LIMESTONE UNIVERSITY | *Department of Music*

Music Teacher Role Stress: A Structural Equation Model

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Context

- Role Stress is brought about by dynamics related to a person's position within an organization (Kahn et al., 1964).
- Conley and You (2009, 2014) found paths from role stressors to personal and organizational outcomes for teachers.
- Scheib (2003) qualitatively studied the role stress of four music educators.

Research Questions

1. To what degree do secondary music teachers experience Role Conflict, Role Ambiguity, Role Overload, Underutilization of Skills, Resource Inadequacy, and Nonparticipation?
2. Do the collected data fit a hierarchical measurement model with secondary music teachers' Role Stress comprising Role Conflict, Role Ambiguity, Role Overload, Underutilization of Skills, Resource Inadequacy, and Nonparticipation as factors?
3. Is there a causal path linking secondary music teachers' Role Stress, through job satisfaction, to intent to leave their current positions? To what extent does organizational commitment mediate the relationship between job satisfaction and intent to leave?
4. Do within-specialization teaching, multiple jobs, and learning-performance orientation account for significant portions of the variance in Role Stress for secondary music teachers?

Methods

- Secondary music teachers (N = 1,576)
- Questionnaire (NAfME Research Survey Assistance)
  - Items related to:
    - Six role stressors, including Role Conflict, Role Ambiguity, Role Overload, Underutilization of Skills, Resource Inadequacy, and Nonparticipation
    - Specializations and teaching loads
    - Holding multiple jobs
    - Relative orientation toward performance vs. learning
    - Job satisfaction
    - Organizational commitment
    - Intent to leave the current position
- Descriptive statistics and structural equation modeling

Results

1. Moderate levels of all six role stressors; Role Overload the most substantial
2. Acceptable model fit; all six role stressors loaded strongly onto Role Stress
3. Clear path from Role Stress, through job satisfaction, to intent to leave; commitment was a partial mediator
4. Having multiple jobs had a small impact on Role Stress; Within-specialization teaching and learning-performance orientation did not persist in model

Discussion

- Some secondary music teachers may have too many responsibilities.
- Role stressors are interrelated; changes in one may impact others.
- Role Stress is an important contributor to personal and organizational outcomes.

Research conducted for dissertation completed at the University of Colorado **Boulder**

Role Stress was strongly related to negative occupational outcomes for secondary music teachers.

Study Overview

Music teacher role stress: A structural equation model — Taft, S. A.

Area(s)	Organizational Psychology → *Role Stress*
Methodology	Quantitative, Correlational (SEM)
Variable(s)	**Within-Specialization Teaching** **Multiple Jobs** **Learning-Performance Orientation** **Role Stress** [Role Conflict (RC), Role Ambiguity (RA), Role Overload (RO), Underutilization of Skills (US), Resource Inadequacy (RI), Nonparticipation (NP)] **Job Satisfaction** **Organizational Commitment** **Intent to Leave**
Sample	**1,576** full-time secondary music teachers who were members of NAfME **Criterion/Volunteer**
Analysis	**Descriptive Statistics** **Structural Equation Modeling (SEM)**
Results	M_{RO} = 4.18; M_{RI} = 3.45; M_{RC} = 3.29; M_{US} = 3.10; M_{NP} = 2.45; M_{RA} = 2.33 $\chi^2(693) = 1{,}556.69$, $p < .001$, CFI = .910, RMSEA = .050 Role Stress →$_{-.782}$ Job Satisfaction →$_{-.161}$ Intent to Leave Job Satisfaction →$_{.704}$ Org. Commitment →$_{-.422}$ Intent to Leave Multiple Jobs →$_{.111}$ Role Stress
Finding(s)	1. Secondary music teachers experienced moderate levels of all six role stressors, with **Role Overload** being the most substantial. 2. **Role Stress** was a hierarchical construct comprising the six role stressors. 3. Secondary music teachers with more **Role Stress** were less **satisfied** and **committed** and more likely to **intend to leave** their jobs. 4. Having **multiple jobs** was a weak predictor of **Role Stress.**

Descriptive Statistics and Reliability Estimates for Role Stressors and Occupational Outcomes

Type	Scale	*M*	*SD*	α
Role Stressors	Role Overload	4.18	1.09	.89
	Resource Inadequacy	3.45	1.13	.83
	Role Conflict	3.29	1.04	.75
	Underutilization of Skills	3.10	1.02	.73
	Nonparticipation	2.45	0.91	.84
	Role Ambiguity	2.33	0.85	.76
Occupational Outcomes	Job Satisfaction	4.03	1.06	.91
	Organizational Commitment	4.97	0.93	.84
	Intent to leave	2.07	1.45	-

Note. Response scales were from 1 to 6.

Reasons for Taking Jobs

Reason	Music Teaching		Other Job(s)	
	Frequency	Percent	Frequency	Percent
Enjoy the work	1,039	65.9	523	33.2
Meet regular expenses	1,033	65.5	339	21.5
Job security	982	62.3	106	6.7
Save for the future	735	46.6	412	26.1
Collaboration with other people	642	40.7	358	22.7
Day-to-day variety of responsibilities	624	39.6	185	11.7
Pay off debts	619	39.3	428	27.2
Express my identity	608	38.6	338	21.4
Opportunity for extra paid work (e.g., coaching, tutoring)	509	32.3	658	41.8
Learn about teaching	509	32.3	112	7.1
Opportunity to learn new skills	479	30.4	315	20.0
Work-life balance and flexibility	379	24.0	235	14.9
Buy something special	171	10.9	343	21.8
Balance out negative primary job experiences	137	8.7	270	17.1

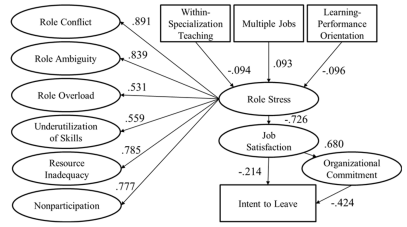
Note. Percent totals exceed 100% because teachers could indicate multiple reasons.

Job Component Area Combinations by Specialization for Sample

Teaching Area(s)	Freq.	%	By Specialization				
			Band	Choir	Orch.	S. Gen.	E. Gen.
Band, Other	305	19.4	297	0	1	5	2
Band	268	17.0	**267**	0	0	0	1
Band, Choir, Other	95	6.0	68	24	1	2	0
Band, Strings, Other	69	4.4	54	2	10	3	0
Band, Choir	60	3.8	50	10	0	0	0
Band, Strings	54	3.4	46	0	8	0	0
Band, Choir, Strings, Other	23	1.5	13	7	2	0	1
Band, Choir, Strings	10	0.6	9	1	0	0	0
Choir, Other	319	20.2	6	300	0	9	4
Choir	158	10.0	2	**154**	0	0	2
Choir, Strings, & Other	12	0.8	0	7	5	0	0
Strings	103	6.5	1	1	**101**	0	0
Strings, Other	62	3.9	2	0	60	0	0
Choir, Strings	11	0.7	0	5	6	0	0
Other	21	1.3	7	5	0	9	0
Invalid Response	6	0.4	2	3	0	1	0

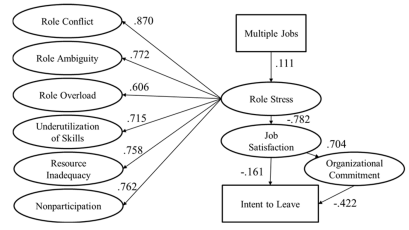
Note. Counts in boldface represent within-specialization teaching. "Other" does not include elementary general music. Invalid responses included providing no response and indicating only elementary general music.

Initial Model



Note. Standardized estimates are shown.

Final Model



Note. Standardized estimates are shown.