was a source of job satisfaction for Richard. He enjoyed when "that light comes on and they get . . . what you're trying to teach and get across to them. And I'm just as excited as they are", especially when they did not understand initially. Excitement and joy experienced by the accomplishment of "common goals" by the ensemble was gratifying to him. He particularly liked rehearsals when students were fully engaged and "on board" with what the ensemble was trying to accomplish, giving maximum effort and attention in order to be successful. Success contributed to a high retention rate for the program, and he thought that was a positive sign that the students enjoyed participating in the band program and making music together.

The school environment was another aspect of Richard's job satisfaction. He felt that audiences at the football games and pep rallies appreciated the band, to the point that they would receive notes of encouragement and gratitude. "The band kids are appreciated by the other students," he said, "and they actually get physical notes from cheerleaders [and] basketball players, or . . . thank you notes from athletes, staff, and coaches. When [we aren't present at things] we're missed, and when we're there, we're appreciated."

Richard also enjoyed being respected and valued by the faculty and administration. His school was very encouraging to him and the band program, and he noted that the administration was good at acknowledging the work, dedication, and success of the band and him. The assistant band directors and other faculty were also good at providing support to him.

In terms of job satisfaction provided by the faculty members, Richard felt the band staff and the other teachers in the buildings affected him in different ways. The assistant directors contributed to his satisfaction because they worked collaboratively towards achieving common goals. "We actually function as one unit . . . . We all have our jobs to do and yet we all work together to feed off each other. It's just a very pleasant environment," he said. "And when we do have our differences, we sit down and discuss them. And it's not a personal thing, it's just a discussion, and I like that."

The other faculty fostered Richard's job satisfaction by supporting the band program and creating a positive, student-centered environment in the school. It was especially important when the other teachers respected how diligently the band worked and understood when the students had to miss classes for band events.

Richard believed the administration created the school environment, though he felt they did not contribute positively or negatively to his personal feelings of satisfaction. He had experienced the effect of a new administrator on the environment saying the morale was very low when the previous principal had been there, and "when the new principal came in, things perked up, like, overnight. It was very surprising." However, he tried to "put myself in a position" where changes in

administration did not affect him because his "priority is the band and the kids in band, not [in pleasing] the administration."

There were a couple of instances where Richard and the administration were able to work together to find the best possible solution for both sides. For example, he noted that he handled all of the discipline issues in his classroom so that when he had to involve the principals, they acted quickly to help him, usually in arranging schedule changes for the student to move out of band and into another class. There was also a situation where the middle-school principal needed to change the schedule for band for sixth graders so that they could implement a mandatory computer class into the curriculum. The length of sixth-grade band would have changed from a year to nine weeks. Richard and the principal were able to compromise, giving all band students the computer class during the first nine weeks and sixth-grade band for the remainder of the school year. He commented that the arrangement actually worked in his favor because he had the first nine weeks of the year to continue recruiting new students and to focus on the high school marching band.

The parents of Richard's students were a source of job satisfaction. He commented that he generally enjoyed the support from the parents and it was his job to keep them as involved as they wanted to be in the success of the band and to have open and honest communication with them. "If you've got your boosters or your parents on the same page that you are, that the goal is for the kids to be successful, or as successful as they can be . . . then the band is going to be successful," he commented, "[k]eep the busy bodies busy [with projects] . . . and keep them

acknowledged." These, along with good communication, were the keys to successful relationships with parents. The Band Boosters organization was also important to him because they were the "financial backbone" of the program.

Professional development was important to Richard because he recognized the need to continue learning and adapting his teaching strategies. He felt well prepared by his undergraduate and master's degrees to teach music, but commented that continuing his education past his degrees was "vital" to his success. "The world of education is not anything today [like] what it was when I first started . . . . It's two different things. If I jumped into today's classroom with what I had in 1981, I would not make it through the first semester," he said, adding that technology was the biggest change he had to learn. He continued his education through the state-level NAfME conference and band directors' conventions, as well as through reading the music education journals and webpages.

Richard's sense of control affected his job satisfaction. Because of his supervisory role in his current position, he was able to interview and select his assistant directors and he determined which high-school students were in his wind ensemble, the band containing the highest level of players in his program. He also controlled the curriculum, music choices, and worked with the administrators at all of his schools to make the best possible class schedule for himself and his assistants. He recognized that he has learned to "let go" of what he cannot change and "wash your hands of it," adding that the decision to do so helped him to stay satisfied in his job.

Job effectiveness. Job effectiveness increased Richard's satisfaction. He felt particularly passionate that effectiveness came with experience, and only with time could young teachers experience the fulfilling parts of the profession. He added:

> I tell all of the first year [teachers] that the first year you teach, you're going to [mess up] so much that you won't even know what things you're [messing up]. The next year, you're going to know that you [messed up] and the third year, you're going to know how to fix it. Then you're okay after that. And that's how you know you're going to survive. So, knowing what to do is very important for your job satisfaction, because there's nothing more frustrating than being somewhere in a situation where you don't even know what's going on.

Job dissatisfaction. Richard was not often dissatisfied with his job, but there were times when he felt frustrated, particularly with the administration in his district. In fact, of the jobs he has had in his career, his least favorite position was in a district where he felt "a complete lack of support for the program [by the administration], to the point of undermining the program because they . . . were looking to eliminate the program and they were going to do everything they could to make sure that happened."

The principals in Richard's current schools were considerably less experienced than he was, and most of the time they respected his level of expertise and even sought his counsel in certain circumstances. However, his main source of dissatisfaction came when he believed the school and/or district-level administration did not listen to his point of view because they already decided on a

course of action and were planning to implement it without consulting him. He commented:

> [It's frustrating when] you're trying to do something that's for the kids' benefit, and you know in your heart of hearts because of your experience and your past efforts that you're right and that it will work. And then you're being shot down by an inexperienced administration that doesn't get it. And there's nothing you can say because they're not listening to you. All they're thinking about is the bottom line of their position and their authority position, but they're not really taking care of the kids. They don't put kids first.

He noted that much of the decision-making done by administrators had little to do with the students or with education, but were mainly "paperwork, and filing this, and covering [yourself] in case of a lawsuit" and he did not enjoy that aspect of what his administrators expected from him.

Richard also felt that the administration made unilateral policy or curriculum decisions without consulting the faculty or valuing the feedback they provided. He referenced a survey distributed by the district that was worded in a way where it was obvious to him that they had manipulated the questions in order to get specific, predetermined data. "No matter how you answered [the survey questions], they're going to be able to spin it around to where they want the answers to be anyway. And that's upsetting to me a lot. Very much so," he said.

Poor communication from administrators also impacted Richard's opinion that teachers were not always given accurate information. He did not like "dealing

with dishonesty and [administrators] who are not straightforward with you. And they talk in code. When you ask them a straight question and they don't give you a straight answer," noting, "[d]istricts are very good at telling you only what they want you to know, and you really can't plan [for] what they want you to do, or make a plan, until a lot of times, it's too late."

As an example, he discussed an instance with the new fine arts building, where the choir teacher was promised her own vocal music room. She was told to get her current classroom packed, put together invoices to order equipment for her new room, and make any other arrangements necessary to move to the new building. "The decision had been made for months before she found out that she wasn't getting a choir room . . . no one was going to tell her," he commented, adding that "it's not even a 'need to know' basis, . . . it's just like, 'oh well, we decided that we were going to do this instead, after you've done all the leg work to get another thing done.'"

Richard identified several instances of poor communication with district-level administration through the building of the performing arts center and middle school buildings. He said he was present for all of the meetings and they would ask his opinion, but "I don't get to make a decision . . . . I'm just there so that they can say that 'well, we let you know what we're doing.' Lip service thing."

He had no input in the design of the middle-school band room, and there were several flaws in its functionality as a music room. For example, the room had a domed ceiling with a skylight; while visually appealing, it created an acoustical problem because all of the sound traveled up into the ceiling. The teachers in that

room wore a microphone every day, even in times when the class was quiet, so that the back row of the band could hear them. All of the lighting in the room was on the perimeter and he commented that they had to use stand lights any time they rehearsed at night. These issues frustrated Richard because he wasn't consulted about "things that should have been common sense . . . the one person in the district who has experience with building band rooms, they didn't even ask . . . . It's like, they know everything. They know best. And there you are."

Transparency in decision-making was dissatisfying to Richard, particularly in reference to the school board. He said:

> You go to a school board meeting when an important decision is going to be made, and the discussion's not public. They go into a secret session to discuss it, and then when they come out from the secret session, they don't even tell you what the decision was. They just go onto the next thing on the agenda. And you have to approach somebody to find out what the decision was. And then it's 'yes' or 'no'. No discussion about it.

Another area of poor transparency occurred when administrators made significant changes based on whatever professional development book, or "flavor of the month," they were reading, and "they come to us with expectations that we'll just jump on board without any discussion . . . things are just crammed down our throats . . . [with no] opportunity to discuss or look over it." Richard felt that his opinion and experience were undervalued. He believed the administration asked the faculty to adopt certain policies and then decide to do something different while the faculty was still making changes according to the previous programs. He

perceived his efforts to comply were insignificant and unappreciated, saying,

"[y]ou're the one that's got to do all the compromising and the giving and the

adjusting, where they don't. And that's where I get frustrated."

One of the examples Richard gave was the adoption of the Marzano book, *The*

Art of Teaching, which he referred to as "just another fad . . . it puts common sense

teaching skills into big words I don't understand . . . . When you get down to it, it is

just the same stuff we, music teachers, have been doing for decades." However, he

commented that the particular change was made because the state in which he

taught required school districts to adopt one of two evaluation processes, and the

Marzano technique was unilaterally chosen by his district administration to comply

with the state. Since that time the entire district's curriculum has been rewritten in

accordance with state mandate and the teacher evaluation processes have been

redesigned similarly.

The other non-music faculty provided Richard with job dissatisfaction when

he was not treated equally because of his subject matter. He discussed a particular

math teacher who continually took students from their band class so that they could

finish their math homework, and he had to walk to the math room each day and

release the students for band. He commented that some people "live in a bubble,

where their program is the only program that exists in the building and everything

else is around it . . . Our time's not as important as their time," adding that he

sometimes felt he was treated as though "[elective teachers] are not important.

We're not legitimate enough. We're just here for the fun time and we're not really

educators because *their* subject is more important."

Richard's students sometimes had the potential to create job dissatisfaction for him. His main issue was when they "don't have the tools they need to be successful in class" because they were not prepared or did not bring their instrument. "That's not good for them or me, because that's taking away my time for the kids that do care and are prepared for class. Yet, you have to give up your time to take care of the ones that aren't, and that's frustrating," he said, commenting that he had to find ways to handle the situation so that it would not develop into a classroom management problem.

Student motivation was another source of dissatisfaction for Richard. He noted that on occasion he had a student who did not want to be in band, but whose parents were requiring the student to enroll. The student "[is] going to make sure that you're as miserable as they are, and that's not a good thing." He noted that the most difficult part of the situation was that they took away from the attention he gave to students who wanted to participate, saying, "[y]ou can't just ignore them."

Richard was dissatisfied when students "[fell] through the cracks." While it did not happen often, he felt that it did occur occasionally in a group as large as his, and it was "really, really sad and unfortunate." He tried to avoid the situation "at all costs" but recognized that sometimes it was too late by the time he realized it had happened.

Richard's dissatisfaction was also increased by student misbehavior on band trips. He discussed an incident where one of his top students broke the law on their spring trip, saying, "[i]t was kind of hard to figure out how you were going to handle

the situation . . . . You know, you're six hundred miles from home . . . . That was very uncomfortable."

Professional development was a source of dissatisfaction for Richard. He particularly did not like attending meetings that were not applicable to music, and thought most of the information presented was "fancy words for all the stuff that we've done for 30 years . . . . Rubrics and things like that." Although some of the training provided by the school was interesting and practical for him, overall he felt that most district-provided sessions were either not meaningful for him classroom, or he did not have the technology needed to carry out the information taught. For instance, he attended classes on incorporating iPads into the classroom, but could not use the information because faculty were only allowed to check out three iPads at a time and band classes were too big. Furthermore, the district did not pay for any of Richard's music-specific training.

He encountered problems in the past few years that he did not know how to handle effectively, and he wished he had more information to guide his decision-making processes. For example, he had policies in place for assigning hotel rooms on away trips, but in the past couple of years he had a couple of gay and lesbian couples in his classes, and he did not know how to effectively assign rooms in these situations. He also felt that college methods courses taught students how to teach in "utopia" and he had to learn how to teach in imperfect conditions and with unorthodox instrumentation. Though he recognized methods classes were unable to teach students every possible scenario that they might face, he wished he had more training in these types of topics.

The issue of time demands was a source of dissatisfaction for Richard. He acknowledged that time balance was a challenge for him, saying his "duty at school *is* my personal time . . . . As far as just going home . . . or spending time with my spouse and stuff like that, the job gets in the way sometimes with that." His wife was very understanding of his job and he tried to schedule family commitments first and school events after that. "Your family is who you are and your job is what you do, and you have to come to an understanding that that's what it is," he said. Although, he commented that there were times when that balance was not right, saying, "[i]t's never cost me a relationship or marriage, but yeah, there have been times when tears have been shed when the wrong choice was made."

Lack of control was another source of potential dissatisfaction for Richard. He had little control over the teaching assignment of one of his assistants who was currently teaching middle-school choir instead of percussion classes; they had been working to shift the choir to the vocal music director to free the band teacher to instruct percussion courses, but the change had not been approved. He was also having difficulties with his administrators in justifying the need for separate instrument classes because the class sizes were too small. Such a schedule change potentially affected the quality of the band because students would not get specialized instruction for their individual instruments. He also felt that he had no control over the construction of the performing arts center and whether the building would meet the needs of the band once it was completed.

Balance. Richard was "probably 90% satisfied with my job and the dissatisfied part is about 10%. Even the dissatisfaction parts are [things we can work around]." In terms of improving his satisfaction, he commented that he was learning not to take administrative decisions personally, saying, "we're all here for the same purpose, and [they want] to have a good school district and my job is to make the band successful, and we can do both. That helps to keep my job satisfaction." He also mentioned that he was working on being even more proactive and trying to see the positive side of every situation.

Jenna

Jenna is a middle-school orchestra teacher, who also teaches fourth-and-fifth-grade strings at one of her 'feeder' elementary schools, and assists the high-school orchestra director at the school her students 'feed'. She has taught for seven years, all of which were in her current teaching position. Her school system is a large district that exists on the west side of a large Midwestern city; the district itself spans across the city from the northern border to the southern border. The schools within the district are very diverse, ranging from wealthier, suburban schools, to low socioeconomic-status, inner-city schools. Jenna's schools are located in the southwest part of the district, the section containing the lower socioeconomic-status and urban area, with 95% on free or reduced lunch programs. The student population is approximately one-third White, one-third African American, and one-third Hispanic, with a few Asian Americans, but Jenna's students tended to be primarily white.

The daily schedule Jenna had was very busy and included traveling between at least two buildings. Before her middle-school classes began, she directed the fourth-and-fifth-grade ensembles at one of the elementary schools, and then she traveled during the first hour of the contract day to her middle school. She had one eighth-grade ensemble; two seventh-grade ensembles with lunch and planning period in between; and two sixth-grade classes. The sixth-grade classes were divided into those who started in elementary school in one advanced class, and those who started orchestra in sixth grade in a second beginner class. The seventh graders were divided into upper strings in one class and lower strings in the other, but she commented that she had trouble with discipline issues in the arrangement because one of the classes was too small to be effective as an ensemble, and she planned to change the distribution next year. She taught all of the private lessons to her students before or after school, as well.

The students performed approximately five concerts each year, with one area-wide festival, arranged through the 'feeder' high school; a holiday concert combined with the middle-school choir at her school; state contest in March; solo and ensemble contest; all-city and all-district concerts; arts festival performance; and spring contest. In the spring Jenna also tried to take the students on a reward trip to a nearby amusement park.

In addition, Jenna was a new mother, with an 18-month-old son. She was adjusting to being away from her son for the extended hours her job required, but she felt fortunate that her mother was able to care for him.

Job satisfaction. Jenna gained job satisfaction through working with her students, noting, "I really like my kids." She enjoyed engaging lessons, where she could "see the students' light bulbs go off" during those "ah ha" moments; these times developed a love and importance of learning music that she felt was essential. There were times when she heard students singing their orchestra music in the hallways of the school, and she thought that was a sign that they enjoyed making music in her room. Answering students' questions was one of her favorite tasks because "it's something that they're thinking about, and they're putting things into their heads . . . and [letting it] marinate so that it can grow. And so they're fostering that growth by asking questions. That's a really good experience for me."

"They constantly want to learn about music," Jenna said, commenting that she felt motivated by watching students grow from beginners to independent musicians. They had taken their own initiatives to arrange pieces of music for their pop concert using some technology she made available to them. She mentioned that they also had asked her to allow them to play previously rehearsed music using different instruments so that they could learn how to play other instruments in the orchestra.

Jenna felt motivated when her efforts and students' accomplishments were acknowledged and appreciated. "I have a lot of students this year that when they saw that I work hard and I do what I'm supposed to do then they would kind of follow suit and they would reap the benefits," she said, adding that her students had fun in rehearsal, but also knew when to "get busy." The most stressful and the most fulfilling part of her job was in the completion of the spring concert because the

students were able to "show off their hard work" to their parents and teachers, and her efforts were acknowledged by peers, colleagues, and parents.

It was important to Jenna that other professional music educators respected her. She noted that she had a good reputation among her students' private instructors and other music teachers in her area, making her feel that she was doing her job effectively. "A lot of times you're *just a teacher* and you're [seen as] not really doing much. But if I know that other people who are doing the same things I'm doing value what I do, [and] that means I'm on the right track," she explained.

The sense of respect was also experienced in Jenna's relationships with her faculty members. "My colleagues really respect me where I am, so I feel like I am necessary. I feel like I have a purpose at school. And that does definitely play a role [in my satisfaction] when they respect me as an educator," she said. As an example, she was asked to serve as chair or co-chair of school and district committees; the fact that her peers thought enough of her to put her in leadership positions meant a lot to her.

Jenna gained job satisfaction from her colleagues when they were able to work together in a supportive and productive way. From her perspective, the most positive school relationships were built on open communication and the understanding that the students' needs were first in priority. She liked to work with people who matched or exceeded her work ethic, and who recognized that offering support to one another was very important.

In particular, she mentioned the collaborative relationship she developed with the high-school orchestra conductor at her 'feeder' school. They learned to

work together effectively to aid both Jenna's ensembles and the high-school orchestra in presenting new techniques and co-teaching in certain instances. They also worked closely together to prepare for district festivals and to organize events.

It was important to Jenna that she was an equal part of an instructional team in her school. Collaboration between teachers was one way for her to experience it, and she liked to work with people who "utilize your talents and your art form to help with their curriculum." Teamwork allowed her to "[feel] like you're not really an elective teacher, but a teacher." Faculty meetings provided another avenue for her to feel like she was "in the loop" and a part of a larger team, and she enjoyed participating in her school's meeting and professional development. Her planning period also contributed to her sense of equality, saying, "I feel like sometimes our union works with us to make sure we get equal amount of plan time as other teachers. So that allows me to really enjoy my job."

Jenna's administrators contributed to her sense of job satisfaction because the school became a "well-oiled machine" with positive, supportive, and present principals. That allowed her to "feel like I can just be an educator," knowing that discipline issues she sent them would be handled. She commented that in the past couple of years her school had changed from being "pro-student" to being "pro-teacher" and everyone was happier with the new system.

Though Jenna recognized that the majority of the parents were not very active in her program, she did get job satisfaction from the few who were readily available to help her. She noted the level of parent support changed each year, but she was very happy with her current group. She had a core group of three or four

parents who helped chaperone for trips, organized fundraisers, drove students to contests, and provided necessary materials for the ensembles.

Jenna's training aided her in experiencing job satisfaction. She completed her student teaching in a middle-school orchestra and felt very comfortable working with that age and skill level. "Other than my undergraduate degree, all the things that we do and learn in faculty meetings and professional development really do affect the way I can enjoy my job and actually do my job well," she said, "I consider myself a core teacher. I'm just as important as any other subject, and so professional development that my peers and colleagues are attending, I want to attend, as well." She commented that when there were changes made in curriculum, she needed to know about them so that she could adjust what she was doing as a fine arts teacher, citing the new Marzano teacher evaluation system recently implemented in her district. In addition to school-organized training, she participated in her district events, state NAfME conferences, and ASTA. She was also planning to begin her master's degree in administration so that she could better understand her administrators' points of view.

Control was another issue that contributed to Jenna's feelings of job satisfaction, and she enjoyed the freedom to be creative and flexible with certain aspects of her job. Curricular and music choices were areas where she had some control, although she did have to comply with district guidelines. She was also able to select fundraisers and organize trips to suit her needs. In addition, she had input into which instruments the students played, thus influencing the quality and balance of her ensembles.

Jenna experienced job satisfaction when certain aspects of her life outside of school impacted her classroom. She played her cello for events and was able to speak to her students as a professional musician as well as a music educator. Her family was also present at school events, making her feel supported and encouraged. She was thankful for her husband's help with setting up and putting away chairs and stands for concerts.

Job effectiveness. Job satisfaction appeared to affect Jenna's job effectiveness. "When I am satisfied, I want to do more and I want to work harder. And I don't mind getting up early, [or] staying late. I don't mind the extra work at home," she said, adding, "I see that I can do things better because I'm having a good time. I'm enjoying what I do, so I don't mind putting in the extra hours."

Student satisfaction was also tied to Jenna's job satisfaction. She commented that she hoped her students knew how much she enjoyed teaching, saying, "I did get a card from one student that said that they appreciated how hard I worked and how devoted I was to my job. And that almost made me cry because it's like, 'how do you know?'" She added that she felt the students had more fun when they recognized that she enjoyed teaching them.

Job dissatisfaction. Jenna's school responsibilities required some time demands that were dissatisfying to her. She worked long hours during the school week and had many weekend time commitments, as well, during contest season. She also taught private lessons before school, during lunch, and after school, making her unable to have any breaks throughout the workday. Though she had a planning period, many times she was traveling between schools or handling discipline issues

in that time, forcing her to plan at home. "It's never really a 7:30 to 2:30 kind of job," she added.

Another source of discouragement for Jenna was in being underappreciated by all levels of administration, including the state, and in feeling like society in general did not value the teaching profession. She said:

> The volatility of education [dissatisfies me], and I don't know that it's district as much as it is statewide. I think we're underappreciated by our administration more than our parents or students. It really kills your confidence, or kills this feeling of, you know, 'I want to do this for the right reasons' . . . but you want to be seen as an equal, even though your administrator . . . is responsible for you and what you're supposed to be doing as an educator by evaluating you, when you feel like they don't really value what you do in the classroom. It really takes its toll on you mentally. Even statewide, when they try to talk about maybe taking away all your pensions because you don't give your life on a daily basis, like the police department or the fire fighters . . . . This was kind of a debate going on in our state for a while. And then you have something like [a natural disaster that affected nearby schools during class time] and you have teachers that risked their lives for those kids that day. You can't tell me that we don't do everything that we can for these children . . . . We call them '*our* students' for a reason. We understand that we're responsible for them. And it's really discouraging when the people who you work for don't feel that way about you.

"Volatility" created an environment of uncertainty for Jenna, who felt she was in a constant period of change. For example, the curriculum she was asked to use was in the process of being revised to accommodate the Common Core Standards. Her administrators continued to leave or change schools, so the faculty had to adjust to new policies each school year, making discipline for students too lax in some cases. She felt that some of her principals required that she give students too many chances before there was action by an administrator. Finally, Jenna cited the absence of consistency or fairness in pay as a problem for her. She noted that each year the decision to give teachers a step pay increase changed, and she was also unhappy that she was not paid as much for extra duty as some other music teachers.

Another source of dissatisfaction from policy makers and administrators was the change to the Marzano teacher evaluation system, as prescribed by the state as one of two teacher evaluation tools to be adopted by every school system. Jenna referred to it as "the new thing" and she was not clear about whether her new evaluations would include any of her success in previous years.

The change in evaluation systems put the principals in an authority position that greatly affected her sense of job satisfaction. She made every effort to comply with the new evaluation tools, yet she felt her evaluating principal did not come to a sufficient number of her classes to fully understand whether or not she was a competent teacher. Jenna said she passed her evaluation, but did not get any feedback from it in order to help her improve or grow her skills. That, in combination with her supervising principal changing each year, made the evaluation process very troubling for her.

Communication was one of the most important aspects to Jenna's sense of job satisfaction or dissatisfaction. She noted specifically an instance when students were forced to decide between participating in her program and doing another school-related activity or sports event because of a schedule conflict. Occasionally a concert was scheduled at the same time as a sports event and she felt that she was always the one to compromise or risk losing students to sports. The students were put in the position of having to choose, when they could have participated in both activities. Jenna learned to schedule any after-school rehearsals and concerts around the sports schedules because the coaches were not willing to accommodate her requests on the calendar. She was most unhappy because it was an example of lack of communication and collegiality in which the faculty could work together to put the needs of the students first.

Another example of lack of communication occurred when Jenna planned to have a night for vendors at school to discuss instrument purchase or rental programs with her orchestra parents. After the event she was informed that she had broken a district policy to provide equal opportunities for businesses. She did not know the policy existed and was reprimanded severely. Eventually she learned that she had not done anything wrong and that there was no policy violation. She felt the administrator had been dishonest with her and that they had failed to communicate effectively with each other, saying:

> The feeling that I'm not doing my job, or that my job is in jeopardy because I'm doing something that seemingly I feel like is right for the kids, all because I need to be fair to a business person or businesses. So, I try to understand

where ethics and honesty, and kids getting what they need . . . where all of those lines [are].

The issue was also frustrating to Jenna and contributed to a larger source of job dissatisfaction for her. The parents relied solely on school instruments for their children and she was trying to encourage them to think about purchasing or renting instruments for the students. She commented that it was the only issue she had with her parents because they "just want [their children] to use one of mine, and I'm like, 'well, they're not for everybody'. You know, if I had 90 instruments, then yes, I could just give you an instrument." Instead, she provided school instruments to students based on level of need and had to coordinate ensemble instrumentation with her 'feeder schools' so that they could pool their available instruments and distribute them accordingly. Most of the time Jenna was able to find instruments for all of her students, creating a different problem. Students were progressing all the way through high school and looking forward to playing in college, yet some still did not purchase their own instrument.

The demographic of Jenna's school generated dissatisfaction for her in other ways, as well. The parents in her district largely did not support her program or take an active role in their students' lives, leaving the children to raise themselves. "If they don't have a sense of routine at home, it's really hard for them to keep a routine in the classroom. If they don't have someone supporting them at home . . . they find it difficult to take instruction from me," she said. Building relationships with parents was another issue, especially when they "may not work with you."

The school demographic also affected Jenna's ability to manage her classroom. She noted that her first priority was to build trust with students, as many of them did not trust adults. She felt trust was necessary in order to teach them, commenting that otherwise "I can't get anything done. They become defiant. They can really change the environment of a classroom. I can't stay on task because I have to do discipline." It was especially difficult for her when she had to handle a discipline issue from one group while her next class was beginning their time. She often had to take time from one class in order to finish dealing with the previous one.

Other sources of dissatisfaction relating to the students were focused on Jenna's personal teaching self-efficacy. She was not happy with her own level of preparedness or preparation, noting that the students deserved the best possible education. She felt that her teaching was ineffective in those instances when she was not as prepared as she usual, and the students' level of attention also decreased. She did not like teaching lessons when the students were disengaged or disinterested, especially when they did not care for the music she selected for them. The other area of planning that Jenna felt ineffective was in her ability to think of a plan B or C when technology did not work for her.

There were three examples in her personal life that negatively affected her job satisfaction. Because of the long and varied work hours, Jenna often had to find babysitters to care for her son, creating distress for her depending on the availability of the people who normally watched him. She also mentioned that she was ill during her pregnancy on many occasions and felt that she was not as

effective as she could have been in those instances. Finally, in planning to return to college to work toward a master's degree, she was worried about her ability to plan school events and rehearsals around her own class schedule, noting that she knew she would have to change some of her program's traditions and schedules.

Jenna's undergraduate degree did not prepare her for all of the parts of her job. Having the ability to "[think] on the fly" and developing those "tricks of the trade" were helpful to her now, and she wished she had those tools as a new teacher. Classroom management was an area in which she did not feel prepared, saying, "[t]he [school wide] discipline plan can change from year to year, or even from semester to semester, and so you have to implement that."

Motivational strategies were another topic Jenna wished she learned more about in college. She encountered some instances when she had trouble motivating students in an elective-class situation because the students did not view the work to be as important as core classes. "How do you break through that either to reach out to the kid and get him to love what you love in music, or how do you get him to choose another elective?"

Teacher attrition was negatively affected by the multifaceted nature of teaching, in Jenna's opinion. "I had one colleague tell me the first year, your job is just to survive. Just survive," she said, adding that there was so much more to the job other than teaching music. "All that stress is hard to do, when you're also trying to figure out 'how do I teach this exercise? How do I go from [one page to the next]? It's a lot to do in one year." She commented that some teachers leave the profession

"early" because they forget there are other factors to their success as an educator, such as changing administration and the learning environment.

Time was another factor that contributed to Jenna's experiences of dissatisfaction, particularly when she was required to give up time with her family to work. Her professional and personal time was not balanced, and she noted that she was fortunate to have her mother who helped raise her son. Because of her schedule, her son spends the school days and evenings with his grandmother. "He's grown *very* attached to my mother," she said, "so much so that he calls both of us 'momma'. So, it'd be different if he understood. I feel like he understands that's his 'mimi', but at this point she's just as much his mom as I am." She added that she was looking forward to the summer break because then she would be able to catch up and spend more time with him. It was her goal to streamline her program before the next school year so that she could leave sooner each night and spend more time with her son.

Control influenced job dissatisfaction for Jenna. She did not have any power to change or design her class schedule because administrators who made the schedule catered to the needs of the core teachers. Instrumentation was another element she could not control because she shared instruments with other schools in her region of the district. She also worked to keep students retained in the program, as it was difficult for her to justify small class sizes if too many students dropped out of orchestra. Finally, Jenna had little control over the concert schedule because she was forced to plan around school sporting events.

Balance. Overall, Jenna thought she had a good balance between satisfaction and dissatisfaction. She had worked her entire career at one school and commented that teaching was easier for her, now that she knew what to expect from the school constituents, colleagues, administrators, and district. She actively reminded herself of the good things about her position and felt very supported there.

Jenna noted that teaching was "volatile" from year to year and her balance fluctuated, depending on the particular circumstances of any given school year. The administrators left her school and she was worried about how their replacements would affect her program for the upcoming year, adding that schedules and planning periods were still undetermined.

To counterbalance these changes and stay satisfied, Jenna emphasized the importance of being flexible and letting go of the things she could not control. Each summer she tried to reflect on needed changes for the next year, and then she made an effort to "start over" each fall semester. She also said she had to consciously make choices about the colleagues with whom she would spend time at her school and when she needed to stay out of the teachers' lounge in order to maintain a positive attitude.

Emerging Themes

Job satisfaction. In examining the participants' answers, the following themes of interrelationships, school environment, education, and control emerged as causes of job satisfaction.

Interrelationships. The interrelationships between the participants and students were an integral cause of job satisfaction for the participants, and the main source of job satisfaction for the participants came from observing student achievement in music. It was especially rewarding when students did not initially understand the lesson, but would then experience an "ah hah" moment in which the teachers witnessed the students' joy in the learning that took place. The participants also appreciated seeing the fulfillment of student performance in concerts and contests, underscoring the collective success that was achieved.

The participants experienced satisfaction when lessons and rehearsals were executed in a manner in which learning was maximized and both teacher and students enjoyed the process. They made reference to watching students making music; when the students had fun in rehearsal, they did as well, and vice versa. Positive perspectives about classes occurred when the teachers were well prepared, learning time was maximized, and students were engaged in the lesson. These experiences motivated the teachers to raise the levels of expectations and musicianship each year in order to challenge students and increase achievement.

The joy of learning was very important to the participants. Sam, in particular, felt that his children would not get the opportunities to play music outside of the school music program because of the environmental constraints, and he enjoyed being able to enrich lives through playing music and learning together. Jenna and Nina liked the excitement and enthusiasm students had in rehearsals, indicating that they were succeeding as teachers.

Nina and Jenna especially valued the responses they received from students in rehearsals. It was fulfilling to them when the students liked music they selected and would play or sing ensemble music before and after class or around the school building. Instances such as these in which spontaneous excitement occurred made them feel that they were making good decisions for students, thus increasing teaching self-efficacy.

The participants acknowledged that building rapport was of the utmost importance to success in teaching. Nina enjoyed meeting students at the classroom door each day and made an effort to get to know them personally. Sam and Jenna commented that they worked to build trust with students so that they could better control the classrooms and accomplish more with the ensembles. Sam also noted that he was well liked by his students and he was pleased when they greeted him in the hallways of the school or when they would see him in the community.

It was important to Richard that the students in his program treated each other like a family. Closeness within the band was a natural byproduct of the amount of time the group spent together during the school year and over the course of their seven years in band. He commented that he felt privileged to be available to the students when they needed advice or to speak to someone who would listen to them, and said the bond he established with them would continue past the time they spent in his program. He was gratified that they respected him enough to look to him as a mentor and seek his counsel even after they had graduated and begun their adult lives.

Another important part of the participants' experiences of job satisfaction was interrelationships with colleagues. They appreciated faculty who were student-focused and would work together to meet the needs of the learners. Sam, Nina, and Jenna felt strongly that they wanted to be valued and respected as an equal part of the teaching team in the school building. They were happy when the non-music faculty included them in curricular decisions and they strived to work collaboratively on units of instruction and other school-related functions. In addition, they appreciated when colleagues helped them find solutions to issues regarding a specific student or schedule conflict.

The participants felt satisfied when they had support from colleagues. It was meaningful to them when faculty came to concerts and told them that the ensembles performed well. They were grateful for those instances when the teachers acknowledged their work or contributions to the school, especially when the students were valued, as well. For example, Richard mentioned that his peers and his students' peers wrote letters and emails to show they were appreciated for playing at sports events and congratulated them for success at contests. They were also relieved when colleagues understood those situations when the music students had to miss other classes for performances, trips, and contests.

Sam and Nina found key people in their buildings to support them. Sam worked diligently to develop supportive relationships with his coworkers, and mentioned that he had more support now that many of the teachers in his building had retired and were replaced; one teacher in particular valued music as a subject. He had one colleague who enjoyed collaborating with him and helped to encourage

him. Nina worked closely with the school's instructional coach, who aided her with strategies for classroom management, creating support for her and her students.

Richard and Jenna discussed the job satisfaction they experienced because of the relationships with the other music teachers with whom they worked closely. Richard was in a unique position in that he hired and managed two assistant directors. He felt they were supportive of each other and worked cooperatively to meet the needs of students, and he valued their input, feedback, and collaboration. Jenna worked closely with the high-school orchestra director in her region of the school district; though it took them some time to develop a positive working relationship, she was glad to have extra help when teaching a new technique and thought they worked well together to share instruments and organize district events.

Jenna also appreciated being respected among her music peers and it was an important contributor to her satisfaction. She commented that she heard positive feedback about her program from other music teachers and her students' private instructors. Feedback from peers provided her with the feeling that she was successful with her ensembles.

Interestingly, the participants did not talk much about interrelationships with administrators as contributing to job satisfaction; references to administrators were mostly limited to issues of acknowledgement, support. Sam mentioned that his principal did influence his satisfaction, but only in helping to establish him as an equal member of the faculty with some of the teachers who were not treating him fairly. He also said his principal's office was across the hall and they would talk

together before and after school. The relationship helped to keep his attitude positive.

In addition to supporting the participants through attending concerts, the administrators assisted in managing discipline issues when necessary. None relied on the principals to stop misbehaviors inside the classrooms until they exhausted all possibilities to resolve the problem personally. However, Nina, Richard, and Jenna were thankful that when they did need help, principals attended to the situation. Sam felt that his principal's new school-wide discipline plan was aiding in stopping some of the fights and large-scale discipline problems in his school, noting that the numbers of office referrals had decreased that year.

The administrators supported the participants by creating a positive school environment, and, at present, administrators were generally successful. Their schools were student-centered, encouraging, and working toward a common goal of helping each other to educate the students. The principals also increased support by simply being present; Nina, Sam, and Jenna commented that they could tell a difference in student behaviors when the principals were not in the building, and they appreciated the administration being visible in the schools.

Interrelationships with parents were important to the participants, but especially for Richard, Nina, and Jenna. Richard and Jenna recognized that it was essential to keep the parents informed about what they needed in terms of supporting student success. Richard also noted that it was his job to make sure any parents who wanted to help would be included. Nina felt that her most valuable source of feedback was from parents, who had been encouraging to her.

Parental support was a contributing factor to the participants' experiences of job satisfaction, as well. Richard, in particular, had an active and large boosters organization for the band program and he felt that they were the financial backbone of the operation. They also provided him with chaperones for all of his trips and substitutes when he was absent from school. Jenna was pleased to have a few loyal parents who helped her with fundraising, obtaining resources, chaperoning trips, and providing transportation for her students. She wished she had more active parents, but was grateful to have the support she had.

School environment. The participants felt satisfied when colleagues and administrators recognized their work. Richard said that people in his school frequently communicated that the band students were appreciated for contributing to sports events through letters and locker decorations. Sam noted an incident where his district administrator praised his choir for excellent work ethic and behavior at a district choir festival. He was also mentioned that the children performed better than previous groups from his school, and that made him feel like he was making a difference in his community. All of the teachers were given positive feedback from faculty and principals who attended concerts, and these comments were important to them because they felt that they were accomplishing what they had set out to achieve.

Education. Professional development was a key aspect to job satisfaction for the participants. They all felt that they needed to continue learning and changing the teaching techniques they used in order to provide the best possible education for students. Though the schools did not offer music-specific training, they sought

opportunities to grow in their skills, and often personally paid for that training. Trainings were mostly held at the state-level NAfME conferences, as well as state-level band, choir, and orchestra organization conferences. Sam, Jenna, and Richard discussed actively looking for opportunities to increase the use of technology in the classrooms and liked to attend professional development in those areas.

The participants valued their college-level training and most of them were continuing education in that vein, as well. All of the participants felt that they were well prepared to handle the music teaching aspects of instruction, some of which had been learned during employment. Richard had his master's degree in music education and the others were beginning master's degrees in administration.

Control. Control was an element that contributed to the participants' job satisfaction. They were able to define curriculum, select music literature, and organize classroom structure. Nina, Sam, and Jenna valued the ability to be creative and flexible in their approaches to teaching concepts, noting that they were the only music teachers in their buildings and they did not have to collaborate with anyone else. They also commented that they had more freedom in curriculum choices than core teachers.

Richard and Jenna had other areas of control unique to instrumental music instruction. They were able to determine which students were in each ensemble and who played the instruments. They assigned instruments to students, as well, which helped them to regulate size and composition of ensembles.

Effectiveness. The participants believed job satisfaction affected their effectiveness in teaching music, recognizing that they were more willing to work more diligently when they enjoyed teaching. Their efforts directly resulted in motivating the students to accomplish more. It was of the utmost importance for them to create effective and engaging lessons, plan for each class period, approach each day with a positive outlook, stay abreast of the newest educational trends and strategies, and keep expectations of students high. In return the students were more successful in achievement and enjoyed the learning process, thus increasing the teachers' self-efficacies and job satisfaction. The participants felt that the students definitely knew when they were fulfilled. They hoped students knew how much they enjoyed teaching and were devoted to making them as successful as possible.

Job dissatisfaction. The following themes of interrelationships, inequality, communication, self-efficacy, student engagement, classroom management, availability of resources, school environment, professional development, control, and time emerged as causes of job dissatisfaction for the participants.

Interrelationships. In working with administrators and colleagues, one of the greatest sources of job dissatisfaction was the perception of inequality and lack of respect the participants felt because of the subject matter. The participants made reference to being treated as the 'electives' teachers, which had negative implications for them in terms of support, funding, resources, professional development, evaluation, students' attitudes, and scheduling.

Sam and Nina mentioned that the achievements and the accomplishments of students were not met with the same excitement or attention as core area successes. Nina commented that the core teachers "looked down upon" her; they thought she did not work as ardently as other teachers because music was not a tested subject. Similarly, Sam's colleagues did not respect his work, to the point that his students' attitudes shifted to reflect their teachers' opinions. Sam also had issues with teachers being disrespectful while students were present and he struggled to maintain his authority under those circumstances. As a result, he felt that he could not interact with some of his colleagues because they did not value music in the school and chose not to support him.

Jenna struggled with the value placed on her job in a more global sense, in terms of how government and society viewed the profession of teaching. She cited changes being made in her state with teacher salaries, pensions, and benefits which made her less motivated to teach. It was also an important aspect of her sense of value that other music teachers made more money than she did, noting specifically that band teachers made significantly more extra-duty money than she did although she was working before and after school and on weekends.

Scheduling was another element of value that contributed to participants' job dissatisfaction. Richard was continually negotiating to retain sixth-grade band as a yearlong course instead of it being included in a nine-week cycle of classes designed for exploration. Nina commented that her job was nearly eliminated due to size and budgetary concerns prior to her starting in her district; though her administrator was able to save her position, she was battling to expand her program and maintain

her teaching position as full time. Jenna felt that she always had to plan her concert and rehearsal schedule to meet the needs of the school sports programs because the coaches would not work with her to resolve conflicting events.

Inequality. Fairness was very important to the participants, because they were not always able to get the resources they needed because the core teachers' requests were granted first. Nina was unable to hire an accompanist for her choir and Sam spent his own money in order to fix structural and aesthetic issues in his classroom. Jenna noted that her schedule needs were often preempted by the needs of the other academic classes, making her scheduled planning periods and class structures more difficult.

The perceived inequality affected instructional time as well. Although his situation was somewhat better now that many of the teachers in his building had retired and been replaced with younger teachers who were more supportive, Sam still dealt with being respected as a valuable part of the school. He noted that teachers were late to bring students to music and often were tardy to get them after class. He also worked as a security officer in his school to aid colleagues in maintaining school safety, and yet, other teachers would not help him if he needed to leave his class in order to handle an issue.

Richard and Nina had problems convincing administrators and colleagues that it was inappropriate for them to make students miss music class in order to finish work in other subjects. Nina was not allowed to take her students on a field trip to enhance her instruction, but permission was granted to a non-music teacher to take her students to a similar event as a reward.

Communication. Lack of communication with coworkers was another source of dissatisfaction for the participants. Nina and Jenna discussed the importance of "being in the loop" with colleagues, and commented that they did not enjoy being left out of important school activities or decisions because they were not core teachers. Richard and Jenna felt that some of faculty members did not want to work collaboratively with them because the other teachers' programs were the only things that mattered to them; lack of cooperation was a source of frustration to Richard and Jenna because they were unable to meet students' needs in these instances.

Lack of support was a source of job dissatisfaction for the participants, especially Sam, Nina, and Jenna. Sam in particular did not feel supported by his school community. He worked to foster good relationships with his coworkers, to the point of finding common interests with them and trying to reinforce classroom concepts into music classes. However, he generally thought his colleagues were working simply to collect paychecks and did not want to get to know him. The poor attitudes contributed to low school morale and prompted Sam to maintain a positive attitude at school.

While the participants wanted to be included as members of a larger teaching team within their schools and felt that they were not always supported by colleagues, they also commented that they intentionally separated themselves from the other teachers at their schools. Sam, Nina, and Jenna also struggled with feeling isolated from the other teachers in the buildings. Feelings of isolation occurred because many schools had only one music specialist or one music teacher for each

type of ensemble, leading them to feel excluded from the other faculty members. In addition, Sam mentioned he ate lunch alone and mainly stayed in the classrooms throughout the school day.

The interrelationship with school-level and district administrators was a source of dissatisfaction for the participants. Particularly for the post-induction teachers, lack of input into school policy was one cause of dissatisfaction related to administration. Richard did not feel that his administrators valued his experience or opinion. They made unilateral decisions without consulting the faculty and expected them to "jump on board" with the changes. He did not appreciate that he would work to make the necessary accommodations to be in compliance with new policies, only to have the administrators change their minds and decide to work toward a different plan; he perceived it to be a waste of his time and an undermining of his work.

The evaluation process was a source of job dissatisfaction for some of the participants. Sam's main concern was that his administrators did not know anything about music and they could not effectively assess him. Jenna echoed the sentiment, saying that she was not evaluated fairly by her principal because her evaluator changed each year and each person had not sufficiently observed her class to make an accurate judgment. Jenna and Richard worked in districts that had adopted a new format for teacher evaluation in accordance with state regulations. They were both uneasy about how it would affect them because they were still learning new changes that would be required of them, and they did not know how

long the new "fad" would last before they would have to rework curriculum again for the next trend in education.

Communication was also an issue that contributed to dissatisfaction when it involved the participants' administrators. Richard thought his administrators only asked for his opinion when they had already made a decision or simply did not listen to his point of view, making his input irrelevant. He cited several examples from the process of constructing the new school buildings; when they asked him what he thought about the building plans, and when he asked questions or noticed errors, they remarked that the plans were already finalized. He felt that they were only asking his opinion so that they could claim they received feedback from teachers, and that his input was not important to them.

The post-induction-phase (Gold, 1996) participants underscored their need to be a part of decision-making aspects of the schools and felt that not being included was a result of administrator ineffectiveness. Richard thought the administration in his district told the faculty information on a need-to-know basis, and the administrators determined what those topics were. He commented that there was a lack of transparency in decision making in his district and mentioned a school board meeting in which the board members made decisions in a secret meeting and failed to open the topic for discussion. The breakdown in communication tended to result in the faculty's inability to make adjustments in compliance with administrators' decisions because they were not given enough time to implement changes.

Jenna recalled a time when her administrators reprimanded her because she tried to organize an instrument night for her program. Her integrity was questioned, yet she knew that she was doing what was right for the students. The situation made her feel as if her job was in jeopardy and she was failing her program.

The induction-phase (Gold, 1996) teachers identified different sources of dissatisfaction from administrators. Neither Nina nor Sam had a lot of instructional or discipline support from principals, thus they had to learn how to survive on their own. Nina found support from the instructional coach, who helped her develop strategies and served as a mentor for her. Sam, on the other hand, was not able to locate building principals when he needed them, and it was a source of frustration because he served everyone else when there was a discipline issue in the building, but did not get support in return.

Parental support was yet another challenge for the participants. Nina said parental feedback was the most important indicator of job satisfaction or dissatisfaction. She commented that parents could really affect student satisfaction because they saw the students as much or more than the teachers did, and attitudes influenced students. Jenna and Sam, who were teachers in urban school districts, learned not to rely on parents to help them with student discipline issues; in fact, Sam noted that it was counterproductive to involve them because they reinforced the behaviors the school was trying to solve. Jenna, who had taught longer than Sam, became accustomed to having a few faithful parents who helped her, commenting that she "did not know any different."

The participants had to teach the parents how to be supportive in a positive way. Richard and Jenna said they learned to "keep the busy bodies busy and acknowledged," underscoring that they needed to maintain open and honest communication with parents. Sam recalled his first concerts when he trained his students' parents to participate appropriately as audience members for the music concerts.

Self-efficacy. Self-efficacy was a cause of dissatisfaction for the participants when they encountered situations that made them feel as if they were failing to do their jobs in some way. Nina discussed an instance when the boys in her program did not come to one of her concerts; she felt as though she was unsuccessful in passing her love of music to them and they did not see the value in participating in the concert. She also felt ineffective at her job when she was unable to provide a positive and supportive learning environment for the students, as manifested by behavior issues that she could not resolve.

Jenna also felt dissatisfied when situations in her classroom or school environment caused her to feel as though she was not performing to a suitable level. She mentioned an instance when she was reprimanded for arranging a school instruments night for vendors to present parents with instrument rental information, and other times when she felt unprepared in her lesson planning as occasions that made her dissatisfied.

Student engagement. Student engagement surfaced as another potential point of dissatisfaction for the participants. They worked to plan effective and creative lesson plans that would engage students and felt unfulfilled when the

lesson did not work according to plan. Jenna also commented that she was not always able to plan additional lessons in case technology did not work correctly, allowing for students to become bored or disengaged in the lesson.

The most difficult aspect of student success occurred when students would give up on themselves or each other, causing difficulty in motivating students once they stopped trying to achieve. The participants struggled with the concept that they could not reach every student, especially when their time was monopolized with managing misbehaviors committed by one or two specific students. Richard noted that students occasionally "fell through the cracks," often before he was even aware of problems, and it was a source of sadness for him.

Student success contributed to job dissatisfaction when the participants had to give attention to a student for misbehaviors instead of focusing on those who were excited to be in music class. For Richard, misbehaviors occurred when students were not prepared for class and he did not like dealing with the classroom management aspects of finding a task for the student to complete. Jenna and Sam dealt with disrespect in class, making it difficult to teach until the problem was resolved.

Poor student attitudes were another source of dissatisfaction, for these contributed to the overall classroom environment. Richard and Jenna commented that they had situations where students enrolled in 'electives' classes when they really did not want to be there, thus negatively affecting attitudes. Sam echoed that he did not enjoy giving his attention to students who were misbehaving, at the expense of the students who were working and engaged in music class. Nina said

she did not always know how to handle the middle-school age group because they could be so ugly to her and each other.

Classroom management. Classroom management issues were a factor in job dissatisfaction for the participants. Problems with classroom management stemmed from the demographic situations for Jenna and Sam, who both taught in urban, low socioeconomic-status schools. Sam's school discipline policies clashed with parents' behavior models. At home his students were taught to fight back instead work to resolve issues, making it difficult for the school to maintain safety and order. His students also were raised in environments where many of the fathers were in prison and the students wanted to go to jail such as their dads. They did not respond to the methods Sam learned in college and he had to alter his classroom management strategies in order to effectively teach in a low socioeconomic-status school.

Jenna's main issues in regard to the demographic of her school were found in the non-school lives of her students. They often were raising themselves because parents were absent, and they did not trust adults. They also had difficulties in school because they were not used to living in a structured environment. Jenna tried to earn trust and develop positive relationships with them so that she could teach, but she struggled with handling issues between classes without taking time from the next class.

Nina did not always know how to handle classroom management issues unique to the age group of her ensembles. She strove to create a positive and supportive classroom environment for the students, but sometimes they brought

issues into the classroom with them, causing them to be hateful and ugly to each other. Nina carried these problems home with her each night and grappled with how to handle them more effectively.

Availability of resources. The participants struggled with having the financial and equipment resources they needed and it caused dissatisfaction for them. Many of Sam's classroom instruments were broken or otherwise not working and Jenna shared instruments with her 'feeder' high school because her school did not own enough for all of her students. Technology was another area where the participants did not have resources available. Sam used his personal sources of technology in order to provide students with the same opportunities as students in other schools. Richard commented that he was unable to use the technology demonstrated in district inservices because the school did not own enough units of the technology for him to use with his larger class sizes.

School environment. Another related issue was the physical classroom environment and its effects on participants' job dissatisfaction. Sam's classroom was in disrepair, and he noted that it was difficult to take pride in his job, or for the students to take pride in education, because the building looked dilapidated. He spent his own money to paint his classroom, install shelving, and fix structural issues. Richard taught in brand new buildings, but they were not designed appropriately to meet the unique demands of a band classroom. He had lighting, sound, and temperature control problems because of design flaws in the building plans.

Professional development. The participants experienced dissatisfaction because of professional development. The training provided to them by the schools as part of the yearly inservice was not related to their work because the topics were geared more toward the core-area teachers. Richard said that even when the topics were technology related, he was not able to use the information because the school did not provide adequate access to the new technology. The participants did seek instruction that was relevant to teaching situations, often at their own expense.

Commenting that much of the training had come from learning on the job, the participants wished college courses would have included certain topics that would have been helpful to them, especially as beginning teachers. Sam felt that his degree did not prepare him for teaching in a low socioeconomic-status and urban school, adding that he was reading classroom management books and participating on teaching blogs so that he could be more effective. Richard encountered issues specific to health and safety while traveling with his students and did not always know which decisions were best. Nina said that there were so many parts to teaching that she was not prepared for the amount of work involved. Jenna echoed Nina, adding that she believed the reason for high attrition rates in teaching had to do with the overwhelming amount of responsibilities music teachers were assigned, most of which had nothing to do with the actual teaching of music.

Control. The participants' sense of control affected their satisfaction. They did not have control over teaching schedules, enrollment in programs, or extra duties they served within schools. Students often carried non-school issues into the classrooms with them, making it difficult to create a positive environment and, in

some cases, causing student misbehaviors or motivation issues. The teachers also dealt with lack of support from colleagues, administrators, and parents, and they could not control the way they were treated or perceived by others.

Time. Time was yet another factor of job dissatisfaction for the participants. They prepared several lesson plans each day to accommodate teaching course loads, and Richard and Jenna traveled each day to different schools in order to see all of the students. With the exception of Sam, they worked long hours and many weekends to carry out all of the facets of the programs. An imbalance occurred between personal and professional lives, often resulting in the neglect of family time, echoing findings in previous studies.

Balance. The participants argued that they were significantly more satisfied than unsatisfied in their positions and they mentioned several strategies they used to remain fulfilled. Nina and Sam tried not to take work home with them. Nina used her commute to think through the issues of her day so that she could enjoy her loved ones when she arrived at home. Similarly, Sam lesson planned once per quarter and he and his wife had a rule at his house that he would not discuss school within the first hour of being home. He was then able to concentrate on other aspects of his life once he was home. Jenna and Richard maintained that they relied on carefully scheduling personal and school events so that family always took precedence over school.   Nina and Jenna valued time to reflect and make changes for the next school year. All of the participants worked to sustain a positive outlook on jobs, students, and schools.

Additional Influences of Satisfaction and Dissatisfaction

  Induction/post-induction teachers (Gold, 1996). Issues related to school policy and administrator communication were the main differences in experiences of satisfaction and dissatisfaction for post-induction teachers. Richard and Jenna were frustrated with the process administrators followed when choosing new curriculum guidelines and changing school policies because they felt their input was not valued. For Richard, transparency was the main problem, as he thought administrators told faculty information only when they deemed it necessary. Faculty were then unable to plan accordingly. Jenna's concerns related to the new evaluation standards her school implemented; she did not feel confident in how she was assessed by her principal. In addition, both Richard and Jenna determined new curricular policies to be "the flavor of the month," meaning that they were constantly expected to change their curriculum with each "fad."

  The post-induction teachers (Gold, 1996) did comment that they experienced more satisfaction from teaching as they became more proficient. As they learned more about how to accomplish each aspect of teaching music, they became confident in their skills and enjoyed teaching more than they did when they were beginning their teaching. Both Richard and Jenna commented that new educators had to survive the first year in order to improve and grow.

  Post-induction teachers (Gold, 1996) also agreed on issues of control. They had difficulties with justifying the need for smaller class sizes to accommodate the various instruments that the students played. However, they were able to influence the instrument each student chose to play in the ensembles, thus controlling the

instrumentation in their ensembles. These factors of control, though common among the two post-induction participants (Gold, 1996), could also be control issues relevant to instrumental teachers, regardless of years of experience.

Induction-phase teachers (Gold, 1996) were mostly concerned with their personal teaching effectiveness and mastering classroom management. Sam identified that he was "still a young enough teacher that all I want to do is be the best teacher possible. And so, I come to this school, my goal is just to be fantastic." Nina discussed the importance of having a good mentor to help shape her classroom management and student engagement strategies.

School setting. Nina did not feel that her school setting affected her satisfaction. She attended a rural school as a student and was comfortable in that environment.

Sam and Jenna, who taught in low socioeconomic-status schools, reported more impacts to their satisfaction caused by their school setting than Nina and Richard. They had specific issues related to students' motivation and defiant attitudes, parental involvement, availability of resources, and community support. Their teaching approach also changed in order to reach their students in this demographic.

Sam, in particular, noted difficulties with planning curriculum because the students' families were transient, continuously changing his class' composition. He commented that the culture of his district reinforced negative behaviors that the school was trying to change, making school-wide discipline policies necessary and

tough to enforce. Sam's building was also in need of repairs and he felt unmotivated to success because of his surroundings.

However, Sam also discussed factors of satisfaction stemming from his environment. He felt that students were able to experience music in ways only school music classes could provide, and without music class the students would not get opportunities to play instruments. His students were also more successful in music than their other subjects, which made them motivated to learn in his class.

Jenna's teaching situation was unique, as she taught orchestra at several locations within the same district and those areas varied in socioeconomic-status. She thought the main difference in school settings was in the students' upbringing at home. Students were not raised with boundaries and routine, making it more difficult for them to adjust to the structure of school. She felt it was necessary to change her teaching approach so that she could maintain their attention during class.

Richard's current school setting was a source of satisfaction for him, as he was able to manage the entire band department. The Band Boosters organization provided any equipment needed, he was able to choose the members of his ensemble because he conducted to top ensemble, and the buildings were new. However, in his career Richard taught at all of the types of school settings and commented that there were differences between them. He said:

> The main difference I [observed] is in the motivation for the students to learn. In the inner-city setting, you have to focus on 'there is a better life out there, and if you work hard enough you can have opportunity to escape your

poverty.' You usually do this without a lot of help from parents who typically

have already given up on life . . . . In the rural setting, the typical student is

very family oriented and knows what hard work is. They don't always like it,

but the selling job is to teach them to focus on the outcome and the work will

be easier. In suburbia, [I found] the students already have everything they

could ever want . . . so the motivation is to teach self-reliance, and it is up to

them if they succeed in life. I have had to adjust my teaching style in each

setting to accommodate the environment. Each has its own set of innate

challenges and opportunities.

Richard also noted that the administrators in each setting were generally

"home grown," making them a "reflection of their environment."

    Teaching assignment. Time seemed to be the biggest difference between

teaching assignments, particularly for the instrumental music educators. Richard

commented that "there's a difference between a music teacher and a band director,"

because of the year-round nature of his program. He worked through the summer

to prepare and rehearse the marching band show, traveled with his ensembles to

contests and auditions on many Saturdays, and taught private lessons after school.

In addition, he managed the fundraisers and other paperwork for the band program

in his district. Jenna also traveled with her ensembles to performances on

weekends and completed fundraisers and paperwork. She noted her family life

suffered because of the demands of her job. Nina's time demands were localized to

the time of the year in which she was involved in the school musical; most of the rest

of the time she felt satisfied by the hours she worked. Sam did not allow his after-school time to be affected by his job.

The age group of Nina's students created feelings of dissatisfaction for her. She taught middle-school students and struggled with their attitudes and negative behaviors toward other students. Classroom management was an issue for her, especially as it affected the supportive environment she tried to maintain in her classroom.

Sex of the teacher. The sex of the teachers did not seem to affect experiences of satisfaction with these particular participants. Nina and Jenna mentioned the importance of being prepared and lesson planning in both their experiences of satisfaction and dissatisfaction. Self-efficacy was another issues both female teachers raised as influences of their dissatisfaction. However, these were the only patterns observed to be different between the male and female teachers.

Summary

The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels. These data were compared to determine if there were commonalities and differences between individuals, teaching situations, and experience levels, allowing themes among the data to emerge.

In terms of job satisfaction, the participants were most influenced by the interrelationships with students, colleagues, and parents. They particularly embraced student success and enjoyed the process of making music. Teamwork with coworkers was an aspect of satisfaction that made them feel valued as a part of the larger teaching team within the school environment. The parents gave them fulfillment through support and positive feedback after performances.

The sense of success also contributed to job satisfaction for the participants. Achievements were measured in engaging rehearsals, quality performances, and student satisfaction. It was important for the participants to feel supported and valued by the school environment for their work and service to the school. They appreciated serving students as mentors and advisors, being trusted with students' confidence.

There were some factors that were necessary for them to continue to feel fulfilled. The participants actively continued their education so that teaching skills would be current and appealing for the students. They concentrated on finding positive and encouraging people within the school to maintain their motivation and focus on students' needs. In addition, they attempted to plan their work schedules in order to better accommodate their family lives and maintain a balance of their time demands.

Though the participants were overall very satisfied in their positions, there were factors of job dissatisfaction that were common among them. They felt undervalued by administrators and faculty members in their schools because they were not core subject teachers. Funding and availability of resources were affected,

as tested subjects were granted requests before 'electives' classes. Value also contributed to a general feeling of lack of support for them and their programs.

Communication with coworkers and administrators was another source of dissatisfaction for them, especially when colleagues would not listen to their points of view or work with them to meet common goals. They often felt that other faculty members were unwilling to compromise because they believed their classes were more important than 'electives' classes. The participants felt a sense of isolation in their schools as a result of poor communication and teamwork from the entire staff.

Sense of failure was a factor of dissatisfaction for them, and they cited specific instances when they felt they were ineffective. Classroom management was one source referenced because the participants did not always know how to engage or motivate students, especially when the students did not want to be in music class. They mentioned times when miscommunications made them think they were not meeting students' needs.

Professional development provided by the schools was not effective or useful to the participants. They participated in music-specific training in other places, often at their own expense, in order to grow in their skills. The instruction they found helpful and did receive at school was focused on technology they were unable to use because of lack of available resources.

The participants believed that job satisfaction contributed to their job effectiveness, commenting that their fulfillment was directly related to students' enjoyment. They thought students knew when they were satisfied in teaching, thus motivating them to work long hours when they felt positive about their jobs. In

addition, they cited examples when the more challenging times in teaching created feelings of job satisfaction, supporting the review of literature (Gmelch, 1982; Gmelch & Chan, 1994).

Induction and post-induction teachers (Gold, 1996) experienced satisfaction and dissatisfaction similarly, although there were some differences. The newer teachers were generally not concerned with district policies, but instead were focused on teaching to their highest ability level. The participants with more experience were dissatisfied with the amount and quality of information given to them by administrators, as well as their ability to participate in decision-making processes in their schools.

The school setting provided unique aspects of satisfaction and dissatisfaction, particularly for those in urban, low socioeconomic-status schools. Sam and Jenna commented that they faced classroom management issues stemming from the environment in which their students lived. The parents in their schools were either absent or counterproductive in terms of school discipline and safety policies. They also had difficulties attaining needed materials and resources.

There were some instances of satisfaction from the school settings. Richard enjoyed his current school setting because he was able to select his ensemble and assistant directors, and he managed the entire program. Sam also experienced satisfaction from providing students with the opportunity to play instruments.

Participants' teaching assignments affected their experiences of job satisfaction, especially in terms of time demands. The teachers of instrumental ensembles seemed to have more after-school activities, concerts, and teaching

engagements. They discussed their lack of time for home and family lives and

strove to maintain a balance between their home and work lives.

Chapter Five

Discussion and Conclusions

The purpose of the present study was to identify the elements of job satisfaction and dissatisfaction as a means of better understanding causes of eustress and distress in public school music educators. More specifically, job satisfaction and dissatisfaction were investigated through the lens of eustress and distress to find what factors existed for general music, band, choir, and orchestra directors in various school settings and for different experience levels.

The particular factors associated with job satisfaction were: relationships with students, colleagues, administrators, and parents; feelings of control; school environment; time; and education. The elements that emerged as themes associated with job dissatisfaction were: value; inequality; issues with coworkers, administration, and parents; self-efficacy; classroom management; availability of resources; professional development; sense of control; and time. In addition, the elements of balance between job satisfaction and dissatisfaction, as well as perceived job effectiveness emerged from the data. The themes among the data are presented in Chapter Four, addressing the commonalities and disparities identified by the participants. This chapter is arranged by a discussion of job satisfaction, dissatisfaction, eustress, distress, and balance, followed by implications, further research, and summary.

Discussion

     Job satisfaction. The manner in which participants experienced job satisfaction seemed to support the findings of Herzberg, Mausner, and Snyderman (1959). The main level-one element that affected satisfaction was interrelationships (Baker, 2007; Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gardner, 2010; Gmelch & Chan, 1994; Heston, et. al., 1996; Klassen & Chiu, 2010; Shann, 1998; Shen, et. al., 2011; Skaalvik & Skaalvik, 2010; Stockard & Lehman, 2004), underscoring the importance of fostering meaningful and positive relationships with students, colleagues, administrators, and parents.

     Participants seemed to experience satisfaction from interrelationships because they received acknowledgement, recognition, motivation, fulfillment, and other intrinsic characteristics from their social support systems (Bogler, 2001; Davis & Wilson, 2000; Evans, 2001; Herzberg, Mausner, & Snyderman, 1959; Heston, et. al., 1996; Thekedam, 2010), administrators (Gardner, 2010; Heston, et. al., 1996; Price, 2012; Shen, et. al., 2011; Stockard & Lehman, 2004), parents (Baker, 2007; Heston, et. al., 1996; Stockard & Lehman, 2004), and through interactions with students (Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gmelch & Chan, 1994; Heston, et. al., 1996; Klassen & Chiu, 2010; Shann, 1998; Skaalvik & Skaalvik, 2010).

     Education was another intrinsic element that seemed to affect the participants' experiences of job satisfaction. This might have occurred because continuing education allowed them to attain career goals and/or increase their job self-efficacy (Bogler, 2001; Chaplain, 2001; Davis & Wilson, 2000; Evans, 2001; Hezberg, Mausner, & Snyderman, 1959; Thekedam, 2010). Although all participants

noted the importance of continuing their education in order to experience

satisfaction, when asked about job satisfaction related to professional development,

they primarily discussed their bachelors' degree training, graduate coursework

completed through university programs, or conferences they attended outside of the

scope of what their districts provided. However, school-provided professional

development was not a contributor to satisfaction because the topics discussed in

these meetings were focused on teachers of core subjects and did not seem to help

the participants directly.

Control was an element that contributed to the participants' job satisfaction

(Davis & Wilson, 2000; Gardner, 2010; Ingersoll, 2007). Curriculum, in particular,

was an area all participants felt they could control and adapt to their teaching needs.

For the instrumental teachers, student instrument assignments were another area

when they perceived they had control.

Job satisfaction seemed to affect effectiveness in teaching music (Evans,

2001; Gmelch, 1982; Gmelch & Chan, 1994; Herzberg, Mausner, & Snydernman,

1959; Klassen, 2010). As satisfaction increased, participants were more motivated

to work longer hours and put forth extra effort for students. Likewise, they were

less motivated, and therefore less effective, when they were not as satisfied in their

jobs.

Job dissatisfaction. Similarly, participants' sources of job dissatisfaction

seemed to support the level-one and level-two factor model, as well as the notion

that elements of dissatisfaction tended to focus on extrinsic issues surrounding the

job, rather than the job itself (Herzberg, Mausner, & Snyderman, 1959).

Interrelationship stressors were the main source of job dissatisfaction, as supported in the review of literature (Baker, 2007; Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gardner, 2010; Gmelch & Chan, 1994; Heston, et. al., 1996; Klassen & Chiu, 2010; Shann, 1998; Shen, et. al., 2011; Skaalvik & Skaalvik, 2010; Stockard & Lehman, 2004). Both the lack of and dysfunctionality in relationships occurred between the participants and their colleagues. Inadequate support from colleagues also influenced the participants' feelings of satisfaction (Baker, 2007; Cenkseven-Önder & Sari, 2009; Heston, et. al, 1996), causing them to withdraw from larger groups of teachers, making them feel isolated and alone.

Interrelationships seemed to cause dissatisfaction because participants felt unequal to faculty in tested subjects, thereby making the context in which they performed job tasks unfair (Herzberg, Mausener, & Snyderman, 1959). Though inequality was supported in the review of literature (Cenkseven- Önder & Sari, 2009; Evans, 2001; Herzberg, Mausner, & Snyderman, 1959; Heston, et. al., 1996), the frequency and agreement of the issues among all of the participants was surprising. In addition, inequality prohibited the participants from attaining needed resources, funding, and/or support (Cenkseven-Önder & Sari, 2009; McCarthy, et. al., 2009; Scheib, 2003), all of which might have contributed to negative feelings of self-efficiacy, as they were not able to perform job tasks as well as they might have in other circumstances (Friedman & Farber, 1992; Klassen, 2010; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007; Tshannen-Moran, et. al., 1998).

As the literature suggests, the interrelationship with school-level and district administrators was a source of dissatisfaction for the participants, mainly because

principals seemed to affect the school environment through policy implementation, support, and communication (Baker, 2007; Shen, et. al., 2011; Thekedam, 2010). Post-induction teachers (Gold, 1996) underscored their need to be a part of decision-making and policy aspects of the schools (Cenkseven- Önder & Sari, 2009; Davis & Wilson, 2000; Gardner, 2010; Pelletier & Sharp, 2009; Skaalvik & Skaalvik, 2007). Not being included in impactful decisions was a result of administrator ineffectiveness for them (Davis & Wilson, 2000; Evans, 2001; Herzberg, Mausner, & Snyderman, 1959; Shen, et. al., 2011; Stockard & Lehman, 2004).

Federal and state policy initiatives also created dissatisfaction for the participants (Butts & Lance, 2005; Chaplain, 2001). Continual changes in policies influenced their perceptions that they were doing extra tasks in order to comply with new initiatives, only to start over as new systems were adopted (Butts & Lance, 2005; Chaplain, 2001). In addition, the participants in states that have implemented the Marzano technique as a form of teacher evaluation, were distressed about having new evaluations without adequate training.

Classroom management issues were a factor in job dissatisfaction for the participants (Clunies-Ross, Little & Klenhuis, 2008; Gordon, 2002; Hedden, 2005; Heston, et. al., 1996; Klassen & Chiu, 2010; Manera & Wright, 1981; McCarthy, et. al., 2009; McLain, 2005), especially when instructional time was diminished because of focus on student misbehaviors and unpreparedness. Lack of student motivation (Baker, 2007; Heston, et. al, 1996; Gardner, 2010), and poor student attitudes were another source of dissatisfaction (Clunies-Ross, Little & Kienhuis, 2008; Gordon, 2002; Heston, et. al., 1996; Skaalvik & Skaalvik, 2007). Perhaps student classroom

management issues affected the participants' experiences of satisfaction because they influenced the overall classroom environment, or even contributed to poor self-efficacy beliefs.

Professional development was yet another source of job dissatisfaction for the participants, possibly because they were not able to grow professionally as a result of school in-service training. Though they experienced satisfaction from university training and workshops or conferences, the school-provided professional development in-service training was a source of distress for them. The participants felt topics presented in these meetings did not relate to their work because they were focused more toward the core-area teachers. This kind of professional development might have contributed to dissatisfaction because they were perceived to be a waste of the participants' time, as well as an instance of unilateral decision-making and policy implementation by school administrators that concentrated on core instruction rather than all instruction.

Participants also experienced job dissatisfaction from lack of control within the context of their schools (Gardner, 2010; Ingersoll, 2007). Gardner (2010) noted that sense of control was correlated to perceived administrator support; as teachers felt effectively supported, they became more empowered to make decisions and affect instructional practices. Perhaps the participants experienced dissatisfaction from lack of control because the administrators in their school did not effectively support them.

Time was yet another factor of job dissatisfaction for most of the participants (Baker, 2007; Butt & Lance, 2005; Gardner, 2010; Gmelch, 1982; Gmelch & Chan,

1994; Heston, et. al., 1996), as they indicated that workload demands were intrusive on their ability to teach effectively (Butt & Lance, 2005; Heston, et. al., 1996).   An imbalance occurred between personal and professional lives for three of the participants, often resulting in the neglect of family or personal time (Butt & Lance, 2005; Chaplain, 2001; Cinnamon, 2007; Cockburn, 1994; Innstrand, et. al., 2008; Scheib, 2003).   Thus, time and job demands sometimes perceived to be dissatisfying, detracted from personal issues, perhaps compounding the dissatisfaction.

  Balance.   The participants argued that they were significantly more satisfied than unsatisfied in their positions.   This might have occurred because of the selection of the study sample and sample size.   These four participants were chosen based on their reputation for having successful programs.   In addition, they seemed to be naturally optimistic and fulfilled people, thus possibly supporting the previous studies attributing worker attitudes with experiences of satisfaction (Diener, et. al., 2002; Herzberg, Mausner, & Snyderman, 1959; Kluemper, Little & DeGroot, 2009; Thekedam, 2010).   However, the participants also employed various techniques and strategies to maximize their satisfaction and keep dissatisfaction and distress at bay. Use of strategies suggested they were aware of their particular challenges and had taken steps to improve them (Gmelch, 1982, 1983, 1993; Gmelch & Chan, 1994; Iwanicki, 1983; Sparks, 1981, 1983).

  A surprising finding surfaced in this study: that the participants identified far fewer factors of satisfaction than dissatisfaction, yet argued otherwise. Whether the list of dissatisfyers served as a venue in which to vent frustration or were clouded by their wish to be satisfied is yet unknown. However, the quantity and explication

of dissatisfyers must be considered, for they may well undermine satisfaction in the future.

Furthermore, a most unexpected outcome was identified in that three of the four participants were pursuing master's degrees in administration, perhaps indicating their overall dissatisfaction with teaching or perhaps to improve the working environment of music teachers. While it is unknown what prompted their degree pursuits, one might suggest that the change may be indicative of their dissatisfaction rather than due to their satisfaction with music teaching.

Induction/post-induction teachers (Gold, 1996). Differences between induction and post-induction phase participants (Gold, 1996) were mostly observed in their perceptions of administrative effectiveness and support. The post-induction participants (Gold, 1996) were primarily concerned with the amount of input and control they had in the policy and curriculum decisions being made in their schools (Gardner, 2010; Shen, et. al., 2011; Stockard & Lehman, 2004). Lack of open and honest communication, as well as frequent unilateral policy changes also influenced administrator effectiveness for the more experienced teachers (Stockard & Lehman, 2004).

Induction-phase teachers (Gold, 1996) did not mention these issues, and their perceptions of administrative support were different than the post-induction phase teachers (Gold, 1996). They perceived principal support to mean handling discipline problems and offering acknowledgement from concert and program attendance. These differences might have occurred because the early-career teachers did not know any system other than what their schools were currently

using. They were focused on personal teaching effectiveness and classroom management issues related to their classrooms. It is possible that the level of expectations of the teachers changes with experience, possibly creating greater dissatisfaction as experience is acquired.

School setting. The school setting affected job satisfaction for the participants in different ways (Baker, 2007; Shen, et. al., 2011). Those in the low socioeconomic-status schools were negatively affected by the physical environment, lack of resources, student behaviors, and teacher apathy (Shen, et. al., 2011). On the other hand, the participants in rural and/or higher socioecomonic-status schools experienced job satisfaction from their environments (Baker, 2007; Shen, et. al., 2011).

These data might have occurred because of the particular participants and schools in which they work. Nina, for example, commented that she was comfortable being in school environments in general, because both of her parents were teachers. Though she noted that she experienced satisfaction from her school environment, that satisfaction might not have been attributed to that particular school, but to schools in general. Likewise, Richard's physical environments were new, having been built in his tenure in his district. The environment might have contributed differently to his satisfaction under other circumstances.

Teaching assignment. The main effect teaching assignment had on satisfaction was in the experiences of time. The instrumental conductors seemed to have more demands on their time after school and on weekends. However, time management might have changed with different participants. Jenna and Richard

worked at three separate schools to fulfill their teaching assignments, while Nina

and Sam taught in one building and one room for their entire day. Sam also chose

not to work on any school-related tasks outside of his paid school time, and Nina

had not integrated contests and festivals into her program. Were Sam to lesson plan

differently and Nina to participate in performances outside of school concerts, their

time balance might have been different.

Sex of the teacher. The women tended to experience dissatisfaction from

low self-efficacy, and they emphasized more importance on lesson planning to their

satisfaction and dissatisfaction. However, aside from these two factors, no other

differences were observed. The lack of differences between the men and women

might have occurred because of the size of the sample and/or the way in which they

selected to balance the study. With one male and female representing the induction-

phase teachers (Gold, 1996), and one male and female representing post-induction

teachers, is might be possible that they have more in common by experience level

and less in common by sex because of their phase in life. Jenna, for example, had a

child whom she discussed during her interview, while Nina was unmarried and did

not mention whether she had children. None of the men stated whether they had

children, although they both talked about their spouses. With a larger sample size,

perhaps more differences between sexes would have been discovered.

Job Satisfaction and Dissatisfaction

There were some elements that acted as both satisfiers and dissatisfiers,

which seemed to support the ideas of first-level and second-level factors (Herzberg,

Mausner, & Snyderman, 1959). Interpersonal relationships were intrinsically

motivating when they when functioning effectively, and were likewise extrinsically demotivating when they interfered with participants' abilities to perform tasks to their highest ability levels. Because the issue of relationships appeared to be influential, it is important to note the connection between them and the teachers' motivation. Thus, the hygiene of the relationships appears to have profoundly affected the teachers.

Their main source of satisfaction was experienced in the interactions they had with their students in the fulfillment of goals, completion of objectives, and excitement felt during the learning process. The participants worked diligently to ensure lessons were engaging, fast paced, and clearly sequenced to maximize student learning, and they were motivated when students were passionate about making music. Acting as mentor and role model to students also seemed to be important to the participants because they wanted to make a difference in the students' lives. Conversely, lack of student motivation, discipline, and preparedness was a source of dissatisfaction. The participants did not always know how to solve classroom management issues in their classrooms, and they were unmotivated when the students gave less than their best. Again, the interconnectedness of factors appears to be integral to the teachers' motivation and, perhaps, their efficacy.

Support from faculty was another area of interrelationships that served as both satisfaction and dissatisfaction. When the participants and their colleagues worked well together as a teaching team, the participants were motivated. They also enjoyed receiving positive feedback from their faculty members, which

increased their self-efficacy. On the other hand, participants struggled with feeling

equal to their non-music colleagues, especially those in subject areas that are tested

as part of the state tests. This inequality was experienced in funding, scheduling,

availability of resources, professional development, and overall school attitudes.

One might surmise that the impact of inequality would undermine satisfaction,

motivation, and efficacy, particularly when no apparent resolution is imminent.

School administrators also contributed to job satisfaction and dissatisfaction

for the participants for different reasons. Administrators created satisfaction when

they were supportive, particularly in terms attending concerts and in handling

discipline issues. They also created positive school environments by being present

in the school and communicating with faculty. The participants were dissatisfied

when administrators excluded them from the decision-making aspects of

curriculum and policy planning, when they inequitable decisions, or when

communication was not effective. Perhaps the teachers perceived the lack of

inclusion in decisions was simply a matter of expediency for the administrators; it is

also feasible that the administrators did not include the teachers in decisions due to

lack of respect for or perceived inability of the teachers to make the decisions.

Eustress and Distress

Because less is known about eustress, research is primarily conducted

through comparing a trait of eustress with its counter-trait in distress in order to

better understand the relationship between the two. The factors commonly

analyzed are job satisfaction, motivation, self-efficacy, and the inverse of these. The

present study focused on job satisfaction and dissatisfaction as the starting place for

comparisons between eustress and distress. However, issues related to motivation, fulfillment, and self-efficacy also emerged in the analysis of the data.

Interpersonal relationships were the main source of both eustress and distress for the participants (Cenkseven-Önder & Sari, 2009; Gmelch, 1982; Gmelch & Chan, 1994; Heston, et. al., 1996; Klassen & Chui, 2010; Shann, 1998; Skaalvik & Skaalvik, 2007). They were most fulfilled when their students were successful and enjoying the process of learning, thus influencing their motivation levels and perceived self-efficacy. The participants also experienced fulfillment through developing personal relationships with their students, and they appreciated the role they had in their students' lives.

Eustress was apparent when administrators and colleagues supported and valued them. The participants perceived that they were valued when they were included in the teaching team and in the decision-making aspects of the school. Similarly, their self-efficacy was influenced when administrators, colleagues, parents, and peers acknowledged their accomplishments and attended their concerts. The post-induction phase teachers (Gold, 1996) also enjoyed their role as mentor to younger faculty members, adding to their self-efficacy and motivation.

The school environment also contributed to eustress for most of the participants when the participants perceived that the school as a body supported the music program; it was important to them that the music students felt supported by teachers and classmates. Perhaps the support from the school environment added to satisfaction because the music programs were validated in those instances, thus adding to the participants' perceived value.

Each of these elements appears to be associated with eustress, enabling and propelling the teachers to achieve, realize fulfillment, and experience motivation. From the literature in which job satisfaction and eustress appear to be inextricably connected and often used synonymously, we might conclude that the teachers' experiences with job satisfaction fueled eustress and further motivated them to continue planning and delivering instruction with a sense of contentment and efficacy.

The participants' experiences of distress were likewise related to interpersonal relationships. Their main source of dissatisfaction and decrease in motivation was when they were not valued, respected, or supported by colleagues and administrators. The participants noted instances of feeling unequal to teachers in core-subject classes because funding and materials were allocated based on the needs of core teachers. In addition, they felt colleagues and administrators treated them as though they were less important because they were electives teachers, rather than teachers in core-subjects. Perceived inequality was distressful because their motivation and self-efficacy were negatively effected because they were undervalued within their schools.

The school environment attributed to distress, particularly for those participants in lower socioeconomic-status schools. The physical buildings and lack of resources negatively influenced the motivation and enthusiasm of the teachers and prohibited them from providing the lessons they wanted to teach. Students and colleagues tended to mirror the environment in these schools, making the learning process less enjoyable for them, as well.

Self-efficacy was also decreased when they were unable to control behaviors in their classrooms. The participants struggled with motivating and handling unprepared students in the context of larger class sizes. This affected distress because they felt they sacrificed teaching time to address those misbehaviors.

It would seem that negative perceptions contributed to distress in that the lack of satisfyers affected their professional motivation, and ultimately, their efficacy. Again, the literature refers to job dissatisfaction as distress, frequently using the terms interchangeably. The factors that contributed to distress were common among the participants and appeared to influence three of the four to pursue degrees in administration. The notable change in professional direction may well be a true indicator of their job dissatisfaction.

Furthermore, eustress and distress, while apparently described as a "balance" by the participants, seems to be negatively skewed towards distress. Given the number of factors that the participants identified as job dissatisyers versus the satisfyers, there is an obvious imbalance. That stress is *perceived* rather than existing as an entity is noteworthy because the participants were experiencing some eustress and a fair amount of distress. It is obvious their perception was personal, but it is not known if that perception was accurate.

Recommendations

The review of literature and reporting of interview data indicated that music teachers experienced many factors of job satisfaction and dissatisfaction. The causes were interrelated, multileveled, and affected even the most experienced and fulfilled teachers. Though the examples given by participants were specific to

individual teaching situations, these data were related from one teacher to another in the underlying themes that emerged during the coding process. The following recommendations were derived from the analysis of the data and literature review.

One of the main sources of distress for the participants was the lack of value and equality they received by administrators and colleagues. The finding was particularly surprising to the researcher because of the extent they felt disrespected. One hypothesis might be that value is a relatively new category of stressor specific to music teachers, brought about through subject testing and budget cuts in schools. Though most district and school-level administrators are not in charge of making policies regarding the importance of testing, there are some steps they could take to effect change in the perception of equality felt by non-tested teachers. They could carefully plan how and when testing occurs within schools and create policies to protect 'electives' teachers from having students removed from class in order to strengthen tested subjects. In terms of funding, administrators could assign budgets independent of test results so that music teachers have the resources they need to be successful; more specifically, if administrators considered the number of students the music educators see daily and weekly, adjusting the budget accordingly, the teachers may sense or equity.

The problem of inequality between colleagues is yet another issue most likely created because of the pressure and perceived importance of testing experienced by core-subject teachers. Changes in administrative policies regarding testing could help to establish 'electives' as equally important and independently functioning classes. Those factors worthy of consideration are timing of tests that

are less impactful to music teachers and fewer student "pullouts" during music

classes. In addition, increased communication and collaboration between teachers

would aid in solving these and other problems in interrelationships between music

teachers and their coworkers. The attitudes that administrators possess directly

affect the perception of equality among teachers; thus, their approaches to

addressing schedules, program budgets, and integration of all teachers in all

activities is critical to ameliorating inequality. Including the music teachers in the

planning and implementation processes for scheduling and budgeting could

produce positive results in terms of the teachers' perceptions of importance,

equality, and efficacy.

Another issue for the participants was the evaluation process undertaken by

supervising administrators. They felt the principals did not possess sufficient

knowledge about music to accurately assess the teachers' effectiveness, and the

mechanism in place to evaluate them continued to change. One solution for these

issues is to increase evaluator training so that principals are more aware of the

various aspects of what is involved in teaching music. Consistency of and education

in evaluation tools would be helpful for both the assessor and the teacher in making

sure all parties know the elements and processes of the evaluation.

Professional development contributed to participants' job satisfaction, but

the training they received from their schools added to their dissatisfaction. They

often felt school inservices were a waste of their time because the topics for the

trainings focused on strategies to improve test scores and student achievement in

core classes, or they received education on technology that they could not use in

music classes. Though they did participate in music-specific training, it was at their own expense. Three of the participants were beginning master's degrees, and these courses were also at the teachers' expense. One recommendation to help them attain the training they need is to increase funding designated for professional development outside of school inservices; another is to accommodate music teachers by providing music-specific inservice training.

Student success was a point of satisfaction when students were achieving instructional goals, and a factor of dissatisfaction when students were unwilling to participate fully in music programs. Some of the participants commented that they did not know how to plan lessons to include students who did not have materials or were unwilling to participate in ensembles. One solution to help them experience job satisfaction is to increase their training in motivational strategies and practical techniques to include students in lessons in the event they did not come to class prepared.

Similarly, classroom management was an issue for most of the participants, who said they did not receive support from administrators when they had discipline issues. The participants in low income and urban schools had issues with classroom management that were unique to their teaching situation. These teachers experienced issues when students disrespected authority figures, ultimately not trusting adults. Sam, in particular, said he was not prepared to teach in a low socioeconomic-status school and was actively pursuing information to increase his effectiveness in his teaching. Nina, who taught in a rural middle school, struggled to maintain a positive classroom environment amid negative attitudes from her

students, and she was not always sure how to solve her students' discipline issues.

Perhaps undergraduate methods classes and internships should include more

experiences in low economic schools, or at least they should provide future teachers

with more information on varied motivational and instruction strategies, so they are

more capable of achieving success in urban and low socioeconomic teaching

environments.

In various contexts the participants discussed the importance of having a

positive and supportive mentor. Nina found a mentor in her school's instructional

coach; though the mentor was not a music teacher, Nina was able to learn strategies

for classroom management and instruction design from the person. Richard

enjoyed acting as a mentor to other teachers because he felt valued and respected as

an educator through these relationships. A recommendation stemming from these

data is to increase district programs to provide mentors for induction-stage

teachers, with careful attention being given to finding positive, supportive, and

knowledgeable experienced teachers to help guide newer teachers.

The participants worked to maintain an optimistic outlook on teaching that

emphasized focus on meeting the needs of students. Positivity was a main source of

job satisfaction for them and they commented that they were careful to surround

themselves with likeminded, devoted coworkers in order to remain satisfied.

Though there are many teaching blogs, websites, and organizations, the act of

finding positive and supportive groups of educators can be daunting because, as

Jenna observed, "teachers like to complain." Teachers might benefit from seeking

networks of colleagues who will support each other in a healthy way.

The differences between induction and post-induction status (Gold, 1996) suggested that teachers of varying levels of experience had different foci. Experienced teachers wanted to have input in policies that affected them; administrators might inquire about and include their opinions in the decision-making processes. Newer teachers expressed a need for help with performing their teaching tasks. Effective mentors could positively assist in teaching the participants how to complete such tasks. School mentor programs could help them to become successful, fulfilled teachers because they would have the support they need.

Some aspects of the school settings cannot be changed, but teacher training could aid educators in adjusting to their school settings. Undergraduate music methods courses or student teaching internships might include information or experiences about teaching in various socioeconomic-statuses and urban, rural, and suburban areas. School inservice could also provide guidance on student motivation, classroom management, grant writing, and other topics of interest that might aid teachers in being successful.

Finally, it might be helpful for public school teachers to learn about stress and how to effectively manage it. Stress is both positive and negative, and can lead to good and bad results in motivation, self-efficacy, health effects, satisfaction, and effectiveness. When people know how to identify and address stress, they can make changes to affect their personal and professional lives in ways that fulfill and gratify them. School districts could universally address the issue by offering inservice training on stress.

Future Research

As a former public school teacher, the researcher related to many of the stressors identified by participants and in related literature, although some were unknown and unexpected. The new factors led the researcher to identify areas of need for future studies in teacher eustress and distress.

Music teacher perceptions of equality might be one area in need of further inquiry. It would be helpful to better identify what instances cause music teachers to feel appreciated or unappreciated by their colleagues, and how the current educational environment contributes to these perceptions. In addition, it is unclear how music teachers are evaluated in relation to their tested subject counterparts, and what training their evaluators have in the inner workings of an ensemble or music class. These issues affected the participants in the present study, but the degree and context of the factors is not fully known. Both evaluative training and implementation would be beneficial to investigate to better serve the needs of music teachers and schools.

Similarly, it is unclear exactly what role the larger themes contributed to increased or decreased self-efficacy. The review of literature noted that self-efficacy was closely related to job satisfaction (Friedman & Farber, 1992) and was closely related to eustress and distress (Klassen, 2010; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007); however, more attention is worthy in investigating self-efficacy to more clearly understand the factors and level of influence. Therefore, the researcher hypothesizes that part of the reason the participants experienced job satisfaction and dissatisfaction in issues of value, evaluation, support, collaboration

with colleagues, acknowledgement, classroom management, and student success was that these instances also affected perceptions of job effectiveness. However, the researcher did not explore self-efficacy alone, and more research is needed to understand the relationship between job satisfaction and self-efficacy.

Professional development was a source of both distress and eustress, and yet it is unclear what kind of information is helpful to the participants. They did not endorse the inservice training they received through their districts and they traveled to music-specific conferences to enrich their skills. However, it is not known what training they want or value that the schools could provide for them. More information is needed on the topic in order to make sure teachers get the resources and training they need to be satisfied and effective in the classroom.

Research is needed to explore how and why music teachers are changing careers either within the school environment or outside of teaching. Of the four participants in the present study, three are working toward masters' degrees in administration, and the fourth is nearing retirement. In five years, it is possible that all of these participants, chosen for the study because of their reputation for being successful and positive music educators, will not be teaching music.

Future research could also be beneficial in evaluating what resources are available for teachers who need help with classroom management or other issues that are causing them to consider leaving the teaching profession. It is not known how many districts provide a mentoring program to induction-stage teachers or whether there are any such programs available to educators past the initial three years of experience.

The present study included a very small sample, thus warranting a study with a much larger population of teachers. More information is needed to determine distress and eustress factors of teachers in various demographic areas including: socioeconomic-statuses of schools; genre of music taught; sex of teacher; and experience level of teacher. In addition, other factors of stress, such as motivation, self-efficacy, and control, were not explored fully in the study and are needed in order to explain the full effects of teacher distress and eustress.

Further research is needed to better understand the relationship of distress and eustress in music teachers. The present study explored demographic differences between urban, suburban, and rural school settings with socioeconomic-status differences. Data were collected from teachers with varying years of experience and in general, band, choral, and orchestral music. Investigations are needed to know how stress is experienced within all of these demographic groupings. Research is also necessary to know the effects of control, self-efficacy, classroom management, evaluation, and value on teacher job satisfaction.

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Appendix A

Adult Informed Consent Statement
Factors of Distress and Eustress Among Public School Music Educators
_____
(Name of the Study)

INTRODUCTION

The Department of <u>Music Education and Music Therapy</u> at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY
The purposes of this qualitative study will be to examine causes of eustress and distress in successful music educators and to determine whether these factors are similar among all types of music educators. Distress is the negative stress that results in physical and mental health issues, burnout, and eventual attrition. Eustress is positive stress that results in increased job satisfaction, motivation, and self-efficacy.

PROCEDURES

You will be interviewed twice, for approximately one hour. The interviews will be audiotaped for transcription purposes. You must be willing to be audiotaped to participate in the study; you may stop recording at any time by informing the researcher that you wish to stop. You will be asked questions about how and when you experience stress, what factors contribute to your stress experience, and related questions. All data collected by the researcher will remain confidential and anonymous; in order to protect your identity, your name and school name will not be used during the interview or transcription process. The researcher will transcribe the interviews in order to be analyzed, and the researcher and external reviewer will be the only individuals to have access to the recordings during the study. The audiotapes and transcriptions will be kept in a secure location by the researcher, where only the researcher will have access to them. The recordings will erased in five years.

RISKS

There are no risks to you in this study.

BENEFITS

The results of this study will help teachers to understand what influences the positive experiences in their work. If research can demonstrate influences on 'eustress', then teachers can positively-effect their work stress, and may be able to prevent teacher burnout. I plan to submit findings from this study for presentations and publications to better inform the profession.

PAYMENT TO PARTICIPANTS

There is no payment for participants of this study.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

"Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future."

INSTITUTIONAL DISCLAIMER STATEMENT

"In the event of injury, the Kansas Tort Claims Act provides for compensation if it can be demonstrated that the injury was caused by the negligent or wrongful act or omission of a state employee acting within the scope of his/her employment."

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to:

Ashley D. Allen
MEMT

1530 Naismith Dr.
Lawrence, KS 66045

If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

_____   _____

        Type/Print Participant's Name   Date

 _____
                Participant's Signature

Researcher Contact Information

Mrs. Ashley D. Allen   Dr. Debra Hedden
Principal Investigator   Faculty Supervisor
Music Education & Music Therapy Music Education & Music Therapy
1530 Naismith Dr.   1530 Naismith Dr.
University of Kansas   University of Kansas
Lawrence, KS 66045   Lawrence, KS 66045
785 864 9638___   785 864 9638____

Appendix B

Interview Questions

1. Tell me about your program. What kind of classes/ensembles do you teach? What is your schedule like?

2. Tell me about life as a music teacher. What motivates you to teach? What gives you job satisfaction? What demotivates you? What gives you job dissatisfaction?

3. What factors provide positive experiences for you when working with the students? When working with the staff?

   a. What were some examples in your professional life where you feel fulfilled?

   b. What made that experience positive for you?

4. What factors were not positive?

   a. What were some examples in your professional life that were really uncomfortable?

   b. Why was that situation such a negative experience for you?

5. Are there factors of job satisfaction and dissatisfaction that are both positive and negative for you? In other words, are there instances that create both job satisfaction and dissatisfaction for you, either at different times or at the same time?

6. Does the school environment, (fellow colleagues, administrators, students, parents, professional development, etc.,) provide experiences that give you job satisfaction?   That present problems for you? If so, how and in what way?

    a. Tell me about those times in the classroom and in the school environment when there were problems that discourage you or create discomfort for you?

    b. What effect does the administration in a school have on your ability to experience self-fulfillment or job satisfaction? What effect does the administration have when there were issues in the classroom?

    c. What about school environment?

    d. What about other teachers?

    e. Parents and students?

7. Do your experiences of job satisfaction influence your job effectiveness? In what ways? Do your experiences of job dissatisfaction influence your job effectiveness? In what ways?

8. Does the level of teacher training that you have effect your satisfaction with your job? In other words, do you think you have been sufficiently prepared to do this job?   If so, how and in what way?

    a. Do you actively continue your education? In what way?

    b. Do you think this was important in helping you experience job satisfaction?

    c. How does professional development affect your experiences of job satisfaction?

9. Are there areas in your professional life over which you have no control? How does that sense of control affect your level of job satisfaction? Are there areas

in your professional life over which you feel you have great control? How does

that sense of control affect your level of job satisfaction?

10. Given the factors that contribute to your job satisfaction and those that were

more negative issues, what kind of balance exists between the two for you?

11. What do you think you could do to focus more on job satisfaction rather than

negative issues in your teaching situation?

12. Does your job satisfaction influence your students? Do your negative

experiences?

13. Was there anything else you want to say?