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degree of

Doctor of Philosophy

By

JEFFREY R. BRIGHT
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OUTSTANDING BAND STUDENTS' CAREER ATTITUDES

A Dissertation APPROVED FOR THE
SCHOOL OF MUSIC

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Abstract

The purpose of this study was to investigate the career choice attitudes of outstanding band students. A researcher developed survey instrument was used to gather demographic information as well as assess the career choice attitudes of outstanding band students in eight different categories. Six hundred ten college band students from nine different institutions of higher education in Oklahoma and Arkansas completed and returned the survey.

A chi-square analysis revealed that females who selected music education as a career were significantly less in number than expected. A univariate analysis of variance (ANOVA) also produced significant differences between the two academic major groups (music education and other major) for high school grade point average. A one-way multivariate analysis of variance (MANOVA) was performed and revealed significant differences in career choice attitudes between the two academic majors. An ANOVA test on each of the eight career choice scales revealed significant differences in attitudes between the two academic major groups for parent influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic considerations while there were no significant differences for status and experience. Finally, a discriminant analysis was performed to determine which attitudes could best predict an outstanding band student's selection of academic major (music education or other). The discriminant analysis produced six variables (attitudes) that correctly classified 82.9% of the originally grouped cases.

Dedication

This dissertation is dedicated to my family

Mom, Dad, Cindy, Sarah and Rachel

Thanks for all the encouragement and support

Chapter 1

Introduction

Individuals who select music education as a career can be influenced by the same factors as those who decide to enter other professions. These factors include parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations (Jones, 1964). This study explores the attitudes and demographic characteristics that are related to outstanding band students' decisions to enter the music education profession. This investigation will also explore attitudes and demographic characteristics influencing outstanding band students' selection of professions other than music education.

While there are many common factors influencing career selection, one unique requirement shared by music educators is their participation in music endeavors before beginning postsecondary education. This music experience leads to the development and refinement of performance skills which are considered an important prerequisite for entering a music teacher education program. NASM (2003) requires accredited universities to screen potential music students before admission into a music education program. Students aspiring to be music educators must spend six to eight years developing performance skills on their major instrument during their secondary school tenure. Development of these skills requires countless hours of individual practice, classroom instruction and in many cases, involves private study with an accomplished musician. Consequently, the decision to enter the

music education profession must be preceded by the decision to participate in instrumental music during the secondary school years.

This study developed a profile of the career-related attitudes of outstanding band students who choose to enter the music education profession and profiled the attitudes of outstanding band students who choose careers other than music education. The results of the investigation should help with the identification and recruitment of highly qualified music teacher candidates while providing insight into what influences outstanding band students to select careers other than music education.

Need for the Study

The national "No Child Left Behind" legislation in 2002 stressed the importance of putting quality teachers in the classroom. This legislation requires that all teachers be certified as "highly qualified" no later than the end of the 2005-2006 school year. The United States Department of Education (2003) explains the legislation the following way.

> The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject. "Highly qualified" means that the teacher:
> 1. Has obtained full State certification as a teacher or passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
> 2. Holds a minimum of a bachelor's degree; and
> 3. Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA [Elementary and Secondary Education Act of 1965]. (p. 7)

The critical need for highly qualified teachers was identified as a concern as early as the1980's. A report submitted by the National Commission on Excellence in Education for the United States Department of Education (1983) recommended that:

> Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria. (p. 5)

The commission also had concerns about the quality of students being attracted into the teaching profession. They found that not enough academically able students were becoming teachers. The National Commission on Excellence in Education report for the United States Department of Education, "A Nation at Risk" (1983) also discovered that "too many teachers are being drawn from the bottom quarter of graduating high school and college students" (p. 3).

This desire to attract highly qualified teachers into the profession comes at a time when some of the most experienced teachers are reaching retirement age. This dramatic shift in the age of teachers is documented by The National Center for Education Statistics (2001):

> As a wave of younger teachers hired in the mid-1970s has aged, a demographic shift in the age of teachers has occurred. For example, in 1975, 53 percent of all full-time teachers were younger than age 35; in 1993, the percentage of younger teachers fell to about 23 percent. Meanwhile, the percentage of full-time teachers 45 years old or older increased from about 26 percent in 1975 to 43 percent in 1993. (p. 1)

This shift in the age of the teaching force means that many teachers will be eligible for retirement in the next eight years. This increase in the number of teacher

retirements comes at a time when modest increases in the number of students in the public schools are expected. A report by the National Center for Educational Statistics (1999) predicts that there will be a five percent gain in the number of students in grades 9-12. The influence of these demographic shifts is summed up by the United States Department of Labor (2002) in their Occupational Outlook Handbook

> Job opportunities for teachers over the next 10 years should be excellent, attributable mostly to the large number of teachers expected to retire. Although employment of preschool, kindergarten, elementary, middle, and secondary school teachers is expected to increase about as fast as the average for all occupations, a large proportion will be eligible to retire by 2010, creating many vacancies, particularly at the secondary level. Intense competition for good teachers is already under way among employers in many locations, with schools luring teachers from other States and districts with bonuses and higher pay. Overall enrollments through 2010, a key factor in the demand for teachers, are projected to rise slowly, resulting in average employment growth for all teachers from preschool to secondary grades. (p. 202)

The American Association for Employment in Education (2000) research report on Educator Supply and Demand in the United States also speaks to the complexity of teacher supply and demand factors:

> The issue of educator supply and demand is much more complex than it appears on the surface. It goes beyond simply comparing the number of annual vacancies with the number of new graduates prepared in education programs. Often, discussions of educator supply and demand are generalized, not taking into consideration the myriad of factors that impact the demand for educators, especially educators in specific disciplines, or the supply of educators, especially looking at the numbers coming into the profession versus those leaving. (p. 3)

As with other important subjects, instrumental music also faces an acute shortage of teachers. Hill (2003) observes "about 11,000 new music teachers are needed each year to replace those lost to retirement or job burnout" (p. 6). The study also reports that "annually, only about 5,500 new music teachers join the profession" (p. 6) leaving a yearly music teacher deficit of around 5,500. This deficit is addressed in The National Association for Music Education (2002) strategic plan

> Reports indicate that in many states, music positions are unfilled because no qualified applicants are available or they are filled by teachers who do not have a degree in music education. To assure continued quality music instruction, MENC must work within its own programs and activities and in collaboration with others to recruit more and better teachers to music education, nurture new teachers, and continue to support and energize veteran teachers. (Teacher Recruitment, Retention, and Revitalization, ¶ 1)

The American Association for Employment in Education (2000) reports the national trend of music teacher shortages can also be seen in the South Central region including Arkansas, Louisiana, Oklahoma, and Texas. This report finds that schools can expect some shortage of qualified candidates in the areas of instrumental and vocal music.

The demand for music teachers in Oklahoma is expected to exceed national trends. The *Teacher Supply and Demand Report* prepared by the Oklahoma State Regents for Higher Education (2002) predicted over a five percent shortage of art and music teachers during the period between the 2000-01 school year and the 2004-05 school year.

These projected teacher shortages, along with the recent emphasis to get high quality teachers into the classroom, make this investigation a very timely and appropriate endeavor. The results of this study are expected to yield a profile that may be useful to music teachers, administrators, and college music educators in identifying and recruiting potential candidates for the music education profession.

Purpose of the Study

The purpose of the study was to investigate the attitudes related to the career decisions of outstanding band students. Results of this research may aid in the identification of potential "highly qualified" music teachers for recruitment into the music education profession. The identification and recruitment of these potential music educators into the profession could reduce the music teacher shortage.

Anderson (2000) attributes the music teacher shortage to:

- the 'baby boom echo' and the resultant increase in the student population
- the fact that the average teacher will be reaching retirement age within the next 10 to 15 years
- an insufficient number of students majoring in music education. (p. 42)

While these factors contribute to the need for more teachers, Anderson suggests that the teacher shortage can be met by retaining teachers already in the profession and by recruiting new prospective music teachers.

This study may help in the identification and recruitment of prospective new music teachers by examining the attitudes related to outstanding band students' selection of music education as their vocation. Another important goal of this study

is to uncover how these attitudes relate to each other and how those relationships affect the decision to select music education as a career. An additional goal of this study is to determine what attitudes inhibit outstanding band students from choosing music education as a profession. This study seeks a better understanding of the decision-making process of students who select music education as a career. Results of this study could aid in the identification and recruitment of highly qualified music education candidates.

Research Questions

The research questions for this study were derived from previous investigations related to the current inquiry. Jones' (1964) study of music as a career choice explored the eight factors of parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status of the profession, past experience in music and economic considerations. More recent studies (Bates, 1997; Smith, 1982) involving music or music education as a career choice also used the Jones study as the foundation for their exploration into the selection of music or music education as a career choice. Using these previous inquiries as a basis, the following research questions were generated:

1. How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions to select music education as a career?

2. How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions not to choose music education as a career?
3. Are there significant differences in the demographic characteristics between outstanding band students who selected music education as a career and outstanding band students who selected a career other than music education?
4. Are there significant differences in parents and family members occupations and hobbies between outstanding band students who selected music education as a career and outstanding band students who selected a career other than music education?
5. What career choice attitudes best classify outstanding band students by a particular career choice group (music education or other career)?

Definition of Terms

The following operational definitions will be used in describing the variables of interest. All variables will be measured by investigator designed Likert-type statements unless defined otherwise.

1. Confidence in Talent- the participant's assessment of his/her own musical ability.

2. Economic Concerns- the importance of salary in the participant's choice of career.
3. Ego Satisfaction- the gratification the participant receives from partaking in musical endeavors.
4. Interest- the participant's curiosity and concern about music manifested through active participation in school bands, hobby or leisure activities.
5. Outstanding Band Student- a student who, while in high school, participated in or achieved one of the following: all-state honor band, all-district honor band, a first division rating on a solo, a first division rating on an ensemble, or a leadership position (drum major, section leader, or band council) in his/her high school band.
6. Parental Influence- the effect that the parents' background and encouragement had on the participant's choice to enter or not enter the music education profession.
7. Past Experience- the previous musical experiences of the participant.
8. Socioeconomic Status- the economic standing of the participant's family as determined by the two-factor index of social position.
9. Status- the participant's perception of musicians', teachers' and the band director's relative position in society.
10. Teacher Influence- the effect that the participant's high school band teacher had on the participant's career choice.

11. Two-Factor Index of Social Position- used to estimate the position of status an individual occupies in society by using that individual's occupational role and amount of formal education (Hollingshead, 1957).

There are two primary trends that make a study about music education as a career choice timely and valuable. The first is the national movement toward a more qualified teaching force. The second is an anticipated music teacher shortage due in part to a large number of music teachers reaching retirement age. The purpose of this study is to investigate attitudes related to outstanding collegiate band students' choice of music education as a career. Results of this study will reveal factors that influence outstanding band students to consider music education as a viable vocational choice. Factors related to career choices other than music education will also be examined. The results from this study may reveal ways to identify and recruit highly qualified candidates into the music education profession.

This chapter presented the need for a study of outstanding band students' career attitudes as well as the purpose for undertaking such a study. Chapter Two explores career choice theory as well as previous research investigating the selection of music education as a vocation. The third chapter introduces the research design and procedures utilized for this study while Chapter Four presents descriptive data as well as results generated from statistical procedures. A discussion of the results with conclusions including implications and recommendations for future research will be offered in Chapter Five.

In Chapter Two, a review of literature related to the investigation of outstanding band students' career attitudes will be presented. Chapter Two will be divided into three sections for organizational purposes. Theories of career choice will be discussed as well as a presentation of previous research into the selection of music education as a career. Finally, research related to the eight career choice factors introduced by Jones (1964) will be reviewed.

Chapter 2

Related Literature

The theoretical basis for this study is founded upon career choice theory and research. The literature review will include studies investigating educational career choice in general and music education career choice specifically. The presentation of the related theories and literature will explore eight factors that are influential in the career choice decision. Those factors include parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations.

Theories of Career Choice

Much of the career choice research is based on theoretical models. A summarization of some of the more widely accepted theories (Ginzberg, Ginsburg, Axelrad, & Herma 1951; Gottfredson, 1981; Holland, 1966; Krumboltz, 1979; Roe, 1956; Super, 1957; Tiedeman, & O'Hara 1963) will be presented as the foundation for the review of the literature.

The Ginzberg et al. (1951) theory of career selection has been described as the first theory to approach occupational choice from a developmental standpoint (Zunker, 2002). This theory suggests that occupational choice is a developmental process covering a period of 6 to 10 years starting around age 11 and continuing past age 17. There are three distinct periods in the developmental process proposed by this theory.

The first period of development is the fantasy period, which includes the time of childhood before age 11. This period is characterized by child's play that gradually becomes work-oriented and reflects preferences for certain kinds of activities.

The tentative period is the second stage of development covering the early adolescent years from around age 11 to age 17. The tentative choices period can be broken up further into four stages. The first stage is the interest stage from age 11-12 where the child makes decisions based on likes and interests. The second stage is the capacity stage from age 13-14 where the child becomes aware of his/her own abilities as they relate to career choice. The third stage is the value stage that encompasses ages 15-16 where the child attempts to find a place for himself or herself in society. The fourth and last stage in the tentative period is the transition stage starting around age 17 or later. This stage is characterized by the child becoming aware that a career decision must be made and what responsibilities go along with that decision.

The third and final period of the Ginzberg et al. career development model is the realistic period, which is made up of middle adolescent students age 17 to young adult. This period is divided into three separate stages. The first stage is the exploration stage, which primarily includes college freshmen. This stage is one of conflict characterized by students knowing they need to make a career decision while still needing experiences that will help them make an informed decision. This conflict is then resolved in the crystallization stage where a commitment to a specific

career field is made. The final stage is the specification stage where the individual selects a job or profession for a particular career.

The Ginzberg et al. (1951) theory states that career choice is a process that can not be reversed. The balancing act between subjective elements and reality makes the choice of a career more of a compromise than a decision.

> The decision concerning an occupational choice is, in the last analysis, a compromise whereby an individual hopes to gain the maximum degree of satisfaction out of his working life by pursuing a career in which he can make as much use as possible of his interests and capacities, in a situation which will satisfy as many of his values and goals as possible. In seeking an appropriate choice, he must weigh the actual opportunities and limitations and the extent to which they will contribute to or detract from maximum work satisfaction. A person with real talent in music may still hesitate to venture upon a musical career when he discovers that successful musicians are few and the failures many. Despite his real desire, he may decide against a music career, lest it jeopardize many other values, particularly economic security. And so he may decide as many people do, to pursue a career more likely to yield a steady income, hoping to satisfy his musical interests through avocational activity. (pp. 197-198)

At approximately the same time Ginzberg et al. were formulating their career development theory, Super (1957) was working on what would later come to be known as the Life-Span, Life-Space approach to career development. Super used psychological life stages proposed by developmental psychologists to formalize his vocational developmental stages. The stages of vocational development include: Growth, Exploratory, Establishment, Maintenance and Decline.

The Growth Stage spans birth to age 14. During this stage a person develops attitudes, interests and needs that are associated with the development of a self-concept.

The Exploratory Stage includes ages 15-25. This stage includes the time of adolescence, which Super believes is clearly a period of exploration. It is during this exploratory stage that Super believes a self-concept emerges. This self-concept is developed through a trial and error process which allows the individual to identify which of his/her characteristics that are like other individuals, and which seem to be his/her own. Super (1957) concludes:

> These ideas as to his own characteristics, this concept of self, may or may not be realistic. But as the child and adolescent goes through life he tries out these ideas of himself on various persons and in various activities. Aspects of the self-concept which bring satisfaction are retained, while those which do not bring gratification are in due course rejected and replaced by traits and behaviors which stand the test of reality. (p. 81)

Individuals in the Exploratory Stage narrow their choices of career but have not made any final career choices.

The Establishment Phase spans ages 25-45 and includes establishing a family, home, and role in the community, along with career stabilization through work experiences. Super believes the self-concept is modified and implemented during the Establishment Phase. The Maintenance Phase consists of ages 45-65 during which time an individual makes continual adjustments to keep the home intact and sustain or improve his/her vocational situation by preserving the self-concept. The Decline Phase includes individuals who are ages 65 and older. These individuals see diminished physical capacities corresponding with reduced work output eventually leading to retirement when the adjustment to a new self is required.

Super also proposed a theoretical model as an outgrowth of the

vocational development stages.

> Career development is multidimensional. There are developmental tasks throughout the life-span. Vocational maturity is acquired through successfully accomplishing developmental tasks within a continuous series of life stages. Individuals implement their self-concepts into careers that will provide the most efficient means of self-expression. Success in one life role facilitates success in another. (Zunker, 2002, p. 78)

Tiedeman and O'Hara's (1963) theory of career development "refers to those aspects of the continuous unbroken flow of a person's experience that are of relevance to his fashioning an identity 'at work'" (p. 2). This theory maintains that concentration on one's vocation could cause the loss of perspective, balance and growth in life. Making a living at a career should be part of a larger goal of making a life.

> The personal meanings associated with making a life which we will consider most fully in this essay are those stemming from the psychological phenomenon of ego identity. For us, ego identity is the meaning a person evolves toward himself-in-situation as his strivings for identification with members of increasingly larger social collectivities are encouraged or discouraged and as they are expressed either verbally or empathetically. (p.4)

Miller-Teideman and Teideman (1990) build on the previous theory by suggesting that,

> career development grows out of a continuously differentiating and reintegrating ego identity as it forms and reforms from experience as a self-organizing system. Differentiating is a matter of separating experiences; integrating is a matter of structuring them into a more comprehensive whole. Hierarchical restructuring is what happens when a new and more comprehensive whole is formed from the continuous separating and merging that go on daily and momentarily with each of us. This act of separating and joining together again continually enlarges the wholeness of ourselves. (p.312)

Zunker (2002) sums up Tiedeman and O'Hara's theory this way:

> Tiedeman conceptualized career development within a framework of time stages. The process is one of continuously differentiating one's ego identity, processing developmental tasks, and resolving psychosocial crisis. Career decisions are reached through a systematic problem-solving pattern requiring the individual's total cognitive abilities and combining both the uniqueness of the individual and the uniqueness of the world of work. (pp. 49-50)

The Tiedeman and O'Hara theory and the Super theory both assert that vocational decisions are made based on an individual's self-concept and perceived identity. Super's stages deal primarily with how a career progresses to retirement. Tiedeman and O'Hara's stages are based on experiences and the evolution of the individual's identity as a reaction to those experiences.

Gottfredson's (1981) approach to career development is one that emphasizes occupational aspirations. This theory suggests that individuals become attracted to certain occupations through their self-concept because people want jobs that are well-suited to their self-image. The elements of the theory relating most directly to career choice are gender, social class background, intelligence, vocational interests, competencies and values. This development of self-concept happens in stages similar to the stages Ginzberg proposed. These stages include orientation to size and power (ages 3-5), orientation to sex roles (ages 6-8), orientation to social valuation (ages 9-13) and orientation to the internal, unique self (beginning at age 14). As individuals progress through these four stages, Gottfredson believes they learn to make compromises on career decisions based on individual generalizations formed about

those occupations. For example, during ages 6-8 a child would begin to rule out occupations that are perceived to be inappropriate for one's sex. This is a unique perspective on career choice where the decision progresses by eliminating negative options rather than selecting the most positive option. Gottfredson (1981) elaborates

> The typical pattern of compromise will be that vocational interests are sacrificed first, job level second, and sex-type last, because the latter are more central aspects of self-concept and are more obvious cues to one's social identity. Compromises continue until eventually most people report being in the type of work they want. The drive to implement one's most preferred self-concept (ego-ideal) in work may seldom be completely successful, but at least some of the more important elements, such as gender identity, may be successfully implemented and the other elements of self-concept either changed or implemented in non-work settings. (p. 549)

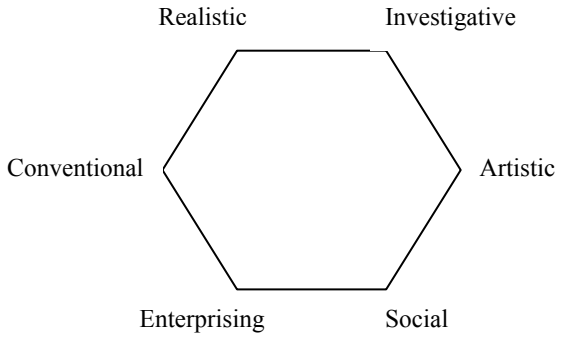
Holland (1966) asserts "the choice of a vocation is an expression of personality" (p. 2). Holland's (1973) theory has four basic assumptions that make up the heart of the theory:

1. In our culture, most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising or conventional. … Each type is the product of a characteristic interaction between a variety of cultural and personal forces, including peers, parents' social class, culture, and the physical environment.
2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, and conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. A person's behavior is determined by an interaction between his personality and the characteristics of his environment. (p. 3-4)

These four primary assumptions are supplemented with four secondary assumptions that can be applied to a person as well as to his/her environment. Consistency is the assumption that some pairs of person/environment associations are

more closely related than others while differentiation is the belief that some persons or environments are more clearly defined than others. Congruence assumes that different personality types require different environments. Finally, calculus assumes interactions between personality types or environments can be arranged according to a hexagonal model where the distances between types or environments are inversely proportional to the theoretical relationships between them.

Figure 1: Holland's Hexagon



Zunker summarized Holland's theory:

> Career choice is an expression of, or an extension of personality into the world of work. Individuals search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. (Zunker, 2002, p. 78)

Roe's theory of career choice is greatly influenced by Maslow's hierarchy of basic needs, leading some to label Roe's theory as a "needs" approach. Osipow

(1968) summarizes the theory in the following way:

> The theory proposes that every individual inherits a tendency to expend his energies in some particular way. This innate predisposition toward a manner of expending psychic energy combined with various childhood experiences molds the general style an individual develops to satisfy his needs throughout his entire life. (pp. 16-17)

Osipow (1968) also believed that Roe's theory has three basic components:

1. Experiences of early childhood are likely to be related to vocational choice.
2. Vocational choice is based on needs satisfaction similar to the needs expressed by Maslow.
3. Genetics influence vocational decisions as well as the development of individual need hierarchies. (p. 17)

Roe (1972) asserts that a person's life history begins at birth and continues through the rest of his/her life. The life history, inclusive of the occupational history, can define a person more fully than any other approach. In addition, Roe believes that the vocational decision process does not differ from that of any other decision making process. This decision has the capacity to affect all aspects of a person's life including his/her level of satisfaction. While there is no one-and-only person to fit a given job and no one-and-only job for any given person, it is in a society's best interest to find the most appropriate vocational fit for each person.

Krumboltz's (1979) theory of career decision making takes a social learning approach, proposing that the process of career development involves four factors.

1. Genetic Endowment and Special Abilities: factors in this area include race, sex, physical appearance and characteristics as well as abilities that an individual

might have a genetic predisposition toward including areas such as intelligence, musical ability, artistic ability and muscular coordination.

2. Environmental Conditions and Events: these factors are usually out of the control of the individual and could include any of the following examples, such as number and nature of job opportunities, number and nature of training opportunities, social policies and procedures for selecting trainees and workers, rate of return for various occupations, labor laws and union rules, physical events such as earthquakes, droughts, floods and hurricanes, availability of and demand for natural resources, technological developments, changes in social organization, family training experiences and resources, educational system and neighborhood and community influences.

3. Learning Experiences: two basic types of learning experiences are presented. The first is instrumental learning experiences that involve individual acts on the environment in such a way as to produce certain consequences. The second is associative learning experiences where the individual observes connections among external stimuli.

4. Task Approach Skills: these skills are a result of unexplained interactions among the first three influences that allow an individual a set of skills such as problem solving skills, work habits, emotional and cognitive responses that affect the outcome of each task or problem.

Krumboltz believes that as each individual is exposed to a learning experience it is usually followed by a reward and/or punishment at various intervals of time after

the learning experience or the behavior. This theory suggests there are three kinds of consequences that are appropriate to this scenario.

1. Self-Observation Generalizations: this occurs when an individual makes observations about his/her own performance in relation to another individual's performance or his/her own past performance. An individual could also compare his/her actions to an idealized standard.

2. Task Approach Skills: defined by Krumboltz (1979) as

> Cognitive and performance abilities and emotional predispositions for coping with the environment, interpreting it in relation to self-observation generalizations, and making covert or overt predictions about future events. They include work habits, mental sets, perceptual and thought processes, performance standards and values, problem orientating and emotional responses. (p. 29)

3. Actions: certain behaviors relevant to career decision making including applying for a specific job, applying to a specific school or training program, accepting a job offer or training opportunity, accepting a promotion, and changing a college major.

While these previously mentioned theories have achieved a great deal of notoriety, there are also newly formulated theories that are receiving increased attention. Zunker (2002) identifies five evolving career development theories that have shown promise for future development and study:

1. Career development from a Cognitive Information Processing Perspective: Two overarching assumptions are facilitating the growth of information-processing skills and enhancing the client's ability to solve problems and make career decisions.
2. Career Development from a Social Cognitive Perspective: This theory is embedded in general social cognitive theory, which

blends cognitive, self, regulatory, and motivational processes into a lifelong phenomenon. Personal and physical attributes external environmental factors and overt behavior all interact as casual influences on individual development.

3. Brown's Values-Based, Holistic Model of Career and Life-Role Choices and Satisfaction: Human functioning is greatly influenced by value orientation. Standards and rules by which we judge actions are value based. Thus, values greatly influence the desired career outcome.
4. A Contextual Explanation of Career: As people and their environments interact, development can proceed along many different pathways, depending on how one influences the other. A developmental-contextual life span assumes that interacting with a changing environment provides a foundation for individuals to form their own development.
5. Self-Efficacy Theory: An individual's belief in his or her ability to perform certain tasks determines whether the individual will attempt those tasks and how well he or she will perform. (p. 104)

Music Education as a Career Choice

The studies that specifically investigated music education as a career choice were few, but were consistent in their findings. These studies confirm that parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations are factors that influence, to a varying degree, the selection of music education as a career. This section will present an overview of these studies. A more in-depth exploration of the findings for each career choice factor will be presented at a later time with the results from other career choice studies that investigate those same factors.

A study by Jones (1964) laid the foundation for research in the area of music education as a career choice. Jones recognized that this study was ground-breaking when he stated "… it seems safe to say that this study is one of the first to attempt to

identify factors which influence the choice-making process in a specific career and probably the only study in the field of music" (p. 30).

Jones's literature review revealed eight factors from career selection theory and research that influence career choice decisions. These factors include parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience in music and economic considerations. This study used an investigator-created survey to explore any differences in response between music oriented and non-music oriented sub-groups in each of the eight areas. A t-test was used to test for any significant differences in these eight factor areas.

The Jones study surveyed students in the sixth, ninth, and twelfth grades as well as college sophomores, seniors and graduate students. Surveying the sample at these six levels allowed for longitudinal cohort comparisons to be made within the eight factor areas of the study. Significant differences were found at some level for every sub-group for every factor except for economic considerations, which returned no significant results for each of the six education levels.

Another study on music education as a career choice (Burgstahler, 1966) involved sending questionnaires to 80 former music education graduates of Southwest Missouri State College. Ten individuals from the sample were selected for case studies. The Burgstahler (1966) study found that most of the music teachers who participated in the survey decided to enter the music education profession during their senior year of high school. Events that influenced these individuals to choose music education as a career included performances in contests, at school, in church and in

other various social situations. Peer recognition and personal satisfaction were the primary reasons cited for the influence of these events. Performance skills also played an important role in the decision to become a music teacher.

This study also determined that the most influential people in the decision to choose music education as a career were the high school director and private music teacher. The study failed to determine any specific personality traits associated with students who selected music education as a career due to the diversity of the sample.

Smith (1982) surveyed 30 high school seniors identifying themselves as planning to pursue a career in music education. The survey asked questions regarding students' attitudes toward the eight factors (parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience in music and economic considerations) presented in the Jones study. Smith concluded that all eight factors were important in the decision to enter the music education profession. Teacher influence, ego satisfaction, interest, status, confidence in talent, and past experience appeared to be the most influential factors, while parental influence did not carry as much weight. In addition, students in the study placed less emphasis on economic considerations.

Davis (1990) examined the career choices of high school senior honor band students in Nebraska. A sample of 191 high school senior honor band students completed The California Psychological Inventory, The Values Scale, and an investigator-designed survey to asses the relationships between career choice and

seven factors including gender, personality, work values, socioeconomic status, influence of others, academic achievement and music-related attributes.

The results of the study indicate no significant differences in the areas of gender, personality, and socioeconomic status. The findings from the work values scale data showed that the music teacher group and music but not teaching group, placed the highest values on aesthetics. By contrast, the music teacher group valued economic rewards less than the music, but not teaching group. In all groups, parents had the most significant influence while those who chose music teaching indicated that the band director was the most significant other to influence their decision, outside of their mother or father. In the area of academic achievement, the music teacher group had the lowest means in grade point, class rank and ACT score. Only grade point was determined to be statistically significant. The music-related attributes questions revealed that music, but not teaching and music teacher groups had a higher self-perception of musical ability than the students who chose other careers.

The discriminant analysis revealed the best predictors for career choice were (listed in order) band director, high school counselor, private music instructor, economic rewards, and having a relative as a professional musician. A tabulation of reasons the subjects gave for selecting or rejecting a career in music teaching yielded interesting results. The two most popular reasons cited for wanting to be a music teacher were interest in music and desire to teach. The most popular answers for

choosing a career other than music were interest in other fields, lack of financial rewards, lack of prestige, and poor advancement opportunities.

Bates (1997) explored factors involved in the selection of music teaching as a career choice by 11th and 12th grade African-American students. Bates used the Jones and Burgstahler studies as models for his study. The sample for the Bates study was seventy-eight 11th and 12th grade African-American students from 17 high schools in Arkansas and Tennessee who expressed their intent to major in music or music education in college. T-tests were used to determine if significant differences existed between students who selected music as a college major and those who selected music education. A chi-square analysis was used to test the relationship between the two groups in regard to selected categorical independent variables. The Bates study found no significant statistical differences between students selecting music as a major and students selecting music education as a major.

A more recent study involving music education as a career choice (Brumbaugh, 2003) described 11th and 12th grade Texas high school string orchestra students in terms of their decision to enter the field of string orchestra education or to pursue some other field of study. The Brumbaugh study revealed that more female orchestra students expressed an interest in teaching strings than male orchestra students. The orchestra students who expressed an interest in string orchestra education on average had lower grades, ACT and SAT scores as well as lower enrollment numbers in honors classes than those students who wanted to pursue other fields of study. Additionally, students interested in string orchestra teaching also had

a higher percentage of family members who were teachers, music teachers and professional musicians than students who were interested in other career paths. The individuals interested in pursuing a career teaching string orchestra also gave a higher level of importance to intrinsic work values while the students selecting other career paths placed a greater level of importance on extrinsic work values including the importance of money, status, prestige, advancement and promotion.

Career Choice Factors

The following discussion of the literature will be organized according to the eight factors presented earlier in the Jones (1964) study. The Jones study laid the foundation for future studies (eg. Bates, 1997; Burgstahler, 1966; Smith,1982). Jones found that parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience in music and economic considerations were all influential in the decision to enter the music education profession.

Parental Influence

The review of literature and research in the area of parental influence on career choice reveals that parents have an overwhelming effect on the career choice decision of their children. The parental influence may be direct in nature or more subtle through the attitudes or interests of the parents.

Five studies were found specifically addressing the parental influence on the decision to select music education as a career. In each instance, the investigator designed statements to assess the impact of parents. The earliest of these studies showed that there was a significant difference between the non-music oriented group

and the music oriented group in the influence parents had on students choosing to select a music career (Jones, 1964). Another study based on the Jones study surveyed 553 high school musicians and revealed that parents had the strongest influence in directing students' interests in career choice (Easterbrook, 1969). Smith (1982) found that parental influence was a factor in a student's decision to major in music education. An investigation into the career choice of Nebraska honor band students (Davis, 1990) found that parents had the most significant influence for all groups. Another study yielding similar results found that family members were the most influential on the decision of college major, with the parents being named most often (Bates, 1997).

Additional research investigated the general relationship between parental influence and career choice. An investigation into perceived sources of influence upon occupational and educational expectations found that "Parents [both mother and father] combined were the largest external source of influence upon occupational decisions cited by these respondents" (Drabick, 1967, p. 30). Drabick found this was particularly true among those with lower intelligence test scores. In a four-year longitudinal study, Trent and Medsker (1968) found that "sixty-four percent of the sample reported parental influence in their decisions about either education or career" (p. 221). A study into educational and vocational decisions by Soper (1971) found that parental and family influence was by far the greatest influence upon Utah high school students. Research that investigated characteristics and plans of Indiana high school seniors found that the source or persons most helpful in making a career

choice were the parents and relatives (Lisack, 1981). Marso and Pigge (1994) revealed that 41% of subjects surveyed indicated that parents had an effect on them wanting to become a teacher. Another investigation into parental influence on selecting teaching as a vocation found that family was one of the influences in the development of a goal to become a teacher (Schutz, Crowder & White, 2001).

Medvene (1970) determined that there was a significant difference between person-oriented occupations and non-person oriented occupations in psychology. Both groups described the relationship with their parents differently. An additional study into parental influence upon adolescents' occupational choice determined that "Boys showed person orientation when either parent relationship was positive. Girls showed non-person orientation with negative parent relationships" (Green & Parker, 1965, p. 379). In other words, boys tended to select person related occupations when their relationship with either parent was determined to be positive. Girls on the other hand selected non-person related occupations when perceiving a negative relationship with their parents.

Parental influence in career choice decisions is widely accepted both in theory and verified through numerous studies in and out of the field of music. While the influence has been documented, studies have failed to develop a predictive model based on parental characteristics or child rearing styles.

Teacher Influence

A review of research in the area of teacher influence on career choice revealed that music teachers play an important role in encouraging music students to enter the

music education profession. Teachers generally were also found to have an influence on the career decision process. The literature reviewed for this study did not reveal any instance where the teacher influence discouraged the selection of careers.

There are a number of studies investigating teacher influence in the decision to choose music education as a career. Previously mentioned studies (Bates, 1997; Burgstahler, 1966; Davis, 1990; Easterbrook, 1969; Jones, 1964; Smith, 1982) established that music teachers play a role in influencing individuals to choose music education for their careers.

Jones (1964) found a significant difference in teacher influence means between students in the music career oriented group and students in the non-music career oriented group at the sixth, ninth, twelfth, and college sophomore levels. No significant differences in means showed up at the college senior or graduate level.

Another study examining the choice of music education as a career found that music teachers reported that the most influential people in the decision to become a music educator were the high school music teacher and the private music instructor (Burgstahler, 1966). In a study investigating the career decision of senior high school musicians in class AA high schools in Nebraska, Easterbrook (1969) found that, after parents, the high school music teacher was the most significant other to influence the career choice decision. Smith (1982) concluded in his study "that through encouragement in the classroom and personal example, the music teacher is a factor" (p. 40).

Another study involving students in Nebraska found that of those honor band students indicating they were planning to become music educators, the person who had the most influence in their decision overall was the high school band director (Davis, 1990). The Bates (1997) study revealed that among the subjects in the study, 64% indicated that their music teacher had discussed music as a career with them.

A study of teacher influence on college students' attitudes toward music was conducted by Mehling (1972). In this particular study, college undergraduates and college teachers were surveyed to gauge the influence certain factors have on undergraduates' attitudes toward music. The results revealed that students who had music training outside the public school (private instruction in vocal or instrumental music) demonstrated a more positive attitude toward music in general than students who did not have such training.

Additional studies were found dealing with teacher influence in career decisions that were specific to the education profession. These studies also confirm the importance of teacher influence in the decision to choose education as a vocation. A study of high school seniors at twenty-three North Carolina high schools found that the teacher was the most frequently mentioned non-family member who had an influence on occupational decisions (Drabick, 1967). Another study that investigated teacher influence on teacher candidates found that 71% of teacher candidates surveyed indicated that a former teacher influenced their decision to enter the education profession (Marso & Pigge, 1994). Rowsey (1997) found that 43% of university research scientists were influenced by a high school science teacher to

pursue research and teaching in science while 72% indicated they were influenced by an undergraduate science teacher to make the same decision. An investigation of students in a college teacher training program revealed teachers played an important role in the students developing the goal to become a teacher (Schutz, Crowder & White, 2001). The students indicated the influence came in the form of encouragement, discouragement, modeling, suggesting or opportunities.

While teacher influence may not be as strong as the influence of parents and family members, there are many studies confirming that teachers do play an important role in influencing the career decisions of individuals. It is interesting to note that the studies revealing positive teacher influence tend to deal with career decisions to enter the teaching profession.

Ego Satisfaction

Jones (1964) defines ego satisfaction as "the enjoyment and personal fulfillment which is derived from participation in music" (p. 95). The Jones study concludes that ego-satisfaction is an influencing factor for both the music and non-music oriented groups (determined by musical potential) with each group being influenced by the student's previous music experience. While an influence of this factor was found in both groups, the music oriented group scores were significantly higher than the non-music oriented group. This may be the result of classifying the students by musical potential. Smith (1982) confirms the findings of the Jones study, revealing that ego-satisfaction is an important element in a student's decision to choose music education as a career. Research about the first memories of wanting to

be a music teacher found that the choice to enter the music education profession is influenced a great deal by satisfying needs within oneself. The study concludes "…for many students, this decision to become a music teacher is not based on extensive thought, but a sudden realization of their love for music and helping others" (Madsen & Kelly, 2002, p. 330).

While the Jones, Smith, and Madsen and Kelly studies deal primarily with attitudes toward music, other studies deal with the idea that individuals choose careers for their own self satisfaction. Three additional studies reveal the importance satisfaction can play in the career choice decision process. Montesano (1962) classified statements about occupational choice by high school freshmen and seniors and found that need satisfaction was the second most often cited reason for choosing a certain career. Montesano clarifies the statements by writing "the needs referred to here relate to those elements of an occupation which implement the given individual's self-concept. It is his way of expressing what would make an occupation enjoyable or satisfying to the kind of individual he is" (p. 56). Trent and Medsker (1968) report in their findings that "…next to marriage and family the young adults in the sample felt that jobs and careers were the most important sources of life satisfaction" (p. 248). A study investigating what motivates introductory and senior education students to become teachers (Bergsma & Chu, 1981) concluded "students in the present study were more likely to cite personal liking of children and altruistic reasons as primary motivational factors for selecting teaching careers" (p. 8).

While there are few studies that mention ego-satisfaction specifically, there are references to the importance of being satisfied in one's work throughout career theory and studies involving career selection.

Confidence in Talent

Confidence in talent seems to be an important factor in the career choice process by giving an individual the security that he/she can be successful in the profession he/she selects. Jones (1964) emphasizes the importance this factor has in the selection of music education as a career choice when he states

> It seems safe to assume that confidence in talent is an influential factor in the choice of music as a career. The interview data revealed on numerous occasions that a major reason for students in the non-music oriented groups not going into music as a career was basically a lack of confidence in talent. So, from all aspects of this study confidence in talent seems a necessary factor for successful entrance into a musical career. (p. 96)

Another study that investigated the role of confidence in talent in the career choice process seems to support the Jones study by concluding that confidence in talent is an important element present in students who plan to enter the field of music education (Smith, 1982). Madsen and Kelly (2002) learned from their study that "when the decision to become a music teacher was made gradually over time, it usually corresponded with increased performance abilities or leadership roles" (p. 328).

Other studies involving confidence in talent investigate a person's own evaluation of his/her talent, as well as the effects of increased self-confidence. Ostermann (1962) studied the relationships of occupational choices of college

freshmen and the accuracy of their self-estimates of their general mental ability. The normative survey and interview techniques used with 80 freshmen in a school of business found that occupational choices were generally unrealistic. Anderson and Olsen (1965) also learned that students choose unrealistic occupational goals. They report that "the tendency on the part of a number of subjects to choose occupations above their aptitude level or in inappropriate occupational areas may be a result of the subjects' perception of self" (p. 175).

Self confidence in talent has important effects on the performance of individuals as well. Kalaian and Freeman (1987) found that increased self confidence improved a candidate's ability to execute classroom skills, altered the way candidates think about their roles as teachers, increased one's receptivity to feedback from others, enhanced one's willingness to hold teachers accountable for academic learning and encouraged more optimistic views about students' potential for learning.

Confidence in talent seems to be an important influence on the selection of music education as a career choice. Not only is it an important factor in the career selection process, but increased confidence can also improve performance once an individual has entered the work force.

Interest

A review of the research on the influence of interest in the career choice process confirms that interest in a particular career and the activities associated with that career are a factor in the decision to choose that particular vocation. Interest not only influences what career is selected, but a lack of interest influences what careers

are not considered as well. Four studies were found that investigate the influence of interest as a factor in the selection of music education as a career. Jones (1964) determined that interest was a strong factor in the selection of music education as a career choice. Jones takes the assessment one step further by reporting "The interview material produced the possibility that interest in other areas outside music is a leading factor in consideration of non-music careers even when the student possessed potential and ability in music" (p. 97). Smith's (1982) study supports Jones' findings. Smith concludes "The enjoyment of music and the desire to stay close to it in adult life appears to be a leading motivation" (p. 41). A more recent study (Bates, 1997) also identified interest as a strong influence in selecting music education as a career choice. Bates concludes

> … participation and the satisfaction obviously gained are probable strong motivating factors in the subjects' continued interest and involvement in music. It is suggested that this interest and participation provide important opportunities for early identification and continued development of music aptitude for students demonstrating musical ability and promise. (pp. 170-171)

Another early study dealing with interest and music was Tate's (1962) survey of elementary instrumental students who had dropped out of the music program. Tate learned that "A lack of interest on the part of the student is the primary factor as identified by the students themselves in influencing the instrumental dropouts in elementary school" (p. 96).

Montesano (1962) found that the category receiving the most responses for choosing an occupation by freshmen and senior high school students was interest in

an occupation. Another previously mentioned study (Lisack, 1981) investigating plans of Indiana high school seniors also found that interest in the activities on the job was the most important reason given by seniors for choosing an occupation or career. Dick and Rallis (1991) investigated high school seniors who choose engineering and science for a career as well as high school seniors who chose other careers. The results from their study support those of the Montesano and Lisack studies, revealing that in both groups the most important reason given for selecting a particular career was a genuine interest in that career.

Status

The literature on status yields mixed findings. On one hand, the studies investigating music education as a career choice found that the status of music education as a profession was influential in students' decisions to choose music education as their vocation. On the other hand, the literature has revealed that the education profession is held in low esteem, thus discouraging many individuals from choosing education as their career path.

This literature review yielded two studies about the influence of status on the selection of music education as a career choice (Jones, 1964; Smith, 1982). Both studies found that status does influence the selection of music education as a career but that the strength of that influence is less than other factors including parental influence, teacher influence and experience. Jones (1964) elaborates, "it seems from these results that status is a factor as revealed by response to a set of items on a questionnaire instrument but that it is not a conscious influence as students verbally

recall their experiences and influences in music" (p. 98). This observation seems to suggest that this factor has a limited amount of influence in the selection of music education as a career.

A study by Calder (1962) found that one of the top reasons music education graduates from Pennsylvania institutions did not enter the teaching profession was the lack of opportunities for a position that offers better salary, more prestige or better working conditions.

Other studies address the perceived status of the teaching profession and teachers in general. This area of the literature seems to reveal conflicting results. A study by Hedden (1973) investigating the meaning of the concept of music teacher to high school musicians found that high school students viewed pop musicians in a positive manner while classical musicians received negative responses. The high school students' responses about music teachers produced neutral responses. Additional research (Kelly, 1989) on what students think about the teaching profession revealed that an overwhelming majority of students believed that teaching was a job of which to be proud.

Two other studies involving status and the teaching profession produced completely different results. An investigation of factors influencing students to become teachers, revealed that students in the United States disagreed with the statement that they chose to enter elementary education because of the status it holds (Popanastasion & Popanastasion, 1997). Marso and Pigge (1994) also discovered negative responses about the status of the teaching profession. The study asked

teacher candidates to indicate reasons they decided to enter the teaching profession. Nine percent of the respondents indicated they chose the teaching profession because of the professional status of the job, while only two percent stated that they entered the profession because of its social prestige.

The contradictory results concerning status of the teaching profession confirm the Jones (1964) and Smith (1982) findings that status has a limited influence when selecting music education as a career. While individuals who decided to become teachers were not swayed by the status of the education profession, there are studies that indicate status was influential in the decision to select another profession. Therefore, status does not necessarily have a positive influence in selecting education as a career but does seem to play a larger role in dissuading individuals from becoming teachers.

Past Experience in Music

Career choice theories presented earlier in this literature review indicate that past experiences were important in shaping decisions about a person's career choice. The review of literature in education and music education seems to support the earlier presentations of career choice theory.

Both the Jones (1964) and Smith (1982) studies revealed that past experience in music plays an important role in the selection of music education as a career. Jones found that there were no significant differences between the music and non-music groups for this factor, except in the twelfth grade. Jones believes that, since the

participants for this study consisted of students who demonstrated potential in music, it seems reasonable to expect they would all have positive past experiences in music.

Other studies involving music and experience seem to confirm the Jones and Smith findings. Burgstahler (1966) revealed that past musical experiences such as performances in contests, school, churches and social situations were influential in selecting music education as a career.

Madsen and Kelly (2002) reported that students who had chosen music education as a college major cited being in a good performing group and being given opportunities to be a leader within the organization were important experiences that helped influence them to select music education as a career. The influence of a successful program is confirmed in a study by Madsen and Hancock (2002). The study surveyed a randomly selected sample of 225 certified teachers who had finished a Bachelors of Music Education Degree in the past 10 years and found that 84% of teachers surveyed indicated they had been part of a successful music program.

Past experience also plays an important role in the formulation of attitudes toward music and the teaching profession. Sluss (1968) learned that high school seniors who took music classes in high school (especially through the third and fourth year) had higher music attitude scores than those with no experience. Two other studies mentioned earlier provide insight to the influence past experience has on entering the teaching profession. Marso and Pigge (1994) reported that 50% of teacher candidates indicated that prior experience with children influenced them to enter the teaching profession. A more recent study found that teaching-related

experiences led to individuals continuing to develop a goal of becoming a teacher or abandoning it altogether (Schutz, Crowder & White, 2001).

Economic Considerations

This literature review will present two different approaches to evaluating economic influence. The first approach presented will deal with the economic considerations of entering the teaching profession. The second will present the economic background of those who have chosen to enter the teaching profession.

Research in the area of music education as a career choice (Jones, 1964) revealed no significant differences between any of the subgroups in economic considerations, and that the overall influence of the economic factor was low. Another study supports the Jones findings by reporting that economic considerations had only a moderate degree of influence in the decision to choose music education as a career (Smith, 1982). A more recent study (Bates, 1997) found no significant difference between students choosing to major in music and students choosing to major in music education for the factor of economic considerations.

Other previously mentioned studies also reveal the influence of economic considerations. The Calder (1962) study revealed that the top two reasons mentioned for music education graduates of Pennsylvania institutions to leave or not enter the music education profession were unsatisfactory maximum salary and the low starting salary. A study investigating Indiana high school seniors' attitudes toward the influence of economic factors in their career choice decision, revealed that the students rated money as one of the top two most important reasons given for choosing

a particular occupation or career (Lisack, 1981). Schutz, Crowder and White (2001) concluded that if a pre-service teacher cannot accept how teachers are viewed and paid in this society then teaching may not be the best job for him/her.

Easterbrook (1969) and Davis (1990) revealed conflicting results in studies of the socioeconomic status of individuals entering the music education profession. The Easterbrook study (1969) found that individuals choosing music careers tended to have a higher socioeconomic status. In contrast, Davis (1990) learned that there was no significant difference in socioeconomic status, but that students entering the music teaching profession tended to have the lowest socioeconomic standing of the three groups surveyed (career choice in music teaching; career choice in music, but not music teaching; career choice other than music). In both studies the Two Factor Index of Social Position was used to determine socioeconomic status. The discrepancy in the findings may be attributed to the elapsed time between the two studies.

The literature review in the area of economic considerations suggests that individuals selecting music education as a career were influenced very little, if at all, by economic factors. Conversely, individuals who choose not to enter the education profession indicated that economic considerations were an important influence in deciding to choose an alternative profession.

Summary

The review of the career choice theory and literature has revealed eight cluster areas influencing career choice. Parental influence, teacher influence, ego

satisfaction, confidence in talent, interest, status, past experience and economic conditions have been shown to have an effect on the selection of music education as a career. While these cluster areas have been found to be influential in career selection, there has been no investigation of the weight of each area on the career choice decision of outstanding band students. Therefore, the purpose of this study is to investigate the attitudes related to outstanding band students' selection of music education as their vocation, as well as revealing those attitudes related to outstanding band students' choice of a profession other than music education.

Chapter 3

Research Design and Procedures

Chapter One outlined a developing shortage in music teachers and the need for recruiting new, highly qualified individuals into the music education profession. The second chapter revealed eight areas from career choice theory and previous research that are considered when making a career choice. This chapter outlines the research design and procedures used to investigate outstanding band students' career attitudes in the eight factor areas.

Participants

The participants for this study were college band students who were 18 years of age or older who were recruited from college bands in Oklahoma and Arkansas. Participants were classified as an outstanding musician by their answers to question seven on the investigator generated survey. An outstanding musician for this study was defined as a student who, while in high school, participated in or achieved one of the following: all-state honor band, all-district honor band, a first division rating on a solo, a first division rating on an ensemble, or a leadership position (drum major, squad leader, or band council) in his/her high school band.

The Measurement Instrument

The measurement instrument (Appendix A) was developed by the principal investigator using previous studies' (Bates,1997; Burgstahler, 1966; Davis, 1990; Jones, 1964; Smith, 1982) measurement instruments as models. Survey questions and statements from these previous studies were modified as necessary to meet the

needs of the present study. New questions and statements were added to the ones used in previous research for a more in-depth measurement of outstanding band students' attitudes.

Part I of the survey included questions 1-27. Questions 1-4 collected demographic information such as gender, school classification, age, and academic major. Questions 5 and 6 classified students by academic achievement and aptitude. Question 5 measured academic achievement by using the participant's high school grade point average. Question 6 assessed the participant's academic aptitude by using the highest composite ACT test score. Question 7 determined if the subject should be considered an outstanding band student as determined by the operational definition for this study. Question 8 was included on the survey to classify the student by state and size of institution. Questions 9-13 about classification of high school, years of band participation, grade subject started band, years of private lessons on major instrument and years of music class participation other than band were included to determine past musical experience. Questions 14 and 15 are included to assess the participant's socioeconomic status by using the Two Factor Index of Social Position (Hollingshead, 1957). Questions 16-27 classified participants by parents' and other family members' involvement in music and education activities.

Part II included fill-in-the-blank questions and open response questions. Questions 28 and 29 were for further classification of the subjects according to what instrument they play and what instrument they first learned to play. Questions 30 and

31 were phrased as open-ended questions to allow the subjects to relate their own feelings about why they selected a career in music education or why they choose a career other than music education.

Questions in Part III were included to assess the subject's attitudes toward the eight career choice item clusters (see Table 1) previously mentioned. Participants recorded their responses to each statement using a 5-point Likert-type scale ranging from 5 (strongly agree) to 1 (strongly disagree). The questions were grouped together to create item clusters for use in multiple analysis of variance as well as discriminant analysis. Cronbach's Alpha was used to determine the reliability of each item cluster area.

Part IV asked the participants to rank the eight factor areas in order of influence on their career choice decision. This allowed for comparisons with open-ended responses as well as the Likert-type responses.

A preliminary version of the questionnaire was submitted for review by a panel of four experienced music educators. Appropriate revisions were made, resulting in the pilot version of the survey instrument.

Pilot Study

A pilot study was conducted to test the validity and reliability of the survey instrument. Approval for exempt status was granted by the University of Oklahoma's Institutional Review Board and the pilot study was administered at the University of Arkansas Summer Music Camp. Music Camp faculty members were utilized as participants for the pilot study to preserve the pool of potential participants for the

main study as well as to use their collective expertise for constructive criticisms regarding the survey instrument. The survey was administered in person by the principal investigator during the camp organizational meetings on the first day of the camp. The participants completed and returned the survey to a plain envelope provided for each meeting room to ensure participant anonymity.

Item analysis was performed by checking each item's frequency for an even distribution. The reliability of each of the eight item clusters was tested using Cronbach's Alpha (see Table 1). Combinations of items within each cluster were

Table 1 Questionnaire Item Clusters and Pilot Reliability

Cluster	Questionnaire Item	Cronbach's Alpha
Parental Influence	32, 40, 43, 49, 52	.82
Teacher Influence	33, 44, 53, 59, 69	.83
Ego Satisfaction	34, 50, 54, 60, 65	.69
Confidence in Talent	35, 45, 55, 61, 70	.67
Interest	36, 42, 56, 62, 66	.61
Status	37, 41, 46, 51, 68	.62
Past Experience	38, 47, 57, 63, 67	.60
Economic Considerations	39, 48, 58, 64, 71	.69

tested to find the grouping that produced the highest reliability score. Statements that lowered the reliability scores within each cluster were eliminated from the survey

while keeping the same number of statements in each of the item clusters. Comments received from pilot study participants were evaluated and implemented when deemed appropriate.

Data Collection

After completion of the pilot study, permission to conduct research with selected Oklahoma and Arkansas University bands was requested from each individual institution's band director. After Institutional Review Board Approval was obtained, the surveys were sent to participating schools with instructions to administer the survey to their band students. A script was included with the surveys so the directions were uniform for each administration of the survey. Once the surveys were completed, the band students were given instructions to return the surveys to a postage-paid, self-addressed envelope located in the classroom ensuring participant anonymity. Participating directors then returned the envelope with the completed surveys back to the investigator for analysis.

Statistical Procedures

The statistical procedures used for data analysis in this study include the chi-square, multivariate analysis of variance (MANOVA), univarite analysis of variance (ANOVA), Cronbach's Alpha and discriminant analysis.

The chi-square statistic was used to determine whether or not there were significant differences in socioeconomic status, family member occupations and hobbies between music education majors and majors other than music education. The MANOVA statistic was used on the data from the Likert-type items to determine if

there are any significant differences between the music education major and non-music education major groups within the item clusters of parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic concerns. The ANOVA was used to test for significant differences in music education majors and non-music education majors' academic achievement and aptitude by comparing each participant's highest composite ACT test score as well as their cumulative high school grade point average. Cronbach's Alpha was used to test the reliability of each of the eight aforementioned item clusters. Discriminant analysis was performed on the survey data to determine the strongest predictor variables for outstanding band students' career choice (music education or other).

The use of multiple statistical tests on the same set of data brings up the possibility of inflated Type I error. Many statisticians subscribe to the strict use of the Bonferroni adjustment to protect against this inflation. However, the adjustment to lower the alpha level, while reducing Type I error, also escalates the possibility of Type II error. Therefore, to strike a balance between inflating the Type I error with no adjustment and raising the Type II error with a strict Bonferroni adjustment, a more stringent alpha level of $\alpha = .01$ was utilized rather than the more traditional alpha level of $\alpha = .05$.

The results from these statistical analyses as well as descriptive statistics will be presented in the next chapter. It is anticipated that the analysis results will be useful in providing a profile of attitudes and demographic characteristics associated with outstanding band students who choose to pursue a career in music education.

Chapter 4

Results

In Chapter One, the author revealed a growing shortage of music teachers and established the need to recruit highly qualified individuals to fill the anticipated vacancies. Selected career choice theories and research were presented in Chapter Two while Chapter Three outlined the research design and procedures used in this study to investigate outstanding band students' career attitudes. This chapter presents the results obtained in the investigation of outstanding band students' career attitudes.

College band students at selected universities in Oklahoma and Arkansas were invited to participate in the current study. Once approval from the participating institution and IRB had been obtained, the surveys were sent to the director at each of the participating institutions. Participating directors distributed the surveys to the students in their ensembles. The students who consented to participate returned their completed surveys to a self-addressed stamped envelope to maintain anonymity. Once the surveys were placed in the envelope, each director returned them to the principal investigator for analysis.

A total of 621 surveys was distributed to college band students at nine different institutions of higher education. Six hundred ten surveys were returned for a return rate of 98%. The 610 college band students who returned the survey instrument were drawn from an estimated population of 2,500 college band students in Oklahoma and Arkansas. This rate of return generated a confidence level of 95% and a confidence interval of ± 4 inferring back to that population.

Once all the surveys had been returned to the principal investigator, the data were entered into SPSS (Statistical Package for the Social Sciences version 13.0) for analysis. Because the current study investigated the career attitudes of outstanding band students, only responses from students classified as an outstanding band student were used when compiling descriptive results and statistical analysis. The operational definition of outstanding band student is a student who, while in high school, participated in or achieved one of the following: all-state honor band, all-district honor band, a first division rating on a solo, a first division rating on an ensemble, or a leadership position (drum major, section leader, or band council) in his/her high school band. Of the 610 participants who returned surveys, 580 were classified as outstanding band students (N = 580).

Reliabilities of Measures

Statements from each of the eight clusters were submitted to a factor analysis and reliability testing (Cronbach's alpha). Statements that lowered the reliability of each cluster were removed and scales were derived for each of the eight career choice areas. Reliability scores for the scales ranged from a low of .67 for "status" to a high of .84 for the "interest" scale. Three scale reliabilities (parental influence, teacher influence and economic considerations) were observed to be lower for the main study when compared with the reliabilities from the pilot study. This difference could be attributed to the pilot study participants being primarily members of the music education profession while the main study participants were from a much more diverse background. The scale reliability test results for all eight items as well as

their questionnaire numbers (see Appendix A for main study questionnaire) are reported in Table 2.

Table 2 Questionnaire Item Clusters and Main Study Reliability

Cluster	Questionnaire Item	Cronbach's Alpha
Parental Influence	32, 40, 43, 49, 52	.79
Teacher Influence	33, 44, 53, 59, 69	.69
Ego Satisfaction	34, 50, 54, 60, 65	.79
Confidence in Talent	35, 45, 55, 61	.80
Interest	36, 56, 62, 66	.84
Status	37, 41, 46, 51, 68	.67
Past Experience	47, 57, 67	.81
Economic Considerations	39, 48, 58, 64, 71	.78

Descriptive Statistics

Descriptive statistics are presented in table format giving the frequencies (*f*) and percentages (*P*) for the total participants as well as separating the data by major (music education or other). The frequency distributions for the participants' gender, academic class, and age are presented in Table 3.

Table 3 Frequency Distribution and Percentages for Gender, Classification and Age

	Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
Total participants	580	100	247	42.6	333	57.4

Table 3 Frequency Distribution and Percentages for Gender, Classification and Age Continued

		Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
Gender							
	Female	263	45.3	92	37.2	171	51.4
	Male	317	54.7	155	62.8	162	48.6
Classification							
	Freshman	217	37.4	81	32.8	136	40.8
	Sophomore	144	24.8	65	26.3	79	23.7
	Junior	109	18.8	50	20.3	59	17.7
	Senior	96	16.6	51	20.6	45	13.5
	Graduate	14	2.4	0	0	14	4.3
Age							
	18-22	539	93	229	92.7	310	93.1
	23-27	34	5.8	14	5.7	20	6
	28 & above	6	1	3	1.2	3	0.9
	Missing	1	0.2	1	0.4	0	0

The *Two-Factor Index of Social Position* (Hollingshead, 1957) was used to asses the socioeconomic status of the participants in this study. Participants who indicated they were majoring in an area other than music education had a larger percentage in the middle and upper middle class while participants who selected

music education as their major had a larger percentage place in the lower middle and lower class (see Table 4).

Table 4 Socioeconomic Status

	Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
Socioeconomic Class						
Upper	91	15.7	40	16.2	51	15.3
Upper Middle	155	26.7	64	25.9	91	27.3
Middle	176	30.3	67	27.1	109	32.8
Lower Middle	127	21.9	59	23.9	68	20.4
Lower	24	4.1	15	6.1	9	2.7
no response	7	1.2	2	0.8	5	1.5

High school grade point average and highest composite ACT test score were used in this study to assess academic achievement. The students who selected a major other than music education had a larger percentage with grade points above four (a grade point average above four could be achieved with honors and/or advanced placement courses receiving five points on a four point scale depending on the policy of the school district attended) than the students who selected music education as a major. The group that selected music education as a major had a larger percentage that registered a grade point below three than the students who selected a

major other than music education. The data from the highest composite ACT scores revealed that the music education major group had a higher percentage of ACT scores that were 24 or below while the major other than music education group had a higher percentage of ACT scores that were 25 or higher (see Table 5)

Table 5 Frequency and Percentages for High School GPA and ACT Test Score

		Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
H.S. G.P.A.							
	Below 2	2	0.3	2	0.8	0	0
	2.00 – 2.49	13	2.2	6	2.4	7	2.1
	2.50 – 2.99	43	7.4	24	9.7	19	5.7
	3.00 – 3.49	132	22.7	58	23.5	74	22.2
	3.50 – 3.99	266	45.9	120	48.6	146	43.9
	4 & above	115	20	33	13.4	82	24.6
	no response	9	1.5	4	1.6	5	1.5
ACT score							
	16 - 20	102	17.6	46	18.6	56	16.8
	21 – 24	157	27.1	75	30.4	82	24.6
	25 – 28	198	34.2	83	33.6	115	34.6
	29 – 32	72	12.4	29	11.7	43	12.9
	33 & above	12	2.1	3	1.2	9	2.7
	no response	39	6.7	11	4.5	28	8.4

Data describing participants' music experience and preparation are presented in Table 6. The high school band classifications used for this study were the Oklahoma Secondary Schools Activities Association band classifications for students graduating from high school in Oklahoma and the Arkansas School Band and Orchestra Association band classifications for students graduating from high school in Arkansas. Students who checked "other" as their response to the classification question accounted for almost 20 percent of the participants and graduated primarily from states other than Oklahoma or Arkansas. A majority of the participants began their instrumental music instruction between the fifth to seventh grade with almost 60 percent starting in the sixth grade. Over 90 percent of the respondents participated in band for six years or more and at least two-thirds of the respondents took private lessons on their major instrument.

Table 6 Music Experience and Preparation

	Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
Classification of H.S. Band						
OK 1A	15	2.6	6	2.4	9	2.7
AR 1A	3	.5	2	0.8	1	0.3
OK 2A	52	9	18	7.3	34	10.2
AR 2A	14	2.4	6	2.4	8	2.4
OK 3A	53	9.1	19	7.7	34	10.2
AR 3A	18	3.1	7	2.8	11	3.3

Table 6 Music Experience and Preparation (continued)

		Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
	OK 4A	57	9.8	25	10.1	32	9.6
	AR 4A	110	19	57	23.1	53	15.9
	OK 5A	113	19.5	47	19	66	19.8
	don't know	28	4.9	9	3.7	19	5.7
	other	115	19.8	51	20.7	64	19.3
	no response	2	.3	0	0	2	0.6
Grade Band Started							
	4th & below	13	2.3	2	0.8	11	3.3
	5th	102	17.6	35	14.2	67	20.1
	6th	337	58.1	149	60.3	188	56.5
	7th	110	19	54	21.9	56	16.8
	8th & above	18	3.2	7	2.8	11	3.3
Total years band participation							
	4 & below	19	3.3	8	3.2	11	3.3
	5	17	2.9	6	2.4	11	3.3
	6	153	26.4	70	28.4	83	24.9
	7	279	48.1	126	51	153	46
	8	100	17.3	34	13.8	66	19.8
	9 & above	11	1.9	3	1.2	8	2.4

Table 6 Music Experience and Preparation (continued)

	Total (*f*)	Total (*P*)	Music Education (*f*)	Music Education (*P*)	Other (*f*)	Other (*P*)
no response	1	.2	0	0	1	0.3
Years private lessons						
0	191	32.9	79	31.9	112	33.7
1 – 3	187	32.2	73	29.6	114	34.2
4-6	154	26.6	78	31.6	76	22.8
7 & above	48	8.3	17	6.9	31	9.3
Years music class						
0	227	39.1	90	36.4	137	41.1
1 – 3	200	34.5	93	37.6	107	32.2
4-6	87	15	33	13.4	54	16.2
7 & above	64	11	31	12.6	33	9.9
no response	2	.3	0	0	2	0.6

The data from the careers and hobbies of the participants' mothers and fathers as well as family members revealed that almost 60 percent of the participants had at least one family member that was teacher and over three-quarters of the participants had a family member that played an instrument or sang as a hobby. The music education group had a larger percentage of parents who were teachers than the group that selected a major other than music. The responses from both groups of majors

regarding parent(s) employment in the music education profession produced mixed results. The music education group had a larger percentage of mothers who were music teachers while the group that selected a major other than music education had a larger percentage of fathers that were music teachers (see Table 7).

Table 7 Careers and Hobbies of Family Members

	Total			Music Education			Other		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
	f	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*
Item	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*
Is your mother a teacher?	127	447	6	53	191	3	74	256	3
	21.9	77.1	1	21.5	77.3	1.2	22.2	76.9	.9
Is your father a teacher?	71	497	12	36	206	5	35	291	7
	12.2	85.7	2.1	14.6	83.4	2	10.5	87.4	2.1
Is anyone else in your family a teacher?	226	347	7	104	141	2	122	206	5
	39	59.8	1.2	42.1	57.1	.8	36.6	61.9	1.5
Is your mother a music teacher?	31	542	6	16	231	0	15	311	6
	5.3	93.4	1	6.5	93.5	0	4.5	93.4	1.8
Is your father a music teacher?	29	536	14	12	230	5	17	306	9
	5	92.4	2.4	4.9	93.1	2	5.1	91.9	2.7
Is anyone else in your family a music teacher?	65	514	1	35	212	0	30	302	1
	11.2	88.6	.2	14.2	85.8	0	9	90.7	.3
Is your mother a professional musician?	14	562	3	6	241	0	8	321	3
	2.4	96.9	.5	2.4	97.6	0	2.4	96.4	.9
Is your father a professional musician?	33	533	13	17	224	6	16	309	7
	5.7	91.9	2.2	6.9	90.7	2.4	4.8	92.8	2.1
Is anyone else in your family a professional musician?	78	499	3	39	208	0	39	291	3
	13.4	86	.5	15.8	84.2	0	11.7	87.4	.9

Table 7 Careers and Hobbies of Family Members (continued)

Item	Total			Music Education			Other		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
	f	*f*	*f*	*f*	*f*	*f*	*f*	*f*	*f*
	P	*P*	*P*	*P*	*P*	*P*	*P*	*P*	*P*
Does your mother play a musical instrument or sing as a hobby?	250	326	4	100	147	0	150	179	4
	43.1	56.2	.7	40.5	59.5	0	45	53.8	1.2
Does your father play a musical instrument or sing as a hobby?	202	368	10	80	162	5	122	206	5
	34.8	63.4	1.7	32.4	65.6	2	36.6	61.9	1.5
Does anyone else in your family play a musical instrument or sing as a hobby?	438	142	0	181	66	0	257	76	0
	75.5	24.5	0	73.3	26.7	0	77.2	22.8	0

The descriptive statistics indicate that participants in this study were primarily college undergraduates with average or above average academic achievement. Mostly from Oklahoma and Arkansas, the participants were principally in the socioeconomic middle class (lower middle, middle, and upper middle). A large majority of the participants started band in the sixth grade and have participated in band for six years or longer with at least one year of private instruction on their major instrument.

Results of Statistical Analysis

The following statistical procedures were utilized to address the five research questions. A one-way multivariate analysis of variance (MANOVA) was used to determine if there were any significant differences between the music education

major and non-music education major groups in parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic concerns. A univariate analysis of variance (ANOVA) was used to test for significant differences in music education majors' and non-music education majors' academic achievement and aptitude by using each participant's highest composite ACT test score and cumulative high school grade point average. The chi-square statistic was used to determine whether or not there were significant differences in socioeconomic status, family member occupations and hobbies between music education majors and majors other than music education. A discriminant analysis was performed on the survey data to determine the strongest predictor variables for outstanding band students' career choice (music education or other career). The results for each statistical analysis will be presented in response to each of the five research questions posed in Chapter One.

Research Question 1 and 2

How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions to select music education as a career?

How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions not to choose music education as a career?

A one-way multivariate analysis of variance (MANOVA) was conducted to determine differences between the two groups of academic majors (music education or other) for parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations. Prior to the test, statements from each of the eight clusters were submitted to a factor analysis and reliability testing (Cronbach's alpha). Statements that lowered the reliability of each cluster were removed and scales were derived for each of the eight career choice areas. MANOVA results revealed significant differences among the academic major categories on the dependent variables, Wilks' $\Lambda = .686$, $F(8,340) = 19.45$, $p < .001$, $\eta^2 = .314$.

Table 8 Analysis of Variance for Career Choice Scales

Career Choice Scale	*df*	*F*	η^2	*p*
Parent Influence	1, 347	21.45	.058	.000*
Teacher Influence	1, 347	56.09	.139	.000*
Ego Satisfaction	1, 347	17.54	.048	.000*
Confidence in Talent	1, 347	26.61	.071	.000*
Interest	1, 347	91.36	.208	.000*
Status	1, 347	6.19	.018	.013
Past Experience	1, 347	1.41	.004	.235
Economic Considerations	1, 347	60.94	.149	.000*

* $p < .01$

Significant differences between the responses of participants who selected music education as a major and participants who selected a major other than music education were found in parental influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic considerations. For each category, the music education major group generated higher means than the major other than music education group. ANOVA testing found no significant differences between groups for status and past experience (see Table 8). Table 9 presents means and standard deviations for the eight career choice scales by major.

Table 9 Means and Standard Deviations of Career Choice Scales

	Total		Music Education		Other	
Item	*M*	*SD*	*M*	*SD*	*M*	*SD*
Parent Influence	3.48	.940	3.69	.985	3.23	.817
Teacher Influence	3.72	.875	4.02	.768	3.36	.864
Ego Satisfaction	4.39	.625	4.51	.523	4.24	.703
Confidence in Talent	4.14	.807	4.34	.645	3.91	.915
Interest	4.57	.688	4.86	.291	4.23	.854
Status	4.10	.577	4.17	.498	4.02	.652
Past Experience	4.14	.963	4.20	.947	4.08	.980
Economic Considerations	3.76	.875	4.06	.663	3.39	.956

Research Question 3

Are there significant differences in the demographic characteristics between outstanding band students who selected music education as a career and outstanding band students who selected a career other than music education?

A chi-square goodness of fit test was calculated comparing a participant's choice of academic major with gender. It was hypothesized that each value would occur an equal number of times. A significant deviation from the hypothesized values was found in the comparison of academic major and gender ($\chi^2(1) = 11.38$, $p < .01$). Frequencies for the academic major/gender crosstabulation (see Table 10) reveal that females who selected music education as a career were significantly less in number than expected.

Table 10 Major/Gender Crosstabulation

	Gender		
Major	Female	Male	Total
Music Education	92	155	247
Other	171	162	333
Total	263	317	580

A chi-square goodness of fit test was also calculated comparing a participant's choice of major with each of the following demographic categories: socioeconomic status, high school classification, total years of band participation, grade started band, years of music classes other than band, and years of private lessons on major

instrument. It was hypothesized that each value would occur an equal number of times. No significant deviation from the hypothesized values was found for any category other than gender (see Table 11).

Table 11 Chi-Square Results for Demographic Categories

Item	*df*	χ^2	*p*
Gender	1	11.38	.001*
Socioeconomic Status	4	6.30	.178
High School Classification	11	10.89	.453
Total Years of Band Participation	14	14.24	.432
Grade Started Band	10	12.74	.239
Years of Music Class Other Than Band	17	18.64	.350
Years of Private Lessons on Major Instrument	19	19.59	.420

* $p < .01$

In addition, a one-way ANOVA was computed comparing the high school grade points of participants who were music education majors and participants who selected a major other than music education. A significant difference was found between academic majors ($F(1,569) = 7.48$, $p < .01$). An observation of means showed that students who selected music education as a major had significantly lower high school grade point averages than students who selected a major other than music education (music education $M = 3.51$, $SD = .510$; major other than music education $M = 3.62$, $SD = .459$)

A one-way ANOVA was also computed comparing the composite ACT test scores of participants who were music education majors and participants who selected a major other than music education. No significant difference was found ($F(1,539) = 1.83, p > .01$) indicating ACT test scores were not related to the choice of academic major.

Research Question 4

Are there significant differences in parents and family members' occupations and hobbies between outstanding band students' who selected music education as a career and outstanding band students who selected a career other than music education?

A chi-square goodness of fit was calculated comparing a participant's choice of major with family members' occupations and hobbies. It was hypothesized that each occupation and hobby would occur an equal number of times for each major. No significant deviations from the hypothesized values were found (see Table 12).

Table 12 Chi-Square Results for Family Members' Occupations and Hobbies

Item	*df*	χ^2	*p*
Is your mother a teacher?	2	.18	.916
Is your father a teacher?	2	2.18	.336
Is any one else in your family a teacher?	2	2.19	.334
Is your mother a music teacher?	2	5.48	.065
Is your father a music teacher?	2	.31	.857

Table 12 Chi-Square Results for Family Members' Occupations and Hobbies (continued)

Item	*df*	χ^2	*p*
Is anyone else in your family a music teacher?	2	4.49	.106
Is your mother a professional musician?	2	2.24	.326
Is your father a professional musician?	2	1.21	.546
Is anyone else in your family a professional musician?	2	4.15	.126
Does your mother play a musical instrument or sing as a hobby?	2	4.49	.106
Does your father play a musical instrument or sing as a hobby?	2	1.27	.530
Does anyone else in your family play a musical instrument or sing as a hobby?	1	1.17	.280

Research Question 5

What career choice attitudes best classify outstanding band students' by a particular career choice group (music education or other career)?

A stepwise discriminant analysis was conducted to determine what career attitudes predicted one's choice of academic major (music education or other). One function was generated and was significant, $\Lambda = .553$, χ^2 $(6, N = 342) = 199.43$, $p < .01$, indicating that the predictors significantly differentiated between music education and major other than music education (see Table 13 for a summary of stepwise discriminate analysis results).

Table 13 Summary of Stepwise Discriminant Analysis Results

	Λ	*df*	*n*	*F*	*p*
I believe I have the passion necessary to become a teacher	.674	1	340	164.09	.000
I would enjoy a career that includes music	.616	2	340	105.47	.000
My father encouraged me to be a music teacher	.591	3	340	77.97	.000
I feel that salary is an important factor in choosing a career	.568	4	340	64.08	.000
I feel that most people admire a teacher	.561	5	340	52.57	.000
I believe teaching music is an honorable profession	.553	6	340	45.07	.000

Academic major was found to account for 44.6% of function variance. Standardized function coefficients and correlation coefficients (see Table 14) revealed that the attitudes to the statements "I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music," "my father encouraged me to be a music teacher," "I feel that salary is an important factor in choosing a career," "I feel that most people admire a teacher," and "I believe teaching music is an honorable profession" were most closely associated with the function.

Table 14 Correlation Coefficients and Standardized Function Coefficients

	Correlation Coefficients with Discriminant Function	Standardized Function Coefficients
I believe I have the passion necessary to become a teacher	.773	.578
I would enjoy a career that includes music	.656	.306
My father encouraged me to be a music teacher	.436	.336
I feel that salary is an important factor in choosing a career	- .451	- .301
I feel that most people admire a teacher	.010	- .202
I believe teaching music is an honorable profession	.379	.192

Original classification results revealed that 90.9% of music education majors were correctly classified, while 73.7% of majors other than music education were correctly classified. For the overall sample, 82.9% were correctly classified. Cross-validation derived 82.0% accuracy for the total sample. The means of the discriminant functions are consistent with these results. Music education as a major had a function mean of .811 while major other than music education had a mean of - .990 indicating how much academic major differentiates between the groups. The means and standard deviations for each statement in the stepwise discriminant analysis are found in Table 15.

Table 15 Discriminant Analysis Variable Means and Standard Deviations

	Total		Music Education		Other	
Variable	*M*	*SD*	*M*	*SD*	*M*	*SD*
I believe I have the passion necessary to become a teacher	3.74	1.45	4.59	.727	3.00	1.52
I would enjoy a career that includes music	4.18	1.18	4.89	.338	3.64	1.30
My father encouraged me to be a music teacher	2.46	1.40	2.90	1.39	1.97	1.24
I feel that salary is an important factor in choosing a career	2.78	1.28	2.30	1.11	3.14	1.28
I feel that most people admire a teacher	3.88	.997	3.88	.957	3.88	1.03
I believe teaching music is an honorable profession	4.65	.735	4.87	.486	4.48	.842

An investigation of means for each variable selected in the stepwise discriminant analysis revealed that students who selected music education as a career, on average, responded more positively to each statement with the exception of "I feel that salary is an important factor in choosing a career." Music education students expressed less agreement with that statement than students who selected a major other than music education.

After the initial discriminant analysis, a systematic elimination of variables revealed that narrowing the six statements to the top two ("I believe I have the

passion necessary to become a teacher," "I would enjoy a career that includes music") yielded a 80.4% rate of original group cases classified correctly.

Summary

Results from the statistical analysis revealed many significant differences between students who selected music education as a major and students who selected a major other than music education. A MANOVA test revealed significant differences between the two groups when comparing the eight career choice areas: parental influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic consideration. A chi-square test revealed significant differences between the two career choice groups in the area of gender. A comparison between the two groups in the area of academic achievement exposed significant differences in high school grade point averages. A stepwise discriminant analysis revealed that the attitudes to the following statements "I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music," "my father encouraged me to be a music teacher," "I feel that salary is an important factor in choosing a career," "I feel that most people admire a teacher," and "I believe teaching music is an honorable profession" were most associated with predicting which major (music education or other) was selected.

Chapter 5

Discussion and Conclusions

This study investigated the attitudes related to the career decisions of outstanding band students. A review of previous research investigating music education as a career choice identified eight factors when making a career choice. Jones (1964) initially identified the factors as parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience in music and economic considerations. The current investigation's research design was modeled after the Jones study as well as studies by Bates, 1997; Burgstahler, 1966 and Smith,1982.

The principal investigator created the research instrument (Appendix A) to assess the attitudes of outstanding band musicians in each of the eight career choice categories. The survey was pilot tested and the results for each of the eight cluster areas were submitted for reliability testing. The feedback received from the pilot as well as reliability testing revealed items that needed modification or elimination. Once modifications were made to the survey instrument, copies were sent to participating institutions for distribution to the possible participants. Once the participants had completed the survey, each director sent the completed surveys back to the principal investigator for statistical analysis.

Summary of Methods and Procedures

Upon return of the completed surveys to the principal investigator, the survey results were entered into SPSS (Statistical Package for the Social Sciences) for

statistical analysis. The statistical procedures used for the analysis of data in this study include chi-square, multivariate analysis of variance (MANOVA), univarite analysis of variance (ANOVA), Cronbach's Alpha, factor analysis and discriminant analysis.

Each of the eight clusters were submitted to a factor analysis and reliability testing (Cronbach's alpha). Statements that lowered the reliability of each cluster were removed and scales were derived for each of the eight career choice clusters. Once the scales were created, they were submitted to a MANOVA test to see if there were any significant differences in the responses of music education majors and students who selected a major other than music education. Chi-square was used to determine whether there were significant differences in socioeconomic status, family member occupations and family member hobbies between music education majors and majors other than music education. An ANOVA test was performed to determine if there were significant differences in music education majors' and non-music education majors' academic achievement and aptitude by comparing each participant's highest composite ACT test score as well as their cumulative high school grade point average. A discriminant analysis was performed on the survey data to determine the strongest predictor variables for outstanding band students' career choice (music education or other).

Discussion

The discussion will be organized by the research questions.

Research Question 1 and 2

How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions to select music education as a career?

How do attitudes about parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience and economic considerations or combinations of these attitudes relate to outstanding band students' decisions not to choose music education as a career?

A MANOVA test of the scales developed for each of the eight career choice categories (parental influence, teacher influence, ego satisfaction, confidence in talent, interest, status, past experience in music and economic considerations) revealed a significant difference ($p<.01$) in the responses of music education majors and those who selected a major other than music education. Data analysis of the eight career choice categories revealed significant differences ($p<.01$) between majors (music education and other) for parental influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic considerations. No significant differences ($p>.01$) were found between groups for status and past experience.

The means for the Likert-type statements assessing parental influence revealed significant differences ($p<.01$) between music education majors (music) and majors other than music education (other) for the statements "My father encouraged me to be a music teacher"(music $M = 2.90$, other $M = 1.97$) and "My mother

encouraged me to be a music teacher" (music $M = 3.37$, other $M = 2.27$). The other Likert-type statements assessing parental influence ("My father respects classically trained musicians," "My mother respects classically trained musicians" and "My father respects teachers") produced no significant differences ($p>.01$).

The parental influence results in this study confirm the findings in an early study by Jones (1964). Jones also discovered there was a significant difference between the non-music oriented group and the music oriented group when considering the influence parents had on students selecting music as a career. Additional research by Smith (1982) revealed that parents were a factor in a student's decision to select music education. Parental influence was also found to be an important factor in the decision process of music students as they made their career choice (Bates, 1997; Davis, 1990; Easterbrook, 1969).

In this study, the parental influence statements that produced significant differences between majors received higher agreement scores from music education majors for the statements "My father encouraged me to be a music teacher" and "My mother encouraged me to be a music teacher." By comparison, previous research (Drabick, 1967; Lisack, 1981; Marso & Pigge, 1994; Soper, 1971; Trent & Medsker, 1968) has shown that parents play an important role in the selection of a career regardless of what career is selected. The significant difference between the two groups of majors in the present study could be explained by the wording of the two significant Likert-type statements. These two statements assess the perception of

parental influence specifically on the choice of music education as a major rather than a general parental influence in the career choice process.

The results from this study suggest that parental influence comes in the form of direct encouragement since the results from statements assessing parents' attitudes toward musicians and teachers exposed no significant differences. In addition, an observation of the parental influence means revealed that in both the music education major and major other than music education groups there was more agreement with the statement "My mother encouraged me to be a music teacher" than with the statement "My father encouraged me to be a music teacher." These results reveal that the mother is more encouraging of a career in music education. It is unclear from the data collected what effect a single parent household has on the career choice of outstanding band musicians. All parental influence statements were phrased in a positive way. Additional research should be performed to see if parents play a discouraging role in the selecting music education as a major by outstanding band students.

Responses to every teacher influence Likert-type statement produced significant differences between music education and major other than music education groups ($p<.01$). In each instance, the music education group responded with more agreement to the Likert-type statements than the group that selected a major other than music education. The means for the statements "My band director encouraged me to be a music teacher" (music $M = 3.85$, other $M = 2.90$), "My high school band director told me I would make a good music teacher" (music $M = 4.03$,

other $M = 3.02$), "I admire my high school band director" (music $M = 4.32$, other $M = 3.97$), "My high school band director told me I had musical talent" (music $M = 4.52$, other $M = 4.25$), "A private lesson teacher encouraged me to become a music teacher" (music $M = 3.22$, other $M = 2.49$) reveal that music teachers have a positive influence on the selection of music education as a career. These results support previous research findings that music teachers play an influential role in the decision to enter the music education profession (Bates, 1997, Burgstahler, 1966; Davis, 1990; Jones, 1964). This study's results also confirm the findings from previous studies (Marso & Pigge, 1994; Rowsey, 1997; Schultz, Crowder & White, 2001) which exposed the importance teachers have in the decision to select the education profession as a career.

An inspection of teacher influence means reveals that both the music education major and major other than music education groups had high admiration for their directors and they believed their directors had respect for their musical talent. An interesting observation is to compare the difference in means of the music education majors' responses to the statements "My band director encouraged me to be a music teacher" and "My high school band director told me I would make a good music teacher." The mean for the statement "My high school band director told me I would make a good music teacher" was higher than for the statement "My band director encouraged me to be a music teacher." This would lead to the conclusion that directors identify students who would make good music teachers and actually tell them they believe they would make a good music teacher. The next logical step

would be to encourage the student to consider the music education profession. The lower mean score for the statement "My band director encouraged me to be a music teacher" reveals that the directors are not as likely to actively encourage students to pursue a career in music education. This trend can also be seen in the comparatively low score to the statement "A private lesson teacher encouraged me to become a music teacher."

The results from comparing the majors' responses to ego satisfaction (ego satisfaction refers to "the enjoyment and personal fulfillment which is derived from participation in music," Jones 1964, p. 95) statements revealed significant differences for every statement except one. The ego satisfaction statement that failed to yield a significant result was "I enjoy performing on my instrument" ($p>.01$; music $M = 4.61$, other $M = 4.45$). The lack of significant difference for this statement between the two groups of majors is not surprising since this is a study investigating the career attitudes of outstanding band students. The expectation would be that outstanding band students would enjoy performing on their instruments whether they were music education majors or not. Another explanation for finding no significance between the responses of the two groups may be that students who were majoring in music but not music education were assigned to the major other than music education group possibly raising the mean for that group producing a result that was not significant.

All other ego satisfaction statements generated significant results ($p<.01$). An observation of ego satisfaction means revealed that the participants who indicated they were music education majors responded with more agreement to each statement

than the students who selected a major other than music education. A closer examination of means for the statements "Playing in an ensemble makes me feel important" (music $M = 4.13$, other $M = 3.82$), "I like to perform in concerts" (music $M = 4.76$, other $M = 4.42$), "I like people to tell me they enjoy my musical performances" (music $M = 4.61$, other $M = 4.35$), "I receive a deep personal satisfaction from playing my instrument" (music $M = 4.47$, other $M = 4.09$) showed that agreement with the ego satisfaction statements in this study was relatively high for each group. Even though there were significant differences between the two groups of majors, the scores indicated that both groups reported a great deal of satisfaction from participation in music activities. These scores, regardless of major, are consistent with the findings from the earlier Jones (1964) study that ego-satisfaction is an influencing factor in a student's career choice for both the music and non-music oriented groups.

The results from the data analysis of the Likert-type statements for confidence in talent uncovered significant differences between music education major and major other than music education groups for every statement. The results for the statements "I believe I have the musical talent necessary to be a music teacher" (music $M = 4.58$, other $M = 3.62$), "I feel I had more musical talent than others at my high school" (music $M = 4.30$, other $M = 3.97$), "I have a great deal of confidence in my musical ability" (music $M = 4.15$, other $M = 3.82$), and "I feel I have a special musical talent" (music $M = 4.30$, other $M = 3.82$) indicated that music education majors are more confident in their musical ability than those who selected a major other than music

education. The widest margin between means occurred for the statement "I believe I have the musical talent necessary to be a music teacher." This would seem to indicate that, while both groups of majors demonstrated a certain amount of confidence in their musical abilities, the music education group's self-confidence is high enough to allow music education students to believe they have the necessary musical ability to become a music teacher.

The confidence in talent results from this investigation also affirms the findings from the earlier Jones (1964) study. Jones discovered that confidence in talent plays an important role in the career choice process by giving individuals the self-assurance they can be successful in the profession they select. Jones also determined that a lack of confidence in musical talent can influence a student to select a career other than music education. The results from the current study, as well as the Jones study, seem to indicate that a student's confidence in musical ability translates into a belief that they have the ability to be a music teacher. The fact that students who are music education majors have more confidence in their musical talent should not be surprising since they should be gaining more confidence as they progress through their collegiate music education program. It would be interesting to compare the responses to the confidence in talent statements before any of the participants had entered a music teacher education program. Another item of interest would be to determine if students' agreement with confidence in talent statements increased as their length of time increased in a college music education program. More recent

research in the area of confidence in talent has dealt with improved job performance through higher self confidence.

The means for the Likert-type statements assessing interest reveal significant differences between music education majors and majors other than music education for the statements "I have a deep interest in music" (music $M = 4.87$, other $M = 4.22$), "I plan for music to always be a part of my life" (music $M = 4.92$, other $M = 4.43$), "I would enjoy a career that includes music" (music $M = 4.89$, other $M = 3.64$) and "I can not imagine my life without participation in musical activities" (music $M = 4.72$, other $M = 4.08$). An inspection of interest means revealed that, even though there are significant differences between the music education major and major other than music education groups, both groups expressed they have a high level of interest in music. This should not be an unexpected result for a study involving outstanding band students. One interesting observation is to compare the means for the statements "I plan for music to always be a part of my life" and "I would enjoy a career that includes music." The music education major means for each statement are almost identical while the major other than music education group produced a lower mean score for the statement "I would enjoy a career that includes music." This observation suggests that while students who selected a major other than music education see music remaining in their lives, they don't necessarily see it happening as a music educator. This would seem to lend creditability to the Ginzberg et al. (1951) theory that maintains that a career choice is more of a compromise than a decision. Ginzberg even uses music as an illustration of this theory.

> A person with real talent in music may still hesitate to venture upon a musical career when he discovers that successful musicians are few and the failures many. Despite his real desire, he may decide against a music career, lest it jeopardize many other values, particularly economic security. And so he may decide as many people do, to pursue a career more likely to yield a steady income, hoping to satisfy his musical interests through avocational activity. (pp. 197-198)

The present studies results also substantiate previous research (Bates, 1997; Jones, 1964; and Smith, 1982) findings that interest in music, while influential in the selection of music education as a career, does not guarantee that an individual will select a career in music education.

An examination of the means for the economic consideration statements "I chose my major based on my earning potential after graduation" (music $M = 2.03$, other $M = 2.68$), "I feel that salary is an important factor in choosing a career" (music $M = 2.30$, other $M = 3.14$), "Potential earnings were not an important factor in selecting a college major" (music $M = 3.79$, other $M = 2.89$), "Salary potential is the most important consideration when selecting a career" (music $M = 1.82$, other $M = 2.36$), and "Job satisfaction is more important than salary considerations" (music $M = 4.67$, other $M = 4.17$) revealed that responses for each statement produced significant differences ($p<.01$) between music education majors and students who selected a major other than music education. These results contradict the earlier Jones (1964) and Smith (1982) studies which found that the overall influence of economic factors was only low to moderate. The differences between the Jones and Smith study and the present study could be a result of teacher salaries not keeping up with salary growth in other career areas creating a salary gap between today's teacher salaries

and the salaries of other careers. This possible salary gap could be one reason the present study produced significant differences in the responses to economic consideration statements.

A further inspection of economic consideration results revealed that the biggest difference in means between the two groups of majors occurs for the statement "Potential earnings were not an important factor in selecting a college major." The group that selected a major other than music education showed less agreement with this statement than the music education major group. One interpretation of these results could be that the opportunity for salary advancement seems to be of greater concern than entry level salary for students who selected a major other than music education.

The other two career choice categories (status, past experience in music) failed to produce significant differences between the two groups of majors. The analysis of data from the responses to the Likert-type statements for the status category produced the following results for each statement: "I believe teaching music is an honorable profession" ($p<.01$, music $M = 4.87$, other $M = 4.48$), "I believe that teaching is an honorable profession" ($p<.01$, music $M = 4.90$, other $M = 4.60$), "I feel that most people admire a classically trained musician" ($p>.01$, music $M = 3.74$, other $M = 3.65$), "I feel most people admire a band director" ($p>.01$, music $M = 3.39$, other $M = 3.26$), and "I feel that most people admire a teacher" ($p>.01$, music $M = 3.88$, other $M = 3.88$). An observation of the results for status revealed that majors from both groups have a relatively high level of agreement that teaching music and

teaching in general are honorable professions. On the other hand, both groups are less in agreement with the statements that most people admire individuals who are in the teaching profession or are classically trained musicians.

The student attitude data from the present study regarding teachers and music teachers verifies the results from the Kelly (1989) study. Kelly found that the students in that study believed teaching was a job to be proud of. The lack of significant differences from the present study contradicts the findings from the earlier Jones (1964) and Smith (1982) research that found that status does influence the selection of music education as a career. One explanation for the contradictions with the present study could be the inclusion of statements assessing other people's perceived attitudes toward teachers and musicians. Another explanation could be changes in the perceived status of the teaching profession since the earlier studies. More recent studies support the present research findings (Marso & Pigge, 1994: Popanastasion & Popanastasion, 1997) showing that the status of the education profession was not influential in selecting the education profession as a career choice.

The results from the analysis of past experience in music data produced no significant differences ($p>.01$) between majors for any statement. The means for the following statements "I participated in a good high school band" (music $M = 4.12$, other $M = 4.11$), "My high school band director was a good teacher" (music $M = 4.34$, other $M = 4.05$), and "My high school band gave good performances" (music $M = 4.13$, other $M = 4.08$) revealed that both groups of majors reported positive past

musical experiences. It seems reasonable that outstanding band students would be produced by music programs and directors that are considered to be good. The lack of significant differences between the two groups of majors in this study for past experience in music are consistent with the earlier findings of the Jones (1964) and Smith (1982) research which also found no significant differences in past experience in music between music and non-music groups. While significant differences were not found for the present study, more recent research by Madsen and Kelly (2002) and Madsen and Hancock (2002) found that positive past experiences in music were important in influencing the selection of music education. The fact that students' leadership or responsibility roles in music organizations were not explored in the present study could account for the differing results.

Research Question 3

Are there significant differences in the demographic characteristics between outstanding band students who selected music education as a career and outstanding band students who selected a career other than music education?

The demographic characteristics for this study that were compared for significant differences between the two majors are gender, socioeconomic status, classification of participant's high school, total years of band participation before college, grade started band, years of music classes other than band, years of private lessons on major instrument, high school grade point average and highest composite ACT test score. The chi-square goodness of fit test was used to test for significant differences between music education majors and majors other than music education

for every demographic characteristic except for high school grade point average and highest composite ACT test score. High school grade point and highest composite ACT test score were tested for significant differences between the two groups with an ANOVA test.

The chi-square goodness of fit test yielded no significant differences ($p>.01$) between majors (music education or other) for every demographic category except for gender which produced a significant difference ($p<.01$). An inspection of means for gender (see Table 3) reveals that the number of female music education majors was significantly less in number than anticipated. The findings for gender in this study are in direct contrast to both the Davis (1990) and Brumbaugh (2003) studies. The Davis study determined there were no significant differences in gender distribution while the Brumbaugh study determined more females expressed an interest in teaching strings than males. The difference in findings for the Brumbaugh study could be attributed to surveying students from a different instrument family. The significant findings for gender in this study may be a reflection of the disproportionate number of males employed in high school band positions. This male predominance leaves very few females to act as role models for potential female music education majors.

The remaining categories (socioeconomic status, classification of participant's high school, total years of band participation before college, grade started band, years of music classes other than band, and years of private lessons on major instrument) failed to yield significant differences ($p>.01$) between majors for this study. The lack

of significant differences between the two majors in the area of socioeconomic status is in agreement with the findings of the Davis (1990) study. Easterbrook (1969) however, found significant differences in socioeconomic status of individuals entering the music teaching profession. In all three cases (present study included), the Two-Factor Index of Social Position (Hollingshead, 1957) was used to determine socioeconomic status. The fact that the Easterbrook study revealed significant results where the present study and Davis study did not may be attributed to the elapsed time between the Easterbrook study and the two more recent studies. Another possibility for the discrepancy in findings could be that music education has become more available to all socioeconomic groups since 1969. This increased emphasis on music education may be responsible for giving students in the lower socioeconomic classes a musical experience that might have inspired them to consider music education as a career. This experience may have led to more students who were classified in the lower socioeconomic status categories to select music education as a career thus closing the gap with students classified in the upper socioeconomic status categories.

Data analysis for high school grade point average and highest ACT score in this study found significant differences between majors (music education or other) for high school grade point average ($p<.01$) but not for highest ACT score ($p>.01$). An observation of means (see Table 5) for these categories reveals that for both high school grade point average and highest ACT test score the music education majors scored lower than the students who selected a major other than music education. The findings from the present study mirror the findings in the Davis (1990) study. The

Davis investigation obtained significant differences for high school grade point average as well as revealing that the music teacher group had the lowest means in high school grade point average and ACT test score. Brumbaugh (2003), while not finding any significant differences, also found that potential string majors on average had lower grade point averages as well as ACT test scores. These results reflect an emerging national trend for students who are entering any area of the education profession. The National Commission on Excellence in Education report for the United States Department of Education (1983) reported that "too many teachers are being drawn from the bottom quarter of graduating high school seniors and college students" (p.3). The results from this study and others suggest that an increased effort is needed to recruit more academically qualified teacher prospects into the education profession.

Research Question 4

Are there significant differences in parents' and family members' occupations and hobbies between outstanding band students who selected music education as a career and outstanding band students who selected a career other than music education?

A chi-square goodness of fit was used to test for significant differences between the two major groups for parents' and family members' occupations and hobbies. No significant differences ($p>.01$) were found between majors for parent or family member occupation or hobby. A similar investigation of parents and family members' occupations and hobbies was performed by Davis (1990). The Davis

investigation also revealed no significant differences between majors except for "relative as a professional musician." The significant difference was a higher number of professional musicians than expected for the individuals who choose music, but not teaching category. Since the participants for this study were not grouped in the music, not teaching category it is understandable that no significant differences were found for this category in this study.

The Brumbaugh (2003) research, while not testing for significant differences, found that students interested in string teaching had a higher percentage of family members who were teachers, music teachers and professional musicians than students who were interested in other career choices. The findings of the present study reveal mixed agreement with the findings of the Brumbaugh study. The present research revealed that students who selected music education as a major also had a higher percentage of family members who were teachers, music teachers and professional musicians in every category except for "Is your mother a teacher?" and "Is your father a music teacher?" The present study also found that students who selected a major other than music education had a higher percentage of mothers, fathers or other family members who play a musical instrument or sing as a hobby.

The results from this study and previous research indicate that the careers or hobbies of parents and family members have no influence on the decision to choose music education as a major or a major other than music education.

Research Question 5

What career choice attitudes best classify outstanding band students by a particular career choice group (music education or other career)?

The responses from the Likert-type statements as well as family career and hobby information were submitted for a stepwise discriminant analysis to determine the best predictors for students' choice of academic major (music education or other). The results produced six statements ("I believe I have the passion necessary to become a teacher," I would enjoy a career that includes music," "My father encouraged me to be a music teacher," "I feel that salary is an important factor in choosing a career," I feel that most people admire a teacher," I believe teaching is an honorable profession") that could be used to predicted a participant's major with 82% accuracy. After the initial discriminant analysis, a systematic elimination of variables revealed that narrowing the six items to the top two ("I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music") yielded a 80.4% rate of original grouped cases classified correctly.

A closer inspection of the initial discriminant analysis means (see Table 15) reveals that the means for students majoring in music education were higher for the statements "I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music," "My father encouraged me to be a music teacher," and "I believe teaching is an honorable profession." The statement "I feel that most people admire a teacher" returned identical means for both groups of majors while "I feel that salary is an important factor in choosing a career" revealed more

agreement from students who selected a major other than music education. The four statements that produced means that were higher for the music education group belong to the confidence ("I believe I have the passion necessary to become a teacher"), interest ("I would enjoy a career that includes music"), parental influence ("My father encouraged me to be a music teacher"), and status (I believe teaching music is an honorable profession") career choice categories. The statement "I feel that salary is an important factor in choosing a career" was grouped in the economic considerations career choice category.

The assessment of statement means reveals that the best predictor for music education major is a high level of agreement to the statements "I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music," "My father encouraged me to be a music teacher" and "I believe teaching music is an honorable profession" and lower agreement with the statement "I feel that salary is an important factor in choosing a career."

The only other research that used a discriminant analysis to determine predictor variables for the selection of music education as a career choice was conducted by Davis (1990). The Davis research ranked the best predictors of career choice from highest to lowest as band director, high school counselor, private music instructor, economic rewards and having a relative who is/was a professional musician. While many of the items tested in the Davis study were not included in the present research and visa versa, it is interesting to note that the one category that was

mentioned as being a predictor in both studies was economic rewards/economic considerations.

A further comparison between the present research and Davis study revealed additional similarities. The Davis (1990) study asked participants to list reasons for selecting or rejecting a music teaching career. Davis found that nearly all responses given by the participants who selected music education as a career could be classified into two primary categories "a love or interest in music" or a "desire to teach." An additional investigation by Madsen and Kelly (2002) revealed that for some students the decision to become a music teacher is based on a realization of their love for music and helping others. The Davis and Madsen and Kelly research along with the present study are all in agreement that the two most important motivations for selecting music education as a career are a desire or passion to teach and help others as well as an interest in music.

Conclusions

The results from this study have led to the following observations:

1. The six best predictors for determining the career choice of outstanding band students are (in rank order): "I believe I have the passion necessary to become a teacher," "I would enjoy a career that includes music," "My father encouraged me to be a music teacher," "I feel that salary is an important factor in choosing a career," "I feel that most people admire a teacher," "I believe teaching music is an honorable profession."

2. Parental influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic considerations were significantly related to the choice of music education as an academic major for outstanding band students.
3. Gender and high school grade point average were significantly related to outstanding band students selecting music education as an academic major. Chi-square results for gender indicated that fewer females than expected selected music education as a major. ANOVA results for high school grade point average reveal that music education majors' high school grade point average was lower than students who selected a major other than music education.
4. Parental influence takes the form of direct encouragement rather indirect through parental attitudes, careers or hobbies for outstanding band students who select music education as a career.
5. Status and past experience in music are not significantly related to the choice of music education as an academic major for outstanding band students.
6. Socioeconomic status, classification of participant's high school, total years of band participation before college, grade started band, years of music classes other than band, years of private lessons on major instrument, and highest composite ACT test score were not significantly related to the choice of music education as an academic major for outstanding band students.

7. Parent and family members' occupation and hobby were not significantly related to the choice of music education as an academic major for outstanding band students.

Recommendations for Future Research

The investigation of career choice attitudes of outstanding band students has revealed the need for additional research in the following areas.

A replication of this study is recommended using outstanding choir students and outstanding orchestra students to compare the similarities and differences of the three groups between their career choice attitudes. In addition, a replication of this study using high school students as participants would be useful to assess career choice attitudes of outstanding band students while their attitudes are still being formulated.

The significant differences between music education majors and majors other than music education for each of the career choice categories (parental influence, teacher influence, ego satisfaction, confidence in talent, interest and economic considerations) warrants in-depth investigations into each category to determine how each influences the career choice of outstanding band students.

The significant gender differences in the music education group merits an investigation to determine the reason(s) there are fewer females entering the music education profession than expected. Research in this area could also be beneficial in determining steps to remedy this discrepancy.

A qualitative investigation into the career choice attitudes of outstanding band students should also be considered to acquire a better understanding of the decision process of outstanding band students in their career choice decision.

Since significant differences were revealed between majors for the career choice category of teacher influence, a study investigating the job satisfaction of music teachers is advisable to determine if music teachers' attitudes toward the music education profession are keeping them from encouraging outstanding band students to enter the music education profession.

Implications

The purpose of this study was to investigate the attitudes related to the career decisions of outstanding band students. The hope of the investigator was that results of this research might aid in the identification of potential "highly qualified" music teachers for recruitment into the music education profession.

The findings from this study reveal that six of the eight career choice categories investigated in this study (parental influence, teacher influence, ego satisfaction, confidence in talent, interest, and economic considerations) are significantly related to the choice of music education as an academic major for outstanding band students. Since these categories are influential in the selection of music education as a career, it would be beneficial to brainstorm how to increase the influence of these categories to attract outstanding band students into the music education profession.

Of the six significant career choice categories, parental influence and ego satisfaction would be difficult to influence due to the source. The remaining four categories, teacher influence, confidence in talent, interest and economic considerations, have the capacity to be influenced by members of the music education profession.

Teacher influence can play an important part in attracting outstanding band musicians into the music education profession. Teachers need to realize that it is not enough to tell students they would make a good music teacher but they must actively encourage them to consider the music education profession. Workshops and in-service could be provided to alert teachers of their importance in recruiting process. Music educators need to realize they can also influence students by example. With this in mind, music teachers should be careful not to air job frustrations in front of their students. It is vitally important that music teachers remember why they entered the profession and pass that same passion on to their students.

Teachers can also play an important role in building a student's confidence in ability. One of the best ways a teacher can foster this growth is by giving students a chance to experience job related tasks. These tasks could be any number of positions of responsibility that could include drum major, squad leader, librarian, taking roll, flag captain, equipment manager, etc. By putting students in these positions of responsibility, a director not only gains valuable assistance, but the students get an idea of what it feels like to do the job of music educator. Research by Madsen and Kelly (2002) report that one of the reasons cited by students for selecting music

education as a career was being given the opportunity to be a leader within the organization. Success in these leadership positions gives students more confidence and a sense of accomplishment that might cause them to consider music education as a viable career choice.

Both sets of majors (music education and other) indicated a high level of interest in music which you might expect in a study of outstanding band musicians. The largest discrepancy in interest attitudes between majors occurred for the statement "I would enjoy a career that includes music." If more outstanding band students are to be recruited into the music education profession, they must be lured by things that appeal to them about the profession. Interest in the profession could be increased through career days and student apprenticeships. A better understanding of what music teachers do could reveal things of interest that may have gone unnoticed before.

Economic considerations were an important factor in the career choice decision of outstanding band musicians in this study and have been well documented with previous research as well. A continued effort to advocate for better teacher salaries is imperative not only to recruit new highly qualified teaching candidates but to retain the quality teachers already in the profession. An effort must also be made to educate potential music educators that a teaching career, while not allowing for an extravagant lifestyle, can provide a comfortable living. Students must also be made aware that the rewards of being a music teacher are more than just monetary.

Findings from this study also suggest that more female outstanding band students need to be recruited into the profession to produce equality between genders. Band directors should be aware of this incongruity and be more persistent in the identification and encouragement of females to consider the music education profession. Once a student is identified, it would be advisable to find a female in the music education profession to mentor that student. Attitudes toward female band directors, inside as well as outside the profession, need to continue to evolve to be more sensitive and inclusive.

Academic achievement of potential music teachers has been an ongoing concern not only in the area of music education but in the entire teaching profession. Recruiting students who have a higher level of academic achievement into the music education profession continues to be a priority. One strategy for recruiting these students could be to approach them before they reach high school. Earlier advances could precede the students' career decision allowing them to consider the music education profession in their career choice decision.

A reoccurring theme throughout the discussion of the career choice of outstanding band students is the influential role of the teacher. The influence of the teacher can be direct through encouragement to enter the profession or as a facilitator of opportunities to give students "a feel" for the profession. The teacher can play an important role in educating students about what might interest them about the music education profession as well as what type living they can make as a music teacher. Teachers should be more vigilant to identify and recruit outstanding female band

students into the teaching profession as well as students with a higher level of academic achievement.

The purpose of this study was to investigate the career attitudes of outstanding band students leading to the possible identification and recruitment of potential candidates into the music education profession. Chapter One outlined the need for more music teachers who were highly qualified to be recruited into the profession. These additional music teachers will be needed to replace the music teachers reaching retirement age as well as to fill new music teaching positions created to meet the increasing number of students entering the school systems. It is important that these new music teachers be highly qualified not just to satisfy the requirements of the "No Child Left Behind" legislation but for the survival and growth of the profession.

The present research has found that music teachers have the means to encourage outstanding band students to enter the teaching profession. As the most qualified music teachers retire, their capability to influence potential music educators is lost. If new, highly qualified music teachers are not recruited to replace these teachers, the capacity to recruit potential music educators into the profession will begin to decline. Therefore, to maintain the influence of music education professionals as well as an optimum level of music instruction, it is an immediate concern that potential highly qualified music teachers be identified and recruited into the music education profession.

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Appendix A

Survey Instrument

Outstanding Musicians' Career Attitudes Survey

Part I

Instructions: Please check the statement or fill in the blank with the statement that best represents your answer. Do not skip questions. There are no right or wrong answers, simply answer the statement as it applies to you.

1. Gender: □Female □Male
2. Classification: □Freshman □Sophomore □Junior □Senior □Graduate
3. My academic major is: □Music Education □Other:_____
4. Age: _____
5. High School Cumulative Grade Point Average: _____
6. Highest Composite ACT test score: _____
7. Check all the positions or honors you achieved in high school:
   □All-District Band □All-State Band □First Division Solo □First Division Ensemble
   □Drum Major □Section Leader/First Chair □Band Council/Officer □None
8. What college/university are you presently attending:_____
9. Classification of High School you graduated from:
   Oklahoma: □A □AA □AAA □AAAA □AAAAA □Don't Know
   Arkansas: □A □AA □AAA □AAAA □ Don't Know □ Other _____
10. Total years of band participation (before college): _____
11. You started band in the _____ grade.
12. Prior to college, you had music classes (not private lessons) other than band (chorus, class voice, class piano, music appreciation, etc.) for _____ years.
13. Prior to college, you had private lessons on your major instrument for _____ years.
14. Prior to your college years, what was the head of your household's occupation?
    □ Major executive of a large concern, major professional or proprietor (higher ed. teachers, doctors, lawyers)
    □ Professional/proprietor or business manager (public school teachers, pharmacist, librarian, nurses).
    □ Administrative personnel, owner of a small business (secretaries, insurance agent, manager, travel agent).
    □ Clerical, sales worker or technician (teller, farmer, lab tech, inspector, supervisor, draftsmen).
    □ Skilled trade (electrician, painter, locksmith, ,mechanic, carpenters, plumber).
    □ Machine operator or semi-skilled worker (aides, cook, delivery person, butcher, bus driver, guard, meter reader).
    □ Unskilled employee (cafeteria worker, garbage collector, janitor, farm helpers, fishermen, domestics).
15. Prior to your college years, what was the head of your household's education level?
    □ Professional (masters degree, doctorate or professional degree).
    □ College graduate.
    □ 1-3 years college or business school.
    □ High school graduate.
    □ 10-11 years of schooling.
    □ Under 10 years of schooling.

16. Is your mother a teacher?
□Yes □No □N/A

17. Is your father a teacher?
□Yes □No □N/A

18. Is anyone else in your family a teacher?
□Yes □No □N/A

19. Is your mother a music teacher?
□Yes □No □N/A

20. Is your father a music teacher?
□Yes □No □N/A

21. Is anyone else in your family a music teacher?
□Yes □No □N/A

22. Is your mother a professional musician?
□Yes □No □N/A

23. Is your father a professional musician?
□Yes □No □N/A

24. Is anyone else in your family a professional musician?
□Yes □No □N/A

25. Does your mother play a musical instrument or sing as a hobby?
□Yes □No □N/A

26. Does your father play a musical instrument or sing as a hobby?
□Yes □No □N/A

27. Does anyone else in your family play a musical instrument or sing as a hobby?
□Yes □No □N/A

Part II
Please fill in the blanks with the information requested.

28. What instrument did you play in high school concert band? _____

29. What musical instrument did you first learn to play? _____

30. If you are majoring in music education, list the main reason(s) you want to become a music teacher (if not a music education major skip to question 31):

_____

_____

_____

31. If you are not majoring in music education, list the main reason(s) you chose not to become a music teacher (if you are majoring in music education skip to the next section):

_____

_____

_____

Part III

Circle the answer that reflects your most honest response to each of the following statements. Circle N/A if the statement does not apply to your situation.

Strongly Agree Strongly Disagree

5 4 3 2 1 N/A 32. My father encouraged me to be a music teacher.

5 4 3 2 1 N/A 33. My band director encouraged me to be a music teacher.

5 4 3 2 1 N/A 34. I enjoy performing on my instrument.

5 4 3 2 1 N/A 35. I believe I have the musical talent necessary to be a music teacher.

5 4 3 2 1 N/A 36. I have a deep interest in music.

5 4 3 2 1 N/A 37. I believe teaching music is an honorable profession.

5 4 3 2 1 N/A 38. I have participated in other musical activities outside of band.

5 4 3 2 1 N/A 39. I chose my major based on my earning potential after graduation.

5 4 3 2 1 N/A 40. My mother encouraged me to be a music teacher.

5 4 3 2 1 N/A 41. I believe that teaching is an honorable profession.

5 4 3 2 1 N/A 42. I chose my major based on my interests.

5 4 3 2 1 N/A 43. My father respects classically trained musicians.

5 4 3 2 1 N/A 44. My high school band director told me I would make a good music teacher.

5 4 3 2 1 N/A 45. I feel I had more musical talent than others at my high school.

5 4 3 2 1 N/A 46. I feel that most people admire a classically trained musician.

5 4 3 2 1 N/A 47. I participated in a good high school band.

5 4 3 2 1 N/A 48. I feel that salary is an important factor in choosing a career.

5 4 3 2 1 N/A 49. My mother respects classically trained musicians.

5 4 3 2 1 N/A 50. Playing in an ensemble makes me feel important.

5 4 3 2 1 N/A 51. I feel most people admire a band director.

5 4 3 2 1 N/A 52. My father respects teachers.

5 4 3 2 1 N/A 53. I admire my high school band director.

5 4 3 2 1 N/A 54. I like to perform in concerts.

5 4 3 2 1 N/A 55. I have a great deal of confidence in my musical ability.

5 4 3 2 1 N/A 56. I plan for music to always be a part of my life.

5 4 3 2 1 N/A 57. My high school band director was a good teacher.

5 4 3 2 1 N/A 58. Potential earnings were not an important factor in selecting a college major.

5 4 3 2 1 N/A 59. My high school band director told me I had musical talent.

5 4 3 2 1 N/A 60. I like people to tell me they enjoy my musical performances.

5 4 3 2 1 N/A 61. I feel I have a special musical talent.

5 4 3 2 1 N/A 62. I would enjoy a career that includes music.

5 4 3 2 1 N/A 63. I have studied with a good private teacher.

5 4 3 2 1 N/A 64. Salary potential is the most important consideration when selecting a career.

5 4 3 2 1 N/A 65. I receive a deep personal satisfaction from playing my instrument.

5 4 3 2 1 N/A 66. I can not imagine my life without participating in musical activities.

5 4 3 2 1 N/A 67. My high school band gave good performances.

5 4 3 2 1 N/A 68. I feel that most people admire a teacher.

5 4 3 2 1 N/A 69. A private lesson teacher encouraged me to become a music teacher.

5 4 3 2 1 N/A 70. I believe I have the passion necessary to become a teacher.

5 4 3 2 1 N/A 71. Job satisfaction is more important than salary considerations.

5 4 3 2 1 N/A 72. A family member other than my mother or father encouraged me to be a music teacher.

Part IV

Rank the following factors from 1-8 according to their influence in your career choice decision. The most influential factor should be ranked 1 while the least influential factor should be ranked 8.

_____ Parental Influence

_____ Teacher Influence

_____ Self Satisfaction with the career

_____ Confidence I can do the job well

_____ Past experiences

_____ Interest in the career

_____ Status of the career

_____ Economic considerations

Thank you for completing this survey to help expand understanding of the career decisions of outstanding musicians. Please retain the information letter you received with this survey and return your completed survey to the envelope provided by your director. By returning this survey you agree that you are at least 18 years of age and have consented to participate in this research.

Thank you again for your time.

Appendix B

The University of Oklahoma

OFFICE OF HUMAN RESEARCH PARTICIPANT PROTECTION

April 1, 2004

Mr. Jeff Bright
711 Brentwood Dr.
Tahlequah, OK 74464

Dear Mr. Bright:

Your research application, "Outstanding musicians' career attitudes," has been reviewed according to the policies of the Institutional Review Board and found to be exempt from the requirements for full board review. Your project is approved under the regulations of the University of Oklahoma - Norman campus Policies and Procedures for the Protection of Human Subjects in Research Activities.

Should you wish to deviate from the described protocol, you must notify this office, in writing, noting any changes or revisions in the protocol and/or informed consent document, and obtain prior approval. Changes may include but are not limited to adding data collection sites, adding or removing investigators, revising the research protocol, and changing the subject selection criteria. A copy of the approved informed consent document is attached for your use.

Should you have any questions, please contact me at 325-8110 or irb@ou.edu.

Cordially,

E. Laurette Taylor, Ph.D.
Chair
Institutional Review Board – Norman Campus (FWA #00003191)

FY2004-296

cc: Dr. Nancy Barry, Music