

FACTORS INFLUENCING THE MOBILITY OF  
SECONDARY INSTRUMENTAL MUSIC  
TEACHERS IN OKLAHOMA

By

EDDIE DON HUCKEBY

Bachelor of Arts in Education  
East Central Oklahoma State University  
Ada, Oklahoma  
1970

Master of Music Education  
University of Oklahoma  
Norman, Oklahoma  
1974

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF EDUCATION  
December, 1989

thesis  
1989D  
H882F  
cop. 2

FACTORS INFLUENCING THE MOBILITY OF  
SECONDARY INSTRUMENTAL MUSIC  
TEACHERS IN OKLAHOMA

Thesis Approved:

*A. Kenneth Stern*

\_\_\_\_\_  
Thesis Advisor

*Larry M. Perkins*

*[Signature]*

*[Signature]*

*Norman N. Durham*

\_\_\_\_\_  
Dean of the Graduate College

## ACKNOWLEDGEMENTS

The primary purpose of this study was to determine factors which influence the mobility of secondary instrumental music teachers in Oklahoma. It is my hope that the data gathered for the study and information contained herein will be helpful to those teachers and administrators who have an interest or concern regarding this topic.

An expression of sincere appreciation is extended to Dr. Kenneth Stern, thesis advisor, for his expert guidance and friendly encouragement throughout the developmental and concluding stages of the project. Special thanks are also extended to the other committee members, Dr. Deke Johnson, chairman, Dr. Larry Perkins, and Dr. Hoover Fisher for their advice and support.

Special acknowledgement goes to the many secondary instrumental music teachers in Oklahoma who took time from their busy schedules to provide the data needed for the completion of this project. Without their cooperation and response the study could not have been realized.

Finally, special thanks and love are extended to my wife, Latricia, and to my daughters, Angela and Amanda, for their support, encouragement and patience throughout the doctoral program. Without their love and understanding this project would not have been possible.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Need for the Study. . . . .	4
Statement of the Problem. . . . .	5
Definition of Terms . . . . .	6
Statement of the Hypotheses . . . . .	8
Summary . . . . .	13
II. REVIEW OF THE LITERATURE . . . . .	14
Introduction. . . . .	14
Job-Leaving Inclination . . . . .	14
Job Satisfaction and Teacher Morale . . . . .	17
Stress and Burnout. . . . .	20
Stress in Elementary/Secondary Education. . . . .	21
Stress in Secondary Education. . . . .	24
Stress in Post-Secondary Education . . . . .	25
Summary . . . . .	26
III. METHOD AND PROCEDURE . . . . .	28
Introduction. . . . .	28
Subjects. . . . .	28
Instrumentation . . . . .	30
Design. . . . .	32
Procedure . . . . .	33
Data Analysis . . . . .	34
Summary . . . . .	35
IV. PRESENTATION AND ANALYSIS OF DATA. . . . .	36
Introduction. . . . .	36
Description of Respondents. . . . .	39
Sex of Respondents . . . . .	39
Age of Respondents . . . . .	40
Race of Respondents. . . . .	41
Marital Status of Respondents. . . . .	42
Degree Level of Respondents. . . . .	43
Teaching Experience of Respondents . . . . .	44
Years in Current Position. . . . .	45
Inclination to Mobility. . . . .	46
History of Mobility. . . . .	47

Chapter	Page
Extrinsic Influences on Respondent Mobility . . . . .	48
Description of Need Satisfaction . . . . .	51
Description of Responses Regarding Security . . . . .	52
Description of Responses Regarding Affiliation . . . . .	53
Description of Responses Regarding Esteem . . . . .	54
Description of Responses Regarding Autonomy . . . . .	55
Description of Responses Regarding Self-Actualization . . . . .	55
Description of Burnout . . . . .	57
Description of Responses Regarding Emotional Exhaustion . . . . .	58
Description of Responses Regarding Depersonalization . . . . .	60
Description of Responses Regarding Personal Accomplishment . . . . .	61
Analysis of the Hypotheses . . . . .	63
Data Related to Need Satisfaction and Inclination to Mobility . . . . .	64
Data Related to Burnout and Inclina- tion to Mobility . . . . .	69
Data Related to Need Satisfaction and History of Mobility . . . . .	73
Data Related to Burnout and History of Mobility . . . . .	77
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	81
Summary . . . . .	81
Conclusions and Implications . . . . .	85
Recommendations . . . . .	88
Recommendations for Application . . . . .	88
Recommendations for Further Research . . . . .	90
Discussion . . . . .	92
BIBLIOGRAPHY . . . . .	94
APPENDIXES . . . . .	98
APPENDIX A - CORRESPONDENCE . . . . .	99
APPENDIX B - RESEARCH INSTRUMENT . . . . .	102
APPENDIX C - MEANS AND STANDARD DEVIATIONS FOR THE MASLACH BURNOUT INVENTORY SUBSCALES . . . . .	108

## LIST OF TABLES

Table	Page
I. Secondary Instrumental Music Teacher Job Turnover Rate in 100 Randomly Selected Oklahoma Schools - 1976-77 through 1987-88. . . . .	29
II. Questionnaire Response . . . . .	38
III. Distribution of Respondents by Sex . . . . .	40
IV. Distribution of Respondents by Age . . . . .	41
V. Distribution of Respondents by Race. . . . .	42
VI. Distribution of Respondents by Marital Status . . . . .	43
VII. Distribution of Respondents by Degree. . . . .	44
VIII. Distribution of Respondents by Years of Teaching Experience. . . . .	45
IX. Distribution of Respondents by Years in Current Position . . . . .	46
X. Distribution of Respondents by Inclination to Mobility. . . . .	47
XI. Distribution of Respondents by History of Mobility . . . . .	48
XII. Distribution of Respondents Regarding Extrinsic Influences on Mobility . . . . .	49
XIII. Percentage Distribution and Mean Score of Respondents Regarding Level of Security. . . . .	52
XIV. Percentage Distribution and Mean Scores of Respondents Regarding Level of Affiliation . . . . .	53
XV. Percentage Distribution and Mean Scores of Respondents Regarding Level of Esteem. . . . .	54

Table	Page
XVI. Percentage Distribution and Mean Scores of Respondents Regarding Level of Autonomy. . . .	56
XVII. Percentage Distribution and Mean Scores of Respondents Regarding Level of Self-Actualization . . . . .	57
XVIII. Percentage Distribution and Mean Scores of Respondents Regarding Degree of Emotional Exhaustion . . . . .	59
XIX. Percentage Distribution and Mean Scores of Respondents Regarding Degree of Depersonalization. . . . .	60
XX. Percentage Distribution and Mean Scores of Respondents Regarding Degree of Personal Accomplishment. . . . .	62
XXI. Comparison of Means Regarding Mobility Inclination and Security. . . . .	65
XXII. Comparison of Means Regarding Mobility Inclination and Affiliation . . . . .	66
XXIII. Comparison of Means Regarding Mobility Inclination and Esteem. . . . .	67
XXIV. Comparison of Means Regarding Mobility Inclination and Autonomy. . . . .	68
XXV. Comparison of Means Regarding Mobility Inclination and Self-Actualization. . . . .	69
XXVI. Comparison of Means Regarding Mobility Inclination and Emotional Exhaustion. . . . .	70
XXVII. Comparison of Means Regarding Mobility Inclination and Depersonalization . . . . .	71
XXVIII. Comparison of Means Regarding Mobility Inclination and Personal Accomplishment . . . . .	72
XXIX. Comparison of Means Regarding Mobility History and Security. . . . .	73
XXX. Comparison of Means Regarding Mobility History and Affiliation . . . . .	74
XXXI. Comparison of Means Regarding Mobility History and Esteem. . . . .	75



Table	Page
XXXII. Comparison of Means Regarding Mobility History and Autonomy. . . . .	76
XXXIII. Comparison of Means Regarding Mobility History and Self-Actualization. . . . .	77
XXXIV. Comparison of Means Regarding Mobility History and Emotional Exhaustion. . . . .	78
XXXV. Comparison of Means Regarding Mobility History and Depersonalization . . . . .	79
XXXVI. Comparison of Means Regarding Mobility History and Personal Accomplishment . . . . .	80

## CHAPTER I

### INTRODUCTION

For centuries the role of "teacher" was held in high regard by the general public as a venerated and honorable profession, one in which the educator assumed responsibility for the development of the minds of the youth and was assigned the burdensome but rewarding task of pro-creating and proliferating knowledge as well as serving as its guardian. From the time of the great Greek philosophers and teachers into the twentieth century, the educator served in a capacity which seldom garnered significant financial reward but which most assuredly established the "teacher" as a facilitator of learning and a respected member of the educated society. In America, the teacher served as the "pillar" upon which the structure of general education was built.

However, the public confidence in the American educational system was dramatically shaken in 1957 when the concept of U.S. educational dominance was shattered by the Soviet Union's aggressive space program which highlighted an equally aggressive educational system. In a short span of time, the U. S. public's awareness regarding the shortcomings of the public and private educational systems was

greatly heightened, bringing about, for the first time in the country's history, a massive outcry and sharp criticism of the schools and their teachers and administrators. Combined with the crowded schools brought about by the postwar baby boom, the political unrest of the 1960's, the Vietnam War, and general public distrust of authority figures brought about by the Watergate scandal of the 1970's, this generally critical public attitude has been instrumental in the development of a new mindset for today's teacher and potential teacher. It is estimated that only one-third of today's college students who start in teacher training will graduate and teach for more than two years before leaving the profession (Bruce, 1977). Additionally, the level of academic quality of those attracted to the profession appears to be decreasing, according to a comparison of the Scholastic Aptitude Test scores of education students and those of students in other areas (Time, 1980). All of these factors appear to be contributing significantly to the development of a highly mobile profession plagued with a high rate of "burnout" and dissatisfaction.

The literature focuses on a variety of factors which may be considered as "contributors" to the high degree of mobility in the profession. These range from geographical (isolation) and environmental (school climate) to economic (inadequate salary) and psychological (stress) and can run the gamut between and beyond these. Additionally, there

is general disagreement in the literature regarding which factors are most influential. For example, one recent study indicates that there is general dissatisfaction among teachers in the areas of pay, advancement and recognition with secondary teachers identified as generally more dissatisfied than elementary teachers (Lester, 1986). However, an earlier study determined that professional identity, autonomy and work satisfaction account for only 15% of the variance in "job-leaving" with the other 85% presumed to be related to economic and material factors (Kremer & Hofman, 1981).

Teachers of instrumental music appear to be highly susceptible to the stressing forces which plague the teaching profession and contribute so greatly to the large percentage of teachers leaving the profession or moving from one position to another seeking relief. Mercer (1986) surveyed 245 school band directors across the country and found debilitating stress to be a major factor contributing to the exodus of instrumental music teachers from the profession. Although additional research dealing with factors influencing the mobility of instrumental music teachers is extremely limited, related work in broader areas such as that done by Litt & Turk (1985) which identifies specific sources of stress and dissatisfaction in experienced high school teachers, Anderson and Iwanicki's (1984) study exploring the relationship between teacher motivation and "burnout", and the earlier work of Sergiovanni (1967)

identifying factors which affect teacher satisfaction and dissatisfaction provide the foundation for study in this area.

#### Need For The Study

There has been increased national concern regarding the high rate of "burnout" and short "professional life span" which have affected frequent turnover in instrumental music positions across the country (Mercer, 1986). This concern, along with personal observation confirming a high rate of turnover in the instrumental music positions in the secondary schools of Oklahoma, prompted a preliminary study to establish the actual rate of mobility.

The results of the preliminary study, which examined the turnover rate in the secondary instrumental music positions of 100 randomly selected Oklahoma schools, indicate that a high degree of turnover did exist during the period surveyed (1976-77 school year through 1987-88 school year). Only 15 of the 100 schools examined had the same secondary instrumental music instructor from 1976 to 1988. Additionally, 78% of the schools had seen at least three different instructors in their instrumental programs during this period. Because of the lack of available information regarding mid-year changes in personnel, the probability exists that the rate of turnover was, in actuality, even higher.

Although the results of the preliminary study indicate

that a high degree of mobility exists in the instrumental music profession in Oklahoma secondary schools, there are no research-based data available which might assist in the identification of factors which influence this high rate of turnover.

#### Statement of the Problem

There is currently no unified effort by the education profession or any governmental agency to deal with the continuing problem of teacher mobility and teacher dropout. Some studies on teacher mobility have, however, been conducted on regional and statewide bases (Erickson, 1968; Knight, 1978; Burlingame, 1979; Kremer & Hofman, 1981; Berry, 1985). Additionally, there is a steadily growing body of research in specific related areas such as "teacher burnout" and stress (Keavney & Sinclair, 1978; Schwab & Iwanicki, 1982; Anderson & Iwanicki, 1984; Litt & Turk, 1985).

The problem of this study was to investigate factors which influence the mobility of secondary instrumental music teachers. If the influence of these factors could be determined, the potential for increasing retention of secondary instrumental music faculty could be enhanced by administrative action which deals with these factors in a positive manner, thus encouraging a lesser degree of mobility. The initial problem was in the identification of these factors. More specifically, the primary purpose of

this study was to determine if specific intrinsic factors relating to Need Satisfaction and Burnout have an influence on the mobility of secondary instrumental music teachers in Oklahoma.

#### Definition of Terms

Terms which have been utilized throughout this study are clarified through the following definitions:

Mobility: The inclination either to leave one's current teaching position in deference for another teaching job or to leave teaching for another profession.

Secondary Instrumental Music Teacher: Band directors whose prime responsibility is the instruction of students in high school marching and concert band programs. String program teachers were not included unless they were also primarily responsible for the secondary band program.

Burnout: A response to emotional stress which results in emotional and/or physical exhaustion, lowered job productivity, and overdepersonalization (Maslach and Jackson, 1981).

Job Satisfaction: A state of psychological growth needs gratification brought about by the presence of adequate specific intrinsic motivation factors including achievement, recognition, work itself, responsibility, advancement and possibility of growth (Herzberg, 1966).

Job Dissatisfaction: A state of pain-avoidance needs non-gratification brought about by the absence of adequate

specific hygiene factors including school policy and administration, supervision, salary, interpersonal relations (with superiors, peers, and subordinates), working conditions, status, job security, and effects on personal life (Herzberg, 1966).

Security: The teacher perceived need for intrinsic benefits such as tenure which are associated with one's job (Sergiovanni and Carver, 1973).

Affiliation: The teacher perceived need for acceptance, belonging, friendship, and membership in formal and informal work groups (Sergiovanni and Carver, 1973).

Esteem: The teacher perceived need for self-respect and respect by others as a person and as a professional (Sergiovanni and Carver, 1973).

Autonomy: The teacher perceived need for authority, control, and influence (Sergiovanni and Carver, 1973).

Self-Actualization: The teacher perceived need for personal and professional success, achievement, peak satisfaction, and working at full potential (Sergiovanni and Carver, 1973).

Emotional Exhaustion: An aspect of teacher "burnout" characterized by the development of increased feelings of fatigue and depletion of emotional endurance (Maslach and Jackson, 1981).

Depersonalization: An aspect of teacher "burnout" characterized by the development of negative and cynical attitudes toward students and co-workers (Maslach and



Jackson, 1981)

Lack of Personal Accomplishment: An aspect of teacher "burnout" characterized by an attitude of negative self-evaluation bringing about a state of dissatisfaction with one's job and oneself (Maslach and Jackson, 1981).

Highly-mobile Instrumental Music Teacher: A teacher of secondary instrumental music who taught in four or more different schools during the period from 1976 to 1988 (school years 1976-77 through 1987-88).

Non-mobile Instrumental Music Teacher: A teacher of secondary instrumental music who taught in the same school during the period from 1976 to 1988 (school years 1976-77 through 1987-88).

#### Statement of the Hypotheses

The bases of this study are found in the works of Maslow (Maslow, 1954) and Porter's adaptation of Maslow's theory of motivation (Porter, 1961). Additionally, the concepts of Herzberg which deal with motivation (Herzberg, 1966) and Sergiovanni's application of these concepts to educational settings provide further theoretical foundation (Sergiovanni, 1967). According to Herzberg's Motivation-Hygiene Theory, which deals with employees' job attitudes, the characteristics of a job which influence an employee's attitude toward that job can be classified into two categories, depending on the types of intrinsic or extrinsic needs to which they relate. Those job features which are

considered intrinsic and relate to the employee's psychological-growth needs are categorized as motivation factors and cause feelings of satisfaction when adequately present. Factors which are extrinsic to the work itself and relate to the employee's pain-avoidance needs are categorized as hygiene factors and cause feelings of dissatisfaction when absent or inadequate. Herzberg's theory contends that adequately present motivation factors will promote feelings of satisfaction in employees and that the absence of hygiene factors will promote feelings of dissatisfaction. However, according to Herzberg, the converse does not hold true. The absence of motivation factors does not bring about dissatisfaction, nor does the presence of hygiene factors promote satisfaction. Herzberg maintains that satisfaction and dissatisfaction are not opposite ends of one continuum. Rather, he theorizes that the opposite of satisfaction is "no satisfaction" and the opposite of dissatisfaction is "no dissatisfaction." Thus, the factors influencing satisfaction are intrinsic (such as achievement, recognition and esteem) and those influencing dissatisfaction are extrinsic (such as working conditions and salary).

Maslow's theory of motivation establishes a five-level hierarchy of needs ranging from the most fundamental such as food and shelter (physiological) to the highest level of psychological needs (self-actualization). Needs relating to security, affiliation, and esteem are found in ascending

order between physiological and self-actualization needs. According to Maslow, the lower order of needs must be satisfied before higher levels will emerge. Thus, an individual's motivation to seek gratification at higher levels will be contingent upon prior gratification at lower levels.

In Porter's adaptation of Maslow's hierarchy of needs, for application in professional organizations, the most basic level of physiological needs is omitted. According to Porter, these needs are generally well satisfied in professional organizations, and thus are not a true motivational factor. Autonomy, which Porter observed to be especially important in professional organizations, is included as an additional level between Esteem and Self-Actualization. Need deficiency is determined by measuring the perceived difference between actual and desired levels of need fulfillment.

Additional bases for this study were found in the research of Maslach (1976, 1978, 1982). In these studies three components of Burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment) were identified. According to Maslach, Burnout, as measured through these components, appears to influence job morale, absenteeism and job turnover. Additionally, Maslach and Jackson (1981) found significant relationships between "intention to leave" and overall Burnout. Thus, not only the actual mobility of the individual, but also the attitude toward

mobility appears to be affected by the individual's perception regarding these components of Burnout.

The hypotheses of this study were grouped in four categories based on the identified areas of Need Satisfaction and Burnout. First, the hypotheses relating to Need Satisfaction and Inclination to Mobility were:

- H.1a: There will be no statistically significant difference between the perceived level of Security of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.
- H.1b: There will be no statistically significant difference between the perceived level of Affiliation of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.
- H.1c: There will be no statistically significant difference between the perceived level of Esteem of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.
- H.1d: There will be no statistically significant difference between the perceived level of Autonomy of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.
- H.1e: There will be no statistically significant difference between the perceived level of Self-Actualization of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

The second category of hypotheses relative to Burnout and Inclination to Mobility included:

- H.2a: There will be no statistically significant difference between the perceived level of Emotional Exhaustion of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.
- H.2b: There will be no statistically significant difference between the perceived level of

Depersonalization of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

- H.2c: There will be no statistically significant difference between the perceived level of Personal Accomplishment of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

The third group of hypotheses dealing with History of Mobility and Need Satisfaction included:

- H.3a: There will be no statistically significant difference between the perceived level of Security of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.
- H.3b: There will be no statistically significant difference between the perceived level of Affiliation of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.
- H.3c: There will be no statistically significant difference between the perceived level of Esteem of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.
- H.3d: There will be no statistically significant difference between the perceived level of Autonomy of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.
- H.3e: There will be no statistically significant difference between the perceived level of Self-Actualization of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

The final hypotheses relating to History of Mobility and Burnout were:

- H.4a: There will be no statistically significant difference between the perceived level of Emotional Exhaustion of secondary instrumental music teachers who have a history of high

mobility and those who have a history of non-mobility.

H.4b: There will be no statistically significant difference between the perceived level of Depersonalization of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

H.4c: There will be no statistically significant difference between the perceived level of Personal Accomplishment of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

#### Summary

The information gathered through a preliminary study regarding the past mobility of secondary instrumental music teachers in Oklahoma established a need for this study leading to a statement of the problem to be studied, definition of terms and development of hypotheses. The established problem was to investigate factors which influence the mobility of secondary instrumental music teachers. Thus, the stated primary purpose of this study was to determine if factors relating to Need Satisfaction and Burnout have an influence on the mobility of secondary instrumental music teachers in Oklahoma.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

A review of the literature dealing with mobility in education reveals the emergence of three interrelated areas: job-leaving inclination, job satisfaction/teacher morale and educational stress/burnout. These interrelated categories serve as the basis for the organization of the following analytical review of the literature. The first section includes reviews of studies focusing on job-leaving inclination and related factors which influence teacher mobility. The next deals with studies which center on job satisfaction and teacher morale. The last major section includes reviews relating to stress and burnout. All three areas of consideration have "common ground" as reflected in the literature which integrates information and data from each of the three categories.

#### Job-Leaving Inclination

The number of teachers who enter the education profession and fall prey to the pressures of the job or become disenchanted with bureaucratic educational systems appears to be steadily increasing (Litt and Turk, 1985). National

surveys indicate that only a third of education graduates will continue teaching beyond the first two years (Bruce, 1977). Kremer and Hofman (1981) have identified five intrinsic factors which, beyond the obvious economic reasons, seem to influence job-leaving inclinations significantly. These include (a) burnout and a need for renewal, (b) lack of encouragement from peers and superiors, (c) lack of recognition and status (professional identity), (d) lack of professional satisfaction, and (e) lack of work satisfaction. Of these intrinsic variables, only professional identity showed significant correlation to job-leaving inclination. It accounted for 14.1% of the total predictive variance with all other variables accumulating a total of only 0.8%, leaving 85% of the criterion variance unaccounted for, presumably influenced by such factors as salary and working conditions.

Another study on teacher professional identity and job-leaving inclination surveyed 483 educators in Oklahoma who left the teaching profession at the end of the 1982-83 school year. Developing and utilizing the Oklahoma Teacher Mobility Questionnaire, McKinley and Merrit (1985) investigated the intrinsic and extrinsic reasons for leaving the teaching profession. The primary "intrinsic" factors found in this study for job-leaving included (a) low salaries, (b) inadequate public financial support, (c) lack of public recognition for the teaching profession, (d) inadequate time to teach, and (e) a general lack of academic pride



among the students. Job-leaving factors categorized as "extrinsic" which ranked highest in the study included (a) moving out of state, (b) employment in the noneducation sector, and (c) a return to full-time "homemaking."

In a similar study of teacher attrition, Berry (1985) surveyed 210 teachers in a large southeastern metropolitan school who resigned during the 1983-84 school year. Of the 21% who indicated their resignations resulted from dissatisfactions, a majority indicated that frustrations with working condition factors including poor administration, poor student discipline, little teacher control, large classes, "Mickey Mouse" duties, uncooperative parents, stressful atmosphere, and the "valuing of mediocrity" contributed to their exit from the profession. As with the previously cited study, low salaries and the lack of opportunity for advancement were major indicated concerns. In a study of vocational agriculture teachers in Ohio (Knight, 1978), reasons cited for leaving the profession included (a) long range occupational goals other than teaching, (b) inadequate screening and preparation of students entering the program, (c) inadequate advancement opportunities, (d) long hours, and (e) inadequate salary.

A survey of 33 teachers of the emotionally disabled established major areas of dissatisfaction to be the same reasons for job-leaving. Lawrenson and McKinnon (1980) found that teachers listed administrative hassles, inconsistent support staff, excessive clerical and paper work,

and lack of recognition for a job well done as major areas of dissatisfaction. Conversely, job satisfaction was derived from the work itself (student relations and student growth).

#### Job Satisfaction and Teacher Morale

In a recent study of teachers from eight randomly selected school districts in New York State, Lester (1986) identified nine factors which might account for teacher job satisfaction: (a) Supervision, (b) Colleagues, (c) Working Conditions, (d) Pay, (e) Responsibility, (f) Work Itself, (g) Advancement, (h) Security, and (i) Recognition. Through the use of the Teacher Job Satisfaction Questionnaire, which was developed for this study, these factors were compared to system level variables of location (urban/suburban), school district size, county school level, and district. Additionally, personal and demographic variables of age, sex, marital status, total years of teaching experience, years in district, educational level, tenure, and union affiliation were tested for significant differences. Findings indicated that the surveyed teachers were generally most satisfied with colleagues, responsibility, work itself, and security. Teachers were most dissatisfied with pay, advancement, and recognition. There was also a considerable degree of dissatisfaction with working conditions on the district level as well.

One of the most frequently cited studies dealing with teacher satisfaction was conducted by Sergiovanni (1967) and lends support to the findings of Herzberg (Herzberg, Mausner and Snyderman, 1959) in establishing the Motivation-Hygiene Theory. In Herzberg's theory, two sets of job factors are identified which relate to job satisfaction and dissatisfaction. The first factors, called "motivators," are intrinsic aspects which are related to the actual performance of the job itself. These include achievement, recognition, work itself, responsibility, and advancement. The extrinsic factors are those related to policy and administration, interpersonal relations, supervision, salary, working conditions, status, security, possibility of growth, and personal life. These were referred to as "hygiene" factors by Herzberg. In Sergiovanni's replication of the Herzberg study, similar findings emerged in that events which triggered satisfaction appeared to be different than events which triggered dissatisfaction. Additionally, "motivators" appeared to be related to work itself, whereas those factors labeled as "hygiene" tended to relate most prominently with the conditions of work.

In a related study, job satisfaction among school administrators was investigated by Schmidt (1976). Once again, the identified "motivators" related most directly to job satisfaction with "hygiene" or extrinsic factors being identifiable as sources of dissatisfaction.

The need for identifying motivating factors in teachers has been recognized throughout the literature. Based on Maslow's needs hierarchy and Porter's adaptation for industry, Trusty and Sergiovanni (1966) applied the need deficiency concept to teachers and school administrators and found that the largest areas of need deficiencies were in areas of esteem, autonomy and self-actualization. The findings of this study indicate that female teachers generally are more fulfilled in their roles as teachers than males. Men who exhibit high need deficiencies tend to seek alternatives such as moving into administration or leaving teaching for industry or business. Those who remain in the classroom tend to either lower their aspirations and "serve as major deterrents to creativity and growth of students and to educational innovations" (p. 177), or become militant in their efforts to bring about personal rewards and needs gratification.

In a survey of several studies on teacher morale, Ellenburg (1972) concludes that administrative attitude, policies, procedures and understanding of individual teachers appear to have a significant impact on the overall satisfaction and morale of teachers. Effective lines of communication, overt support for the staff, and involvement of staff members in decision-making processes appear to be important factors in developing and maintaining good faculty morale. Contrarily, the commonly-held idea that principals' attitudes play an influential role in the

dissatisfaction and job-leaving tendencies of teachers is not supported in the research of Croft (1983).

Job satisfaction and teaching effectiveness appear to be directly related (Cooper, 1977). In this study, teacher morale and satisfaction was measured through use of the Purdue Teacher Opinionnaire. The findings indicate that teachers with the greatest levels of morale and job satisfaction also appear to be the most effective teachers.

### Stress And Burnout

A recent emphasis in the literature relating to teacher mobility has been in research focusing on the effects of stress and burnout in the field of education. Building upon the principles of research by Kahn, Wolfe, Quinn, Snoek and Rosenthal (Kahn, et al., 1964) as well as foundations laid as early as 1946 by Selye (Selye, 1946), stress research has become a prominent force in the current effort to determine factors influencing the high attrition and mobility rates in the education profession. A cross-sectional approach will be taken in reviewing specific stress and burnout literature relating to elementary-secondary, secondary and post-secondary education which deals with factors influencing mobility in the profession. It is hoped that implications can be drawn from this review which will assist in determining (a) the kinds and types of stress/burnout which exist in education, and (b) the effects of stress on educator satisfaction and

dissatisfaction.

### Stress in Elementary/Secondary Education

The stated purposes for the first study under examination were (1) to establish the level of teacher-perceived stress, (2) to identify stress-reducing factors, and (3) to isolate the predominant manifestations of teacher stress. Milstein, Galaszewski and Duquette (1984) utilized the French and Kaplan (1970) Person-Environment Interaction concept as the basis for the study of stress in 130 urban elementary school teachers. It was found that, in general, the teachers studied exhibited only moderate overall levels of perceived stress, contrary to popular reports indicating otherwise. It is noted by the researchers, however, that the lack of perceived stress may have been due to more highly developed coping skills in the teaching profession. Salary, teacher interrelations and work overload were cited as being the most significant stressors in the general organizationally-based category of the study. Teachers in this study perceived higher levels of stress in factors relating specifically to education than in any of the general categories, with the exception of salary, which ranked in the middle of the four education-related factors of (a) concern for student motivation, (b) lack of materials, (c) discipline problems and (d) feeling responsible for the future of their students.

In a study which examined the relationship between motivation and perceived teacher burnout, Anderson and Iwanicki (1984) used Porter's adaptation of Maslow's needs hierarchy as a basis for identifying need deficiencies and their effect on the frequency and intensity of the three factors which have been identified with teacher burnout, specifically, emotional exhaustion, depersonalization and reduced personal accomplishment. Utilization of the Porter Need Satisfaction Questionnaire as adapted by Trusty and Sergiovanni (1966) and the Maslach Burnout Inventory and subsequent multiple regression analysis of data produced indications that teacher burnout is related most prominently to those need deficiencies categorized as higher level or job satisfaction related, particularly self-actualization and esteem. Lower levels of need deficiencies appear to have little effect on teacher-perceived burnout. Age and experience, however, appear to have an influence on the level of need deficiency exhibited with younger teachers reflecting greater need deficiency in areas of security and esteem than do older, more experienced teachers. Additionally, elementary level teachers reported a higher level of self-actualization than did junior or senior high teachers. This study reflects little difference in perceived need deficiencies between male and female teachers.

In a similar study of 469 Massachusetts classroom teachers, the relationship between role conflict and role

ambiguity was examined in regard to the burnout criteria of emotional exhaustion, depersonalization and feeling of a lack of personal accomplishment. Schwab and Iwanicki (1982) found that role conflict had the most significant effect on both emotional exhaustion and depersonalization, whereas role ambiguity was the most significant variable relating to personal accomplishment. It was noted by the researchers that since role conflict and role ambiguity accounted for only 24% of the variance in this study, other variables should be studied to determine other potential sources of stress leading to burnout.

Payne and Fletcher (1983), in examining the teachers of schools located in the midlands of England, measured three job demand factors (disciplinary, maintaining standards, and workload) along with interpersonal support and job discretion (autonomy). Additionally, psychological strain was measured through self-reported scores relating to depression, anxiety, obsession, physical symptoms and cognitive failures. Cluster analysis resulted in emergence of a somewhat ambiguous seven cluster grouping on a continuum from moderate demands, good support and low constraint (Group One) to high demands, low support and high constraint (Group Seven). The overall results proved to be rather inconclusive regarding the potential for predicting psychological strain in schoolteachers. The researchers observed that relatively low levels of reported strain in the population sampled may have limited the effectiveness



of the study, and that this fact may reflect a general shortcoming in stress research in that the chance of significant relationships being found become less likely if a majority of the population being studied does not exhibit the conditions which are being predicted.

### Stress in Secondary Education

In a recent study by Litt and Turk (1985) four major components of teacher stress were identified. Relating to the 291 high school teachers surveyed, these components were described as job dissatisfaction, absenteeism, greater intention to leave the profession, and psychological and physical distress. Results of the study indicate support for the commonly held belief that inadequate salary, low professional status and role overload (too much paperwork) are important stress predictors relating to dissatisfaction. Contrarily, another frequently-cited problem, that of pupil misbehavior, was found to correlate only minimally with the four variables stated previously. Other factors which appear to influence job stress significantly are role conflict and relationship with supervisors. Regarding potential reasons for leaving the profession, salary was cited as the prime factor with opportunity for advancement and role overload also playing important roles in influencing job dissatisfaction and potential for leaving the profession.

An earlier study focusing on the effects of tenure,

role conflict and role conflict resolution on work orientation and burnout of secondary private school teachers was conducted by Westerhouse (1979). The results of this dissertation study indicate that the frequency of role conflict was a significant variable in predicting burnout. However, no significant correlation was found between tenure and burnout.

In the study which developed the Maslach Burnout Inventory, Maslach and Jackson (1981) found significant relationships between intention to leave and overall burnout. Additionally, other relationships of significance to the study such as that between absenteeism and depersonalization were found to be existing.

Other areas of perceived stress reflected in the literature include teacher-student conflict (Chicon and Koff, 1980; Parkay, 1979; Pratt, 1978; Kyriacou and Sutcliffe, 1978), working conditions (Chicon and Koff, 1980; Kyriacou and Sutcliffe, 1978), and time pressures (Carter, 1979; Kyriacou and Sutcliffe, 1978).

#### Stress in Post-Secondary Education

Seiler and Pearson (1984) in a study of 336 college and university professors across the United States identified five basic environmental factors which reflected stress-influencing levels of professorial satisfaction significantly. Highest satisfaction was shown to be achieved from teaching itself with level of compensation

being ranked at the lowest level. Factors lying in between included research requirements, recognition and reputation, and support, in that order. Overall, it was found that as satisfaction decreased, dysfunctional stress increased.

In another nationwide study Gmelch, Lovrich and Wilke (1984) attempted to (a) identify perceived stressful job situations, (b) analyze these situations in light of research, teaching and service, and (c) determine the propensity for stress in various discipline areas. The most significant stress situations identified in the study included those brought about by high self-expectation (53% of respondents), securing research funding (50%), and inability to keep abreast of current developments (49%). Following closely were inadequate salary, publication pressures and work overload. Higher stress ratings were reported in the area of teaching than in research or service areas. Evaluation ambiguity was also reported as a stress producer in all three of the function areas. The response to stress-related situations appeared to be relatively consistent across the various disciplines with no significant differences being reported either in the specific areas noted or in regard to the teaching, research and service aspects.

#### Summary

An increasing rate of mobility among teachers, as reflected by movement within and away from the profession,

has generated considerable interest and concern among educational administrators and other professionals responsible for promoting and maintaining quality in education. Both intrinsic and extrinsic factors appear to be influential in determining the satisfaction or dissatisfaction of teachers and how they perceive their roles as educators.

The review of literature has provided a framework for the development of this study relating to the mobility of secondary instrumental music teachers in Oklahoma. Specifically, the primary purpose of the study was to determine if the components of Need Satisfaction and Burnout influence the mobility of secondary instrumental music teachers in Oklahoma.

## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

The purpose of this study was to determine if intrinsic factors relating to Need Satisfaction and Burnout influence the mobility of secondary instrumental music teachers in Oklahoma. A secondary purpose was to gather information regarding teacher perceptions of extrinsic factors which influence inclination to mobility. Presented in this chapter are the method and procedures utilized in this study including the following sections: (1) Subjects, (2) Instrumentation, (3) Design, (4) Procedure, (5) Data Analysis, and (6) Summary.

#### Subjects

The population examined in the preliminary study consisted of 385 school districts in Oklahoma which have an active and functioning secondary band program. For the purpose of this study, an active and functioning band program was defined as one whose parent school is listed as an active member of the Oklahoma Secondary School Activities Association. Using a table of random numbers, a sample group of 100 schools was selected. Data were then

collected from the Oklahoma State Department of Education regarding the number of instrumental music job turnovers in each of the 100 randomly selected schools during the 12-year period beginning with the 1976-77 school year and ending with 1987-88. The names of the secondary school band directors in each of the 100 school districts were collected by reviewing the schedules submitted as a part of the school's yearly accreditation report. A list was then compiled of the total number of turnovers during the 12-year period (Table I).

TABLE I  
SECONDARY INSTRUMENTAL MUSIC TEACHER  
JOB TURNOVER RATE IN 100 RANDOMLY  
SELECTED OKLAHOMA SCHOOLS  
1976-77 THROUGH 1987-88

Number of Teachers	Turnovers	Schools (N)
1	0	15
2	1	7
3	2	20
4	3	20
5	4	17
6	5	12
7	6	7
8	7	1
9	8	<u>1</u>
	Total	100

The population of the primary study consisted of the 385 teachers of instrumental music teaching in those Oklahoma secondary schools identified as having active band programs. The sample for the primary study was comprised of the 100 instrumental music teachers who were currently (1988-89 school year) teaching in the schools randomly selected for the original preliminary study. The address for each district being surveyed was obtained through use of the Oklahoma Educational Directory, 1988-89. Additional information identifying the names of secondary instrumental music teachers in each of the districts was obtained through Oklahoma Secondary School Activities Association records.

#### Instrumentation

This study involved the administration of a three-part questionnaire comprised of the Porter Need Satisfaction Questionnaire (PNSQ), the Maslach Burnout Inventory (MBI), and a section designed to gather demographic information and data related to teacher perception regarding extrinsic influences on mobility (Appendix B). The PNSQ consists of a series of statements which relate to the teacher's school situation. The teacher is asked to identify how much of each specified characteristic is perceived to be connected with his or her school position, ranking each item on a scale from one (minimum) to seven (maximum). The desired level of the characteristic is then reported by the

teacher. The difference between the actual and desired levels is established as the perceived need deficiency. The level of deficiency is determined in each of the five areas of Need Satisfaction as established by Porter and adapted by Sergiovanni and Trusty (1966) including Security, Affiliation (Social), Esteem, Autonomy and Self-Actualization. The reliability and validity of the PNSQ have been supported by data provided through studies conducted by Dore and Meacham (1973) and Weber and Hadd (1974). A test-retest reliability of .83 was reported by Dore and Meacham reflecting results of subsequent administration of the instrument over a three-week period. Through the use of principal components factor analytic techniques with a varimax rotation, Weber and Hadd concluded that five separate dimensions of need satisfaction consistent with the need areas established by Porter are measured by the PNSQ.

The Maslach Burnout Inventory was used to assess levels of perceived teacher burnout. The three areas identified by Maslach and Jackson (1981) as measurable include Emotional Exhaustion, Depersonalization and Personal Accomplishment. Twenty-two items are rated on a scale of one to six for frequency ranging from "a few times a year" (1) to "every day" (6). A response of "never" is coded as a zero (0). Iwanicki and Schwab (1981) have reported an average reliability for the MBI of .81 in measuring the frequency and intensity of the three aspects



of Burnout established by Maslach and Jackson.

Additional self-assessment questions were included to reflect demographic information such as age, sex, years of teaching experience and years at current position as well as the teacher's inclination to leave his or her current teaching position. Items concerning extrinsic influences on mobility were also included on the questionnaire for teacher response. Additionally, spaces were provided for voluntary identification of factors which teachers felt might influence their tendency to leave a current teaching position.

#### Design

The research method utilized in this study was basically descriptive in nature and employed survey research, a form of self-report research. According to Gay (1981, p. 153), "Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study." Since, to parallel the preliminary study group, the size of the sample was rather large (N=100), the questionnaire technique was chosen over other methods, such as interview procedure. Additionally, overall efficiency and general cost were factors which influenced selection of survey research as an appropriate means for gathering data. The study was, in part, causal-comparative in that comparison groups were established to determine if any significant differences

existed between the perceptions of secondary instrumental music teachers who were inclined to mobility and those not inclined to mobility regarding the five levels of Need Satisfaction and three components of Burnout. Two additional groups were identified based on history of mobility with a comparison for significant difference being made to determine if actual mobility was influenced by Need Satisfaction or Burnout. The causal-comparative method being used was treated as a type of descriptive research since pre-existing conditions were being studied (Gay, 1981).

#### Procedure

In February of 1989, questionnaires consisting of items from the Porter Need Satisfaction Questionnaire and the Maslach Burnout Inventory as well as demographic and extrinsic influence items were mailed to each of the 100 secondary instrumental music teachers at the randomly selected schools included in the survey. A single-page cover letter was enclosed (Appendix A) explaining the purpose, importance and significance of the study. Each subject was strongly encouraged to complete the questionnaire and respond promptly using a self-addressed, stamped envelope which was enclosed with each questionnaire. By early March 67% of the questionnaires had been returned. On March 15, 1989, a follow-up letter was sent to those subjects who had not responded reminding them of the importance of their response. Another copy of the

questionnaire and an additional self-addressed, stamped envelope was included in the follow-up mailing. A final return rate of 89% was achieved. One response received from a school principal, indicating that the school was "currently without a band director," was not usable. Additionally, two responses were received too late to be included in the analysis. Thus, a total of 86 usable responses were included in the study.

### Data Analysis

Data from the questionnaires were hand tabulated to achieve difference scores on the Porter Need Satisfaction Questionnaire items. All data were then analyzed by computer using the Statistical Package for the Social Sciences (SPSS) with frequency distributions established on all response items. Groups were identified for inclination to mobility through dichotomous responses to the question "Are you considering the possibility of a move from your current position (either to another school/location or out of the profession)?" Comparison groups regarding history of mobility were established through responses to items measuring years in current position and the number of school districts in which the respondent had taught during the examined period. T test analysis was utilized to compare group means for significant differences with the accepted level of significance set at 0.05.

## Summary

A sample of 100 secondary instrumental music teachers representing the 385 teachers of secondary instrumental music in Oklahoma were surveyed regarding factors influencing mobility. A usable response rate of 86% was achieved with computer analysis of the resulting data being accomplished through use of the Statistical Package for the Social Sciences (SPSS).

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

As stated in Chapter I, the purpose of this study was to investigate factors which influence the mobility of high school instrumental music teachers in Oklahoma. A preliminary study conducted during the 1987-88 school year established that a high rate of job turnover and mobility was prevalent among instrumental music teachers in the high schools of Oklahoma. Factors to be included in the study were determined by a survey of pertinent literature relating to teacher mobility, personal observation of factors which contributed to teacher mobility and "burnout," and theoretical bases dealing specifically with need satisfaction in teachers.

A randomly selected group of 100 school districts, representative of the 385 school districts which have high school instrumental music programs in the state, was chosen as the sample for the preliminary study. To facilitate comparison, continuity and possible future research in this area, the high school instrumental music teachers from the same randomly selected districts were utilized as the subjects for administration of the research instrument in

the primary study.

Questionnaires were mailed in February, 1989, to the high school instrumental music teachers in each of the 100 school districts included in the sample. The Oklahoma Educational Directory, 1988-89 was utilized to provide school mailing addresses. Additionally, a roster of high school instrumental music teachers was obtained from the Oklahoma Secondary School Activities Association to facilitate the mailing of questionnaires directly to the teacher at his or her school address. If a teacher's name was not available, the questionnaire was mailed to "Band Director" in care of the school district.

By early March a total of 67 completed questionnaires had been returned. A follow-up mailing resulted in a total response rate of 89%. However, one of the responses was from a high school principal who indicated that his school district was "currently without a band director" and was thus unusable. Additionally, two of the 89 responses arrived too late for inclusion in the study. Thus, a total of 86 usable responses were received. Data presented in Table II show the distribution of school size represented by the teachers in the sample as well as the number of responses from each school classification. Additionally, the number of school districts assigned to each classification is presented for comparison. These data reflect the equitable representation within each classification achieved through random selection.

Each questionnaire requested demographic information such as age, sex, marital status, years in education and highest degree level in addition to responses to questions related to the hypotheses under study. The primary purpose for including demographic information was to establish a profile of the respondents. Items relating to religion, years married to spouse, number of children, number of children living with the respondent, and number of students responsible for on a daily basis, were included as part of the permission agreement for use of the instruments.

TABLE II  
QUESTIONNAIRE RESPONSE

O.S.S.A.A. Class (N)	A.D.A. Range*	Number of Schools	Number Returned	Percentage
5A (32)	964-2709	11	11	100.0
4A (32)	509- 943	11	10	90.9
3A (64)	246- 505	23	18	78.3
2A (128)	114- 246	32	29	90.6
1A (129)**	16- 114	<u>23</u>	<u>21</u>	<u>91.3</u>
	Totals	100	89***	89.0

\*Average Daily Attendance rounded to nearest integer.

\*\*Number estimated by O.S.S.A.A. to have secondary band programs.

\*\*\*Three responses were unusable, providing a usable response base of 86.

A group of items was also included which allowed for response from the instrumental music teachers regarding experiential factors which have been traditionally regarded as contributing to job turnover and dissatisfaction in the profession. Additionally, respondents were provided an opportunity to list other factors which would influence their tendency to leave a current teaching position.

#### Description of Respondents

The respondents in this study represented 86 of the 385 high school instrumental teachers in Oklahoma during the 1988-89 school year. The number of respondents for each item listed in the tables varied according to the number of items to which each instrumental music teacher responded. Similarly, total percentages were sometimes affected by group percentages being rounded to the nearest decimal.

#### Sex of Respondents

Of those respondents indicating their sex, a total of 74 (87.1%) were male with 11 females (12.9%) being represented in the study. One respondent did not indicate his or her sex. As reflected in Table III, a majority of the secondary school instrumental music teacher respondents were male.



TABLE III  
DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Number of Respondents	Percentage
Male	74	87.1
Female	<u>11</u>	<u>12.9</u>
Totals	85*	100.0

\*One respondent did not indicate sex.

#### Age of Respondents

The age range of respondents in this study indicates a predominance (57.1%) of high school instrumental music teachers in the 35-and-under categories. Only 20 of those responding (23.8%) were in the over-40 categories. Data provided in Table IV indicate that the largest number of respondents (21) were contained in the 31-35 age group (25.0%) with the second largest category, 26-30, containing 19 respondents representing 22.6% of the total number responding to this item.

TABLE IV  
DISTRIBUTION OF RESPONDENTS BY AGE

Age Group	Number of Respondents	Percentage
21-25	8	9.5
26-30	19	22.6
31-35	21	25.0
36-40	16	19.0
41-45	10	11.9
46-50	7	8.3
51-55	2	2.4
55-over	<u>1</u>	<u>1.2</u>
Totals	84*	99.9**

\*Two respondents did not indicate their age.  
 \*\*Percentage total does not equal 100.0 since group percentages were rounded to the nearest decimal.

#### Race of Respondents

The data in Table V indicate that a majority of the instrumental music teachers included in the sample were categorized as White, Caucasian (88.4%). Native American, American Indian respondents comprised the largest group in the minority categories with a total of 5 respondents (5.8%) reported in this category.

TABLE V  
DISTRIBUTION OF RESPONDENTS BY RACE

Race	Number of Respondents	Percentage
Asian, Asian American	1	1.2
Black	3	3.5
Latino, Hispanic, Mexican American	1	1.2
Native American, American Indian	5	5.8
White, Caucasian	<u>76</u>	<u>88.4</u>
Totals	86	100.1*

\*Percentage total does not equal 100.0 since group percentages were rounded to the nearest decimal.

#### Marital Status of Respondents

Data collected concerning the marital status of the respondents reflects that a majority were married (72.1%) as indicated in Table VI. Singles represent the next largest group with 18 respondents (20.9%) indicating a "single" status. There were no respondents reporting in the "widowed" category and only 4 reported being currently divorced. Two respondents listed marital status as "other," one specifying a "separated" status and one indicating "engaged" as marital status.

TABLE VI  
DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

Marital Status	Number of Respondents	Percentage
Single	18	20.9
Married	62	72.1
Divorced	4	4.7
Other	<u>2</u>	<u>2.3</u>
Totals	86	100.0

#### Degree Level of Respondents

The data in Table VII indicate the highest degree levels held by the respondents of the study. A majority of those responding (51.2%) held a bachelor's degree while over a third (37.2%) held a master's degree. None of those surveyed held a doctorate. However, 10 respondents (11.6%) indicated that they had achieved at least 30 hours above the master's degree.

TABLE VII  
DISTRIBUTION OF RESPONDENTS BY DEGREE

Degree Held	Number of Respondents	Percentage
Bachelor's	44	51.2
Master's	32	37.2
Master's plus 30	<u>10</u>	<u>11.6</u>
Totals	86	100.0

Teaching Experience of Respondents

The reported teaching experience of the respondents reflected a wide range from first-year teachers (5.8%) to those who had been in the profession for 25 years or over (7.0%). Fifty percent of the respondents were found in the range between 5 and 12 years of experience. A relatively small percentage (12.8%) was represented in the categories which include four years or less experience (Table VIII).

TABLE VIII  
DISTRIBUTION OF RESPONDENTS BY YEARS  
OF TEACHING EXPERIENCE

Teaching Experience	Number of Respondents	Percentage
Less than 1 year	5	5.8
1-4 years	6	7.0
5-8 years	21	24.4
9-12 years	22	25.6
13-24 years	26	30.2
25 years or over	<u>6</u>	<u>7.0</u>
Totals	86	100.0

Years In Current Position

The data in Table IX concerning the number of years which the respondents had held their current teaching positions indicate that approximately one-fourth (24.4%) were in new positions (less than one year). Fifty percent of the respondents had been in their positions four years or less. Only 11 respondents (12.8%) had held their teaching positions for 13 years or longer. No respondents had been in their teaching position for 25 years or longer.

TABLE IX  
DISTRIBUTION OF RESPONDENTS BY  
YEARS IN CURRENT POSITION

Years in Current Teaching Position	Number of Respondents	Percentage
Less than one year	21	24.4
1-4 years	22	25.6
5-8 years	24	27.9
9-12 years	8	9.3
13-24 years	<u>11</u>	<u>12.8</u>
Totals	86	100.0

#### Inclination to Mobility

Data from the respondents shown in Table X indicate that 49 high school instrumental music teachers (57.6%) were considering the possibility of a move to a new position or out of the profession. A total of 36 respondents (42.4%) indicated no inclination toward mobility. One person did not respond to this item.

TABLE X  
DISTRIBUTION OF RESPONDENTS BY  
INCLINATION TO MOBILITY

Inclination to Mobility	Number of Respondents	Percentage
Yes	49	57.6
No	<u>36</u>	<u>42.4</u>
Totals	85*	100.0

\*One respondent did not indicate inclination to mobility.

#### History of Mobility

Data from the respondents regarding their history of mobility are indicated in Table XI. A total of 13 respondents (15.5%) had taught in four or more school districts during the period beginning with the 1976-77 school year and ending in 1987-88. Eleven respondents had taught in three districts while 24 had held positions in two schools during that period. As noted in Table VIII, only 32 of the respondents were teaching during the entire period. A crosstabulation of the respondents' years in education compared to the number of schools in which employed during the 12-year period indicated that only six of those reporting 13 or more years in education were in the high-mobility group.



TABLE XI  
DISTRIBUTION OF RESPONDENTS BY  
HISTORY OF MOBILITY

Number of School Districts Taught In During Target Period	Number of Respondents	Percentages
One District	36	42.9
Two Districts	24	28.6
Three Districts	11	13.1
Four Districts	8	9.5
Five Districts	<u>5</u>	<u>6.0</u>
Totals	84*	100.1**

\*Two respondents did not indicate their history of mobility.

\*\*Percentage total does not equal 100.0 since group percentages were rounded to the nearest decimal.

Extrinsic Influences on  
Respondent Mobility

Table XII indicates the frequency of responses regarding ten extrinsic influences on mobility. These items were derived from experiential factors which have traditionally provided motivation for mobility in secondary instrumental music teachers. Values from one to five were assigned to each of the ten items of influence, with a value of one assigned to the response "Very Little

Influence" and five assigned to "Very Strong Influence." A mean score above 3.00 was regarded as indicating a "high influence" factor with mean scores below 3.00 indicating "low influence." A comparison of the means indicated that five of the 10 items could be considered "high influence" factors. Items dealing with salary increase (3.62), administrative support (3.61), budget (3.55), and student attitude (3.48) reflected the highest mean scores. Additionally, "Opportunity for larger salary in another profession" yielded a mean score of 3.27 indicating a "high influence" on tendency toward mobility.

TABLE XII  
DISTRIBUTION OF RESPONSES REGARDING  
EXTRINSIC INFLUENCES ON MOBILITY

Category*	Degree of Influence					Mean Score
	VL	L	M	S	VS	
Salary increase at another school.	8	9	20	18	30	3.62
Opportunity to teach in a larger school system.	30	9	14	16	16	2.75
Opportunity to teach in a smaller school system.	58	10	14	2	1	1.57
Position with more responsibility.	31	14	22	14	4	2.37
Position with less responsibility.	36	14	22	6	6	2.19

TABLE XII (Continued)

Category*	Degree of Influence					Mean Score
	VL	L	M	S	VS	
Opportunity for equal salary in another profession.	41	9	11	11	13	2.37
Opportunity for larger salary in another profession.	21	5	13	20	25	3.27
Attitude of students in current position.	12	7	22	19	25	3.48
Lack of administrative support in current position.	18	3	11	15	38	3.61
Lack of adequate budget in current position.	13	3	22	17	29	3.55

\*The total in each category is less than the total usable questionnaires returned, as some subjects did not respond to every item.

Items with mean scores below 3.00 included those dealing with degree of responsibility, school size and leaving teaching for another profession with equal salary. Of these, "opportunity to teach in a larger school system" had the highest mean score (2.75) with "opportunity to teach in a smaller school system" reflecting the lowest mean score (1.57).

Other factors which were listed by teachers as having a strong or very strong influence on their tendency to

leave their current teaching position included:

1. Location (7)
2. Community attitude toward school and band (7)
3. Consideration for spouse's job/career (4)
4. Adequate teaching staff (3)
5. Priorities of school administration (2)
6. Teaching load (2)
7. Highly mobile student population
8. Scheduling
9. Discipline and school policies
10. Pursuit of advanced degree, research, etc.
11. Lack of Board of Education support
12. Desire for work to be more appreciated
13. Fringe benefits
14. Lack of Booster Club support

#### Description of Need Satisfaction

Data were gathered utilizing an instrument comprised of the Porter Need Satisfaction Questionnaire and the Maslach Burnout Inventory as well as items measuring extrinsic influences and identifying demographic information. Five subareas of Need Satisfaction were measured through teacher identification of characteristics of the school situation which should be connected with his or her position as opposed to the degree which is actually found. The difference between the desired level and actual level comprised the measure of Need Satisfaction deficiency. Low

difference scores represent high Need Satisfaction levels and vice versa. For purposes of grouping, responses of 0 and 1 were regarded as high level of satisfaction with 2 to 4 considered as moderate. Responses of 5 and 6 were regarded as a low level of satisfaction. Data presented in this section reflect the levels reported by respondents in the five identified subareas of Need Satisfaction.

Distribution of Responses

Regarding Security

The subarea of Need Satisfaction categorized as Security consists of one item on the PNSQ, "the feeling of security in my school position." Data presented in Table XIII indicate that the overall feeling of Security is relatively high among secondary instrumental music teachers as reflected in the low mean score (1.71). Over half of the respondents (54.1%) expressed a high level of Need Satisfaction.

TABLE XIII  
PERCENTAGE DISTRIBUTION AND MEAN SCORE  
OF RESPONDENTS REGARDING  
LEVEL OF SECURITY

Questionnaire Item	Hi	Mod	Lo	Mean Score
The feeling of security in my school position.	54.1	35.3	10.6	1.71

Distribution of Responses

Regarding Affiliation

Two items comprise the subarea of Need Satisfaction categorized as Affiliation. These include "the opportunity, in my school position, to give help to other people" and "the opportunity to develop close friendships in my school position." Data collected from the respondents regarding these items (Table XIV) indicate generally high levels of Need Satisfaction with 61.6% expressing high satisfaction regarding their opportunities to help other people and over half (52.9%) indicating high satisfaction relating to their opportunities to make close friends. Only two respondents (2.4%) indicated low satisfaction regarding opportunities to help other people.

TABLE XIV  
PERCENTAGE DISTRIBUTION AND MEAN SCORES  
OF RESPONDENTS REGARDING  
LEVEL OF AFFILIATION

Questionnaire Item	Hi	Mod	Lo	Mean Score
The opportunity, in my school position, to give help to other people.	61.6	26.1	2.4	1.27
The opportunity to develop close friendships in my school position.	52.9	38.8	8.2	1.66

Distribution of Responses

Regarding Esteem

The three items which are included in the subarea categorized as Esteem generally reflect lower levels of Need Satisfaction than any of the others. The mean scores on each of the three questionnaire items are above 2.00, with only one of the other questionnaire items relating to Need Satisfaction being found above the 2.00 level. As indicated in Table XV, a majority of the respondents reported moderate to low levels of Esteem.

TABLE XV  
PERCENTAGE DISTRIBUTION AND MEAN SCORES  
OF RESPONDENTS REGARDING  
LEVEL OF ESTEEM

Questionnaire Item	Hi	Mod	Lo	Mean Score
The feeling of self-esteem a person gets from being in my school position.	33.7	48.8	17.6	2.37
The prestige of my school position inside the school (that is, the regard received from others in the school).	33.7	51.2	15.2	2.42
The prestige of my school position outside the school (that is, the regard from others not in the school).	42.8	46.4	10.7	2.10

Data regarding these items indicate that only one-third of the respondents (33.7%) reported high levels of Need Satisfaction relative to self-esteem and prestige within the school. The percentage of high Need Satisfaction increased slightly (42.8%) regarding teacher perception of prestige outside the school.

### Distribution of Responses

#### Regarding Autonomy

Autonomy, as a subarea of Need Satisfaction, is comprised of four questionnaire items from the PNSQ. These items relate to the teacher's perceived need for authority, control and influence. Data presented in Table XVI indicate that overall Need Satisfaction related to teacher perception of Autonomy is relatively high. Over half of the respondents reported high levels of satisfaction on each of the four items. Only approximately 10% of the respondents perceived low levels of satisfaction relating to Autonomy.

#### Distribution of Responses Regarding Self-Actualization

Three items from the PNSQ comprise the subarea category of Self-Actualization. These items identify degree of Need Satisfaction relating to the teacher's perception of professional and personal success, achievement, peak satisfaction, and working at full potential.



TABLE XVI  
 PERCENTAGE DISTRIBUTION AND MEAN SCORES  
 OF RESPONDENTS REGARDING  
 LEVEL OF AUTONOMY

Questionnaire Item	Hi	Mod	Lo	Mean Score
The opportunity, in my school position, for participation in the setting of goals.	58.8	28.2	12.9	1.74
The opportunity for independent thought and action in my school position.	58.2	34.9	7.0	1.50
The opportunity, in my school position, for participation in the determination of methods and procedures.	52.3	38.4	9.3	1.72
The authority connected with my school position.	52.9	35.5	10.6	1.88

Table XVII presents data which indicate moderate to low levels of Self-Actualization in over two-thirds of the respondents (67.5%) regarding their opportunity for personal growth and development. Relatively equal responses were reported in the high and moderate categories relating to self-fulfillment and accomplishment.

TABLE XVII  
 DISTRIBUTION AND MEAN SCORES OF  
 RESPONDENTS REGARDING LEVEL  
 OF SELF-ACTUALIZATION

Questionnaire Item	Hi	Mod	Lo	Mean Score
The opportunity for personal growth and development in my school position.	32.5	54.7	12.8	2.45
The feeling of self-fulfillment a person gets from being in my school position (that is, the feeling of being able to use one's own capabilities, realizing one's potentialities).	44.2	46.5	9.2	2.00
The feeling of worthwhile accomplishment in my school position.	46.5	46.5	7.0	1.93

#### Description of Burnout

Data gathered for this study utilizing the Maslach Burnout Inventory are grouped into three subareas of Burnout which include Emotional Exhaustion, Depersonalization and Personal Accomplishment. Secondary instrumental music teachers participating in the study were asked to rate 22 statements of job-related feelings in terms of how often they experience these feelings. The statements were rated on a continuum from 0 to 6 with 0 indicating

"never" and 6 indicating "every day." Between these extremes were ratings of "a few times a year or less," "once a month or less," "a few times a month," "once a week," and "a few times a week."

For purposes of grouping, responses of 0 and 1 were regarded as "low frequency" with 2 to 4 considered to be "moderate frequency." "High frequency" responses were considered to be those in the 5 and 6 range. Data presented in this section reflect the responses reported in the three identified subareas of Burnout.

#### Distribution of Responses Regarding Emotional Exhaustion

Table XVIII contains data related to the subarea of Emotional Exhaustion. Nine items regarding the teachers' feelings of being emotionally overextended and exhausted by their work are included in this assessment. Highest mean scores (3.79) were represented by the questionnaire item indicating that the teacher feels "used up at the end of the workday." Almost one-third of the respondents (32.7%) indicated a high frequency of feelings ("a few times a week" or "every day") relating to this item. Overall, 90.7% of the respondents expressed moderate to high frequency levels on this item. Additionally, job frustration and the feeling of being "emotionally drained" were generally rated as moderate to high frequency items by a large majority of respondents. A low frequency of

"stress" and "strain" was reported by a majority of those responding to the items dealing with "working with people." Most respondents (63.9%) did not have frequent feelings of "being at the end of my rope."

TABLE XVIII  
PERCENTAGE DISTRIBUTION AND MEAN SCORES  
OF RESPONDENTS REGARDING DEGREE  
OF EMOTIONAL EXHAUSTION

Questionnaire Item	Lo Freq	Mod Freq	Hi Freq	Mean Score
I feel emotionally drained from my work.	16.3	50.2	32.5	3.45
I feel used up at the end of the workday.	9.3	50.0	40.7	3.79
I feel fatigued when I get up in the morning and have to face another day on the job.	33.6	48.9	17.4	2.57
Working with people all day is really a strain for me.	54.5	39.6	7.0	1.64
I feel burned out from my work.	40.0	42.3	17.6	2.42
I feel frustrated by my job.	17.4	50.0	32.6	3.41
I feel I'm working too hard in my job.	25.6	50.1	23.3	2.99
Working with people directly puts too much stress on me.	68.6	29.0	2.3	1.28
I feel like I'm at the end of my rope.	63.9	29.1	7.0	1.61

Distribution of Responses Regarding  
Depersonalization

The data presented in Table XIX represent the responses of secondary instrumental music teachers regarding their development of negative and cynical attitudes toward students and fellow teachers. This subarea of Burnout characterized as Depersonalization is measured through five items on the MBI which reflect these attitudes.

TABLE XIX  
PERCENTAGE DISTRIBUTION AND MEAN SCORES  
OF RESPONDENTS REGARDING DEGREE  
OF DEPERSONALIZATION

Questionnaire Item	Lo Freq	Mod Freq	Hi Freq	Mean Score
I feel I treat some students as if they were impersonal objects.	54.7	39.5	5.8	1.70
I've become more callous toward people since I took this job.	42.4	41.1	16.5	2.28
I worry that this job is hardening me emotionally.	52.9	30.6	16.5	2.02
I don't really care what happens to some students.	67.1	25.9	7.0	1.45
I feel students blame me for some of their problems.	45.3	37.3	17.4	2.35

The single item which reflected the most significant concern for respondents was that of callousness. Over one-fourth (26.5%) responded that they felt "more callous toward people since I took this job" at a high frequency level ("a few times a week" or "every day"). Additionally, over half of the respondents (54.7%) indicated that they "feel students blame me for some of their problems" with moderate to high frequency. However, very few respondents indicated that they had highly frequent feelings regarding treating "some students as if they were impersonal objects" (5.8%) or that they "don't really care what happens to some students" (7.0% high frequency).

#### Distribution of Responses Regarding Personal Accomplishment

The subarea of Burnout categorized as Personal Accomplishment is comprised of eight items from the Maslach Burnout Inventory. Data presented in Table XX reflect generally positive feelings among the respondents regarding this subarea. Since the statements measuring Personal Accomplishment are positive in nature, responses in the high frequency range indicate that respondents generally have very positive feelings regarding competence and successful achievements in their profession. Contrasting to the score ranges of Emotional Exhaustion and Depersonalization, high frequency and mean scores in the Personal Accomplishment scale indicate highly positive feelings

regarding these items and, thus, denote a low degree of Burnout.

TABLE XX  
 PERCENTAGE DISTRIBUTION AND MEAN SCORES  
 OF RESPONDENTS REGARDING DEGREE OF  
 PERSONAL ACCOMPLISHMENT

Questionnaire Item	Lo Freq	Mod Freq	Hi Freq	Mean Score
I can easily understand how my students feel about things.	1.2	37.6	61.2	4.48
I deal very effectively with the problems of my students.	0.0	40.7	59.3	4.48
I feel I'm positively influencing other people's lives through my work.	5.9	45.9	48.2	4.08
I feel very energetic.	8.2	45.9	45.8	3.97
I can easily create a relaxed atmosphere with my students.	5.8	46.5	47.7	4.06
I feel exhilarated after working closely with my students.	4.7	52.3	44.0	4.04
I have accomplished many worthwhile things in this job.	2.3	47.7	50.0	4.22
In my work, I deal with emotional problems very calmly.	12.9	56.5	30.6	3.47

The data indicate that secondary instrumental music teachers in the sample group had strong feelings regarding their ability to understand students' feelings and deal with students' problems. Only one respondent (1.2%) indicated they could "never" understand how their students feel about things. No respondent indicated a low frequency response regarding their ability to deal with the problems of their students. A large majority of respondents indicated moderate to high frequency feelings relating to each item with the least confidence exhibited regarding their ability to "deal with emotional problems very calmly" (only 30.6% high frequency response).

#### Analysis of the Hypotheses

The purpose of this study as reflected in the four hypotheses groups was to investigate factors which influence the mobility of high school instrumental music teachers in Oklahoma. Instruments comprised of the Porter Need Satisfaction Questionnaire and the Maslach Burnout Inventory as well as items measuring extrinsic influences and gathering demographic information were administered to the sample group yielding data which is presented in this section. Analyses of data were achieved through t test mean comparisons of the groups identified in the hypotheses. Since sample sizes were unequal, tests for homogeneity of variances were run to determine probability of equal population variances. If the F value indicated



equal variances, the pooled-variance t test was used to analyze data. If, however, the hypothesis of equal population variances was rejected, the separate-variance t test was used to determine if significant mean differences existed. The total N in each category did not always equal 86 since all subjects did not respond to every item.

Data Related to Need Satisfaction and  
Inclination to Mobility

The factors investigated regarding Inclination to Mobility included Security, Affiliation, Esteem, Autonomy, and Self-Actualization. Data relating to each of these areas of Need Satisfaction are presented in this section.

Security. The first hypothesis related to Inclination to Mobility was:

H.1a: There will be no statistically significant difference between the perceived level of Security of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

Secondary instrumental music teachers who indicated no inclination to mobility were found to exhibit a significantly higher level of Security as measured by the Porter Need Satisfaction Questionnaire. The higher mean scores reflected in Table XXI for those teachers reporting an inclination to leave their current position indicate that teachers in that group tend to perceive greater discrepancies between desired levels of Security and actual existing levels.

TABLE XXI  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND SECURITY

Mobility Inclination	N	Mean	SD	t
Mobile	49	2.18	1.98	2.69*
Non-Mobile	35	1.08	1.63	

\*  $p < 0.05$

Affiliation. The hypothesis relating to the area of Need Satisfaction categorized as Affiliation was:

H.1b: There will be no statistically significant difference between the perceived level of Affiliation of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

Table XXII indicates that secondary instrumental music teachers who were reported as inclined to mobility exhibited lower levels of Need Satisfaction relating to Affiliation (Social) than did those who expressed no intent to leave their current teaching position. A significant difference was found between the mean scores of the two groups at the 0.05 level.

TABLE XXII  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND AFFILIATION

Mobility Inclination	N	Mean	SD	t
Mobile	48	3.63	2.52	2.82*
Non-Mobile	36	2.11	2.30	

\*  $p < 0.05$

Esteem. The third hypothesis related to Need Satisfaction and Inclination to Mobility was:

H.1c: There will be no statistically significant difference between the perceived level of Esteem of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

Significantly different means were found when data relating to teacher perception of Esteem were analyzed. As reported earlier (see Table XV), overall teacher perception of Esteem was at generally low levels. However, mean scores of teachers of secondary instrumental music who were inclined to mobility showed significantly lower levels of Esteem than those indicating no inclination to leave their positions. The analysis of data reflecting significant mean differences relating to Esteem is presented in Table XXIII.

TABLE XXIII  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND ESTEEM

Mobility Inclination	N	Mean	SD	t
Mobile	48	8.44	4.81	3.60*
Non-Mobile	35	4.86	3.97	

\*  $p < 0.05$

Autonomy. Analysis of data relating to the teachers' perceived need for authority, control and influence is presented in Table XXIV. The hypothesis relating to this area of Need Satisfaction was:

H.1d: There will be no statistically significant difference between the perceived level of Autonomy of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

Secondary instrumental music teachers indicating no intent to leave their current teaching position were shown to be significantly more satisfied with their level of Autonomy than were those teachers who indicated an inclination to mobility. Mean scores of the two groups were found to be significantly different at the 0.05 level.

Self-Actualization. Table XXV presents data regarding the area of Need Satisfaction related to the teacher's perceived need for personal and professional success,

achievement, peak satisfaction, and working at full potential. The hypothesis was:

H.1e: There will be no statistically significant difference between the perceived level of Self-Actualization of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

TABLE XXIV  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND AUTONOMY

Mobility Inclination	N	Mean	SD	t
Mobile	49	9.22	6.46	4.70*
Non-Mobile	35	3.74	4.22	

\*  $p < 0.05$

The data presented indicate that significant differences exist in mean scores of respondents regarding the degree of Self-Actualization when compared by mobility groups. Those teachers denoting an inclination to mobility show significantly higher mean scores indicating wider discrepancies between actual and desired levels of Self-Actualization than reported by teachers not considering a move from their current position.

TABLE XXV  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND SELF-ACTUALIZATION

Mobility Inclination	N	Mean	SD	t
Mobile	49	8.24	4.41	5.50*
Non-Mobile	36	3.81	3.02	

\*  $p < 0.05$

Data Related to Burnout and  
Inclination to Mobility

The three factors which comprise the category called Burnout include Emotional Exhaustion, Depersonalization and Personal Accomplishment. This section presents data relating to the analysis of these three components.

Emotional Exhaustion. The hypothesis relating to teachers' feelings of fatigue and depletion of emotional endurance and mobility inclination was:

H.2a: There will be no statistically significant difference between the perceived level of Emotional Exhaustion of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

As was noted in Table XVIII, a large percentage of respondents indicated high levels of Emotional Exhaustion relating to their work. Data presented in Table XXVI comparing mobility group means in regard to Emotional

Exhaustion specify that statistically significant differences were found at the 0.05 level. Those secondary instrumental music teachers who declared no intention of leaving their teaching position showed significantly lower levels of Emotional Exhaustion than did those who designated an inclination to mobility.

TABLE XXVI  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND EMOTIONAL EXHAUSTION

Mobility Inclination	N	Mean	SD	t
Mobile	49	26.47	11.50	3.12*
Non-Mobile	36	19.34	8.36	

\*  $p < 0.05$

Depersonalization. The hypothesis relating to the area of Burnout characterized as Depersonalization was:

H.2b: There will be no statistically significant difference between the perceived level of Depersonalization of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.

Table XXVII presents data indicating significant differences between the mean scores of teachers inclined to mobility and those not inclined to mobility regarding

impersonal feelings related to their teaching positions. Results of t test analyses indicate that secondary instrumental music teachers who are inclined to mobility report higher levels of depersonalization than do those teachers denoting no inclination to mobility.

TABLE XXVII  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND DEPERSONALIZATION

Mobility Inclination	N	Mean	SD	t
Mobile	49	11.90	7.04	3.81*
Non-Mobile	35	6.94	4.87	

\*  $p < 0.05$

Personal Accomplishment. The third component of Burnout utilized for this study was Personal Accomplishment. The hypothesis relating to this area and mobility inclination was:

H.2c: There will be no statistically significant difference between the perceived level of Personal Accomplishment of secondary instrumental music teachers who are inclined to mobility and those who are not inclined to mobility.



The survey of secondary instrumental music teachers regarding Personal Accomplishment generated responses which reflected overall positive feelings relating to the Personal Accomplishment items measured. This positive attitude regarding Personal Accomplishment is reflected in data presented in Table XXVIII. No significant differences were found between the mean scores of teachers who expressed an inclination to leave their positions and those who expressed no inclination to mobility. "Non-mobile" respondent means were only slightly higher, indicating that both those inclined to mobility and those not inclined to mobility appear to have positive feelings about the accomplishments which they have achieved within the profession.

TABLE XXVIII  
COMPARISON OF MEANS REGARDING MOBILITY  
INCLINATION AND PERSONAL ACCOMPLISHMENT

Mobility Inclination	N	Mean	SD	t
Mobile	47	32.17	6.89	-0.83
Non-Mobile	35	33.45	6.95	

Data Related to Need Satisfaction and  
History of Mobility

The five factors comprising the category Need Satisfaction include Security, Affiliation, Esteem, Autonomy and Self-Actualization. This section presents data relating to the analysis of these five component factors regarding History of Mobility.

Security. The hypothesis relating to the area of Need Satisfaction categorized as Security was:

- H.3a: There will be no statistically significant difference between the perceived level of Security of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

As indicated in Table XXIX, there were no significant differences at the 0.05 level between the mean scores of those secondary instrumental music teachers exhibiting a history of high mobility and those who had a record of no mobility during the 12-year period from 1976 to 1988.

TABLE XXIX  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND SECURITY

History of Mobility	N	Mean	SD	t
No Mobile	10	1.00	1.70	-0.85
Hi Mobile	13	1.69	2.10	

Affiliation. Analysis of data relating to the teachers' need for acceptance, belonging, friendship, and membership in formal and informal work groups in regard to history of mobility is presented in Table XXX. The hypothesis was:

H.3b: There will be no statistically significant difference between the perceived level of Affiliation of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

There were no significant differences shown between the mean scores of those secondary instrumental music teachers exhibiting a history of high mobility and the non-mobile teachers regarding perceived Affiliation.

TABLE XXX  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND AFFILIATION

History of Mobility	N	Mean	SD	t
No Mobile	11	2.45	3.11	-0.69
Hi Mobile	12	3.25	2.38	

Esteem. The hypothesis relating to the area of Need Satisfaction categorized as Esteem was:

H.3c: There will be no statistically significant

difference between the perceived level of Esteem of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

Table XXXI indicates that, regarding Esteem, there were no significant differences at the 0.05 level between the mean scores of those secondary instrumental music teachers indicating a history of high mobility and those who had a record of no mobility.

TABLE XXXI  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND ESTEEM

History of Mobility	N	Mean	SD	t
No Mobile	10	3.40	4.77	-1.47
Hi Mobile	13	6.46	5.09	

Autonomy. Table XXXII presents data regarding the comparison of means relating to Autonomy and history of mobility. The hypothesis was:

H.3d: There will be no statistically significant difference between the perceived level of Autonomy of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

There were no statistically significant differences in

the responses of the two mobility groups regarding perceived level of Autonomy.

TABLE XXXII  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND AUTONOMY

History of Mobility	N	Mean	SD	t
No Mobile	10	6.60	6.77	-0.09
Hi Mobile	13	6.85	6.90	

Self-Actualization. The hypothesis regarding the area of Need Satisfaction referred to as Self-Actualization was:

H.3e: There will be no statistically significant difference between the perceived level of Self-Actualization of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

Results presented in Table XXXIII indicate no significant differences between the means of those teachers identified as highly-mobile and those categorized as non-mobile relating to level of perceived Self-Actualization.

TABLE XXXIII  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND SELF-ACTUALIZATION

History of Mobility	N	Mean	SD	t
No Mobile	11	5.18	4.45	-1.15
Hi Mobile	13	7.38	4.89	

Data Related to Burnout and  
History of Mobility

The three factors which categorize Burnout include Emotional Exhaustion, Depersonalization and Personal Accomplishment. This section presents data relating to the analysis of these three component factors regarding their influence on History of Mobility.

Emotional Exhaustion. The hypothesis relating to Emotional Exhaustion was:

H.4a: There will be no statistically significant difference between the perceived level of Emotional Exhaustion of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

No significant differences at the 0.05 level were discovered between the Emotional Exhaustion mean scores of those secondary instrumental music teachers exhibiting a record of no mobility during the examined period and those

who had a history of high mobility (Table XXXIV).

TABLE XXXIV  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND EMOTIONAL EXHAUSTION

History of Mobility	N	Mean	SD	t
No Mobile	11	19.64	9.75	-0.48
Hi Mobile	13	21.77	11.84	

Depersonalization. The hypothesis relating to Depersonalization and History of Mobility was:

H.4b: There will be no statistically significant difference between the perceived level of Depersonalization of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

Data reflected in Table XXXV indicates that there were no statistically significant differences discovered between the level of Depersonalization reported by secondary instrumental music teachers who were non-mobile during the period from 1976 to 1988 and those who had a history of high mobility.

TABLE XXXV  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND DEPERSONALIZATION

History of Mobility	N	Mean	SD	t
No Mobile	11	9.09	5.19	0.09
Hi Mobile	12	8.83	8.31	

Personal Accomplishment. The hypothesis relating to Personal Accomplishment and History of Mobility was:

H.4c: There will be no statistically significant difference between the perceived level of Personal Accomplishment of secondary instrumental music teachers who have a history of high mobility and those who have a history of non-mobility.

Data contained in Table XXXVI indicate that, as with the two other components of Burnout, no significant differences at the 0.05 level were found to be existing between the Personal Accomplishment mean scores of highly-mobile secondary instrumental music teachers and those of teachers exhibiting a record of no mobility.



TABLE XXXVI  
COMPARISON OF MEANS REGARDING MOBILITY  
HISTORY AND PERSONAL ACCOMPLISHMENT

History of Mobility	N	Mean	SD	t
No Mobile	11	35.72	7.58	1.46
Hi Mobile	12	30.92	8.22	

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The primary purpose of this study was to determine how certain factors relating to Need Satisfaction and Burnout influence the mobility of secondary instrumental music teachers in Oklahoma. Both the self-perceived inclination to mobility and actual history of mobility were examined in relation to these areas of intrinsic influence. A secondary purpose of the study was to gather demographic survey information describing the teachers of secondary instrumental music in Oklahoma as well as generate responses relating to extrinsic influences such as salary and opportunity to teach in a larger school district.

A preliminary study was conducted investigating the number of secondary instrumental music job turnovers in 100 randomly selected Oklahoma schools during the period from 1976 to 1988 (school years 1976-77 through 1987-88). The results of this preliminary study indicated that 78 percent of those schools examined had employed at least three different secondary instrumental music teachers during the 12-year period. Twenty percent of the schools had employed six or more different band directors. Only 15 of the

100 schools had the same instrumental music teacher from 1976 to 1988.

A literature analysis focusing on mobility in education was presented in Chapter II. Job-leaving inclination, job satisfaction/teacher morale and stress/burnout were the three primary areas of focus in relation to factors influencing teacher mobility.

Instruments used for the primary study were the Porter Need Satisfaction Questionnaire and the Maslach Burnout Inventory. The questionnaire, which was mailed to the secondary instrumental music teachers in the 100 randomly selected school districts examined in the preliminary study, also included a section designed to secure demographic data as well as a brief section providing for input from teachers regarding extrinsic factors which influence tendency toward mobility. A return rate of 89% resulting in 86 usable responses was achieved.

Data analysis involved the use of frequency distributions, percentages, and t test analysis to determine differences between secondary instrumental music teachers who are inclined to mobility and those not inclined to mobility regarding Need Satisfaction and Burnout. Additionally, two groups were compared by history of mobility (highly-mobile and non-mobile) to determine if there were significant differences regarding the two areas of influence (Need Satisfaction and Burnout). The prescribed significance level was set at 0.05.

The demographic data reported in Chapter IV indicated that a majority of secondary instrumental music teachers in the respondent group were Caucasian males under the age of 40. A majority of the respondents reported having been in the teaching profession for nine years or longer, but almost one-fourth had been in their current teaching position less than one year. Only five first-year teachers were represented in the respondent group and only 11 respondents had been in their current teaching position for 13 years or more.

Among those extrinsic influences presented in the questionnaire, the potential for a "salary increase at another school" was indicated by respondents as the most influential. Items relating to administrative support, budget and student attitude were also considered to be factors which strongly influenced tendency toward mobility. "Write-in" items which received prominent mention by the respondents included location, community attitude and consideration for spouse's job or career.

The first hypotheses regarding inclination to mobility and need satisfaction were rejected. The mean responses of those teachers indicating an inclination to mobility (57.6%) and those indicating no inclination to mobility (42.4%) were significantly different at the 0.05 level in each of the five subareas of Need Satisfaction. Overall, a majority of respondents reported moderate to high levels of Need Satisfaction in the areas of Security, Affiliation and

Autonomy. However, much lower levels of Need Satisfaction were expressed regarding feelings of Esteem and Self-Actualization.

Two of the three hypotheses relating to Burnout and Inclination to Mobility were rejected. Significant differences were found in the perceptions of secondary instrumental music teachers inclined to mobility and those not inclined to mobility regarding Emotional Exhaustion and Depersonalization. However, no significant difference was found between the two groups relating to Personal Achievement. On the whole, a majority of respondents had highly positive feelings regarding level of Personal Achievement. Contrarily, a large percentage of respondents reported moderate to high levels of Emotional Exhaustion, especially in the specific areas of feeling "emotionally drained" and "used up at the end of the workday."

The analyses resulted in a failure to reject the third group of hypotheses regarding History of Mobility and Need Satisfaction. No statistically significant differences at the 0.05 level were indicated in the perceptions of Need Satisfaction of secondary instrumental music teachers with a history of "high mobility" and those with a history of "no mobility." None of the five hypotheses relating to Security, Affiliation, Esteem, Autonomy and Self-Actualization was rejected.

No significant differences were found in the perceptions of highly-mobile secondary instrumental music

teachers and non-mobile secondary instrumental music teachers regarding Emotional Exhaustion, Depersonalization and Personal Accomplishment, the three components of Burnout. Thus, the three hypotheses relating to Burnout and History of Mobility were not rejected.

### Conclusions and Implications

Based on the data presented in Chapter IV, a number of conclusions and implications were formulated concerning secondary instrumental music teachers in Oklahoma. These are itemized as follows:

1. There is generally a high rate of "dropout" from the instrumental music profession as implied by the high percentage of teachers represented in the "40-and-under" age range in this study. The "dropouts" may be moving to other areas of education such as administration, leaving the profession for higher paying positions in business or industry, or moving to other states where salaries are more competitive.

2. There appears to be a potential teacher shortage developing in instrumental music. This is implied by the small percentage of teachers represented in the younger age groups as well as in the groups representing teachers of instrumental music with four or less years of teaching experience.

3. The high degree of job turnover in the secondary instrumental music profession as indicated by the

preliminary study was confirmed by data revealing that over half of the teachers surveyed had been in their current teaching position for four years or less. Almost one-fourth of the respondents were in the first year of employment at their school position.

4. A high inclination to mobility is evident among secondary instrumental music teachers in Oklahoma. A significant majority of those teachers surveyed indicated that they were considering the possibility of a move from their current teaching position.

5. Extrinsic factors such as salary and departmental budget appear to be important influences on secondary instrumental music teacher mobility. Teachers also appear to be influenced strongly by administrative and community support for the instrumental music program.

6. Intrinsic factors relating to Need Satisfaction appear to have significant effect on the secondary instrumental music teacher's inclination to mobility. The data imply that those teachers who indicated an inclination to leave their current positions reported significantly higher need deficiencies relating to Security, Affiliation, Esteem, Autonomy and Self-Actualization.

7. Most teachers in the instrumental music profession have positive feelings regarding their Personal Accomplishments. There was no significant difference in the perception of Personal Accomplishment of those teachers who were inclined to mobility and those who indicated no inclination

to leave their current position.

8. Teachers of secondary instrumental music who are inclined to mobility perceive their levels of Emotional Exhaustion and Depersonalization to be significantly higher than do those teachers who report no mobility inclination.

9. Although there were significant differences in the levels reported by those teachers inclined to mobility and those not inclined to mobility on two of the Burnout components (Emotional Exhaustion and Depersonalization), the overall perceived levels indicate that only a moderate degree of Burnout, as measured by the MBI, exists among teachers of secondary instrumental music. Overall group means compare closely to national normative data for the teaching profession (Appendix C) as indicated by Maslach and Jackson (1986).

10. Actual mobility or non-mobility, as indicated by the number of teaching positions held during the period from 1976 to 1988 (1976-77 school year through 1987-88 school year), appears to have been significantly affected by neither the five factors relating to Need Satisfaction nor the three components of Burnout. Other undetermined influences such as financial concerns, school climate and location may have had more impact on actual mobility than those intrinsic influences examined in this study.



## Recommendations

The following recommendations are made based on the findings of the study. Recommendations for application of the findings as well as for further research are made in this section.

### Recommendations for Application

The following recommendations are made for practical and educational application of the findings and conclusions of the study:

1. Administrators should attempt to identify, through means similar to those used in this study or in other appropriate ways, factors which influence the tendency for secondary instrumental music teachers to leave their positions. Tradition has shown that the most successful instrumental music programs are generally those characterized by longevity of the director.

2. Since salary was reported by teachers of secondary instrumental music to be an important indicator relative to tendency to leave a teaching position, the educational community should continue to strive for equitable pay to eliminate the exodus of teachers to business and industry and to other states with more competitive pay scales.

3. Principals and superintendents should maintain an acute awareness of the importance placed on administrative support by teachers of instrumental music and its impact on attracting and retaining competent and effective teachers.

4. The data indicate that teachers of secondary instrumental music have relatively low levels of esteem and self-actualization. Programs should be developed and implemented to increase public awareness regarding the values of music education so as to develop an improved teacher image and increase the teachers' feelings of worth and self-esteem.

5. Ways and means for incorporating stress and burn-out workshops into in-service training programs as well as opportunities for regular, on-site counseling should be considered by administrators and school boards as an important part of a faculty retention plan which would assist teachers in developing strategies for coping with stress and burnout.

6. Flexibility in class assignments, extra duties, committee work, etc., should be considered in dealing with those teachers of instrumental music who show signs of inclination to mobility due to burnout or need satisfaction deficiencies.

7. Creative revitalization programs incorporating sabbaticals and/or leaves of absence should be initiated to allow for periods of educational, mental and physical rejuvenation in those individuals who may be identified as deficient in areas of need satisfaction or "burned out."

8. Both administrators and secondary instrumental music teachers should be made aware of the developing potential shortage of instrumental music teachers. Plans

should be formulated to (1) increase the attractiveness of the profession through increased intrinsic and extrinsic benefits and (2) promote the teaching of instrumental music as a worthwhile profession to those students who may have the potential to become future instrumental music educators.

9. The data indicate that women and minorities are inadequately represented among secondary instrumental music teachers in Oklahoma. Higher education music administrators and secondary administrators should formulate a plan of action for attracting more females and minorities into the instrumental music teaching profession.

10. Regular staff and faculty evaluations conducted by school principals should incorporate innovative techniques which might detect signs of need deficiencies and burnout as well as the traditional evaluative techniques currently used to measure teacher effectiveness and efficiency.

#### Recommendations for Further Research

The following recommendations are made for research relative to the findings and conclusions of the study:

1. Research similar to this study should be conducted in other states to compare the inclination to mobility of secondary instrumental music teachers in those states with that of Oklahoma teachers. This could lead to the development of findings which would be more generalizable to the instrumental music teaching profession as a whole.

2. Further research should be conducted to determine what factors most influence a teacher of secondary instrumental music to remain in the profession. Both extrinsic and intrinsic factors should be considered.

3. A similar study should be conducted focusing on instrumental music teachers at the elementary and middle school/junior high school levels to determine if similar need satisfaction deficiencies and characteristics of burnout exist. It is possible that diminished levels of responsibility and reduced pressure for public performance may have an impact on levels of perceived anxiety and need satisfaction.

4. A qualitative study should be conducted to evaluate the influence of daily events and school climate on the mobility inclinations of secondary instrumental music teachers. Ethnographic techniques could be effectively utilized to detect patterns of behavior or determine reoccurring factors which might produce stress-related dysfunction or a decline in job satisfaction.

5. A longitudinal study should be conducted to investigate factors which, over a period of time, might influence the mobility of instrumental music teachers within the profession or their tendency to leave the profession altogether.

6. A study should be conducted exploring differences between non-mobile secondary instrumental music teachers and highly-mobile teachers utilizing larger sample sizes

than were available for this study. This would assist in determining if small sample size influenced the results of this study regarding history of mobility.

### Discussion

Because of the nature of the study, caution must be applied when interpreting the results. Although factors relating to Need Satisfaction and Burnout appear to have influenced inclination to mobility, other variables for which there were no means of control could have played significant roles in influencing tendency to leave. Factors such as administrative emphasis on performance rather than educational goals, time spent in fundraising because of inadequate budget allocations, increased paperwork and bureaucracy detracting from the aesthetic appeal of the profession, and decreasing fine arts enrollment brought about by additional college entrance and graduation requirements in the "basics," are important attitude-influencing variables which may promote mobile tendencies. Additionally, normal "upward-mobility" tendencies must be considered when attempting to account for movement within the profession.

The profile established through the findings of this study appears to indicate that teaching instrumental music in Oklahoma secondary schools is a "young man's profession" with few substantial rewards and many frustrations. Yet, in the opinion of the writer, one of the most important

findings was revealed through similarities rather than significant differences. Despite inadequate salaries, perceived lack of administrative support, increased disciplinary problems, and a multitude of other inherent inadequacies characteristic to the profession, teachers of secondary instrumental music in Oklahoma tend to derive a significant sense of personal accomplishment from the act of teaching itself. This sense of personal accomplishment may account for the perseverance of the many individuals throughout the teaching profession who make significant contributions to the lives of the young people they teach, despite the shortcomings of the profession.

The data presented in Chapter IV and resultant conclusions reached in this chapter leave a number of unanswered questions. What can be done to promote a lesser degree of mobility among secondary instrumental music teachers in Oklahoma? Is less mobility actually desirable or does the constant change provide a sense of vitality and stimulation to the profession? Should higher education be preparing teachers of instrumental music for two careers--one for early life and one for the later years? It is essential that continued research be conducted relating to these and other important questions if instrumental music education is to continue as a viable part of the educational curricula.

## BIBLIOGRAPHY

- Anderson, M. B. G., and Iwanicki, E. F. "Teacher Motivation and Its Relationship to Burnout." Educational Administration Quarterly, 20 (1984), pp. 109-132.
- Berry, B. "Why Miss Dove Left and Where She Went: A Case Study of Teacher Attrition in a Metropolitan School System in the Southeast." Southeastern Regional Council for Educational Improvement, Research Triangle Park, N. C., 1985.
- Bruce, J. "Reflections on Preservice Preparation: Impressions from the National Survey." Journal of Teacher Education, 28 (1977), pp. 14-15.
- Burlingame, M. "An Analysis of Attrition in the Downstate Illinois Teaching Force, 1972-73 to 1977-78." Illinois State Board of Education, Springfield, Illinois, 1979.
- Carter, P. H. "Teacher Stress: Discipline, Paperwork Top the List of Causes a M. T. A. Survey Has Found." Massachusetts Teacher, 59 (1979), pp. 7-11.
- Cichon, D. J., and Koff, R. H. "The Teaching Events Stress Inventory." Paper presented at 62nd annual meeting of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978. (ERIC Document Reproduction Service No. ED 160 662)
- Cooper, J. F. "The Morale and Teaching Effectiveness of Junior College Teachers." Research Report, University of California at Los Angeles, 1977. (ERIC Document Reproduction Service No. ED 134 266)
- Croft, J. C. "Some Relationships between Administrators' Opinions and Teachers' Quitting Behavior in an Urban Public School System." Paper presented at Annual Meeting of the American Educational Research Association, Montreal, Quebec, April 11-15, 1983. (ERIC Document Reproduction Service No. ED 231 020)
- Dore, R., and Meacham, M. "Self-Concept and Interests Related to Job Satisfaction of Managers." Personnel Psychology, 26 (1973), pp.49-59.

- Ellenburg, F. C. "Factors Affecting Teacher Morale." NAASP Bulletin, 56 (1972), pp. 37-45.
- Erickson, E. L. "Teacher Mobility, Teacher Dropout and the Expectations of Family and Friends. Final Report." Center for Sociological Research, Western Michigan University, Kalamazoo, Michigan, 1968.
- French, J. R. P., and Caplan, R. D. "Psycho-Social Factors In Coronary Heart Disease." Industrial Medicine, 39 (1970), pp. 383-397.
- Gay, L. R. Educational Research. 2nd ed. Columbus, Ohio: Charles E. Merrill, 1981.
- Gmelch, W. H., Lovrich, N. P., and Wilke, P. K. "Sources of Stress in Academe: A National Perspective." Research in Higher Education, 20 (1984), pp. 477-490.
- "Help! Teacher Can't Teach!," Time, June 16, 1980, pp. 54-63.
- Herzberg, F. Work and the Nature of Man. New York: World, 1966.
- Herzberg, F., Mausner, B. and Snyderman, B. The Motivation To Work. New York: John Wiley and Sons, 1959.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., and Rosenthal, R. A. Organizational Stress: Studies in Role Conflict and Ambiguity. New York: John Wiley and Sons, 1964.
- Keavney, G., and Sinclair, K. E. "Teacher Concerns and Teacher Anxiety: A Neglected Topic of Classroom Research." Review of Educational Research, 48 (1978), pp. 273-290.
- Knight, J. A. "Why Vocational Agriculture Teachers in Ohio Leave Teaching." Journal of the American Association of Teacher Educators in Agriculture, 19 (1978), pp. 11-17.
- Kremer, L., and Hofman, J. E. "Teachers' Identity and Job-Leaving Inclination." Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. (ERIC Document Reproduction Service No. ED 202 851)
- Kyriacou, C. and Sutcliff, J. "Teacher Stress: A Review." Educational Review, 29 (1977), pp. 299-306.



- Lester, P. "Teacher Job Satisfaction: A Perspective."  
Paper presented at Annual Meeting of the Association  
of Teacher Educators, Atlanta, Georgia, February  
22-26, 1986. (ERIC Document Reproduction Service No.  
ED 266 142)
- Litt, M. D., and Turk, D. C. "Sources of Stress and  
Dissatisfaction in Experienced High School Teachers."  
Journal of Educational Research, 78 (1985),  
pp. 178-185.
- Maslach, C. "Burned-out." Human Behavior, 5 (1976),  
pp. 16-22.
- Maslach, C. "Job Burn-out: How People Cope." Public  
Welfare, 36 (1978), pp. 56-58.
- Maslach, C. Burnout: The Cost of Caring. Englewood  
Cliffs, N. Y.: Prentice-Hall, 1982.
- Maslach, C., and Jackson, S. E. "The Measurement of  
Experienced Burnout," Journal of Occupational  
Behavior, 2 (1981), pp. 99-113.
- Maslach, C., and Jackson, S. E. Maslach Burnout Inventory  
Manual. 2nd ed. Palo Alto, CA: Consulting  
Psychologists Press, 1986.
- Maslow, A. H. Motivation and Personality. New York:  
Harper and Brothers, 1954.
- McKinley, K. H., and Meritt, M. "Teacher Professional  
Identity and Job-Leaving Inclination in Oklahoma."  
Paper presented at Annual Meeting of the American  
Educational Research Association, Chicago, Illinois,  
March 31-April 4, 1985. (ERIC Document Reproduction  
Service No. ED 264 190)
- Mercer, R. J. "Burn-Out and the Disappearing Band  
Director." The Instrumentalist, 40 (1986), pp. 80-85.
- Milstein, M. M., Golaszewski, T. J., and Duquette, R. D.  
"Organizationally Based Stress: What Bothers  
Teachers." Journal of Educational Research, 77  
(1984), pp. 293-297.
- Oklahoma Educational Directory, 1988-89. Oklahoma City:  
-State Department of Education, 1988.
- Parkay, F. "Inner-City High School Teachers: The  
Relationship of Personality Traits and Teaching Style  
to Environmental Stress." Unpublished Doctoral  
Dissertation, University of Chicago, 1978.

- Payne, R., and Fletcher, B. C. "Job Demands, Supports, and Constraints as Predictors of Psychological Strain Among Schoolteachers." Journal of Vocational Behavior, 22 (1983), pp. 136-147.
- Porter, L. W. "A Study of Perceived Satisfactions in Bottom and Middle Management Jobs." Journal of Applied Psychology, 45 (1961), pp. 1-10.
- Pratt, J. "Perceived Stress Among Teachers: The Effects of Age and Background of Children Taught." Educational Review, 30 (1978), pp. 3-44.
- Schmidt, G. L. "Job Satisfaction among Secondary School Administrators." Educational Administration Quarterly, 12 (1976), pp. 68-86.
- Schwab, R. L., and Iwanicki, E. F. "Perceived Role Conflict, Role Ambiguity, and Teacher Burnout." Educational Administration Quarterly, 18 (1982), pp. 60-74.
- Seiler, R. E., and Pearson, D. A. "Dysfunctional Stress Among University Faculty." Educational Research Quarterly, 9 (1984), pp. 15-26.
- Selye, H. "General Adaptation Syndrome and Diseases of Adaptation." Journal of Human Stress, 6 (1946), pp. 117-230.
- Sergiovanni, T. J. and Carver, F. D. The New School Executive: A Theory of Administration. New York: Harper and Row, 1973.
- Sergiovanni, T. J. "Factors Which Affect Satisfaction and Dissatisfaction of Teachers." Journal of Educational Administration, 5 (1967), pp. 66-82.
- Trusty, F. M., and Sergiovanni, T. J. "Perceived Need Deficiencies of Teachers and Administrators: A Proposal for Restructuring Teacher Roles." Educational Administration Quarterly, 2 (1966), pp. 168-180.
- Weber, R. J., and Hadd, T. A. "A Factor-Analytic Examination of the Internal Structure of a Maslow-Type Need Satisfaction Instrument." Charlottesville, Virginia, 1974. (ERIC Document Reproduction Service No. ED 103 441)
- Westerhouse, M. A. "The Effects of Tenure, Role Conflict and Role Conflict Resolution on the Work Orientation and Burnout of Teachers." Unpublished doctoral dissertation, University of California-Berkeley, 1979.

## APPENDIXES

APPENDIX A  
CORRESPONDENCE

February 24, 1989

.  
. .  
. .  
. .

Dear .:

As a native Oklahoman who has been involved in instrumental music education in the state for the past twenty-one years, I have observed with great interest the high degree of band director turnover which occurs in the state's schools each year. My interest in this phenomenon has led me to pursue "band director mobility" as the topic for my doctoral dissertation.

The enclosed brief questionnaire takes five minutes to complete and is designed to solicit opinions and responses regarding areas which might influence "band director mobility." It is my hope that the data collected can be of value to the profession by shedding some light on the reasons for the high rate of turnover in band positions.

I would greatly appreciate your completing the questionnaire and returning it to me in the enclosed addressed, stamped envelope by **March 10th** (why not do it today!). Be assured that your response will be held in complete confidentiality (please do not write your name on the questionnaire). Since your school is one of only 100 randomly selected for this survey, your response is not just important, it is **essential!**

I sincerely appreciate your cooperation and will be looking forward to receiving your response by return mail.

Best regards,

Ed Huckeby  
617 7th Street  
Alva, OK 73717

Enclosure

March 15, 1989

Dear Band Director:

A couple of weeks ago I sent you a questionnaire which deals with "band director mobility" in the state of Oklahoma. The initial response has been excellent. However, according to my records, your questionnaire has not been returned, as of yet.

In case you misplaced the original questionnaire (or, for some reason, never received it), I am enclosing another copy and another stamped, addressed envelope for its return. I would greatly appreciate your taking a few minutes to complete the questionnaire, place it in the provided envelope and drop it in the mail. If you have already mailed your questionnaire, please disregard this letter and accept my THANKS!

Best wishes to you for a successful conclusion of the 1988-89 school year!

Sincerely,

Ed Huckeby  
Director of Bands  
NW OK State University  
Alva, OK 73717

Enclosure

APPENDIX B  
RESEARCH INSTRUMENT

## (PART I - DEMOGRAPHIC DATA AND EXTRINSIC INFLUENCES)

**INSTRUCTIONS:** Please circle the responses which most appropriately complete the statements (or answer the questions) below.

Your sex: 1. Male  
2. Female

Your age: 1. 21-25                      5. 41-45  
2. 26-30                      6. 46-50  
3. 31-35                      7. 51-55  
4. 36-40                      8. 56-over

Your race: 1. Asian, Asian American  
2. Black  
3. Latino, Hispanic, Mexican American  
4. Native American, American Indian  
5. White, Caucasian  
6. Other (please specify).....

Your religion: 1. Protestant  
2. Roman Catholic  
3. Jewish  
4. Other (please specify).....

Marital status: 1. single  
2. married  
3. divorced  
4. widowed  
5. other (please specify).....

If married, for how long have you been married to your current spouse?

1. less than 1 year
2. 1-5 years
3. 6-10 years
4. 11-15 years
5. 16-20 years
6. over 20 years

Number of children:

1. none
2. 1 child
3. 2 children
4. 3 children
5. 4 children
6. 5 or more children

If you have children, how many of them are now living with you?

1. none
2. 1 child
3. 2 children
4. 3 children
5. 4 children
6. 5 or more children

Highest degree level you have achieved:

1. Bachelor's degree
2. Master's degree
3. Master's plus 30
4. Doctorate



How many students are you directly responsible for on a daily basis?

1. 1-30
2. 31-60
3. 61-100
4. 100-199
5. 200-299
6. 300-over

How many years have you been in education as a teacher?

1. less than one year.
2. 1-4 years
3. 5-8 years
4. 9-12 years
5. 13-24 years
6. 25 years or over

How many years have you held your current teaching position?

1. less than one year
2. 1-4 years
3. 5-8 years
4. 9-12 years
5. 13-24 years
6. 25 years or over

Are you considering the possibility of a move from your current position (either to another school/location or out of the profession)?

1. Yes
2. No

In how many school districts did you teach during the twelve year period from 1976 to 1988 (school years 1976-77 through 1987-88)?

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. .... (please specify number if more than six)

Please rank the following in terms of the degree to which they would influence your tendency to leave your current teaching position (1 = very little influence, 5 = very strong influence):

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Salary increase at another school.                   | 1 | 2 | 3 | 4 | 5 |
| 2. Opportunity to teach in larger school system.        | 1 | 2 | 3 | 4 | 5 |
| 3. Opportunity to teach in smaller school system.       | 1 | 2 | 3 | 4 | 5 |
| 4. Position with more responsibility.                   | 1 | 2 | 3 | 4 | 5 |
| 5. Position with less responsibility.                   | 1 | 2 | 3 | 4 | 5 |
| 6. Opportunity for equal salary in another profession.  | 1 | 2 | 3 | 4 | 5 |
| 7. Opportunity for larger salary in another profession. | 1 | 2 | 3 | 4 | 5 |
| 8. Attitude of students in current position.            | 1 | 2 | 3 | 4 | 5 |
| 9. Lack of administrative support in current position.  | 1 | 2 | 3 | 4 | 5 |
| 10. Lack of adequate budget in current position.        | 1 | 2 | 3 | 4 | 5 |
| Others (please specify)                                 |   |   |   |   |   |
| 11. ....  | 1 | 2 | 3 | 4 | 5 |
| 12. ....  | 1 | 2 | 3 | 4 | 5 |
| 13. ....  | 1 | 2 | 3 | 4 | 5 |
| 14. ....  | 1 | 2 | 3 | 4 | 5 |
| 15. ....  | 1 | 2 | 3 | 4 | 5 |

## (PART II - PORTER NEED SATISFACTION QUESTIONNAIRE)

**INSTRUCTIONS:** Below are 13 characteristics or qualities connected with your school position. For each such characteristic you are asked to answer the following questions:

a. How much of the characteristic is there now connected with your school position?

b. How much of the characteristic do you think should be connected with your school position?

For each of the 13 items, answer questions a and b above by circling a number from 1 to 7 in the NOW and SHOULD BE columns corresponding to each item. Low numbers represent low amounts or low importance, and high numbers represent high amounts or high importance.

<u>NOW</u>								<u>SHOULD BE</u>						
low						high		low						high
1	2	3	4	5	6	7		1	2	3	4	5	6	7
							A.							
							B.							
							C.							
							D.							
							E.							
							F.							
							G.							
							H.							
							I.							
							J.							
							K.							
							L.							
							M.							

## (PART III - MASLACH BURNOUT INVENTORY)

**INSTRUCTIONS:** Below are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, circle the "0" (zero) below the statement. If you have had this feeling, indicate how often you feel it by circling the number (from 1 to 6) that best describes how frequently you feel that way.

HOW OFTEN:	0	1	2	3	4	5	6
	Never!	A few times!	Once a!	A few!	Once!	A few!	Every!
		a year	month	times a!	a!	times!	day
		or less	or less!	month	week!	a week!	

1. I feel emotionally drained from my work.  
0      1      2      3      4      5      6
2. I feel used up at the end of the workday.  
0      1      2      3      4      5      6
3. I feel fatigued when I get up in the morning and have to face another day on the job.  
0      1      2      3      4      5      6
4. I can easily understand how my students feel about things.  
0      1      2      3      4      5      6
5. I feel I treat some students as if they were impersonal objects.  
0      1      2      3      4      5      6
6. Working with people all day is really a strain for me.  
0      1      2      3      4      5      6
7. I deal very effectively with the problems of my students.  
0      1      2      3      4      5      6
8. I feel burned out from my work.  
0      1      2      3      4      5      6
9. I feel I'm positively influencing other people's lives through my work.  
0      1      2      3      4      5      6
10. I've become more callous toward people since I took this job.  
0      1      2      3      4      5      6
11. I worry that this job is hardening me emotionally.  
0      1      2      3      4      5      6

12. I feel very energetic.  
0            1            2            3            4            5            6
13. I feel frustrated by my job.  
0            1            2            3            4            5            6
14. I feel I'm working too hard on my job.  
0            1            2            3            4            5            6
15. I don't really care what happens to some students.  
0            1            2            3            4            5            6
16. Working with people directly puts too much stress on me.  
0            1            2            3            4            5            6
17. I can easily create a relaxed atmosphere with my students.  
0            1            2            3            4            5            6
18. I feel exhilarated after working closely with my students.  
0            1            2            3            4            5            6
19. I have accomplished many worthwhile things in this job.  
0            1            2            3            4            5            6
20. I feel like I'm at the end of my rope.  
0            1            2            3            4            5            6
21. In my work, I deal with emotional problems very calmly.  
0            1            2            3            4            5            6
22. I feel students blame me for some of their problems.  
0            1            2            3            4            5            6

Reproduced by special permission of the Publisher,  
Consulting Psychologists Press, Inc., Palo Alto, CA 94306,  
from Maslach Burnout Inventory, Form Ed, by Maslach and  
Jackson © 1981. Further reproduction is prohibited  
without the Publisher's consent.

APPENDIX C  
MEANS AND STANDARD DEVIATIONS  
FOR THE MASLACH BURNOUT  
INVENTORY SUBSCALES

MEANS AND STANDARD DEVIATIONS FOR  
THE MASLACH BURNOUT INVENTORY  
SUBSCALES

---

National Norms for Teachers, K-12

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Mean	21.25	11.00	33.54
Standard Deviation	11.01	6.19	6.89

---

Secondary Instrumental Music  
Teachers in Oklahoma

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Mean	23.37	9.83	32.72
Standard Deviation	10.85	6.67	6.90

---

VITA

Eddie Don Huckeby

Candidate for the Degree of

Doctor of Education

Thesis: FACTORS INFLUENCING THE MOBILITY OF SECONDARY  
INSTRUMENTAL MUSIC TEACHERS IN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Ada, Oklahoma, July 9, 1948,  
the son of Mr. and Mrs. C. S. Huckeby; married  
to Latricia Ann Wilson, June 5, 1970; two  
daughters, Angela Dawn and Amanda Deanne.

Education: Graduated from Allen High School, Allen,  
Oklahoma, in May, 1966; received Bachelor of Arts  
in Education from East Central Oklahoma State  
University in May, 1970; received Master of Music  
Education degree from the University of Oklahoma  
in May, 1974; completed requirements for the  
Doctor of Education degree at Oklahoma State  
University in December, 1989.

Professional Experience: Band Director, Allen Public  
Schools, Allen, Oklahoma, 1968-70; Director of  
Instrumental Music, Poteau Public Schools,  
Poteau, Oklahoma, 1970-76; Assistant Professor  
of Music and Music Department Chairman, North-  
western Oklahoma State University, 1976 to  
present.