2022

Administrative Support for Music Education as Predictor of Music Teacher Motivation

Tamara Myles
Walden University

Walden University

College of Education

This is to certify that the doctoral dissertation by

Tamara L. Myles

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. John Flohr, Committee Chairperson, Education Faculty
Dr. Andrew Thomas, Committee Member, Education Faculty
Dr. Ioan Ionas, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2022

Abstract

Administrative Support for Music Education as Predictor of Music Teacher Motivation

by

Tamara L. Myles

MPhil, Walden University, 2020

MME, Jackson State University, 2006

BM, Jackson State University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2022

Abstract

Public school policies that prioritize the growth and success of core academic subject areas can lead to the neglect or devaluation of other subjects, including music education. Because school administrators act as enforcers of such policies, music teachers may perceive administrators as unsupportive, which may influence these teachers' motivation. The purpose of this study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. Maehr's personal investment theory, which states that individuals exert greater effort on tasks that exhibit a higher likelihood of equal return, was the framework for the study. A sample of 52 music teachers in the United States participated in this quantitative study. Non-music teachers were not eligible for participation. The two instruments used in the study were the Motivational Orientation Inventory and the Principal Support Survey. Data were analyzed using descriptive statistics and ordinal logistic regression analysis. The odds of motivation among music teachers increases by 1.030 for every unit of increase in administrative support. While a large percentage (42.3%) of music teachers have self-reported to have maintained motivation to teach music, the majority (44.2%) report neutrality in their level of motivation. The majority also express a neutral perception of administrative support that is slightly higher than the mean average. Study results suggest music teachers feel generally motivated to teach with given supports. Potential for positive social change implications include updated policies that favor increased support of music education, increased determination and diligence among music teachers, as well as more positive holistic outcomes for students.

Administrative Support for Music Education as Predictor of Music Teacher Motivation

by

Tamara L. Myles

MPhil, Walden University, 2020

MME, Jackson State University, 2006

BM, Jackson State University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

May 2022

Dedication

This work is dedicated to my father, Dr. Obadiah Myles, who first inspired me to attain a terminal degree. It was my hope to complete this journey with you by my side. Though you are no longer here in the physical, I still feel you near me. I know your spirit is very present, continuing to encourage and protect me as I press forward. I pray I am making you proud. I love you, Daddy.

For their endless love and encouragement, I also dedicate this work to my mother and brothers. Thank you to my mother, Mrs. Elizabeth H. Myles, for understanding my demands, filling in for me, lifting my spirit through difficult times, and smiling with me in the good. Your courage continues to give me strength.

To my brothers, Terrance Myles and Tobiath Myles – thank you for always believing in me, reminding me of my gifts, and supporting my dreams. I love each of you with all my heart.

Acknowledgments

I would first like to express my gratitude and praise to the Most High for equipping me with the ability to learn, a supportive structure of people around me, and a suitable environment to succeed. I would like to acknowledge my family, friends, and mentors for their patience and support throughout this endeavor. Thank you to my best friend, Chandra Swan, for being my cheerleader and biggest fan. You have inspired me more than you know. Thank you to my little brother, Gavin Hughes, for keeping me grounded and being a shining example of tenacious faith. To my dear friend, LaKeisha Gaskew, thank you for your realness, understanding, and ability to listen. I would like to extend a heartfelt thanks to Danita Duhart. You have been more than a schoolmate – you have been my partner through this journey, and now, a forever friend. Finally, thank you to Dr. John Flohr and Dr. Andrew Thomas for your patience, kindness, and honesty throughout this journey. I could not have completed this task without your mentorship. May God continue to bless each and every one of you.

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

Administrative support plays an integral role in the development of teachers' motivation (Franklin, 2016). However, according to Dempsey (2015), music teachers claim to receive lower priority than core subject area teachers. This lower priority may be due to, as Dosman (2017) posited, the overwhelming support of core subject areas for the purpose of achieving proficiency in state testing mandates, which has lessened the support needed for successful music programs. Because school administrators must typically operate in accordance with state and local policies, they implement practices that are in alignment with these standards.

The purpose of this study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. Potential for positive social change includes updated policies that favor increased support of music education, increased determination, and diligence among music teachers, as well as more positive holistic outcomes for students. In the following sections, I will describe the background, problem, purpose, and scope of the study, as well as the theory that framed the research.

Background of the Study

In this study, I focused on how administrators support music education in public schools and the effect that support has on the motivation of music teachers. Standard practices of education leaders have developed as a result of standards placed on the academic growth of students in core areas (Dosman, 2017). According to Pergola (2014), educational practices often fail to recognize, explore, or value the importance of music

education. Such methods may potentially contribute to several issues in education, particularly among music educators. Issues create challenges including, but not limited to, autonomy and access to resources for music teachers.

According to Jiang et al.'s (2014) experimental research, teachers are important to the success of students. The Every Student Succeeds Act (ESSA) outlined efforts to retain music as a core subject, as earlier mandated within the No Child Left Behind Act in 2002 (Woodside, 2015). Also included in the ESSA standards were various ways of better supporting music in public schools. More recently, a case study found that public school policy politically devalues music education in favor of core academic supports that target the increase of test scores (Dosman, 2017).

Music teachers experience circumstances that affect their abilities to adequately serve in their professional role and develop positive working relationships with administrators. Bernard's (2015) phenomenological study on the role of pedagogy in teacher perceptions of their effectiveness found that while districts have favored school-wide pedagogy techniques that create identical constructs in every classroom, music teachers often feel stifled in imposed pedagogical styles and fail to meet administrators' expectations when attempting to mimic the procedures of subject-area courses.

According to Brown's (2015) qualitative research on the satisfaction of music teachers, autonomy is a coping mechanism for music teachers. The author explored the role of autonomy in aiding the prevention of burnout while increasing overall job satisfaction and suggested it as a tool that provides the opportunity for music teachers to build a sense of trust and respect from administrators. In addition to this research, Pergola

(2014) assessed the issues of budget cuts and fewer resources in music education, including their striking contrast to the supports afforded to core subject areas in public schools. Interviews with music teachers revealed continued stress and disappointment in working with limited resources and having to meet the demands of musical obligations while working within constraints that are not conducive to the success of their programs (Brown, 2015). Research is evident that there is diminished importance given to the role of the music teacher and music education. Contrary to common practices, there is also literature supporting the value of music in schools, as well as suggestions to facilitate better working relationships between teachers and administrators.

Jiang et al. (2014) supported the importance of the teacher role in the success of students. Cobanoglu and Yurek (2018) suggested that it is the influence of effective leadership that promotes positive and determined behavior from teaching staff. However, it has also been asserted that political agendas influence educational decisions and overlook the needs of individuals (Fidan & Balci, 2018). There is a disconnection between the administrative support music teachers need and the support they actually receive. This disconnect is a result of increased core academic focus (Dosman, 2017). Exploring whether music teachers' perception of administrative support from in-school principals can predict self-reported motivation for teaching music fills a gap in research. This study was needed because it may encourage new policies that influence increased administrative support of music education, thereby improving the professional experiences of music teachers.

Problem Statement

In this study, I explored the problem of administrative support for music education and its predictability of music teacher motivation. Support of music education has declined as its importance in the curriculum has diminished (Aróstegui, 2016; Furr, 2018). Instead of encouraging it, policies that emphasize student proficiency in core subjects (reading and mathematics) have resulted in a devaluation of music education by school administrators (Dosman, 2017). In addition to policies emphasizing core subjects, budget constraints have affected music education. School districts are required to make difficult decisions regarding spending when budget cuts ensue, often leaving music educators with fewer resources (Pergola, 2014).

Music educators have several complaints related to the diminished importance of their subject. According to Crooke (2017), music teachers claim that school leaders do not support music education and fail to develop policies that provide meaningful music instruction in public schools. Crooke stated that these teachers also express concerns that non-music related activities, such as school-wide assemblies, too often take precedence over music classes and impinge on music class time. Music teachers further support these statements by recounting instances in which administrators set higher priority toward core subject areas by pulling students for remediation during times designated for music classes (Dempsey, 2015). Bernard (2015) stated that music teachers often forego successful music pedagogy to adhere to administrative expectations. Overall, music teachers complain of a lack of resources and being made to feel unimportant as members of school faculty (Brown, 2015).

In prior research, *principal support for music education* is defined as the value placed upon music teachers' pedagogical philosophy and the importance of music education beyond the performance aspect (Dempsey, 2015). Concerns such as those discussed in this section may amount to a perceived lack of administrative support among music teachers. Administrative support may also be a major asset to the retention of public-school music teachers (Bernhard, 2016). Short of pushing music teachers out of the profession, perceived lack of support may have consequences in terms of *music teacher motivation*, which is defined as the will and/or desire of music teachers to continue best efforts with given supports (Balci et al., 2012; Jacobs & Harvey, 2010).

Purpose of the Study

The purpose of this quantitative study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. Music teachers' perception of principal support for music education was the predictor variable, and music teachers' motivation was the response variable. I collected various school, district, and teacher-level data, including the age, grade-level expertise, years of experience, and area of expertise of each teacher participant, as demographic data.

A study conducted by Pennington (2017) showed a relationship between students' perceptions of classroom practices in regard to the degree of support, autonomy, and acknowledgment of personal needs as instrumental in their motivation to read. It is a reasonable assumption that such influences may affect the motivation of teachers as well. This study extends the work of Pennington (2017) by assessing music teachers'

perception of administrative support. I used the Principal Support Survey (see DiPaola, 2012) and Motivational Orientation Inventory (see Barrick et al., 2002) to collect predictor (music teachers' perception of administrative support) and response (music teachers' motivation) variable data, respectively. In the following sections, I will discuss instrument and various other details related to the implementation of the study. I explored whether the extent of administrative support given to music education is a significant predictor of music teacher motivation.

Research Question and Hypotheses

Research Question (RQ): To what extent does K–12 music teachers' perception of principal support for music education predict self-reported motivation for teaching music?

H_0: K–12 music teachers' perception of principal support for music education does not predict self-reported motivation for teaching music.

H_A: K–12 music teachers' perception of principal support for music education significantly predicts self-reported motivation for teaching music.

Music teachers' perception of principal support was the predictor variable, or predictor, of interest. Music teachers' motivation for teaching music was the response variable, or response. I used ordinal logistic regression analysis to analyze data and test the hypothesis.

Theoretical Foundation

I used the personal investment theory, which states that an individual's best efforts will be invested toward projects that are expected to have an equal return (see

Maehr, 1984), to guide the direction of the study. Maehr and Braskamp (1986) stated that goals and incentives are at the heart of the personal investment theory. The authors also posited that these concepts are connected to an individual's purpose, which fuels the motivation to achieve. They further suggested that individuals who use their talents for their desired purpose are more likely to perform satisfactorily. Therefore, it is reasonable to consider that if there is any indication that desired outcomes will not reflect personal input, efforts toward achieving that goal may diminish.

Teachers who teach standardized tested subject areas are motivated by standardized testing policy to cultivate academic success in students, and administrative support is given to better ensure their abilities to do so. Because music is not a standardized tested subject area, it is plausible to believe that music education is deemed less important, and music teachers are not given equal administrative support regarding their music programs. Drawing from the concepts of personal investment theory, music teachers' motivation to put forth best efforts may be affected by their perception of administrative support. The personal investment theory rests on the suggestion that an individual makes decisions solely based upon the value of expected outcomes (Maehr & Braskamp, 1986). This framework supports the idea that music teachers' motivation may be influenced in relation to the administrative support they perceive. I will explain the elements regarding this theoretical framework in greater detail in Chapter 2.

Nature of the Study

I used two surveys that were completed by elementary, middle, and high school music teachers employed within 146 districts of a Southeastern state of the United States.

I collected predictor variable data (music teachers' perception of administrative support) via the Principal Support Survey (see DiPaola, 2012), a Likert survey questionnaire (see Appendix A). Music teachers were asked to rate the administrative support they perceived on a scale of 1 to 6, using 1 as *strongly disagree* and 6 as *strongly agree*. I used the Motivational Orientation Inventory Scale (see Barrick et al., 2002), which can be found in Appendix B, to measure the response variable, music teachers' motivation. Music teachers were asked to rate their motivation on a scale of 1 to 5 where 1 = *strongly agree*, 3 = *neither agree nor disagree*, and 5 = *strongly disagree*. The two Likert scales I used were in opposing order. The orders of the scales were the preferences of the authors and not my own. This issue is addressed in the recoding of final data.

I used ordinal logistic regression analysis to reveal the extent to which the perceived principal support of music education (predictor variable), as experienced by music teachers, predicts the self-reported motivation (response variable) of music teachers. I collected demographic data for descriptive purposes and support for future study. These data included the age, grade-level expertise, years of experience, and area of expertise of each participating music teacher.

Definitions

Accomplishment Striving: An independent behavior defined by an individual's task orientation and aim to complete personal objectives (Barrick et al., 2002).

Core Academic Subject Areas: Subject areas outside of music or other arts and elective courses such as reading, math, science, English, or history that are generally included in state standardized testing mandates for students (Dosman, 2017).

Music teachers' motivation: The will and/or desire of music teachers to continue best efforts with given supports (Balci et al., 2012; Jacobs & Harvey, 2010).

Perception: The process of developing understanding and/or judgment regarding circumstances experienced through the senses (General Psychology, n.d.).

Principal support for music education: The value placed upon music teachers' pedagogical philosophy and the importance of music education beyond the performance aspect (Dempsey, 2015).

Assumptions

Research data were built upon two assumptions. First, I assumed that music teacher participants would remain truthful, honest, and fair pertaining to themselves and administrators in survey responses. Second, I assumed that participating music teachers had traditionally made it a point to practice quality music pedagogy and have reputations supporting such practices. The aforementioned assumptions were assumed to be true but could not be evaluated in the context of this research.

The listed assumptions were necessary because it was important that participants remain honest in their responses. If so, data were likely to be more accurate and contribute greater value to the body of knowledge concerning this and other research. Accurate data may further encourage any need for reevaluation of education policy that more fully supports the needs of music teachers and music education. Honest data decreases the possibility of flawed outcomes that may misrepresent the work of administrators. Finally, this research may ultimately increase the exposure and/or quality of music education experienced by music students.

Scope and Delimitations

I used a total of 146 districts across an entire state located in the Southeastern United States to facilitate the research. I drew the participant sample from elementary, middle, and high schools in these districts. My goal was to collect data from a minimum of 88 music teacher participants. I expected participants to be of various age, expertise, and experience ranges. I collected the data pertaining to these specifics via questionnaire at the time of study participation.

The scope of the research problem included the administrative behaviors, including common practices and decisions, of school administrators that directly affected the experiences and corresponding motivation of music teachers. These teachers and administrators were expected to represent a wide variety of professional experiences, environments, and supports. While most music teachers included in this sample fell into the category of instrumental or choral music educators, all music specializations were accepted for participation in the study. These included general music, string, show choir, and other specialty music teachers.

I established necessary delimitations for the study so that boundaries remained clear. I excluded academic teachers from participation in this research study. I also excluded administrative expectations and faculty duties necessary for the daily function of schools that had no direct or indirect bearing on the daily function of the music classroom from the study. Examples of such duties include duty posts, regularly scheduled faculty meetings, and classroom management skills. Issues related to these areas were considered reflections of the teacher, and therefore, were beyond the boundary

of the study. As stated in the previous section on assumptions, I expected each music teacher participant to be fair and unbiased in their responses.

This research revealed whether music teachers' motivation to place continuous efforts toward tasks correlates with the supports they receive that influence their own professional outcomes. The population of this study included music teachers in the United States. The study can be generalized because of the variety of communities and teaching experiences represented among the population pool. The variables of the study provided unique factors in the research that may prove valuable to relatable studies.

Limitations

Riser-Kositsky (2022) found that there were a little more than 90,000 active public schools in the United States during the 2018–19 school year. I expected my research to represent schools across 146 districts. While this study could reflect similar circumstances among other schools in the Southeastern United States, the inability to make comparisons to other regions was a limitation of the study. Outcomes may hold potential value, but limitations are possible because of inherent cultural differences.

I collected data via questionnaire, providing a less invasive form of collection that was left to the discretion of participating music teachers. Understanding the extensive workload of music teachers revealed potential limitations, as extended work hours, stress, fatigue, and other obligations may affect the integrity of responses as well as study participation. For this reason, I considered timing a limiting factor for the study. There is not an unlimited window of time for research completion, and I carefully arranged the timing of data collection. The first quarter of the year is considered peak music festival

time for music teachers and directors. I made accommodations to encourage participation in the study and/or avoid this period altogether.

Researchers developing new studies use the most current literature to support the foundation of new research. In this way, their research may contribute to the existing body of knowledge in a field. Thus, I exhausted much of the relative literature within 5 years of my expected degree completion. However, there had been less recent literature relative to the subject. For this reason, I used some older literature, including seminal research, to illuminate the ongoing problem of administrative support of music education. While this may be considered a limitation, it may also bring light to a declining acknowledgment of the problem.

Significance of the Study

This study may contribute to existing literature because I explored the problem of administrative support for music education and any association it may have with teachers' self-reported motivation to teach music. The motivation of music teachers is significant in regard to the attention they give their classroom responsibilities as well as their efforts toward student development. Music education contributes to the success of schools in various ways, including improvements in the areas of problem-solving and comprehensive skills (Silverstone, 2018), and increased standardized test scores (Johnson & Memmott, 2006). Results of the study may be valuable to the support of music education in public schools and positively influence the work ethic of music teachers, student outcomes, administrator attitudes, and overall success of schools in the United

States. Such developments have the potential to contribute to positive social change beyond schools, reaching communities far beyond the classroom.

Significance to Theory

Maehr's (1984) personal investment theory was the framework of the study. The personal investment theory posits that individuals place greater efforts toward tasks that are expected to have an equal return. I used this theory as a guideline to understand how music teachers' motivation is affected by the administrative support they perceive. This study may prove significant to theory in that it could offer a more holistic outlook on the approach of education, one that is more inclusive of music education and its positive contributions.

Significance to Practice

Current public education practices have excluded the arts and adopted a culture that requires a greater focus on core academic subjects (Furr, 2018). Silverstone (2018) suggested that music education contributes to an individual's ability to analyze and comprehend at higher levels. Current administrative practices that favor the needs of core academic subjects may suggest less need for music education in the overall success of students. With the hypothesis of this study, I suggested that there is a significant possibility of motivational effects on music teachers as a result of such administrative practices.

Issues of budget cuts, stress, burnout, unfair evaluation methods, and poor job security are just a few factors affecting the professional well-being of music teachers and the overall support of music education (Bernard, 2015; Brown, 2015; Michel, 2018;

Pergola, 2014; Solomon & District Administration, 2018). Dosman (2017) posited that it is policy that influences decision-making processes. Perhaps such influences hold power to correct or create circumstances for music teachers and music education. This study may contribute significantly to practice in that it may encourage revisions in policy, thereby influencing the decisions of administrators as it relates to music education.

Significance to Social Change

While current policies have shaped administrative practices, such influences potentially have the power to shape the mindset of education leaders. As will be discussed in Chapter 2, such policies and subsequent practices have the potential to place unnecessary stress on the relationship between administrators and music teachers. Since the push for higher standards in core academic classes for students and raised accountabilities for all teachers, research has shown that music teachers have been made to feel unimportant (Brown, 2015) as they are required to uphold standards equal to those required of their core academic colleagues (Bernard, 2015). In this study, I addressed the relationship between administrators and music teachers, revealing the extent to which music teachers' perception of administrative support for music education predicts their self-reported motivation for teaching music. Implications for positive social change include a complete reevaluation of current education policy and its support of music education, increased work ethic of music teachers, encouragement of student involvement in school music programs, and an overall adaptation to a more holistic learning environment more inclusive of music education.

Summary and Transition

There is a problem with administrative support for music education in public schools. This issue is rooted in state policies that support student growth in core academic subject areas for the purpose of increasing student performance on standardized tests (Dosman, 2017). School administrators implement practices within schools that are aligned with mandatory guidelines set forth by the state. These guidelines are framed by policies that exclude the support of music education. Furthermore, because music education is not a tested subject area, its value and purpose in public school education have been diminished (Aróstegui, 2016).

Music teachers are trained to implement a pedagogical style conducive to facilitating a successful music education environment. Contrary to the standard practices of music teachers, current public-school practices use a more one-size-fits-all approach that has proven to hinder successful music pedagogy and degrade the quality of music education in public schools (Bernard, 2015). This and other policies and practices have contributed to the devaluation of music education in public schools (Dosman, 2017) and have had negative effects on music teachers. Research has shown that music teachers are affected by stress, insecurity, feelings of unimportance, poor job security, unfair evaluations, budget cuts, loss of music class time, lesser quality student performances, increased paperwork, extended work hours, and more (Bernard, 2015; Brown, 2015; Pergola, 2014).

Cobanoglu and Yurek (2018) posited that effective leadership influences a positive culture and work ethic among employees. Relatively, policy is believed to be the

primary influencer of decision-making (Dosman, 2017). According to Levin-Epstein (2016), there are administrators who go above and beyond to incorporate arts and music education in their schools. Conversely, research discussed in this chapter implies that many administrators simply follow the basic mandatory guideline of expectations that do not specifically include the integration of music education. When school administrators work to uphold standards mandated by the state, they operate as enforcers of policy within their own schools. I suggest that when music teachers fail to receive the supports they need, their perception of that support is directly linked to that school administrator. This potentially creates an interesting dynamic between the administrator and the music teacher, as respect for person and position may become a factor when working to achieve day-to-day goals.

Maehr's (1984) personal investment theory states that individuals are more likely to place greater initiative toward tasks that are thought to yield equal return. If music teachers see practices implemented by their administrators as a threat that will hinder their abilities to be successful in their position, it is possible that their productivity may be affected as a result (Maehr & Braskamp, 1986). In this study, I determined music teachers' perception of administrative support for music education as a predictor of these teachers' self-reported motivation for teaching music.-Chapter 2 consists of a thorough review of literature, background, practices, and policies that contribute to the scope of the study, as well as a more extensive explanation of the theoretical foundation that supports the study.

Chapter 2: Literature Review

The purpose of this quantitative study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. Supporting research suggests that the rise of policies emphasizing student proficiency in core subject areas such as reading and math aided in depreciating the value of music education in public school curriculum (Dosman, 2017; Fidan & Balci, 2018). Public school districts developed standards to meet the demands of such policies, often leaving music educators with limited access to resources and feelings of insignificance among colleagues (Brown, 2015). While administrative support is a significant factor in the retention of public-school music teachers (Bernhard, 2016), the perceived lack of administrative support experienced by music teachers may negatively affect these teachers' motivation to continue their best efforts in music education.

Administrator support is likely an indicator of a district's priority toward certain initiatives (Crooke, 2017; Dempsey, 2015). Because policies are not developed with the growth of music education in mind (Crooke, 2017), music teachers must often conform to a standard of expectation not generally conducive to music education in order to receive positive administrative report (Bernard, 2015). Such circumstances may affect music teachers' perception of support from administration.

In the following sections of this chapter, I will highlight issues regarding teacher motivation and administrative support. I used the personal investment theory to frame the foundation and intention of the study. I conducted an extensive review of literature regarding the support and motivation of music teachers and explored the varied

approaches to the subject. As stated in the previous chapter, a lack of more recent studies supporting this subject matter required the evaluation of older, and some seminal, research to illuminate the ongoing problem of administrative support of music education. Findings demonstrated a need for the study and set the tone for current and future research in music education.

Literature Search Strategy

I used the Education Source, ERIC, and SAGE Journals databases to search relative literature to this study. The Google search engine was also useful in gathering various reports and articles pertaining to the research. The list of key search terms were *music education* and *support, music teachers* and *motivation, administrative support of music education, motivation of music teachers, music teachers* and *support, motivation* and *support* and *music education, administration* and *support* and *music, music teachers* and *stress, music education* and *teachers* and *stress, high stakes testing* and *music education, teacher stress, music teachers* and *stressors, motivation* and *work ethic* and *teachers, teacher self-efficacy* and *school climate, music education* and *self-efficacy, self-efficacy in music teachers, music teachers and urban schools and music education, music education and African-American students, teachers* and *self-worth* and *why teach.*

Literature detailing factors affecting the type and/or level of administrative support music teachers receive as well as the issues that contribute to their motivation, or lack thereof, served as the guide for this research. I used literature in the study that included articles, journals, dissertations, and other studies relative to the scope of the study. Search criteria included peer-reviewed works between the years of 2015 and 2019.

Seminal literature relative to the research is that of Maehr's (1984) personal investment theory. I used Maehr's (1984) theory as the framework of the study and will discuss it further in following sections.

Theoretical Foundation

I explored the motivation of music teachers with respect to administrative support for music and various other variables. I chose Maehr's (1984) personal investment theory to support the theoretical foundation of the study. In the following sections, I will discuss this theory, as well as several elements that are born out of it.

Maehr's Personal Investment Theory

Maehr's (1984) personal investment theory states that individuals place greater effort toward endeavors that will provide equal return. An individual who exhibits this ideal will expect outputs and gains that are aligned with their own inputs and sacrifices. Maintaining personal motivation, as well as the motivation of employees, is valuable to the success of any organization. Integrity, performance, and accomplishments of adults in work environments are topics covered in Maehr's (1984) body of research. These ideas represent the core of the personal investment theory and set the foundation for this research. In the following paragraphs, I will discuss key propositions found in this research that are relative to my study.

The Five Behavioral Patterns

Maehr (1984) posited that there are five identifiable types of behavioral patterns that can be found in acts of motivation. These are behavioral direction, persistence, performance, continued motivation, and variation. The idea is that while these are

distinguishing factors that make up the effort of motivation, inclination to act upon these behaviors in a productive manner is a measurement of their willingness to give of personal resources in efforts to continue best practices. According to Maehr (1984), success will not guarantee continued efforts toward a task, and failure will not diminish an individual's desire to push forward and try again. In essence, it is the meaning, or value, that an individual places on such tasks and whether efforts will prove to be meaningful in that person's life that drives their level of motivation.

The Path of Least Resistance

In Maehr's (1984) research, the term *action possibilities* is defined as the perception an individual has toward the likelihood of accomplishing a particular goal. When an individual is exposed to circumstances that are accepted and supported, they are more likely to perceive that opportunities for success are possible. On the contrary, if a person perceives that there could be potential for debilitating obstacles, they will behave according to what they perceive as possible in that particular situation. Maehr (1984) continued on to discuss what has been termed as the *sense of self,* which refers to a person's opinions of their own competence and ability to perform effectively. As it relates to this study, while music teachers may feel competent in their professional abilities, it is possible that there may be reservations in their ability to produce quality outcomes under given circumstances.

Maehr (1984) defined the term *goal* as the primary focus an individual has as it relates to the completion of a task. He suggests that while individuals are keenly aware of expected outcomes, they do not ordinarily use this as the primary focus. Instead, persons

usually choose to focus on daily outcomes and their abilities to initiate quality work. Obstacles that threaten to serve as a hindrance to goals can affect motivational behaviors. Simply knowing that there is a possibility for success drives an individual toward a given goal, whether it is actually attained or not. Ultimately, the personal investment theory makes clear that individuals prefer to know that their ability to perform effectively with limited interference is possible. These factors will greatly determine an individual's likelihood to be motivated in any particular task.

Gender and Motivation

King and Ganotice (2014) conducted research on students' gender differences and the effects this factor could have on their motivation. Student participants were of adolescent age and were expected to be experiencing typical perils of this age group. I used the personal investment theory as a guide for the study. Using what they believed were key factors of the theory—facilitating conditions, achievement goals, and sense of self—the authors sought to demonstrate how challenges of adolescent years affected the genders. The authors attempted to measure how the genders adapted to challenges and how circumstances may affect their motivation. Research determined that girls exhibited higher levels of motivation in school, whereas boys were more likely to experience more negative achievement outcomes.

Internal and External Influences on Motivation

Maehr and Archer (1985) analyzed the achievement of schools and determined how much of a role motivation played in the success of students. While several variables such as socioeconomic status, ethnicity, and cultural backgrounds may affect the

achievement of students, I determined that these exposures may significantly influence motivation. The authors refer to five behavior patterns: direction, persistence, continuing motivation, activity, and performance. The idea is that when an individual makes a choice to place continuous effort into a specific activity, they are giving of their personal energy, talent, and time in order to participate in the action. These efforts are defined as an individual's personal investment.

Previous experiences, background, and influences may determine their behaviors and motivations to perform certain tasks (Maehr & Archer, 1985). While motivation is not the only variable attributed to student achievement, it is a definite influence. Not only are personal factors subject to play a role in students' motivation, but the approach of teachers within the classroom and school climate will also be of importance. Ultimately, it is the value a student places on the task that will most likely determine their achievement of it, not their perception of their ability to accomplish it successfully.

Studies on gender (King & Ganotice, 2014) and unseen influences such as socioeconomics (Maehr & Archer, 1985) highlight factors contributing to individuals' levels of personal investment. McInerney (2008) shifted the focus to cultural backgrounds from an international perspective. Once again, sense of self, situational perspective, and perceived conditions (obstacles) defined the role of personal investment in this research. The purpose of the study was to determine the motivation of students of different cultural backgrounds who were being schooled in Australia and how their motivation corresponded with their achievement. Results of this study showed that parental support, extrinsic reward, and cultural tendencies played significant roles in

student performance, but not as one may instinctively believe. Those students who valued extrinsic influences did not typically outperform those with lower parental support. Contrarily, students not experiencing direct parental support were more likely to be driven toward higher education.

These studies reveal a commonality that personal investment, although often influenced by extrinsic factors, will likely be governed by a more intrinsic motivation. I concluded that this revelation may also be relevant to my study, so I explored the many influencers of administrative support and the direct effects this variable can have on the motivation of music teachers. Included in the personal investment theory are an established set of relevant behavioral parameters, which can be used to understand the response variable, music teacher motivation. These parameters are behavioral direction, persistence, performance, continued motivation, and variation. Research may show whether conditions of music teachers' work climate, which are controlled by the leadership and style of administration, will alter their achievement goals and express these persons' intrinsic and/or extrinsic values. Using this theory as a guide, I measured the motivation of music teachers as it relates to the perceived support of administrators.

Literature Review

Throughout the remainder of the chapter, I explore key research consistent with the scope of the study. Sections will include policies and practices in education, music teacher experiences and coping mechanisms, best practices, and consequences of poor motivation. I examined these factors in relation to the perceived supports received from administrators and the corresponding motivation experienced by music teachers.

Reform, Policy, Practice, and Perceptions of Administrative Support

Leadership style is essential to an administrator's ability to create an environment that expresses the vision they have for their school (Franklin, 2016). The way they motivate and interact with teachers is an indication of their own professional motivations. No Child Left Behind (NCLB) encouraged a number of state and federal accountability reforms that required schools to reach specific expectations in order to maintain compliance (LaVigne & Good, 2014). More and more, it is expected that standards be directly related to measured student growth, which is also connected to teachers' job security. These ideals effectively secured the era of accountability. Shaw (2016) operationalized the *era of accountability* as the post NCLB time period in which school reform focused primarily on teacher and student accountability, and performance-based testing and teacher evaluations were used to measure its success.

Shaw's (2016) qualitative study was used to examine the emotional reactions of music teachers within the era of accountability. He sought to use this interview-based multiple case study to examine the stress levels of music teachers, specifically those stressors that are as a result of accountability reform. It is arguable that accountability reforms have contributed to the nature of administrative practices. Implications are that these practices greatly affect the administrative support exhibited toward music educators, and thus, may affect music teachers' levels of motivation. I will explore findings associated with this research in the following section.

Perspectives of Music Teacher Experiences

According to Shaw (2016), teachers' stresses directly related to accountability reform ranged from experiencing no stress at all to feelings of inadequacy. As a result of policies and initiatives such as NCLB and ESSA, music educators experienced the offset of schools and districts that catered to core subject area development (Whitehorne, 2006; Woodside, 2015). School rating systems encourage administrators to create positive change by any means necessary (Shaw, 2016). For music teachers, this often comes in the form of teaching other subject areas or incorporating other disciplines into the music classroom (West, 2012). This practice pulls music teachers out of the comfort of their own expertise into areas they are unqualified to teach and takes time they do not have to improve student scores in subject areas that are unrelated to their job description (Shaw, 2016).

While some music teachers admit to not having had to change at all, others feel forced to prove their relevance among colleagues (Shaw, 2016). Increased workload, intensified workdays, less personal time at home with family, and feelings of unimportance were major stressors of music teachers (Shaw, 2016). Music teacher participants in this study often felt as though they were being made to complete busywork that no one would ever really consider, while experiencing the discomfort of watching as music positions were cut. Typical everyday stressors combined with those mentioned in the previous paragraphs tend to have a heavier weight on music teachers. While an understanding of these factors is important, it illuminates the issue most vital to this study – administrator support. Music teachers detest when their classroom authority is not

respected by administrators and have expressed feelings of incompetence when the value of their teaching ability is lessened because it does not fit the uniform standard (Shaw, 2016; Shepherd-Jones & Salisbury-Glennon, 2018).

According to Shaw (2016), all teachers experience some form of stress as a result of the era of accountability. Music teachers, in particular, have a greater tendency to feel isolated and lonely amidst increased workloads that typically have no positive effect on the focus of music education. As a result, music teachers expressed feelings of inadequacy when students were not as prepared as they should be for music festivals (Shaw, 2016). It may be helpful to not simply look at the *burnout* of teachers, but their *demoralization* as well. When teachers are demoralized, it is perceived that there is no moral reward for their work. Shaw (2016) stated that accountabilities and evaluations that seem unfair to music teachers need to be revisited in order to train administrators on how to recognize the values of a good music teacher. A peer-to-peer approach to teacher evaluation will also allow highly effective music teachers to act as evaluators and role models to other music teachers and encourage the growth and empowerment of experienced music teachers (Shaw, 2016).

Administrative Practices Influencing Music Teacher Motivation

Brown (2015) conducted research that used 176 participants to determine the sustainability and job satisfaction of veteran music teachers. Several forms of analysis, including regression analysis, were instrumental in answering the research questions posed within the study. According to Brown (2015), teacher-administrator relationships are more cohesive when music teachers maintain control of the teaching environment.

Instead, many districts have implemented a more one-size-fits-all strategy that duplicates classroom procedures across the board, making it increasingly difficult for music teachers to adjust and succeed according to administrative desires (Bernard, 2015). In this quantitative study, veteran music teachers having 15 years of experience or more were given online surveys. From these responses, Brown (2015) suggested that freedom and flexibility to create unique strategies within the music classroom acts as a coping mechanism that aids in decreasing the likelihood of burnout among music teachers and contributes significantly to overall job satisfaction.

Administrators often fail to implement policies that support meaningful instruction in music classes (Crooke, 2017). Instead, priority is given to core classrooms, and external influences have the power to monopolize music class times to fulfill mandates of core subject areas (Dempsey, 2015). As administrators are driven to comply with policy mandates, unpopular decisions have been made that are not in the best interest of music teachers or music education. As will be shown in the following sections, music teachers may perceive these administrative choices as unfair, overwhelming, and threatening to job security.

Education Policies, School Practices, and the Motivation of Music Teachers

Munroe (2017) examined the reactions of music teachers when exposed to teacher evaluations based upon students' standardized tests in core subject areas *and* teacher evaluations based upon students' music-based performance. These music teachers were chosen randomly for this experimental study and subjected to various methods of evaluation. The more recent practice of placing accountability of student outcomes in

core subject areas on music teachers makes this study relevant to current research. Music teachers responded on how these different approaches would affect their career commitment as well as their motivation to continue best efforts. This study is further relevant in that it explores a potential factor that may influence administrative behavior and indirectly contribute to teacher motivation.

Munroe's (2017) research explored the emergence of teacher evaluations based on the results of students' standardized tests in core academic areas. While this approach could prove counterproductive within the school environment, there may be alternatives that better support music teachers. Robinson (2019) discussed the current use of high-stakes teacher evaluations (HSTE) that are used to determine the effectiveness of teachers and present quantifiable data that aid in decisions to retain or terminate teachers. The author stated early on that many academics have found this approach inadequate in terms of validity and reliability. Such strict focus on teacher accountability has skewed the judgment of teachers to a simple act of grading their value without actually evaluating what is being measured and how various subject areas could change the conditions of such major decisions (Robinson, 2019).

Robinson's (2019) investigation included the participation of eight music teachers who were first given a questionnaire, then subsequent emails and phone conversations. Results of these interactions yielded a glimpse from a more ethical lens. An elementary music teacher expressed disgust when having to incorporate other subject matter into lessons just so the presentation would make sense to the evaluator. She felt her less than genuine approach only helped her keep her job but was of no benefit to her students.

Other emotions experienced by this teacher and others include the training of students to behave specifically for teacher evaluation day, misalignment of musical expectations and curriculum design, as well as conforming to the everyday standards of core academic classroom practices.

Robinson's (2019) participants reflected on feeling as though they had to choose between giving their music students what they actually needed and passing their own evaluations. These music teachers expressed frustration in knowing it would be highly unlikely they would be observed by a colleague with any knowledge or background in music. There was also concern that they had lost control of their classrooms as they have had to give up music class time for core subject initiatives and school/district-wide testing. Enormous amounts of paperwork, decreased time to teach music, and stress-related health issues (Robinson, 2019) may expand the threat of teacher evaluations.

Conditions such as these may ultimately exacerbate the need for music teachers to protect their positions and continue to perform the aforementioned behaviors in order to satisfy administrative expectations. Music teachers rarely received the feedback needed from administrators to make corrections and meet standards more sufficiently (Robinson, 2019). The author stated that many teachers managed such administrative shortcomings by "teaching to the test," a practice in which teachers give student instruction based solely upon what is expected to appear on mandated high stakes tests.

Gilbert (2016) addressed the urgency state education officials feel as they race to comply with policies developed to increase student academic performance. The author goes on to explain that the pressures of teacher evaluations and risks of job security are

the most stressful factors experienced by teachers. Students' performance and progress toward testing standards are used to measure the quality of teachers and determine whether teachers satisfy performance expectations (Gilbert, 2016). As it relates specifically to music teachers, Gilbert (2016) explained that while music educators are not directly accountable for students' standardized test performance, more and more they are evaluated according to how well their students perform in these tested areas.

It is the Common Core State Standard (CCSS) that requires music teachers to develop strategies that increase students' success rates in subject areas other than music (Gilbert, 2016). The Partnership for 21st Century Skills (P21) is a framework designed to include the arts as a core subject area. The author suggested that P21 could be a more feasible model, especially for music teachers, as it allows for much needed supports in the area of music education. While the cause for implementing such a design in education policy is a noble one, it must be acknowledged that this is not a new concept.

In *theory*, the No Child Left Behind (NCLB) Act of 2002 mandated music as a core subject – but in *practice,* the focus of reading and math test results decreased efforts and time placed toward music education across the nation (Whitehorne, 2006). In 2015, the Every Student Succeeds Act (ESSA) retained music as a core subject, as earlier mandated within NCLB in 2002, and outlined various ways in which efforts may better support music classrooms (Woodside, 2015). Currently, music teachers continue to express stress and disappointment in working with limited resources and having to meet the demands of their musical obligations while working within constructs that are not conducive to the success of their programs (Brown, 2015).

Music teachers entering the education profession for intrinsic purposes often experience identity crisis and stress when forced to comply with extrinsic value systems (Robinson, 2019). The author suggested several ways to approach this issue, including that if evaluations are to be designed with the increase of teacher growth in mind, there must be a greater observance of the intrinsic needs of music teachers as well as a lesser focus on accountability. Other options include, but are not limited to, discipline-specific professional development, elimination of time-consuming paperwork, and the alignment of music teacher evaluation with best practices in music education (Robinson, 2019). Meadows (2017) stated that there are limited resources in the area of professional development for music educators and that typical exercises have been most conducive for teachers in core subject areas. The common denominator that exists among all factors is the will, leadership, and support of the administrator. If the ultimate intention of successful teacher evaluations is to increase the likelihood of student success, the exploration of more effective methods will need to continue.

Music teachers experience higher levels of motivation without the need of extrinsic reward (Delgado, 2017). Shaw (2016) suggested that peer-to-peer evaluation methods would prove to be more rewarding for music teachers than those delivered by individuals with no working knowledge of music education. Research revealed that music teachers who were exposed to music-based evaluation methods received more positive impact than those whose values were determined by students' core subject area success (Munroe, 2017). It is ultimately the role of the administrator that will set the tone for positivity and productivity within the school setting. The overall climate of the school

will determine the success of everyone involved in the accomplishment of the end goal. This type of environment is necessary to retain motivated music teachers and ensure long-term success in the future (Franklin, 2016).

Experience or Performance-based Compensation as Influencer of Motivation

Merit-based pay for teachers is an inherited business model that essentially facilitates the idea that pay should be linked to the performance and work ethic of an individual, not their years of experience, education, and/or training (Munroe, 2017). Munroe (2017) stated that those opposing merit-pay systems for teachers believe the change will decrease positive faculty relations and work ethic. They further believe that focus on extrinsic values will cause a relative decline in the intrinsic motivation of teachers. While advocates believe that merit-based pay systems will reward experienced teachers and encourage others to perform at higher levels, research reveals that it has not been motivating at all for music teachers (Munroe, 2017).

While advocates of music education have not weighed in on the merit pay model, Baker (2014) insisted that it would be beneficial to determine how this approach might be accepted among music teachers. Baker (2014) utilized both quantitative and qualitative methods to gather data. Current pay practices are based upon a teacher's years of experience and level of education, not considering the quality of service that is given (Baker, 2014). Research revealed that most teachers renounced the idea of merit pay, and experienced or veteran teachers did not look kindly upon the implementation of sign-on bonuses for new teachers. The author stated this could potentially cause dissension among colleagues.

Since the implementation of President Obama's "Race to the Top" initiative, states have the opportunity to seek funding based upon their abilities to meet specific standards that raise student and teacher accountabilities (Perrine, 2013). This agenda may justify many districts' decision to move toward a merit pay system. The issue that may arise with this approach is that music teachers will not be graded on student efforts in music, but in core subject areas not directly related to music classes.

In Munroe's (2017) study, approximately 50 music teachers working within a district incorporating merit-based pay were asked to complete questionnaires. Music teachers were separated into two groups, with each group receiving different sample scenarios. One represented the evaluation and compensation of a teacher based upon students' standardized test scores. The other was representative of evaluation and compensation based upon students' musical portfolio and performance. Results of the study showed that music teachers receiving the latter scenario were more inclined to work harder, improve their skills in education, and were more motivated to remain committed to their careers.

Open responses revealed that these music teachers felt merit-based pay not linked specifically to the performance of students in music classes was unfair and did not account for circumstances outside of their control (Munroe, 2017). According to Munroe (2017), this study was significant in that it revealed a difference in perception among music teachers versus the results of indifference found among general educators. However, the author showed that although there was such a positive response in connection with the music-based evaluation, subscales fell below the scale's midpoint,

indicating that none of the key factors (motivation, career commitment, etc.) would reveal any significant change regardless of the evaluation type. This study relates to other supporting literature in regard to the current study as it aligns with the theory that music teachers have significant intrinsic motivation.

Fewer Music Education Resources and Coping Mechanisms of Music Teachers

Burrack et al. (2014) conducted a study that explored the impact of funding and music position eliminations on school districts in three Midwestern states. The study showed that 375 music positions were eliminated within one year, and 55% of participating districts were currently operating on budget reductions from the previous year. Burrack et al. (2014) gathered these data based upon the 2011-2012 school year and acknowledged these results as evidence of existing continuous decline. This is particularly significant as it represents evidence of a lasting problem that has not been addressed effectively and may potentially contribute to outcomes within the current study.

The Every Student Succeeds Act (ESSA) requires school and district leaders to maintain accountability for the climate of schools they govern. This reform invites all stakeholders within each state to take part in the implementation of more well-rounded learning environments for students by advocating for underserved areas such as music and arts education (Lawson, 2019). The unfortunate truth is that while school funding is consistently decreasing, more and more is required for schools to function effectively (Pergola, 2014). The author suggested the possibility of major budget cuts in music is much more likely when a school acknowledges no significant value in music education.

This is usually a result of ignorance and/or lack of education on the part of parents and school leadership when it comes to the importance of music education.

An overwhelming focus on tested subject areas has excluded many students from participating in music classes (Pergola, 2014). As a result of budget cuts to arts programs such as music and restricted support of private efforts, many school music programs are forced to maintain standards with fewer resources or discontinue altogether (Solomon & District Administration, 2018). By all indications, there appears to be a disconnection between expectations and given supports. Pergola (2014) suggested that while it can take years to build a strong quality music program, it takes only a moment for biased agenda-driven leadership to dismantle it.

Michel's (2018) qualitative case study was used to explore relative variables, including the perceptions and coping mechanisms of elementary music teachers, when it comes to their experiences with budget cuts and lack of resources in the music classroom. Nine music teachers in the southern region of the United States who had experienced budget cuts and its effects on the school and community were chosen as participants in the study. Michel (2018) coded several themes that resulted from interview sessions with these music teachers. The three themes that stood out most in relation to this study were music teachers' feelings of loss, their adapted coping mechanisms, and their impression of the future.

Feelings of loss accompanied teachers' experiences of weakened parental support, very few (if any) student performances, little time with music students, and hopelessness. Music teachers implemented many coping mechanisms including the sharing of

resources, fundraising, and donations, as well as simply adapting to current circumstances through pure tenacity. Their sense of future was affected by feelings of distrust, inability to plan, negative effects on students, and feelings that no one cared. Despite the challenges these participants had experienced, the general consensus among these music teachers was that music education is essential to holistic learning and that their love for music pushes them to continue finding ways to circumvent issues of budget cuts and perceived threats of continued loss.

The music teachers in the aforementioned study remained inspired by their love of music. Their resilience is admirable and possibly evidence of a particularly strong network of music teachers. It must also be acknowledged that these music teachers taught exclusively at the elementary level. While it sheds some light on this subject matter, it is not representative of the vast majority. Unfortunately, the rate of turnover among music teachers in the United States has increased exponentially over the past decade.

Consequences of Poor Motivation on Music Teachers

There are many consequences of low motivation among music teachers. Music educators are more easily affected by work overload, burnout, performance-related pressures, job dissatisfaction, and ultimately, a higher likelihood of attrition when faced with motivational difficulties (Scheib, 2006). Music teachers often leave the public education profession within the first decade of their careers (Robinson, 2019). Research collected in the 1990s revealed that as many as 50% of music educators left the profession after only five years (Merrow, 1999). In the early 2000s, data retrieved from the United States Department of Education showed that approximately half of the 6,000

music educators who quit teaching each year credited lack of motivation for their decision (Holtz, 2002). Follow-up research conducted by Keigher (2010) showed that more than 8,000 music educators had left the public education sector between 2008 and 2009.

Recent years continue the trend of attrition among music teachers. Research conducted by the National Center for Education Statistics showed that 9,000 music teachers left the field of education following the 2012-2013 school year (Goldring et al., 2014). According to Hancock (2015), 41.8% of music teachers who left education to work in unrelated fields have experienced a more balanced work life and have no intention of returning. A 2017-2018 report from the U. S. Department of Education confirmed that 28 states currently have shortages in the area of music (Strauss, 2017). This study will include data from primary and secondary music teachers in the Southern United States.

Martinez (2017) conducted a qualitative multiple case study to determine the main factors contributing to the attrition of new music teachers. This research utilized administrators, new music teachers, and former music teachers as study participants. These individuals were currently and formerly affiliated with a Texas school district that had experienced continuous increases in music teacher turnover. There is great implication that the support of music education is vital in the retention of music teachers (Martinez, 2017). The author suggested disparate qualities of supports given to core teachers versus music teachers as a major catalyst in the high attrition rate of new music teachers. Two areas most related to the current study are professional development

supports and Professional Learning Communities (PLCs). Music teachers indicated significant irritation when there was a lack of meaningful professional development for their subject area and when data reviewed in PLCs were unrelated to music classes.

While music education has lost support in many instances, it has been proven to be a method that produces high levels of cognitive stimulation (Madden, 2014). By removing this versatility in the education system, measuring students' academic successes according to testing outcomes, and raising teacher accountability to accomplish these goals, it is plausible that there will be increased concern for potential threats to students' work ethic, personal accountability, and their abilities to be productive citizens in the future as a result of implemented standards. Understanding the importance of teachers in the success of students (Jiang et al., 2014), it is imperative to assess current standards, procedures, and mandates within the education system that have created environments ripe for diminished desire and work ethic among teachers as well. If so, the likelihood of high student achievement immediately decreases tremendously. As it relates to music education, these policy standards have acted as the catalyst of disregard subjected on music teachers and their programs – which may ultimately contribute to less than holistic learning conditions in public schools.

Administrators' observance of poor motivation among teachers and failure to address lack of commitment responsibly may lead to negative consequences. Franklin (2016) suggested attrition, lack of dedication, tardiness, less adequate coverage of subject material, lackluster efforts to complete predetermined goals, teachers' mental health issues, and incompletion of classroom objectives as likely problems a school or district

may encounter as a result of poorly motivated teachers. Consequences are not isolated to administrative dissatisfaction and may highlight other underlying issues. These consequences include students' low academic performance, high turnover rates, failure to meet standards, inability to attract new qualified teachers, and ultimately, possible school closure (Franklin, 2016). It is the responsibility of administrators to identify and address the needs of teachers in order to foster more positive outcomes (Franklin, 2016). These statements support the idea that environments conducive to the retention of motivated teachers are more likely to experience long-term success.

Sources of Motivation for Music Teachers

Researchers have approached the problem of administrative support in many ways. Those most intricate to this study would be those having to do with the adjustment of leadership style among administrators, more relevant and accurate evaluation, as well as the embrace of intrinsic reward for music teachers. Franklin (2016) and Munroe (2017) agreed that music teachers express greater fulfillment, and thus, increased motivation when their intrinsic needs are met. Research showed that extrinsic reward was of least value to music teachers. There is an abundance of evidence exhibiting that higher levels of motivation among music teachers is associated with freedom and autonomy in the classroom (Delgado, 2017), respect of music class time during school hours (Dempsey, 2015), trust from administrators (Cobanoglu & Yurek, 2018), appropriate resources, and fair teacher evaluation (Shaw, 2016). In efforts to achieve the motivational benefits of intrinsic reward from music teachers, researchers have determined possible solutions to the issue.

Delgado (2017) stated that most individuals claim to experience a fuller quality of life when engaged in creative activities. While this can hold true for any person or educator, it has proven to be doubly true for music teachers. Juntunen (2017) defined autonomy as the complete personal control of classroom decisions without interference from outside influence. While this has been a powerful tool of music education in Finland, a significant conundrum exists. Much like the United States, core subject evaluations for students have been implemented in order to strengthen and maintain student growth. Delgado (2017) asserted that the autonomy of music classrooms and success of student evaluation are both necessary and important. Autonomy for the American music teacher remains unclear and inconsistent as policies typically cater to creating positive results for student evaluations of core subject areas.

It is a widely accepted thought that individuals experience greater fulfillment when they participate in creative activities (Delgado, 2017). Delgado (2017) operationalized the level to which an individual is consistently in this mode of creativity as *flow*. The author's correlation study identified that the sample of over 700 participating teachers found more enjoyment in educational activities when they had more control over their own environments, decisions, and actions. Further highlighted in the research was intrinsic motivation, extrinsic motivation, and amotivation. These factors are characterized by internal desire, external stimulus, and complete lack of effort or care, respectively. Results of this study showed that music teachers experience greater fulfillment in the absence of external benefit. The outcome of this research challenges the

present study as it holds high regard to intrinsic motivation, which may influence the motivation of music teachers despite the administrative support they receive.

Franklin (2016) described motivation as the influence that increases the likelihood a teacher will successfully accomplish intended goals. The author stressed the importance of administrative support as a crucial aspect of teacher motivation. Leaders are expected to be role models and encourage the utmost commitment to service in employees (Franklin, 2016). The satisfactory observance of this commitment rests greatly upon employees' level of motivation. Franklin (2016) stated that leadership interaction with administrators could often determine the level of commitment exhibited by teachers.

Effective Administrative Support for Music Education

Franklin (2016) explored the impact of leadership style on the motivation of teachers in the United States. Two sets of American teachers who either taught in the United States or abroad participated in this quantitative causal comparative study. The study is relative in that it examines the administrative styles of different cultures and the effects varying approaches may have on the motivation of teachers originating from a common and/or similar background. The author believed the administrative role is most crucial in the motivation and retention of teachers, as it is the vision of this individual that shapes the climate of the school. It is often found that school leaders' efforts are skewed toward those standards that are necessary in order to attain or maintain compliance.

The role of administrators proves largely important to teacher growth as well as the development of students. Myles' (1983) examined the academic achievement and self-concept differences among potential and non-potential dropout students in a

quantitative study. While it was expected that non-potential dropout students exhibit higher achievement levels, the author revealed surprising results that those students categorized as potential dropouts scored significantly higher in the area of self-concept. According to Myles (1983), low achieving students who maintain high levels of self-concept is an indication that particular needs of these students are not being met. The author further posits that the principal, as the instructional leader, is responsible for the acknowledgment of such needs and should find difficulty accepting low performance from a student having high esteem. The combination of performance and self-perception found among students in this study may point to potential for higher achievement of low performing students. Myles' (1983) position on the importance of the administrative role in the learning environment may contain relevance for teacher-administrator relationships as well, and point to unresolved needs among teachers as a catalyst for low performance.

If an administrator is to be adequate in the position, the individual must be a trusted influence over teaching staff (Cobanoglu & Yurek, 2018). Cobanoglu and Yurek (2018) conducted a quantitative study using 105 administrators. The authors believed that leaders who possess high levels of self-efficacy tend to be very determined and are more likely to try new strategies to initiate positive change. It is the leader's role in an organization to motivate employees to achieve their best (Tentama & Pranungsari, 2016). Job satisfaction experienced by teachers can be anticipated by the leadership style of administrators (Cobanoglu & Yurek, 2018). Cansoy (2019) suggested in his systematic review that schools could benefit from a more malleable and transparent connection between teachers and administrators.

Fidan and Balci (2018) asserted that school functions are driven by political agendas that are directed toward societal gain, not the needs of individuals. Although administrators may feel forced by this approach, it has the potential to shift their focus and shape their leadership style. Leaders who are willing to welcome the input of others in decision-making processes, maintain open lines of communication, and support the needs of those they lead will also sustain positive relationships with them (Shepherd-Jones & Salisbury-Glennon, 2018). Shepherd-Jones and Salisbury-Glennon (2018) conducted a sequential mixed method study in which the survey responses of teachers were discussed with administrators. The authors noted that the degree to which teachers perceived their administrators' support for their autonomy directly correlated with the satisfaction of their emotional needs. The aforementioned studies support current research by showing the importance of positive teacher-administrator relationships, as well as the necessity of support in leadership.

As it relates directly to the issue of support in the arts, the role of the administrator is no less important. Principal Garofalo of Junior High School 278 Marine Park understands the value of vigorous and powerful arts programs (Levin-Epstein, 2016). Elevating arts and music classes above an elective status and acknowledging them as major enrichment courses have placed her vision into action. The author believed that such an outlook has separated this school from others that have adopted a narrower view of education. It is this idea of support for music education and resulting music teacher motivation that drives the purpose of this study.

Principal Support Survey

DiPaola's (2012) Principal Support Survey is a refined measurement based upon Littrell's 1992 measure of principal support. Because Littrell's original test lacked reliability (alpha ranges of .48 to .93), DiPaola decided to take the necessary steps to improve upon these measures. The author first conducted a pilot study using the original weaker testing units, a 40-item questionnaire. With psychometrics and other analyses, DiPaola (2012) deleted weaker items and developed a new test for his own study. The new test consisted of 16 items that measured emotional support, professional support, appraisal support, and instrumental support. Results of the new test revealed high validity. New reliability and validity data are found in Chapter 3.

Motivational Orientation Inventory

Barrick et al. (2002) conducted research pertaining to the relationship between personality and job performance. The authors' acknowledged a link between personality, or cognition, and motivation. Mitchell (1997) composed the definition of motivation as a psychological process that arouses desire and consistency toward a specific goal. Motivation, then, can be measured by these goals as well as a determination of emotions that arouse behavior in conjunction with the goals. Barrick et al. (2002) initiated the study with 164 sales representatives of a financial services company as research participants. The three motivational intentions the study focused on were accomplishment striving, status striving, and communion striving.

Communion striving and status striving are socially motivated behaviors (Bakan, 1966), and therefore, do not adequately represent individuals' motivational intentions

(Barrick et al., 2002). According to Barrick et al. (2002), the measure of accomplishment striving was born out of the need to accurately evaluate personal task orientations that are free of social interactions and completely independent of other persons. Because communion striving and status striving were determined to be beyond the scope of my study, these motivational intentions were excluded. Accomplishment striving will be the sole focus of this portion of my research and the only motivational intention included in my research. As will be discussed in the next chapter concerning reliability and validity, individual scores were derived from each motivational intention and stand independently.

Summary and Conclusions

Major themes in the literature include the impact of leadership style, influencers of leadership, music teachers' stressors, as well as the need for more creativity, autonomy, and open leadership concepts. The impact of leadership is a primary factor in the motivation and/or retention of teachers. The vision of a leader shapes the climate of an organization (Franklin, 2016) and usually reflects the mandates that are required of the individual to maintain compliance with higher authorities. The success of an administrator's vision is inextricably linked to the motivation and commitment of teachers. Healthy interactions and communication of expectations are key in fostering a productive relationship between the two. Although typical leadership styles lean toward a climate that values extrinsic reward, music teachers have been found to be more motivated by intrinsic value and desire more autonomy (Delgado, 2017) and trust from administrators (Cobanoglu & Yurek, 2018). As explained in previous sections, underlying issues such as poor camaraderie among faculty and staff, increased

documentation and workload, teaching subjects outside of their comfort zone, unfair evaluations, struggling to maintain relevance, working with limited resources, and feelings of inadequacy are common stressors that continue to threaten the motivation of music teachers (Bernard, 2015; Brown, 2015; Pergola, 2014; Shaw, 2016).

Current research has shown that the creative instinct of music teachers requires a healthy level of autonomy within the music classroom that is free from outside interference (Juntunen, 2017). It further demonstrates the importance of trust, clear communication, and open leadership styles among administrators that supports the success of music education. Current bodies of knowledge present discoveries of disjuncture in the relationship between the two entities. It is known that music teachers commonly do not receive the autonomy or freedom desired within the music classroom, and administrators typically demonstrate leadership styles that are more aligned with the expectations of superior demands. Demands usually come in the form of mandates that are in support of student growth in core subject areas. Such mandates further threaten to increase the stress level of music teachers with increased workload and what may be considered insignificant tasks, potentially causing significant motivational issues. This study fills a gap in research by showing if the perceived support of administrators predicts the motivation of music teachers.

Chapter 3: Research Method

The purpose of this quantitative study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. Major sections that I will be covering in this chapter include research design, methodology, instrumentation, data analysis, and validity.

Research Design and Rationale

I used the following question to guide the study:

RQ: To what extent does K–12 music teachers' perception of administrative support for music education predict self-reported motivation for teaching music?

H_0: K–12 music teachers' perception of principal support for music education does not predict self-reported motivation for teaching music.

H_A: K–12 music teachers' perception of principal support for music education significantly predicts self-reported motivation for teaching music.

The predictor variable in this study was music teachers' perception of administrative support for music education. The response variable was music teachers' self-reported motivation. I used ordinal logistic regression analysis to determine the relationship between the response (music teachers' motivation) and predictor (music teachers' perception of administrative support) variables. For descriptive purposes, I also collected the age, grade-level expertise, years of experience, and area of expertise of the music teacher participants.

I did not expect significant challenges concerning time and resource constraints. Researchers have conducted prior studies using correlational design and regression

analysis to predict the effects of organizational justice on teachers' job satisfaction (Elma, 2013). Ordinal logistic regression aided me in determining the predictive relationship between music teachers' perception of administrative support for music education and their motivation.

Methodology

Research participants for this study were public school music teachers. I made online surveys available for these teachers in order to obtain data. I will explain this process in greater detail in the following sections.

Population

The sample frame for this study consisted of 146 public school districts in the Southeastern United States. Music teachers of these districts were employed at elementary, middle, and high schools across an entire state. While there were larger districts such as those representing the capital city and the surrounding metropolitan area, there were others that were considerably smaller. More rural districts may have as little as three schools represented in this population. However, considering the typical faculty make up of one to two music teachers per school in these districts, I concluded that there was a potential population of approximately 146 to a maximum of 292 music teachers available for this study.

I expected the bulk of study responses to come from one state's music educator association, which I will discuss in a following section. It was possible that some of the represented schools would not have a current music teacher. It was also likely that every music teacher employed within this state would not hold active membership in the state

music educators association. While I restricted this study to include only music educators employed by the state, I did not restrict to only music educators who were members of this organization. There were three reasons these possibilities would likely not affect the minimum sample size of 88 music teacher participants required for the study. One, I expected the total membership of the state music educators association to exceed the minimum required sample size. Two, I expected the majority of participants to come from more highly populated areas, which consisted of approximately 113 schools. Three, music teachers not associated with the music educators association who learned of the study through word of mouth had an opportunity to participate if so desired. I will discuss these criteria in the following section.

Sampling and Sampling Procedures

The Qualtrics (2022) sample size calculator is an online tool used to determine the sample size of a study. I used the parameters of alpha (α = .05) and power (1- β = .95) and determined the need for 88 research participants. Following sampling strategies supported by the Center for Innovation in Research and Teaching (n.d.), I used probability sampling and randomization to ensure an opportunity for all potential participants to take part in the study. This further increased the likelihood of obtaining a suitable sample that met participant specifications. The sampling frame included elementary, middle, and high school music teachers. These teachers specialized in several areas of music education, including (but not limited to) marching band, concert band, show choir, concert choir, string orchestra, and general music. Finally, I excluded

teachers outside of these areas that were not directly related to the parameters of music education from participation in the study.

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

After Walden University IRB approval (11-18-20-0483994) and permission to request participation from music teachers was obtained from a local state music educators association, I initiated the dissemination of social media and email requests to participate in the study to the organization's members across the state. Emails included instructions and/or links to complete online questionnaires. In the event that unexpected communication failures occurred with the music educators association, my intent was to obtain permission from individual districts in which the music teachers were employed. For this alternate plan, chosen districts were likely to represent more heavily populated areas as described in a previous section. While I did not expect any changes, these alternate measures were established as a safe secondary option. Participation in the research was completely voluntary.

One concern I had was the commitment to participation among music teachers. In order to receive a higher likelihood of commitment from music teachers, as well as support and encouragement from the music educators association, I incentivized participation. I communicated to the association representative my intent to contribute a monetary donation to the organization in the amount of $250 for its willingness to participate in the study. My intent to donate was also stated in email invites that were sent to music teacher association members on my behalf. I discussed this process at length

with a Walden University Institutional Review Board (IRB) member, who confirmed that ethical expectations for procuring study participation were met.

Instrumentation and Operationalization of Constructs

This study required two survey questionnaires to be completed online. The first instrument, the Principal Support Survey (Appendix A), measured the predictor variable, music teachers' perception of administrative support for music education. The second instrument, the Motivational Orientation Inventory (Appendix B), measured the response variable, music teachers' motivation. I will explain these instruments in greater detail in the following paragraphs.

Principal Support Survey

The Principal Support Survey (PSS) was published in 2012 and developed as an improvement to House's Scale, which measured the dimensions of administrative support (DiPaola, 2012). Because the House Scale was found to lack reliability, the author initiated a pilot study utilizing a 40-item questionnaire that was refined to include a total of 16 questions. The PSS is the final result of this work. This instrument was appropriate for use in this study because it measured parameters relevant in determining the perceptions of music teachers as they related to administrative support. DiPaola (2012) further suggested that the PSS operationalizes important parameters within the school construct that are vital in a number of areas. I received written permission from DiPaola to use the instrument in this study.

Reliability and Validity

Cronbach's Alphas for emotional, professional, appraisal, and instrumental support were .94, .87, .93, and .88, respectively. DiPaola (2012) described much of the wording of the original construct as dated, and furthermore, created exclusivity among test items. The purpose of the original study was to compare the responses of special education teachers to those of general education teachers. I revised these wordings to meet a more inclusive standard. Resulting was high factor validity among all measured elements listed above.

Motivational Orientation Inventory

The Motivational Orientation Inventory, published in 2002, is a PsycTEST designed to measure the performance and personality of individuals on the job (Barrick et al., 2002). The instrument was appropriate for use in this research because it measured persons' desire to strive for success, advancement, and cooperation within the workplace. Incorporating this standard, the authors found that performance behaviors were directly aligned with the motivation individuals possess. The test specifically labels these areas as accomplishment striving, status striving, and communion striving. As stated in Chapter 2, this research did not include status striving or communion striving measurements, as they were beyond the scope of this study. However, the accomplishment striving factor helped determine music teachers' motivation in the classroom by measuring their attitudes toward specific work parameters relative to this research. Specifics regarding the original scale, its refined version, as well as my personal intentions for the refined scale, will be discussed in the following section. Researchers are permitted to use the Motivational

Orientation Inventory without permission when used noncommercially and for educational purposes (Barrick et al., 2002).

Reliability and Validity

The authors first developed a trial survey of the Motivational Orientation Survey that consisted of 50 items. The survey was administered to 518 participants, of which 354 were undergraduate students, and 164 were telemarketing salespersons. The data were analyzed with varying processes and results remained consistent. The original 50 items were refined and narrowed to 31 questionnaire items. It was determined that the final set of items on the questionnaire answered the three aforementioned motivational intentions most consistently. To establish reliability, the refined questionnaire was administered again to 612 more undergraduate students. Results of the coefficient alpha estimates from this specific group were .88, .89, and .76. The estimates calculated among all participants across the board were .91, .89, and .78.

Barrick et al. (2002) expressed the possibility of limitation within their study in that it measured both personality and motivational measures. The authors explained that intention would not likely be measured by any method other than self-response. This introduced what the authors referred to as common-method bias within their study. They acknowledge that future studies may be able to determine the personality traits of individuals through alternative means. However, considering the personality and motivational correlations in their study (mean r = .18; maximum r = .48), Barrick et al. (2002) were confident the test was successful in measuring two different constructs.

My study included only the accomplishment striving measure. Barrick et al. (2002) explained that all three motivational measures were scored independently, and the measure of accomplishment striving was developed for the specific purpose of establishing a measure that solely reflected personal intent toward task completion. With this in mind, I concluded that there was no threat to reliability and validity in the study. The portion of the instrument included a total of 11 questions.

Operationalization of Variables

I used the ordinal logistic regression model to answer the research question. This statistical analysis used just one predictor, teachers' perception of administrative support, to predict motivation. The predictor was measured using the PSS, an instrument that includes 16 items, each measured on a 6-point (1 to 6) Likert-type ordinal scale, where 1 signifies *strong disagreement*, and 6 represents *strong agreement*. When using ordinal logistic regression in SPSS, ordinal predictors must be treated as being either continuous or categorical. For reasons described in more detail below, I chose to treat administrative support as continuous. To do so, I calculated a cumulative score for each respondent by summing all scores, producing a continuous scale range from 16 to 96, where lower numbers represented less agreement.

I measured music teachers' motivation with a set of Likert-type items that captured respondents' levels of agreement with various statements. The Motivational Orientation Inventory refined survey instrument included three subscales, of which I used one—the measure of accomplishment striving. This subscale was composed of a total of 11 items, each measured on a 5-point (1 to 5) Likert-type ordinal scale, where 1

represents *strongly agree* and 5 represents *strongly disagree*. Though these categories can be ranked, the distances between the categories are unknown. Specifically, there is no assumption that the distance from strongly agree to agree is the same as the distance from agree to disagree on this instrument, which, in statistical terms means that there is no assumption of equal variance. With ordinal outcomes, it is important to use regression models that avoid the assumption that the distances between categories are equal, as explained in more detail in the data analysis plan below.

Because the items that contributed to the response variable from the Motivational Orientation Inventory scale (low number is strong agreement and high number is strong disagreement) did not correspond with the predictor variable scale (low number is strong disagreement and high number is strong agreement), I reverse coded the response variable to match the predictor variable. I then summed each participant's 11 responses to produce a cumulative score. Finally, to restore the categories of the original measurement and preserve the ordinal nature of the scale, I coded cumulative scores of 11 to 19 as *strongly disagree*; 20 to 28 as *disagree*; 29 to 37 as neither *agree* nor *disagree*; 38 to 46 as *agree*; and 47 to 55 as *strongly agree* (Table 1).

Table 1

Operationalization of Variables

Description	Variable	Type	Range of Scores
Predictor	Perception of Administrative Support	Continuous	16 – 96 (from less to more agreement) 6 ranked categories
Response	Motivation	Ordinal	1 Strongly Disagree through 5 Strongly Agree

Data Analysis Plan

This study answered the following research question: To what extent does K–12 music teachers' perception of administrative support for music education predict self-reported motivation for teaching music?

H_0: K–12 music teachers' perception of principal support for music education does not predict self-reported motivation for teaching music.

H_A: K–12 music teachers' perception of principal support for music education significantly predicts self-reported motivation for teaching music.

According to Corporate Financial Institute (2021), an ordinal response variable violates the assumptions of a linear regression and can lead to incorrect conclusions. Because the response variable for this study was ordinal, I analyzed the data using ordinal logistic regression. I tested the assumptions of ordinal logistic regression to determine model fit, which is described in Chapter 4.

Perception of administrative support—the predictor variable—was also measured on an ordinal scale with six levels. However, the ordinal logistic regression procedure in SPSS requires that an ordinal predictor be treated as a continuous variable. A consensus among researchers is that Likert-type variables with five or more ordinal categories (levels) can approximate continuous scales (Grace-Martin, 2008; Statistics Solutions, 2021). Thus, I determined it was appropriate to treat administrative support—operationalized as a cumulative score with values ranging from 16 to 96—as the continuous predictor in the ordinal logistic regression model. The odds ratio of increased motivation for every expected unit of increase in music teachers' perception of administrative support was reported.

Threats to Validity

This is a quantitative study that measured the effects of perceived principal support on the motivation of music teachers. Although the data collection process was straightforward, it was my intention to take special care to observe any circumstances that threatened the validity of the study. With this in mind, I acknowledged several external and internal possibilities to be considered while moving forward. These will be discussed in the following sections.

External Validity

External threats may arise when study participants are not chosen properly, data are interpreted incorrectly, and/or when the timing of research is not conducive to maximizing the validity of final results (Creswell & Creswell, 2018). Considering the method of data collection, my expectation of threats was minimal, but caution was

observed. The partner organization disseminated test instruments electronically through email, which allowed for the control of persons receiving questionnaires. Research participants consisted of music teachers only. I would like to acknowledge the fact that music teacher participants were not selected from a random group, also posing a threat. However, these music teachers participated on a voluntary basis, and responses were anonymous, as not to influence the honesty of responses.

I was careful to give healthy consideration to the timeliness of the study so that it would not take place outside of the school year when teachers rarely, if ever, receive e-mail notifications or during heavy performance season. In the particular state research was conducted, active performance season is typically between the months of November and March. This particular time was avoided. Data collection during the months of April and May was considered beneficial in that the majority of performances were likely to be complete and music teachers had had a full school year to examine their current state on the job.

Internal Validity

Internal threats to validity include circumstances that may influence the responses of participants both prior to and during research, potentially hindering the collection of valid data (Creswell & Creswell, 2018). Creswell and Creswell (2018) identified maturity as a threat because participants of multiple age groups may mature at different rates, and therefore, alter results. The authors suggested testing participants that are the same age. For the purpose of this study, such differences were accepted and welcome, as they

offered various parameters that may speak to my research and/or be of use in future study.

Selection is a threat to internal validity as well. While participants took part in the study strictly on a voluntary basis, each was currently employed as a music teacher. As will be explained later in this chapter, e-mail verification was not required of participating respondents. Because this was an ordinal logistic regression study incorporating simple questionnaire surveys, the threat of participant dropout was less likely. The instruments used in this study were clear and succinct. Lastly, although test instruments were distributed electronically, the possibility of communication between participants was possible, but unlikely. The assumption in this case was that each participant would receive an invite to participate and choose to respond quickly and honestly, removing opportunities for excessive communication.

Construct Validity

Creswell and Creswell (2018) suggested that threats to construct validity are more likely when researchers fail to make clear definitions and sufficient measurements of variables. Definitions and operations of variables were stated clearly in the study. The study included a fairly simple design with minimal threats. Threats that arise in experimental and/or pre/posttest designs involving issues with control and experimental groups were not present. Test parameters for this study were clear and straightforward, gathering data from a specific group of participants.

Ethical Procedures

Once I was given permission by the IRB, I sought contact with the appropriate music educators association member to gain partner acceptance. After receiving full partner acceptance from the music educators association and final IRB approval (11-18-20-0483994) from Walden University to conduct the study, I asked the association to move forward with the distribution of testing instruments via email correspondence on my behalf. Music teachers received an email from the music association that included a link to complete survey instruments. The link within the email forwarded participants to Survey Monkey, an online data collection service used for various business and research purposes. With permission, organization members were later invited via social media.

I served as the survey creator of the study. As a creator, I have access to anonymity and security options for respondents during data collection via various methods of survey distribution called collectors (SurveyMonkey, n.d.). Adhering to my specifications, Survey Monkey collected responses anonymously, did not track IP addresses, and did not record or ask respondents to provide email addresses. Full disclosure of anonymity and privacy was stated clearly within the form. Each respondent was asked to complete only one survey.

While the survey prompted respondents to provide specific demographic information (age, grade-level expertise, years of experience, and area of expertise), these data did not compromise anonymity. After providing demographic data, participants were forwarded to complete the Motivational Orientation Inventory, followed by the PSS. Data resulting from these test instruments were stored within the SurveyMonkey database.

According to Gitlin (n.d.), beyond survey software services, it strives to maintain continuous compliance with national and international regulatory guidelines and suggests ways in which its users/creators can further protect data. Suggestions include private login credentials, careful password maintenance, and one-user email access. Respondent anonymity will increase data security by eliminating the possibility of any identifiable personal data that could be stored within the database.

Summary

Chapter 3 explained the research design, methodology, and threats to this study. This quantitative research measured music teachers' perception of administrative support for music education (predictor) as well as these teachers' motivation for teaching music (response). The ultimate goal was to test the predictability of music teachers' motivation as it relates to their perception of administrative support. Ordinal logistic regression analysis was used to measure the correlation between the two variables. Assumptions were discussed in a previous chapter, but chapter 3 has further addressed how certain threats were handled to limit invalid outcomes within the study.

Chapter 4 contains detailed accounts of the data collection procedure and outcomes within the SPSS test. Summarization and tables will show data resulting from the ordinal logistic regression. Also in the following chapter, I will explain how the SPSS test measure answered the research question and discuss relevant details concerning demographic data.

Chapter 4: Results

The purpose of this quantitative study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. To conduct this research, I used music teachers' reports of perceived administrative support to determine any statistical significance between this perception and the level of motivation music teachers exhibited as a result of their experiences.

The following research question and hypotheses guided the study:

RQ: To what extent does K–12 music teachers' perception of principal support for music education predict self-reported motivation for teaching music?

H_0: K–12 music teachers' perception of principal support for music education does not predict self-reported motivation for teaching music.

H_A: K–12 music teachers' perception of principal support for music education significantly predicts self-reported motivation for teaching music.

Following this brief review of the study's purpose, research question, and hypotheses, I will examine the data collection process in detail, address any adverse circumstances that were considered in that process, discuss the clearance of assumptions, report an explanation of study findings, and detail table analyses. I used music teachers' perception of administrative support as the predictor of their motivation to teach music. In the following sections I will explain specific parameters used to conduct the research and justify the relevance of test results.

Data Collection

I collected data via Survey Monkey, an online data collection service for businesses and researchers. Study participants accessed the questionnaires between January 2021, and May 2021. Over the course of two rounds, music teachers in three different states received survey questionnaires. In both instances, the president or department head disseminated the invitation to participate in research and Survey Monkey link to music teachers on my behalf. I embedded the consent form within the survey, which preceded the actual questionnaire. Data collected from participants were stored in secure storage centers that are protected by complex passwords and cryptographic protocols.

Using the Qualtrics (2022) tool, I determined the need for 88 participants, as recorded in Chapter 3. A total of 31 surveys were returned from music teachers in the initial collection. Since I failed to reach the desired number of participants in this collection round, I expanded the study to two additional states. The second round resulted in a total of 24 returned surveys by music teachers, of which 21 were complete. The three incomplete surveys contained demographic data and no responses to the PSS or Motivational Orientation Inventory. I did not include these incomplete responses in the test. Ultimately, I included a final number of 52 responses in the study.

The COVID-19 pandemic may have contributed to the lack of responses in this study. As stated in Chapter 3, my intention was to avoid the period between November and March for data collection. Circumstances surrounding the pandemic, such as virtual and hybrid classes, provided a wider window of opportunity to collect data. Still, a

number of hardships may have been associated with changes experienced in the daily lives and working conditions of music teachers. According to García et al. (2020), amongst various challenges outside of planning for the virtual classroom, teachers have found themselves spending much of their free time assisting students with gaining access to the digital workspace. This presents the possibility of digital overload, which could cause disinterest in an online survey or anything of the like. However, as mentioned in the previous paragraph, I deemed it necessary to extend the study to two additional states. While the shortage proved to be an inadequate representation of the original sample pool, the consequent participation of music teachers outside of this group potentially bolstered the validity of the test.

The baseline descriptive and demographic characteristics of the sample can be found in the case processing summary (Table 2) below. Demographic characteristics were represented as four factor variables. These were the age of the music teacher, the grade-level music teaching assignment of the teacher, the music teacher's years of experience, and the music teacher's area of expertise. The highest percentage of participants were in their 30s at 36.5%. Elementary music teachers comprised the highest number of participants at 42.3%. Music teachers with 6 to 14 years of experience outnumbered those with 1 to 5, 15 to 24, and 25 years or more with 34.6%. Lastly, the highest participation was from choral music teachers with 44.2%. A glance at Table 2 data also reveals that 42.3% of respondents are motivated to teach music. Full results and summary, which include predictor variable data, will conclude this chapter.

Table 2

Case Processing Summary

		N	Marginal Percentage
Motivation final (reverse cumulative)	I Strongly Disagree that I am motivated	3	5.8%
	I Disagree that I am motivated	4	7.7%
	I Neither agree nor disagree that I am motivated	23	44.2%
	I Agree that I am motivated	22	42.3%
Age of music teacher	20s	12	23.1%
	30s	19	36.5%
	40s	12	23.1%
	50s and older	9	17.3%
Grade-level music teaching assignment	K-5	22	42.3%
	6-8	13	25.0%
	9-12	17	32.7%
Experience (years) of music teacher	1-5 years	14	26.9%
	6-14 years	18	34.6%
	15-24 years	15	28.8%
	25 years or more	5	9.6%
Expertise (area) of music teacher	Band	8	15.4%
	Choral	23	44.2%
	Strings/Orchestra	1	1.9%
	General Music	20	38.5%
Valid		52	100.0%
Missing		0	
Total		52	

Study Results

As detailed in the previous chapter, because the response was collected on an ordinal scale without the assumption of equal distances between categories, it violated the assumptions of linear regression. I determined that ordinal logistic regression was the appropriate model to use. Ordinal logistic regression is appropriate if the data meet four assumptions, which they do in this case. The first two assumptions address the design and measurement of the study and the second two address how the data were incorporated into the model (Laerd Statistics, n.d.). I outline assumptions and discuss table output and analysis below.

Assumption 1: One Ordinal Response Variable

The response variable in this analysis was motivation of music teachers, measured on an ordinal scale from 1 to 5.

Assumption 2: One or More Predictor Variables That Are Continuous, Ordinal, Or Categorical

The data set for this analysis contained one predictor variable derived from the PSS, a Likert survey instrument. Though Likert scale data are generally considered ordinal, running an ordinal logistic test in SPSS requires ordinal variables to be treated as continuous variables (Laerd Statistics, n.d.). As explained in the Operationalization of Variables section in Chapter 3, it was acceptable that this predictor variable be treated as continuous. Grace-Martin (2008) and Statistics Solutions (2021) support the five or more categories rule and use of the approximate continuous variable. These were determining factors in satisfying this assumption for my study.

Assumption 3: No Multicollinearity

The third assumption is that there should be no multicollinearity between predictor variables. Because this analysis included one continuous predictor variable, the test for multicollinearity was not required.

Assumption 4: Proportional Odds

The assumption of proportional odds was met, as assessed by a full likelihood ratio test comparing the fit of the proportional odds location model to a model with varying location parameters, $x^2(2) = 4.121$, $p = .127$.

Statistical Analysis Findings

I used ordinal logistic regression to measure how perceived administrative support predicted the motivation of music teachers. My intention was to use study results to determine the extent to which music teachers' motivation to put forth best efforts to teach music was dependent on their perception of support from principals. I explain the results of the study in the following sections.

Research Question

I posed one research question for the study. The research question is as follows: To what extent does K–12 music teachers' perception of principal support for music education predict self-reported motivation for teaching music?

Table 3 indicates the odds ratio of increased motivation for every expected unit of increase in music teachers' perception of administrative support. Test results showed that for every unit of increase in administrative support, the odds of motivation among music teachers increases by 1.030 (95% CI [1.005, 1.054], Wald $x^2(1) = 5.801$, $p < .05$). This

result is significant with a *p* value of .016. Response variable thresholds are included within the table output. Although these data may be considered, they are generally not interpreted in ordinal logistic regression (Statistical Consulting Group, n.d.).

Response variable data ranged from *strongly disagree* to *agree* when it comes to being motivated. Three respondents strongly disagreed, and 4 respondents disagreed to being motivated, representing 13.5% of responses. A total of 22 respondents indicated they agreed to being motivated, representing 42.3% of responses (Table 2). The remaining and majority of responses represented 44.2% of the data with 23 participants neither agreeing nor disagreeing that they were motivated. Zero percent of participants' cumulative responses indicated strong agreement to being motivated.

Table 3

Parameter Estimates

				95% Wald Confidence Interval		Hypothesis Test				95% Wald Confidence Interval for Exp(B)	
Parameter		B	Std. Error	Lower	Upper	Wald Chi-Square	df	Sig.	Exp(B)	Lower	Upper
Threshold	[Strongly Disagree]	-1.107	.8734	-2.819	.605	1.606	1	.205	.331	.060	1.831
	[Disagree]	-.105	.7789	-1.632	1.421	.018	1	.892	.900	.196	4.143
	[Neither Agree nor Disagree]	2.256	.8502	.589	3.922	7.038	1	.008	9.540	1.803	50.495
Support final (summed) (Scale)		.0291[a]	.0121	.005	.053	5.801	1	.016	1.030	1.005	1.054

Response Variable: Motivation (coded)
Model: (Threshold), Support (total)
a. Fixed at the displayed value.

Summary

The data showed a wide variety of individual responses from music teachers when it came to the level of administrative support they perceived. The mean output of perceived administrative support was 63.48, which is slightly above the midpoint of 56 on the continuous scale. The standard deviation was 23.455, which I consider substantial, as it points to a wide spectrum of experiences among music teachers. The majority of music teacher participants (44.2%) expressed neither agreement nor disagreement that they continued to be motivated to teach music. This majority was followed by a close second with 42.3% agreeing to have maintained motivation.

Although minimal, there appears to be some evidence that music teachers' perception of administrative support can predict their motivation to teach music. The average perception of support experienced by music teachers is on par with the majority expressing neither agreement nor disagreement with being motivated. However, the 42.3% who agree to have maintained motivation shows there is a significant group of individuals who have not been affected by the predictor. It is possible that some of these music teachers, regardless of their perceived administrative support, maintained a relatively higher level of motivation to teach music. This subject will be revisited in my recommendations for future study,

Included in Chapter 5 is the interpretation of findings on the research question, as determined by the ordinal logistic regression. I discuss the intrinsic and/or extrinsic nature of music teachers' motivation and what role these values may play in my recommendation for future study. The limitations of the study and implications for

positive social change are also discussed. I conclude with a final message that captures the essence of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to explore the extent to which music teachers' perception of principal support for music education predicted their self-reported motivation for teaching music. I used two Likert surveys to measure music teachers' perceived administrative support and their motivation to teach music. Predictor variable (music teachers' perception of administrative support) data were collected via DiPaola's (2012) Principal Support Survey (Appendix A). The Motivational Orientation Inventory Scale (Barrick et al., 2002) measured the response variable, music teachers' motivation (Appendix B). Research participants included elementary, middle, and high school music teachers in three states. I analyzed data using ordinal logistic regression. My findings are discussed in further detail throughout this chapter.

Interpretation of Findings

I conducted this study to reveal the extent to which the perceived administrative support of music education, as experienced by music teachers, predicted the self-reported motivation of music teachers. In the following sections, I compare and discuss the findings of this research with referenced peer-reviewed literature. I will further interpret these accounts as they relate to the empirical literature and theoretical framework of the study.

Interpretation of Findings in Relationship to the Empirical Literature

I discussed extensive examples of education policy, common school practices, as well as the ways in which these decisions altered the teaching experience of some music teachers in the Literature Review. Efforts of education reform failed to implement

strategies that were truly helpful to music teachers and their students (Crooke, 2017). Such plans include those of NCLB and ESSA, ultimately ushering in the era of accountability (Shaw, 2016). During this time, resources and energy were placed primarily on the needs of core subject areas such as science and math (Whitehorne, 2006; Woodside, 2015).

Some of the more pressing issues of music teachers were discussed by Shepherd-Jones and Salisbury-Glennon (2018) and Shaw (2016). These issues included increased workloads, feelings of unimportance, and respect of classroom authority. According to the authors, these were major stressors for music teachers. Lack of respect for their classroom authority was considered detestable. It is necessary that school principals have the freedom to create the vision they have for their individual schools (Franklin, 2016). Prior research revealed that an administrator's level of support is likely a reflection of district priority (Crooke, 2017; Dempsey, 2015). This prioritization influences administrators' professional motivations in their own schools. Hence, this study explored music teachers' motivation and if it could be predicted by their perceived levels of support.

Results of this study confirm and extend prior literature. The mean scores for music teachers' perceived level of administrative support were just above the midrange of the scale (M = 63.48). However, within a range of 16 to 96, individual scores fell between 19 and 96 with a large standard deviation of 23.455. These data coincide with Shaw's (2016) findings that teachers' stresses were varied, ranging from having experienced no stress at all to feelings of inadequacy.

While the effect is not remarkable, the analysis confirms the alternative hypothesis. K–12 music teachers' perception of principal support for music education significantly predicts self-reported motivation for teaching music. Naturally, there may be certain aspects of administrative support that are of greater importance to music teachers than others when it comes to their motivation. While this was outside the scope of the study, the significant standard deviation of the predictor variable and disaggregated response variable data point to a much more complex relationship between music teachers' perception of administrative support and their motivation. Further research will be needed to explore this relationship thoroughly.

Interpretation of Findings in Relationship to the Theoretical Framework

I chose Maehr's (1984) personal investment theory as the theoretical framework for this study. The personal investment theory assumes that individuals will place greater effort toward endeavors that provide equal return. Thus, they expect outcomes that are in alignment with their personal input. In relation to this study, I used the theory to consider the motivation of music teachers with given support from administrators. The idea was that perhaps a decreased perception of support, such as time and resources from school administrators, could potentially diminish the expected capacity of music teachers' performance, thereby lowering their motivation to teach.

Results of the study revealed this as a circumstance that affects people differently on a case-by-case basis. As mentioned in the previous section, the mean scores of music teachers' perceived administrative support were just above the midrange of the scale, showing a wide standard deviation of individual responses. As this was the case with the

predictor variable, music teachers' level of motivation was much the same. The highest number of music teachers (44.2%) scored as *neither agree nor disagree* when it came to their level of motivation. Despite the neutral response to perceived administrative support, the next highest number of music teachers (42.3%) agreed that they had remained motivated. Not one participant scored cumulatively in the *strongly agree* range of being motivated. Overall, music teachers' motivation appears to remain more consistent regardless of their perception of administrative support.

I would like to reintroduce the aspects of intrinsic and extrinsic values in relation to music teachers' motivation in the music classroom. As discussed in Chapter 2, several researchers have approached the theory of personal investment with emphasis on other influences such as socioeconomics (Maehr & Archer, 1985), culture (McInerney, 2008), and gender (King & Ganotice, 2014). Each of these studies reveal a common denominator, that while extrinsic factors may influence individuals' personal investment, it is not governed by it. In the case of McInerney's (2008) study on how motivation corresponded with achievement among children from varying cultures, research results indicated that although extrinsic reward and support played a significant role in these students' performance levels, those with higher levels of support did not typically outperform those with lower support. In fact, students who lacked the most support were more likely to work toward higher education.

This also appears to be the case with a great number of music teachers and the motivation they exhibit in relation to the support they perceive. The personal investment theory assumes that lack of support will produce lack of trying. This has not been proven

to be the case. In fact, it is quite the contrary for some music teachers. My research confirms the findings of Delgado (2017), that music teachers maintain higher motivation without extrinsic reward. Because music teachers show a more consistent level of motivation that is contrary to the varied perception of administrative support, this is an indication that they draw from a more intrinsic motivation to continue best efforts in music education.

Limitations of the Study

This research represents elementary, middle, and high school music teachers in a Southeastern state, a Southwestern state, and a Northeastern state in the United States. While this study could reflect similar circumstances among other music teachers in these regions, the low rate of participation makes it difficult to substantiate research, and thus, serves as a limitation in the study. Another limitation is the variety of music teacher participation. Although the study was open to music teachers specializing in choral, instrumental, string, and general music, the largest number of participants were choral music teachers. Limitations may occur as a result of inherent cultural differences as well.

My design of choice for the study was straightforward with clear parameters and specific participant requirements. Researchers developed strict measures to ensure the reliability of testing instruments in the study. Participants completed surveys voluntarily via online questionnaire. This process was conducted in a noninvasive manner. I considered music teachers' workload, stress, fatigue, personal responsibilities, as well as the challenges revolving around the COVID-19 pandemic as limitations that could have

possibly affected participation and fairness of responses. I planned the time of this collection process carefully with respect to music teachers' school year obligations.

Recent literature relative to my study was sparse. For this reason, I exhausted the most recent literature relative to my study and used some older literature, including seminal research, to illuminate the ongoing problem of administrative support of music education. This could be interpreted as a limitation. As stated in the research, it may also illuminate a problem that has been consistently overlooked through the years.

Recommendations

Future researchers building upon this study will benefit from utilizing a more focused, or targeted, group of individuals. This will likely require the cooperation of a single school district or specific group of school districts. Ideally, this would not occur during a worldwide pandemic, which would provide greater flexibility. If this were the case, arranging a physical meeting with a district's music teachers to offer the opportunity of participation would be most effective. Researchers choosing this avenue will have the added option of paper surveys as well.

Another benefit of a more focused group of participants will be the variety among music teachers. As mentioned in the previous section, many participants in this study were choral music teachers. I can only assume this was a coincidence, as the opportunity was extended to music teachers in multiple areas, including band, string, and general music. Again, to counter this issue, my recommendation is to not be too broad concerning location when inviting participants. Instead, I believe it would be best to invite a district of music teachers. An in-person invite should be preferred.

A second alternative to this choice would be to limit the study to specific areas of expertise among music teachers. That is, a study limited to only band teachers, string teachers, etc. A third option to simplify the study would be to focus on specific grade-level music teachers. This study included music teachers who work in Grades K–5, 6–8, and 9–12. These may be divided as seen fit for future research. Even in these cases, an in-person district invite would be most advantageous.

A greater number of participants would have been helpful to this study. Each of the options above, along with a more personal approach would likely fix the issue of low research participation. More research is needed when it comes to the administrative support of music teachers and music education as a whole. I encourage the conducting of research that would support the disaggregation of such data, just as it was allowed for music teacher motivation in this research. This would add significantly to the body of knowledge surrounding this and relative subject areas.

Beyond the aforementioned methods and collection strategies, and with these data in mind, I believe this research can also be extended by exploring how other people, organizations, activities, and/or circumstances may be affected by the motivation of music teachers. These variables may include, but are not limited to, students, other faculty and staff, local community, the music education community, and even the personal families or lives of music teachers. Future researchers may discover the short- and long-term effects of exposure to music teachers performing at varying levels of motivation. Many of these variables are applicable to the potential for positive social change, which will be discussed in the following section.

Implications for Positive Social Change

Music teachers and the level of motivation they exhibit is at the core of this research. There is no doubt that these individuals are influenced by various experiences throughout their careers, including administrative support. Although generalizability is unclear, my research did reveal an interesting pattern among music teachers. That is, their level of motivation wavered less than their perception of principal support. Nonetheless, it did waiver.

In the previous section my study showed music teachers as having an average attitude of motivation toward teaching music. To be specific, 44.2% of participating music teachers neither agreed nor disagreed with having experienced motivation as teachers in the music classroom. That level of indifference is disconcerting and too large of a grouping to ignore. Jiang et al. (2014) acknowledges the teacher role as important to the success of students. With this in mind, it is surmisable that students' ease of reaching their goals is linked to this valuable ingredient.

Students experience positive results in the areas of problem-solving and comprehension when exposed to music education (Silverstone, 2018). Considering the current importance the traditional education system places on standardized testing, I am reminded of Johnson and Memmott's (2006) findings that music education increases students' test scores. Such positive changes not only increase performance, but will likely increase the morale among teachers, students, and the entire school community. Long term effects of music education have the potential to expose students to more cultured and well-rounded experiences, varied professional opportunities as they enter adulthood,

and an appreciation for the eclectic world around them. Lastly, in my opinion, it is simply paramount that all individuals, including music teachers, enjoy the career they have chosen to the fullest.

Maehr's (1984) personal investment theory suggests that best efforts are placed toward tasks that produce returns equaling that of an individual's input. As it relates to positive social change, this theory reveals the importance of leveling the playing field in education as a whole. Acknowledgment that students have as many varied interests as there are subject matter in school (if not more) increases the need to place equal importance in all areas of education. To do so would support the needs of all students and their goals for the future.

My study of music teacher motivation and principal support cannot validate or invalidate the personal investment theory. It can, however, substantiate the possibility that intrinsic motivation has the ability to counter attitudes aligning with the theory. It is my opinion that leaving this possibility to chance would be detrimental to the future of many students. My suggestion is to treat the theory as though it is true, implementing standards supporting the full spectrum of educational interests among students.

Established throughout this study is the reality that administrative support mirrors that of district priority (Crooke, 2017; Dempsey, 2015). Through the authority of their leadership, administrators have the task of creating an environment that incapsulates their personal vision (Franklin, 2016) while remaining mindful of district mandates. I am reminded that standard district procedures are not implemented with music education in mind (Crooke, 2017). The issue, then, for music educators is whether they will be

fortunate enough to serve under the leadership of an individual who values music education as much as they value the standard procedures of the education system. This would require an intrinsic desire from the administrator as well, and likely, uncertainty for the music teacher.

Implications for positive social change include the reevaluation of current education practices. To prevent further deterioration of values placed toward music education, student exposure, and music teacher motivation, I recommend the implementation of new policies that support an all-inclusive education plan. Such changes to standard educational practices will foster a healthier respect for holistic education, thereby, strengthening the motivation and influence of music teachers and broadening student potential.

Conclusion

At the heart of my research was a need to bring awareness and heal the damage that has been done to music practitioners, as well as educate school leaders on how music education can benefit universal goals of the education system. Music educators are a passionate and intrinsically motivated group. Despite shortcomings in the areas of resources and priority in music education, music teachers have managed to overcome with sheer desire and a love for their craft. Still, an underlying sense of displeasure can remain when one is aware of greater possibilities that could be attained with proper support systems.

As with any organization or charge, it is imperative that stakeholders solidify the future of the platform by ensuring the growth of those who will lead in years to come. I

am reminded of a speech in which Michael Jackson declared that the key to healing the world rests solely on the healing of children. To create a brighter, safer future for the world, leaders must instill a purer example of kindness and compassion for the generations who come behind them. In this way, younger generations will bring fewer unnecessary hardships into adulthood, creating a more favorable human experience to be lived.

I use this example to demonstrate the importance of resolving the struggles of music educators and reclaiming the rightful place of music education as an integral part of holistic education. Research has shown the positive influence music education has on the retention of core subject area materials. It is my opinion that music education should be regarded as a mainstay in every education program. In doing so, all students will reap the benefits of this exposure – musicians and non-musicians alike. Ultimately, young musicians will be trained to take the reins of educating future generations of professional musicians, ensuring the respect of music education and its ability to thrive for years to come.

References

Aróstegui, J. L. (2016). Exploring the global decline of music education. *Arts Education Policy Review, 117*(2), 96–103. https://doi.org/10.1080/10632913.2015.1007406

Bakan, D. (1966). *The duality of human existence:* Isolation and communion in Western man. Beacon Press.

Baker, W. R. (2014). Perceptions of New Jersey Music teachers regarding merit pay and other forms of compensation. *Visions of Research in Music Education, 25*, 1–24. https://www.researchgate.net/publication/270570904_Perceptions_of_New_Jersey_Music_Teachers_Regarding_Merit_Pay_and_Other_Forms_of_Compensation

Balci, A., Ozdemir, M., Apaydin, C., & Ozen, F. (2012). The relationship of organizational corruption with organizational culture, attitude towards work and work ethics: A search on Turkish high school teachers. *Asia Pacific Education Review*, *13*(1), 137–146. https://doi.org/10.1007/s12564-011-9183-8

Barrick, M. T., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology, 87*(1), 43–51. https://doi.org/10.1037/0021-9010.87.1.43

Bernard, C. F. (2015). *Ensemble educators, administrators, and evaluation: Support, survival, and navigating change in a high-stakes environment.* Available from ProQuest Dissertations Publishing. (3704455). https://www.proquest.com/dissertations-theses/ensemble-educators-administrators-evaluation/docview/1687150752/se-2

Bernhard, H. C. (2016). Investigating burnout among elementary and secondary school music educators: A replication. *Contributions to Music Education, 41,* 145–156.

Brown, B. S. (2015). *A descriptive analysis of the job satisfaction of veteran music teachers in North Carolina* (Order No. 3745548). Available from ProQuest Dissertations & Theses Global. (1753920143). https://libres.uncg.edu/ir/uncg/f/Brown_uncg_0154D_11819.pdf

Burrack, F. W., Payne, P., Bazan, D. E., & Hellman, D. S. (2014). The impact of budget cutbacks on music teaching positions and district funding in three midwestern states. *UPDATE: Applications of Research in Music Education, 33*(1), 36–41. https://doi.org/10.1177/8755123314521039

Cansoy, R. (2019). The Relationship between school principals' leadership behaviours and teachers' job satisfaction: A systematic review. *International Education Studies, 12*(1), 37–52. https://doi.org/10.5539/ies.v12n1p37

Center for Innovation in Research and Teaching. (n.d.). *Sampling methods.* https://cirt.gcu.edu/research/developmentresources/research_ready/quantresearch/sample_meth

Cobanoglu, F., & Yurek, U. (2018). School administrators' self-efficacy beliefs and leadership styles. *European Journal of Educational Research, 7*(3), 555–565. https://files.eric.ed.gov/fulltext/EJ1185651.pdf

Corporate Financial Institute. (2021). *Nonparametric tests.* https://corporatefinanceinstitute.com/resources/knowledge/other/nonparametric-tests/

Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). SAGE Publications.

Crooke, A. (2017). *The trouble with teaching music in our schools.* https://pursuit.unimelb.edu.au/articles/the-trouble-with-teaching-music-in-our-schools

Delgado, G. (2017). Intrinsic motivation and flow condition on the music teacher's performance. *Research in Pedagogy. 7,* (145–157) https://doi.org/10.17810/2015.56

Dempsey, J. E. (2015). *A phenomenological study of music educator attrition* (Order No. 1589290). Available from ProQuest Dissertations & Theses Global. (1686533603).

DiPaola, M. (2012). *Conceptualizing and validating a measure of principal support.* https://wmpeople.wm.edu/asset/index/mfdipa/conceptualizingandvalidatingameasureofprincipalsupport

Dosman, N. A. (2017). Why music matters in urban school districts: The perspectives of students and parents of the Celia Cruz High School of Music, Bronx, New York. *Arts Education Policy Review, 118*(2), 67–82. https://doi.org/10.1080/10632913.2015.1009223

Elma, C. (2013). The predictive value of teachers' perception of organizational justice on job satisfaction. *Egitim Arastirmalari-Eurasian Journal of Education Research,* 51, 157-176.

Fidan, T., & Balci, A. (2018). School administrators as legitimation agents: Linking perceived organizational legitimacy and legitimation strategies. *Educational Sciences: Theory and Practice*, *18*(2), 253–277. https://doi.org/10.12738/estp.2018.2.0003

Franklin, K. (2016). Examining the impact of leadership styles on the motivation of U.S. teachers. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=4131&context=dissertations

Furr, J. (2018). Why music education matters. *Music Travel Blog.* https://www.musictravel.com/blog/2018/01/18/why-music-education-matters/

García, E., Weiss, E., & Welshans, I. (2020). What teaching is like during the pandemic – and a reminder that listening to teachers is critical to solving the challenges the coronavirus has brought to public education. *Working Economics Blog.* https://www.epi.org/blog/what-teaching-is-like-during-the-pandemic-and-a-reminder-that-listening-to-teachers-is-critical-to-solving-the-challenges-the-coronavirus-has-brought-to-public-education/

General Psychology. (n.d.). *What is perception?* https://pressbooks.online.ucf.edu/lumenpsychology/chapter/reading-what-is-perception/

Gilbert, A. D. (2016). The framework for 21st century learning: A first-rate foundation for music education assessment and teacher evaluation. *Arts Education Policy Review*, *117*(1), 13–18. https://doi.org/10.1080/10632913.2014.966285

Gitlin, J. (n.d.). *How we protect your survey data and 3 steps you can take to keep it safe.* https://www.surveymonkey.com/curiosity/how-we-protect-your-survey-data-and-3-steps-you-can-take-to-keep-it-safe/

Goldring, R., Taie, S., & Riddles, M. (2014). Teacher attrition and mobility: Results from the 2012-13 teacher follow-up survey. U. S. Department of Education. *National Center for Education Statistics.* https://nces.ed.gov/pubs2014/2014077.pdf

Grace-Martin, K. (2008). *Can Likert scale data ever be continuous?* https://www.theanalysisfactor.com/can-likert-scale-data-ever-be-continuous/

Hancock, C. B. (2015). Is the grass greener? Current and former music teachers' perceptions a year after moving to a different school or leaving the classroom. *Journal Of Research in Music Education, 63*(4), 421-438. https://doi.org/10.1177/0022429415612191

Holtz, G. (2002). Commentary: How to prevent teacher burnout. *School Band & Orchestra.* https://sbomagazine.com/19commentary-how-to-prevent-teacher-burnout/

Jacobs, N., & Harvey, D. (2010). The extent to which teacher attitudes and expectations predict academic achievement of final year students. *Educational Studies, 36*(2), 195-206. https://doi.org/10.1080/03055690903162374

Jiang, J. Y., Sartain, L., Sporte, S. E., & Steinberg, M. P. (2014). The impact of teacher evaluation reform on student learning: Success and challenges in replicating experimental findings with non-experimental data. *Society For Research on Educational Effectiveness*. http://files.eric.ed.gov/fulltext/ED562975.pdf

Johnson, C. M., & Memmott, J. E. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. *Journal of Research in Music Education, 54*(4), 293. https://doi.org/10.1177/002242940605400403

Juntunen, M. L. (2017). National assessment meets teacher autonomy: National assessment of learning outcomes in music in Finnish basic education. *Music Education Research*, *19*(1), 1–16. https://doi.org/10.1080/14613808.2015.1077799

Keigher, A. (2010). Teacher attrition and mobility: Results from the 2008-09 teacher follow-up survey. (NCES 2010-353). U. S. Department of Education. *National Center for Education Statistics.* https://nces.ed.gov/pubs2010/2010353.pdf

King, R. B., & Ganotice, F. A., Jr. (2014). What's happening to our boys? A personal investment analysis of gender differences in student motivation. *Asia-Pacific Education Researcher*, *23*(1), 151–157. https://doi.org/10.1007/s40299-013-0127-4

Laerd Statistics. (n.d.). *Ordinal logistic regression.* https://statistics.laerd.com/spss-tutorials/ordinal-regression-using-spss-statistics.php

LaVigne, A. L., & Good, T. L. (2014). *Teacher and student evaluation:* Moving beyond the failure of school reform. Routledge.

Lawson, M. (2019). *Demystifying ESSA.* https://sbomagazine.com/demystifying-essa/

Levin-Epstein, M. (2016). Arts education can thrive in an era of cutbacks. *Principal Leadership*, *17*(1), 38–42. https://www.nassp.org/publication/principal-

leadership/volume-17-2016-2017/principal-leadership-september-2016/arts-education-can-thrive-in-an-era-of-cutbacks/

Madden, B. (2014). Why music education actually matters. *National Association for Music Education.* http://www.nafme.org/why-music-education-actually-matters/

Maehr, M. L. (1984). Meaning and motivation: Toward a theory of personal investment. *Research on motivation in education*, *1*, 115-144. Academic Press.

Maehr, M. L., & Archer, J. (1985). *Motivation and school achievement.* https://files.eric.ed.gov/fulltext/ED265938.pdf

Maehr, M. L., & Braskamp, L. (1986). The motivation factor: A theory of personal investment. https://www.researchgate.net/publication/232449585_The_motivation_factor_A_theory_of_personal_investment

Martinez, S. (2017). *Perceptions of a suburban school district's high new music teacher attrition rate* (Order No. 10254222). Available from Dissertations & Theses @ Walden University. (1857440527). https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4333&context=dissertations

McInerney, D. M. (2008). Personal investment, culture and learning: Insights into school achievement across Anglo, Aboriginal, Asian and Lebanese students in Australia. *International Journal of Psychology*, *43*(5), 870–879. https://doi.org/10.1080/00207590701836364

Meadows, J. (2017). *Music teachers' perceptions of targeted professional development* (Order No. 10259850). Available from Dissertations & Theses @ Walden University. (1893611445). https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4562&context=dissertations

Merrow, J. (1999). The teacher shortage: Wrong diagnosis, phony cures. *Education Week, 19*(6). https://www.edweek.org/teaching-learning/opinion-the-teacher-shortage-wrong-diagnosis-phony-cures/1999/10

Michel, J. (2018). *Elementary music teachers' perceptions of the effect of budget reductions on music education* (Order No. 10743403). Available from Dissertations & Theses @ Walden University. (2002071840). https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6025&context=dissertations

Mitchell, T. R. (1997). *Matching motivational strategies with organizational contexts.* In B. M. Staw 7 L. L. Cummings (Eds.), Research in organizational behavior (Vol. 19, pp. 57-149). JAI Press.

Munroe, A. (2017). Measuring student growth within a merit-pay evaluation system: Perceived effects on music teacher motivation career commitment. *Contributions to Music Education, 42*, 89–106. https://www.jstor.org/stable/26367438

Myles, O. (1983). *Achievement scores and self-concept responses of eighth-grade potential and non-potential dropouts in a Mississippi school district.* University of Southern Mississippi Graduate School.

Pennington, S. E. (2017). Motivation, needs support, and language arts classroom practices: Creation and validation of a measure of young adolescents' perceptions. *Research in Middle Level Education Online*, *40*(9), 1–19. https://doi.org/10.1080/19404476.2017.1382283

Pergola, J. (2014). Music education in crisis. *School Band & Orchestra*, *17*(2), 10–12. https://www.nemc.com/resources/articles/music-education-in-crisis_90

Perrine, W. M. (2013). Music Teacher Assessment and Race to the Top: An Initiative in Florida. *Music Educators Journal, 100*(1), 39–44. https://doi.org/10.1177/0027432113490738

Qualtrics. (2022). *Sample size calculator.* https://www.qualtrics.com/blog/calculating-sample-size/

Riser-Kositsky, M. (2022). Education statistics: Facts about American schools. *Education Week.* https://www.edweek.org/leadership/education-statistics-facts-about-american-schools/2019/01

Robinson, M. (2019). Music teachers' perceptions of high stakes teacher evaluation. *Arts Education Policy Review, 120*(1), 45–56. https://doi.org/10.1080/10632913.2017.1373380

Scheib, J. W. (2006). Tension in the life of the school music teacher: A conflict of ideologies. *Update: Applications of Research in Music Education*, 24(2), 5-13. https://doi.org/10.1177/87551233060240020101

Shaw, R. D. (2016). Music teacher stress in the era of accountability. *Arts Education Policy Review*, *117*(2), 104–116. https://doi.org/10.1080/10632913.2015.1005325

Shepherd-Jones, A. R., & Salisbury-Glennon, J. D. (2018). Perceptions Matter: The Correlation between teacher motivation and principal leadership styles. *Journal of Research in Education, 28*(2), 93–131. https://files.eric.ed.gov/fulltext/EJ1201598.pdf

Silverstone, J. (2018). *Tuning in: Six benefits of music education for kids.* https://nebhe.org/journal/tuning-in-six-benefits-of-music-education-for-kids/

Solomon, J. D., & District Administration. (2018). Budget cuts lead to dissonance in school music programs. *District Administration, 54*(9), 25. https://districtadministration.com/budget-cuts-lead-to-dissonance-in-school-music-programs/

Statistical Consulting Group. (n.d.). *Ordinal logistic regression: SPSS data analysis examples.* https://stats.idre.ucla.edu/spss/dae/ordinal-logistic-regression/

Statistics Solutions. (2021). *Can an ordinal Likert scale be a continuous variable?* https://www.statisticssolutions.com/can-an-ordinal-likert-scale-be-a-continuous-variable/

Strauss, V. (2017). *Where have all the teachers gone?* https://www.washingtonpost.com/news/answer-sheet/wp/2017/09/18/where-have-all-the-teachers-gone/?noredirect=on&utm_term=.34480de0f279

SurveyMonkey. (n.d.). *Are my survey responses anonymous and secure?* https://help.surveymonkey.com/articles/en_US/kb/Are-my-survey-responses-anonymous-and-secure

Tentama, F., & Pranungsari, D. (2016). The roles of teachers' work motivation and teachers' job satisfaction in the organizational commitment in extraordinary schools. *International Journal of Evaluation and Research in Education*, *5*(1), 39–45. https://files.eric.ed.gov/fulltext/EJ1094678.pdf

West, C. (2012). Teaching music in an era of high-stakes testing and budget reductions. *Arts Education Policy Review*, *113*(2), 75–79. https://doi.org/10.1080/10632913.2012.656503

Whitehorne, R. (2006). *NCLB: Taking a toll on arts and music education.* https://philadelphia.chalkbeat.org/2006/5/24/22181869/nclb-taking-a-toll-on-arts-and-music-education

Woodside, C. (2015). *No child left behind nears end – Congress passes law with stand-alone listing for music!* http://www.nafme.org/no-child-left-behind-nears-end-congress-passes-new-education-law-with-stand-alone-listing-for-music/

Appendix A: Principal Support Survey

The following statements are about your perceptions of supportive behaviors given by your principal. Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6) by filling in the appropriate circle (DiPaola, 2012).

1. Gives me undivided attention when I am talking.
2. Is honest and straightforward with the staff.
3. Gives me a sense of importance – that I make a difference.
4. Supports my decisions.
5. Provides data for me to reflect on following classroom observations of my teaching.
6. Provides frequent feedback about my performance.
7. Helps me evaluate my needs.
8. Trusts my judgment in making classroom decisions.
9. Shows confidence in my actions.
10. Provides opportunities for me to grow professionally.
11. Encourages professional growth.
12. Provides suggestions for me to improve my instruction.
13. Provides time for various non-teaching responsibilities.
14. Provides adequate planning time.
15. Provides extra assistance when I become overloaded.
16. Equally distributes resources and unpopular chores.

Appendix B: Motivational Orientation Inventory

PsycTESTS®

Motivational Orientation Inventory items are rated on a 5-point scale (from 1 = strongly agree, to 3 = neither agree nor disagree, to 5 = strongly disagree.

Measures of Accomplishment Striving

Attention and Direction

I frequently think about getting my work done.

I focus my attention on completing work assignments.

I set personal goals to get a lot of work accomplished.

I spend a lot of time thinking about finishing my work tasks.

I often consider how I can get more work done.

Intensity and Persistence

I try hard to get things done in my job.

I put a lot of effort into completing my work tasks.

I never give up trying to finish my work.

I spend a lot of effort completing work assignments.

Arousal

I feel enthused when I think about finishing my work tasks.

It is very important to me that I complete a lot of work.

PsycTEST is a database of the American Psychological Association (2013).