

THE RELATIONSHIP OF BAND DIRECTORS' PERSONAL CHARACTERISTICS,
PROFESSIONAL SKILLS, AND EXTERNAL FACTORS TO STUDENT
ACHIEVEMENT: A COMPARISON OF IN-SERVICE AND
PRE-SERVICE BAND DIRECTORS' PERSPECTIVES

A THESIS

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DEDICATION

For all my music educators, who instilled in me the dedication, passion, and love needed to pursue a life of music.

For my wife and daughter, without whom, my life would be silent.

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Without the unwavering support I have felt from my thesis committee, this would not be possible. The kindness and willingness to instruct outside of what may be expected from Dr. Danielle Woolery has not gone unnoticed, and I will always be grateful for the assistance I have received from her. I am immensely grateful to be able to study under someone as dedicated and passionate for music education as Dr. Carter Biggers. I aspire to one day become as knowledgeable, dedicated, patient, and dependable as he has been for his students, including me. I will always be indebted to my thesis chair, Dr. Vicki Baker for the compassion, invaluable patience, thorough feedback, and welcomed guidance she has given me throughout the duration of my thesis, and beyond. Without it, I would not have had the fortitude needed to complete this project. Each one of my committee members have been the exemplars on which to base my music education career and Texas Woman's University has been made a home because of them, and the many other educators like them.

ABSTRACT

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THE RELATIONSHIP OF BAND DIRECTORS' PERSONAL CHARACTERISTICS, PROFESSIONAL SKILLS, AND EXTERNAL FACTORS TO STUDENT ACHIEVEMENT: A COMPARISON OF IN-SERVICE AND PRE-SERVICE BAND DIRECTORS' PERSPECTIVES

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The twofold purpose of this study was: 1.) to determine which personal characteristics, professional skills, and external factors contribute to the success of a band program and 2.) to compare the perspectives of in-service ($n = 62$) and pre-service ($n = 35$) band directors. Results from this study indicated that personal characteristics linked to personability, moral fortitude, and ethical behavior were most significant to both groups of survey participants. Additionally, this study determined that in-service band directors value personal characteristics more than pre-service band directors and the pre-service directors valued professional skills and external factors more than the in-service directors. However, both participant groups agreed that high school band director personal characteristics were most important to the success of a band program followed by professional skills and external factors.

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CHAPTER I

INTRODUCTION

Orientation of Study

During my educational journey I was involved in numerous music ensembles, including wind ensembles, marching bands, jazz bands, chamber ensembles, solo recitals, choirs, and even a national honor band. From the time I began band in sixth grade through my current status as a graduate student, I have had a wide range of music educators, all of whom have contributed in some way to my many opportunities as a musician. I have had incredibly effective directors who made motivating students look as natural as breathing, and I have had directors who have made me question the choice of music education as a career. However, the band directors I deemed to be exceptional teachers possessed certain dispositions that enabled them to form meaningful and trusting relationships with their students. My experiences as a band member made me realize that band directors' personal characteristics have a direct impact on their students' productivity, focus, engagement, retention, and, consequently, overall success.

As a future band director, I am interested in knowing what factors may have a bearing on my success as a music teacher. To find the answer to this question, I explored extant studies and found that they fell into four categories: music educator dispositions, music teacher training, the connection between music teacher dispositions and student success, and experiences of band directors both in the evening and genesis of their careers.

Need for Study

While several studies have been conducted on the varying dispositions and skills of band directors, a paucity of research addresses pre-service band directors' perceptions of what they experienced in high school, their preconceived notions of the effectiveness of personal qualities

and professional skills, and the extent to which they feel external factors affects the success of high school band programs. Additionally, research is needed to compare the perspectives of in-service high school band directors about the factors leading to program success with those of the pre-service band directors. While a number of studies have been conducted to determine which specific qualities lead to desired teacher dispositions, few studies have shown the relationship of those dispositions with band program success from the perspectives of in-service and pre-service band directors.

This study seeks to fill the gaps in research by providing insight into future band directors' perceptions of factors required for a successful band program and comparing their opinions with current high school band directors who have a more informed point of view based on experience. This study could provide a resource for current band directors who are seeking to improve their relationships with their students and to develop a more robust band program as well as pre-service band directors who need to be better informed about the realities they will face in their career.

Purpose of Study

The purpose of this study was to identify the personal characteristics, professional skills, and external (non-musical) factors associated with high school band directors that lead to a successful band program. Further, this study compared pre-service and in-service band directors' perceptions of the importance of each of the personal characteristics, professional skills, and external factors listed.

Research Questions

The findings of this study are based on the survey questions that correspond with the following research questions:

1. What personal characteristics are most critical to the success of a high school band director?
2. What are the most important professional skills of a successful high school band director?
3. To what extent do external, non-musical factors affect the success of a high school band program?
4. What is the difference in perspectives of pre-service and in-service band directors regarding the importance of personal characteristics, professional skills, and external factors in having a successful high school band program?

CHAPTER II

LITERATURE REVIEW

Music Teacher Identity

When portraying the characteristics of an effective music educator, it is important to consider that music educators have both a teacher identity and a musical identity. Ballantyne et al. (2012) studied successful, experienced music educators to ascertain the connection between their self-identity and their approach to teaching and learning. They found that music educators have a dual identity (teacher and musician) and finding the right balance between them is perhaps the most important task of a new music educator.

Isbell (2008) stated that traditionally, music education majors are first exposed to music in their home, and thus, they are more adapted and acculturated to the music profession because of their connections with music through family and former educators. He explained that because of the powerful influence young pre-service music educators received during their formative years, they begin their music education journey with a higher sense of musical identity than teacher identity. Knowles (1992) added that pre-service teachers enter college with educational experiences and former teachers deeply ingrained into their own teacher identity. However, traditional courses neglect the significance of the individual's educational experience, relying instead on the construction of new skills, competencies, and formal knowledge as the core of music teacher education, thus effectively dismissing the wealth of practical knowledge that pre-service music educators possess before they enter their formal training programs (Dolloff, 1999).

Roberts (1991) found that in many formal education settings students lack continuous development of their teacher identities except in the form of musicians as teachers. This attitude further convolutes and divides the identity roles as two separate and competing entities rather

than one well-balanced, cohesive whole (Dolloff, 1999). Personality compatibility with mentor/cooperating teachers may greatly influence the construction and development of teacher identity (Draves, 2018). Draves submitted that there is a plurality of teacher identities and that recognition from educators, university professors, supervisors, cooperative teachers, and mentor teachers is a key factor in validating all modes of teacher identity.

While teacher identity is just as vital to a young music educator's development as their musical identity, it must be constructed and developed through experiences and over time (Wagoner, 2021). Isbell (2008) explicated that performances provide students with opportunities to view their influential teachers in action, which leads to their interest in teaching music. Once the initial interest in teaching is sparked, young musicians often solidify their choice to pursue the music education profession through teaching opportunities such as sectionals or lessons. Isbell added that many undergraduate music education majors become socialized as performers first and teachers second because of the bulk of musical performance experiences that they are exposed to during their childhood and while at school.

In her study, Pellegrino (2015) interviewed four dual-placement student teachers before, during, and after their student teaching experience to determine the extent that music making had on their developing music teacher identities and found that music making was central to being a musician and music teacher. The subjects of the study underestimated the value of the connection of music making and teaching before entering their clinical teaching assignments and concluded their time as student teachers with the discovery that music making was their link between their musical and teacher identities.

Music Educator Training

Ballantyne et. al (2012) found that the training that future music educators receive is likely to determine their success in finding balance between musical and teacher identities. They went on to explain that music majors are already oriented toward music, love teaching, and desire to emulate their past music teachers. However, according to Rohwer and Henry (2004) musical skills are deemed less important than teaching and personal skills by both pre-service and in-service music educators. Rohwer and Henry collected data from 426 college music educators with specialties in choral, instrumental, and general music studies. Based on the study, it was determined that teaching skills and personality characteristics were higher priorities for the college educators to develop in their students than performance and musical skills. They explained that while students are the molders of their own identities, both personal and professional, it is important to provide them guidance in acquiring the desired qualities and dispositions.

The National Council for Accreditation of Teacher Education (NCATE), Interstate Teacher Assessment and Support Consortium (InTASC), National Board for Professional Teaching Standards (NBPTS), and virtually every local education organization have devised standards and identified dispositions that they believe are quintessential to effective teaching (Smith, 2017). However, before determining the qualities that lead to the right disposition, it is important to determine what a disposition is. According to Wasicsko et al. (2007), disposition is what people remembered when they fondly reflected on the qualities of their favorite teacher, while Koeppen and Davison-Jenkins (2006) described disposition as a personal by-product of one's identity, and Jorgensen (2008) stated that disposition is the "...tendency to act or be in a particular way" (p. 35). Jorgensen (2008) emphasized the importance of tact, compassion,

patience, enthusiasm, and integrity as the five fundamental dispositions for a successful teacher. She added that the acquiescence of these dispositions is a vital and hopeful element to forming a teacher identity.

Teacher perceptions and attitudes can be reinforced and modified during their training (Ihrig, 2006). Popow (2013) suggested that universities and institutions evaluate potential educators for their dispositions before they are admitted to education programs. Teacher education programs in Iowa include multiple checkpoints in a pre-service teacher's training where their dispositions are assessed, reviewed, and if necessary, corrected (Brindle, 2012). A study completed by Zost et al. (2014) showed that 88% of higher education institutions evaluated dispositions at three or more checkpoints. The study also revealed that teachers in training were evaluated on their disposition before their first field experience (77.60%), during field experiences (50.50%), before student teaching (80.80%), during student teaching (89.70%), and after student teaching (31.00%). These student evaluations were conducted by both institution-developed assessments and cooperating teachers. Failure to meet designated standards resulted in individual correction or removal from the program. In addition, Whitley (2010) found that the majority of measurable development in pre-service teacher dispositions occurred while participating in field observations.

Miksza and Berg (2013) suggested that, due to the variability in the nature and functions of music, there should be varied approaches when training music educators. Since each pre-service teacher absorbs the various teaching styles from their college educators, it is important for them to model for pre-service teachers (Thompson, 2007). When they begin their careers as teachers, students may be more likely to revert to a mindset of "teach as I was taught" if they do

not have the opportunity to practice and internalize techniques that may be unfamiliar to them (Davis, 2006).

Lehmborg (2009) recommended that each teacher have an idiosyncratic concept of effective teaching, thus allowing freedom to individualize methods for different classes. For example, Bernard (2009) required his students to engage in narrative writing during their field training to help uncover and, thus, understand his students' underlying thinking and assumptions of music education. This led to Bernard's ability to facilitate his students' self-discovery of limitations and opportunities for growth as well as the consequent capacity to craft their developing identities.

Legette and McCord (2014) conducted a study of 104 music education majors enrolled in teaching methods courses and found that while pre-service music educators reported receiving adequate training, they would have liked to receive additional instruction. Participants suggested more instruction in classroom management techniques (57%), pedagogy (55%), real-life scenarios (56%), and the use of more suitable teaching materials (61%). Most participants indicated that pre-service programs were preparing them adequately in providing hands-on experiences/activities (62%), field experience (64%), and instruction in lesson planning (57%). Legette and McCord's study did not address teaching dispositions.

According to Abrahams (2011), for pre-service educators to absorb the dispositions required to be an effective educator, they must be immersed in the proper environment. Abrahams found that students in music education programs perceived their off-campus training (practicum, clinical teaching, field experience) to be paramount in their development and the programs in which they were placed became the blueprints/models for their own teaching. Dispositions must be demonstrated within the context of real-world educational situations for

pre-service educators to witness what works (Abrahams, 2011). Abrahams also suggested that for these positive dispositions to most effectively develop, educator preparation programs should be permitted to offer school-university collaborative experiences to students in lieu of student teaching. He explained that this would offer more opportunities for constructive feedback and supervision as well as give pre-service educators substantially more time to gain valuable field experience so they may be better prepared before entering the workforce.

Pre-Service Educator Perceptions

In a study conducted by Hargreaves et al. (2007), 128 pre-service music educators from eight institutions from London, the Midlands, the North-West, and the East of England showed that while music education students viewed their general effectiveness as music educators as unchanged, they acknowledged that their attitudes towards music teaching evolved as their training progressed. They went on to say that it is vital for the success of future music educators and their music programs that these dispositions and attitudes be developed during their training.

Many pre-service teachers enter education programs at universities with preconceived gestalts of education that oftentimes lead to them viewing their training as a checklist, instead of an opportunity for growth (Campbell et al., 2012). Campbell et al. explained that the important task of correcting this way of thinking is not easily done and is further complicated by developing both the teacher and musician identities simultaneously. Bernard (2009) pointed out that most music teacher certifications in the U.S. are early-childhood to Grade 12, thus requiring students to master a broad-based curriculum. The demands of the coursework cause students to be stretched thin, stressed, and under immense pressure, making it more difficult to navigate their development and delicately balanced professional identity (Bernard, 2009).

In a study conducted by Berg and Miksza (2010), 11 pre-service music education students were asked to document their concerns at the beginning and end of their junior practicum. They found that task-related concerns, such as conducting, instrument technique, and overall music specific pedagogy, were the most prevalent at the beginning and end of the study. Additionally, the pre-service music teachers felt that they most struggled with time management, planning, knowledge, motivation, and rapport with students. However, as they gained experience, participants reported that these aspects of their practicum became easier. Also, it is important to note that when the study began, the subjects were more concerned with having enough knowledge to be able to teach the various content and skill levels in their practicum placements. As the study persisted, however, the subjects began to realize that it was far more critical for both teacher and student success to know how to use their knowledge than it was to collect such a vast amount of information that they are not able to properly put it into practice (Berg & Miksza, 2010).

In their study of 104 music education majors, Legette and McCord (2014) found that the majority of participants perceived working with large numbers of students, rigid time constraints, high energy demands, and classroom management as the most challenging aspects of teaching. Legette and McCord suggested that more focus could be devoted to the day-to-day and potentially frightening aspects of teaching in educator preparation programs. However, the participants in Legette and McCord's study also said that observing beginning students perform, students grasping new skills, and getting the opportunity to make learning fun were overwhelmingly the most rewarding aspect of their training.

Davis (2006) surveyed 55 undergraduate music education students and 25 music education student teachers to determine their perceptions of what skills and behaviors were most

important for teaching music. A second survey was administered and compared with the initial results to ascertain if these perceptions evolved or stayed the same after completing their respective educator preparation programs. Both music education students and student teachers consistently ranked personal skills as being most important, followed by teaching and musical skills, respectively. The characteristics valued the most by both groups of participants included: being enthusiastic and energetic, involving students in the learning process, maintaining student behavior, and being knowledgeable of subject matter materials.

In-Service Educator Perceptions

Successful educators must combine subject matter knowledge, knowledge of students, general teaching skills, administrative skills, and an awareness of effective sequencing of curricula to emphatically influence student learning (Millican, 2009). Jorgensen (2008) added that there should be opportunities for self-reflection to determine how various characteristics reveal themselves in our teaching. In her study involving 12 music educators ranging from elementary to college, Popow (2017) found that the most common self-perceived quality in music educators was the ability to establish meaningful human connections. In his examination of four high school band directors, Edgar (2012) discussed the importance of the music educators' facilitative role. Two directors were male and two were female with at least 10 years' experience and represented urban, suburban, and rural districts in Michigan. All of the music educators that Edgar interviewed agreed that teaching students to be both good humans and good musicians was central to their individual philosophies. He found that the teachers' dispositions inspired them to fill the role of a facilitative teacher, enabled them to pass their values onto their students, and were the qualities that their former students remembered fondly.

Gossett (2016) found that the critical teacher dispositions are contextually dependent on the teaching environment in which they are used. Gossett observed and interviewed three band directors, each at a different point in their career and in different areas of the country. Each participant had a different philosophy of music education, yet each had two themes in common: value of evolution and reflection through context. Each participant admitted to being unaware, or at least not cognizant, of their individual pedagogical values before they entered education. However, they each discovered their pedagogical values through contextual teaching and evolved them through reflection. Gossett also found that each participant shared a general value: lifelong musicianship of their students. However, they deviated from each other in their method of facilitating this value. One director favored the use of social experiences and skill, one sought individual musicianship, and the final one used musical perfection to provide meaningful experiences.

In a study conducted by Heston et al. (1996), data from 120 public school band directors from an unspecified Midwestern state was collected in an effort to determine what led to job satisfaction and what were the stressor elements of being a band director. The researchers found that band directors' greatest sources of job satisfaction were (in order of significance) student success, parental support, and the lessons band directors taught. Heston et al. also found that the three least important contributors to band director job satisfaction were salary, recognition, and budget (budget being the least important). The researchers stated that the study revealed that music educators are, first and foremost, in their profession for their students. However, on the flip side of that coin, student attitudes, student behavior, and the heavy teaching load were the top three most stressful aspects of the band directors' jobs.

Teacher Dispositions and Student Success

Upon entering the teaching profession, it becomes clear that teacher character is linked to student improvement (Button, 2010). Further, Button (2010) stated that it is important to establish trust before students are able to witness teacher character. Lui (2017) recommended that new music educators observe the school culture and be wary of changing too much too quickly. He added that novice teachers should first make strong connections with those who hold authority over students, such as parents, administrators, and fellow teachers.

Wright's (2006) study of general educators showed that there is indeed a significant correlation between what is generally considered effective dispositions and the overall success of students. He also found that the teachers who self-identified as being effective educators had the highest rate of success among their students. He added that the perception of teacher success is an extension of student success and both educators and students determine the connection, and subsequent value, between the two.

According to Teachout (1997), there are several qualities of band directors that lead to a successful program, including maturity and self-control, the ability to motivate students, strong leadership skills, capacity to involve students in the learning process, confidence, organization, and the ability to employ a positive approach to instruction. These seven qualities/dispositions were ranked as most important by both in-service and pre-service band directors. However, some discrepancies did appear in the study. For instance, while experienced band directors ranked "enthusiastic and energetic" as number 3 on the list, the pre-service directors ranked it as 15. Even a disposition like "patience" that would seemingly be automatically included in the top 10 ranked 7 for the experienced directors and 19 for the pre-service directors. This goes to

further indicate that experience is needed in order to form a more realistic idea of what characteristics lead to being a successful music educator.

In his case study of a band director in Texas, Staub (2019) found that cultivating a culture of excellence by building meaningful relationships with students, training individual musicians, and learning from mentors, lead to director success. He discovered that demanding high expectations of students will only get so far, and that it is also important to remain sensitive to the pressures and workload of the students. Staub's study revealed that the compassionate teacher was more successful and had an exceptionally high rate of participation in music programs.

In a study conducted by Powell and Parker (2017), 134 music education majors were prompted to give their perspective on what made their music educators successful and/or unsuccessful. It was found that the most prominent characteristics of successful teachers were characteristics with interpersonal implications such as knowing students individually, displaying empathy and care towards students, differentiating instruction based on need, and showing passion for teaching. Additionally, successful teachers also demonstrated and employed a strong knowledge of performance fundamentals and a high level of expectation and accountability, which they transferred to their students. Because of this, the participants felt prepared and capable of pushing the boundaries of what they could achieve and felt that they would be successful beyond the classroom. Overall, the results from Powell and Parker's (2017) study strongly indicate that successful teachers are those who actively and consistently demonstrate high levels of character and moral fortitude. This indication is echoed in the writings of Jorgensen (2008). Jorgensen (2008) puts forth that learning to teach well is a life-long process

where the construction of effective beliefs, habits, dispositions, and skills are gradual and integral to our teaching identities.

CHAPTER III
METHODOLOGY

Survey Instrument

A researcher-designed quantitative survey was utilized to conduct this research study. The survey instrument was based on research conducted by Davis (2006) and Teachout (1997). Davis (2006) conducted a study comparing the beliefs of the importance of various musical, personal, and teaching skills between beginning music education majors and music education student teachers. Davis based her research on Teachout's (1997) study that required the ranking of 40 teacher skills and behaviors most important to both preservice and experienced teachers.

Two separate surveys were developed to collect the needed data. The first was designed for Texas high school band directors, which will be referred to as "In-Service Band Director Survey" throughout the study. The second was designed for students currently enrolled in a college or university music education program with an emphasis in band, which will be referred to as "Pre-Service Band Director Survey" throughout the study.

The In-Service Band Director Survey consisted of three sections. Section 1 consisted of a list of 18 personal characteristics. Section 2 consisted of a list of 11 professional skills. Section 3 consisted of a list of 19 external (non-musical) factors. Participants were asked to rate the importance of each personal characteristic, professional skill, and external factor with a 5-point Likert scale regarding its impact on having a successful high school band program.

The Pre-Service Survey consisted of five sections. Section 1 utilized a checklist for participants to identify which personal characteristics that their high school band director(s) possessed. Section 2 consisted of a list of 18 personal characteristics. Section 3 utilized a checklist for participants to identify which professional skills that their high school band

director(s) possessed. Section 4 consisted of a list of 11 professional skills. Section 5 consisted of a list of 19 external (non-musical) factors. Participants were asked to rate the importance of each personal characteristic, professional skill, and external factor with a 5-point Likert scale regarding its impact on having a successful high school band program as well as identify which personal characteristics and professional skill their high school band director(s) exhibited. Please note that Sections 1, 2, and 3 of the In-Service Band Director Survey were identical to Sections 2, 4, and 5 of the Pre-Service Band Director Survey.

Recruitment of Participants

After receiving approval from the Institutional Review Board, I began recruiting participants for the study. Once I obtained administrative approval, I posted an invitation and a link to the survey on the Texas Band Directors Facebook page and Young Band Directors of Texas Facebook page. Additionally, I purchased a list of the Texas Music Educators Association (TMEA) Band Division and College Student Division membership emails. I then sent an email to every member on the Texas Music Educators Association High School Band Division ($n = 1,125$) and College Student Band Division ($n = 983$) members list. The email included the overview of the study as well as a participation invitation and link to the members' respective surveys. The survey remained open for 2 months with a reminder sent every 2 weeks after the initial email was sent. Out of all the emails ($N = 2,108$) sent out, a total of 129 were returned due to invalid email addresses, full inboxes, or blocked outside messaging. It is worth noting that some participants may have received the survey multiple times due to concurrent membership in TMEA, the Texas Band Directors Facebook page, and/or Young Band Directors of Texas Facebook page.

The participants ($N = 99$) included current high school band directors ($n = 62$) and pre-service music education majors with a band emphasis ($n = 35$). Two respondents failed to make it past the initial screening process.

Inclusion Criteria

In-Service High School Band Directors

Participants were required to be at least 18 years of age and be currently employed as a high school band director in Texas. The following questions were required to determine the eligibility of inclusion by the participants: 1.) “Are you 18 years of age or older?” 2.) “Are you a current **high school** band director in the state of Texas?” Of the participants ($n = 64$) who responded, 64 replied “yes” to question one and 62 answered “yes” on question two. The two participants who answered “no” on question two were taken to the end of the survey, thanked for their participation, and prompted to submit without continuing.

Pre-Service Band Concentration Music Education Majors

Participants were required to be at least 18 years of age and be currently enrolled at a college or university as a music education major with a band concentration. The participants ($n = 35$) indicated that they met the criteria for inclusion by selecting “yes” to the following questions: 1.) “Are you 18 years of age or older?” 2.) “Are you currently enrolled in a college or university music education program with a **band** concentration?”

Data Collection

All data were collected through a Google Forms survey. Upon opening the survey, the informed consent form and a description of the study were presented to the participants. In order to proceed with the survey, the participants had to read through the consent form and click “next” to continue. The next section included questions to ensure that the participants were

eligible to take the survey. Once they answered “yes” to the eligibility questions, they were able to move on to the survey questions.

In-Service High School Band Directors

The first section prompted the participants to rate the significance of the personal characteristics that an effective high school band director should exhibit. A list of 18 personal characteristics were presented with a Likert-type rating system with 0 (*no opinion*), 1 (*not important*), 2 (*slightly important*), 3 (*moderately important*), 4 (*important*), and 5 (*very important*) as the degrees of significance.

The second section prompted the participants to rate the significance of the professional skills that they believe an effective high school band director should exhibit. A list of 11 professional skills was presented and the same Likert-type rating system as the first section was utilized.

The third section prompted the participants to rate the significance of the external/nonmusical factors that they believe contribute to the success of your high school band. A list of 19 professional skills was presented and the same Likert-type scale rating system as the previous two sections was utilized.

Pre-Service Band Concentration Music Education Majors

The first section prompted the participants to identify the personal characteristics that their high school band director(s) exhibited utilizing a checklist of 18 characteristics. The second section (identical to the first survey section posed to in-service band directors) prompted the participants to rate the significance of the 18 personal characteristics using the checklist in Section 1 that an effective high school band director should exhibit, using a Likert-type rating

system with 0 (*no opinion*), 1 (*not important*), 2 (*slightly important*), 3 (*moderately important*), 4 (*important*), and 5 (*very important*).

The third section prompted the participants to select the professional skills that their high school band director demonstrated, using a checklist of 11 skills. The fourth section (identical to the second survey section posed to in-service band directors) prompted the participants to rate the significance of the 11 professional skills that a successful high school band director should possess, using the same Likert-style scale rating system as in Section 2.

The fifth and final section (identical to the third survey section posed to in-service band directors) prompted the participants to rate the significance of the 19 external/nonmusical factors in contributing to a successful high school band program, using the same Likert-type scale rating system as in Section 2.

A pilot study was conducted with veteran band directors ($n = 3$). Based on their recommendations, minor revisions were made to the instrument.

Data Analysis

The means and standard deviations of the results from Sections 1-3 of the In-Service Band Director Survey and Sections 2, 4, and 5 of the Pre-Service Band Concentration Music Education Major Survey were calculated and displayed in tables. Responses of the in-service and pre-service band directors were compared by calculating the Pearson correlation coefficient. The results of Sections 1 and 3 of the pre-service survey that utilized a checklist response were reported using frequency and percentage of responses and presented in tables.

CHAPTER IV

RESULTS

Personal Characteristics

In-Service Band Directors' Ratings

Participants were asked to rate the importance of 18 personal characteristics that an effective high school band director should exhibit. Among the in-service band directors, “Possesses integrity” was rated the highest (4.95, $SD = .21$; see Table 1), with 95% of in-service participants ($n = 59$) in selecting a rating of 5 and 5% ($n = 3$) selecting a rating of 4 (see Table 2). “Conducts themselves ethically” was rated as the next most important characteristic (4.90, $SD = .29$), with 89% of in-service participants ($n = 56$) selecting a rating of 5 and 11% ($n = 6$) selecting a rating of 4. Ratings of these two characteristics not only had the highest mean (4.90+), but also had the greatest amount of agreement among current band directors ($SD < .30$). The next three most highly rated personal characteristics (in order) were “Committed to students and their learning” (4.87, $SD = .33$), “Personable” (4.83, $SD = .41$), and “Reliable/Responsible” (4.82, $SD = .38$). There was a moderately strong level of agreement ($SD < .42$) among the in-service band directors about five most important personal characteristics that lead to a band director’s success.

The characteristics that were rated as least important by in-service participants were (in order from highest to lowest) “Positive attitude” (4.59, $SD = .55$), “Organized” (4.43, $SD = .71$), “Confident” (4.41, $SD = .61$), “Clear philosophy of music education” (4.27, $SD = .79$), and “Displays professionalism in attire” (3.50, $SD = 1.09$). While the standard deviation of all five lowest rated personal characteristics was .55 and above, “Displays professionalism in attire” ($SD = 1.09$) saw the greatest range of responses, with 20% of participants ($n = 12$) selecting 5 (*Very*

Important), 33% ($n = 21$) selecting 4 (*Important*), 29% ($n = 18$) selecting 3 (*Moderately Important*), 13% ($n = 8$) selecting 2 (*Slightly Important*), and 5% ($n = 3$) selecting 1 (*Not Important*).

Table 1

Ratings of Importance of Personal Characteristics Among In-Service Band Directors ($n = 62$)

Personal characteristic	Mean	SD
Possesses integrity	4.95	0.21
Conducts themselves ethically	4.90	0.29
Committed to students and their learning	4.87	0.33
Personable - is able to build and maintain relationships.	4.83	0.41
Reliable/Responsible	4.82	0.38
Displays maturity	4.74	0.51
Effective communicator	4.72	0.51
Manages stress well	4.70	0.58
Flexible/adaptable	4.69	0.64
Displays professionalism in demeanor	4.67	0.53
Maintains self-control	4.66	0.54
Punctual	4.64	0.62
Effective motivator	4.61	0.55
Positive attitude	4.59	0.55
Organized	4.43	0.71
Confident	4.41	0.61
Clear philosophy of music education	4.27	0.79
Displays professionalism in attire	3.50	1.09

Table 2

Frequency of In-Service Band Directors' Ratings (n = 62) of Personal Characteristics Critical to Band Director's Success

Personal characteristic	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Possesses integrity	0	0	0	0	3	59
Conducts themselves ethically	0	0	0	0	6	56
Committed to students and their learning	0	0	0	0	8	54
Personable - is able to build and maintain relationships.	0	0	0	1	8	53
Reliable/Responsible	0	0	0	0	11	51
Displays maturity	0	0	0	2	11	49
Flexible/adaptable	0	0	1	3	10	48
Effective communicator	0	0	0	2	13	47
Manages stress well	0	0	1	1	13	47
Displays professionalism in demeanor	0	0	0	2	16	44
Punctual	0	0	1	2	15	44
Maintains self-control	0	0	0	2	17	43
Effective motivator	0	0	0	2	20	40
Positive attitude	0	0	0	2	21	39
Organized	0	0	1	5	22	34
Confident	0	0	0	4	28	30
Clear philosophy of music education	0	0	1	10	22	29

Personal characteristic	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Displays professionalism in attire	0	3	8	18	21	12

Pre-Service Band Directors' Ratings

The personal characteristic rated most highly by pre-service survey participants was “Conducts themselves ethically” (4.77, $SD = .54$; see Table 3). The next three highest rated characteristics had the same mean (4.74), but differed in their standard deviation. These personal characteristics were “Committed to students and their learning” (4.74, $SD = .37$), “Effective communicator” (4.74, $SD = .44$), and “Reliable/Responsible” (4.74, $SD = .50$). The fifth most highly rated personal characteristic by the pre-service population was “Possesses integrity” (4.71, $SD = .62$).

The five personal characteristics rated lowest (in order from highest to lowest means) by in-service participants were “Positive attitude” (4.28, $SD = 1.10$), “Punctual” (4.20, $SD = .96$), “Confident” (4.14, $SD = .87$), “Organized” (4.11, $SD = 1.13$), and “Displays professionalism in attire” (3.48, $SD = 1.37$). Three characteristics of the five rated least important had standard deviations greater than 1.00: “Positive attitude” ($SD = 1.10$), “Organized” ($SD = 1.13$), and “Displays professionalism in attire” ($SD = 1.37$). The personal characteristic with the broadest range of responses was “Displays professionalism in attire,” with 31% of participants ($n = 11$) selecting 5 (*Very Important*), 20% ($n = 7$) selecting 4 (*Important*), 26% ($n = 9$) selecting 3 (*Moderately Important*), 14% ($n = 5$) selecting 2 (*Slightly Important*), 6% ($n = 2$) selecting 1 (*Not Important*), and 3% ($n = 1$) selecting 0 (*No Opinion*; see Table 4).

Table 3*Ratings of Importance of Personal Characteristics Among Pre-Service Band Directors (n = 35)*

Personal characteristic	Mean	SD
Conducts themselves ethically	4.77	0.54
Committed to students and their learning	4.74	0.37
Effective communicator	4.74	0.44
Reliable/Responsible	4.74	0.50
Possesses integrity	4.71	0.62
Personable - is able to build and maintain relationships.	4.66	0.58
Effective motivator	4.57	0.77
Manages stress well	4.54	0.56
Clear philosophy of music education	4.51	0.70
Maintains self-control	4.51	0.70
Flexible/adaptable	4.51	0.74
Displays professionalism in demeanor	4.51	0.81
Displays maturity	4.51	0.85
Positive attitude	4.28	1.10
Punctual	4.20	0.96
Confident	4.14	0.87
Organized	4.11	1.13
Displays professionalism in attire	3.48	1.37

Table 4

Frequency of Pre-Service Band Directors' Ratings (n = 35) of Personal Characteristics Critical to Band Director's Success

Characteristic	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Committed to students and their learning	0	0	0	1	1	33
Conducts themselves ethically	0	0	0	2	4	29
Possesses integrity	0	0	0	3	4	28
Reliable/Responsible	0	0	0	1	7	27
Effective communicator	0	0	0	0	9	26
Personable - is able to build and maintain relationships.	0	0	0	2	8	25
Effective motivator	0	0	1	3	6	25
Flexible/adaptable	0	0	0	5	7	23
Displays maturity	0	1	0	2	9	23
Clear philosophy of music education	0	0	0	4	9	22
Maintains self-control	0	0	0	4	9	22
Displays professionalism in demeanor	0	1	0	1	11	22
Manages stress well	0	0	0	1	14	20
Positive attitude	1	0	1	4	9	20
Punctual	0	1	0	7	10	17

Characteristic	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Organized	0	2	1	5	10	17
Confident	0	0	1	8	11	15
Displays professionalism in attire	1	2	5	9	7	11

Comparison of In-Service and Pre-Service Band Directors' Ratings

In-service and pre-service band directors showed agreement in their ranking of four of both the highest and lowest ranking personal characteristics. The only difference in the responses was that the in-service participants included “Personable” in their top five characteristics, whereas the pre-service participants included “Effective communicator.” Similarly, of the five lowest ranking characteristics, the sole difference was that the in-service participants included “Clear philosophy of music education,” while the pre-service participants included “Punctual.”

Overall, the in-service population placed a higher value on personal characteristics than their pre-service counterparts (see Table 5). While the mean scores for each group were similar, sometimes within a 0.10 difference, only two characteristics (“Effective communicator” and “Clear philosophy of music education”) were valued more highly among the pre-service participants than the in-service participants.

The combined mean scores of the in-service and pre-service band directors showed that the five primary personal characteristics (in rank order) valued by participants were “Conducts themselves ethically,” “Possesses integrity,” “Committed to students and their learning,” “Reliable/responsible,” and “Effective communicator.” Further, the combined mean scores of the two groups of participants indicated that the five personal characteristics considered least

important to band directors' success (in rank order with the lowest ranking score first) were "Displays professionalism in attire," "Organized," "Confident," "Clear philosophy of music education," and "punctual."

In terms of agreement between the ratings of the in-service and pre-service band directors, the least difference was found in the following personal characteristics: "Displays professionalism in attire" (.02), "Effective motivator" (.04), and "Reliable/Responsible" (.08). The greatest difference in the ratings of the two groups of participants regarding personal characteristics was "Clear philosophy of music education" (-.24), and "Effective communicator" (-.02). Both of these characteristics were assigned a higher mean score by the pre-service band directors.

The overall mean of in-service participants was 4.61, whereas the pre-service participants had an overall mean of 4.45 and both groups of participants had an average *SD* of .32. Calculation of the Pearson correlation coefficient indicated a strong positive correlation between in-service and pre-service band directors' ratings of personal characteristics, $r(16) = .89, p < .001$.

Table 5

Correlation of Ratings of Importance of Personal Characteristics Between In-Service Band Directors and Pre-Service Band Directors

Characteristic	Combined Mean	Difference
Conducts themselves ethically	4.83	0.13
Possesses integrity	4.83	0.24
Committed to students and their learning	4.80	0.13

Characteristic	Combined Mean	Difference
Reliable/Responsible	4.78	0.08
Effective communicator	4.73	-0.02
Personable - is able to build and maintain relationships.	4.64	0.13
Manages stress well	4.62	0.16
Displays maturity	4.62	0.23
Effective motivator	4.59	0.04
Displays professionalism in demeanor	4.59	0.16
Maintains self-control	4.58	0.15
Positive attitude	4.43	0.31
Flexible/adaptable	4.42	0.18
Punctual	4.42	0.44
Clear philosophy of music education	4.39	-0.24
Confident	4.27	0.27
Organized	4.27	0.32
Displays professionalism in attire	3.49	0.02

Note. Differences with negative values indicate a higher pre-service mean score.

Pre-Service Band Directors' Checklist

In addition to rating the importance of the personal characteristics for being an effective high school band director should possess, pre-service participants were asked to indicate which of those same personal characteristics their high school band director(s) exhibited (see Table 6). Among the pre-service survey participants ($n = 35$), 89% ($n = 31$) selected both “Committed to students and their learning” and “Confident.” “Personable” was the third most recognized characteristic, selected by 80% ($n = 28$) of pre-service participants. “Effective communicator,”

“Punctual,” “Clear philosophy of music education,” and “Displays professionalism in attire” tied for fourth most frequently chosen characteristic, each selected by 71% ($n = 25$) of pre-service participants. The characteristics that less than 50% of participants reported that their high school band directors possessed were “Maintains self-control” (49%) and “Managed stress well” (40%).

Table 6

Checklist of Personal Characteristics of Pre-Service Participants’ High School Band Director(s)

Characteristic	Frequency	Percentage of Participants
Committed to students and their learning	31	89%
Confident	31	89%
Personable - is able to build and maintain relationships.	28	80%
Effective communicator	25	71%
Punctual	25	71%
Clear philosophy of music education	25	71%
Displays professionalism in attire	25	71%
Reliable/Responsible	24	69%
Displays maturity	24	69%
Conducts themselves ethically	24	69%
Possesses integrity	23	66%
Displays professionalism in demeanor	23	66%
Positive attitude	23	66%

Characteristic	Frequency	Percentage of Participants
Organized	22	63%
Effective motivator	22	63%
Flexible/adaptable	22	62%
Maintains self-control	17	49%
Manages stress well	14	40%

Professional Skills

In-Service Band Directors' Ratings

Of the 11 professional skills (see Table 7) that the survey participants were asked to rate, the in-service population assigned the highest ratings to “Strong leadership skills” (4.79, $SD = .49$), followed closely by “Maintain student behavior” (4.77, $SD = .45$) and “Good time management” (4.72, $SD = .44$). The professional skills that were only rated *Very Important* or *Important* were “Strong leadership skills” (49 - *Very Important*; 13 - *Important*) and “Good time management” (45 - *Very Important*; 17 - *Important*; see Table 8).

The three lowest rated professional skills were (in order of highest to lowest) “Competent conductor” (3.77, $SD = .91$), “Possess knowledge in music theory and music history” (3.62, $SD = .79$), and “Technologically adept” (3.46, $SD = 1.03$; see Table 7). While “Technologically adept” scored the lowest, more participants ($n = 8$) rated it as *Very Important* than the penultimately rated professional skill (“Possess knowledge in music theory and music history”) with ($n = 7$; see Table 8). However, ($n = 3$) participants viewed “Technologically adept” as *Not Important* while ($n = 0$) rated “Possess knowledge in music theory and music history” as such.

Table 7*Ratings of Importance of Professional Skills Among In-Service Band Directors (n = 62)*

Professional skill	Mean	SD
Strong leadership skills	4.79	0.40
Maintain student behavior	4.77	0.45
Good time management	4.72	0.44
Good classroom management	4.66	0.51
Able to maintain high musical standards	4.58	0.58
Clear speaker	4.51	0.68
Display high level of musicianship	4.27	0.72
Knowledgeable and proficient with secondary instruments	3.95	0.77
Competent conductor	3.77	0.91
Possess knowledge in music theory and music history	3.62	0.79
Technologically adept	3.46	1.03

Table 8*Frequency of In-Service Band Directors' Ratings (n = 62) of Professional Skills Critical to Band**Director's Success*

Professional skill	0 - <i>No</i> <i>Opinio</i> <i>n</i>	1 - <i>Not</i> <i>Important</i>	2 - <i>Slightly</i> <i>Important</i>	3 - <i>Moderately</i> <i>Important</i>	4 - <i>Important</i>	5 - <i>Very</i> <i>Important</i>
Strong leadership skills	0	0	0	0	13	49

Professional skill	0 - <i>No Opinio n</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Maintain student behavior	0	0	0	1	12	49
Good time management	0	0	0	0	17	45
Good classroom management	0	0	0	1	19	42
Able to maintain high musical standards	0	0	0	3	20	39
Clear speaker	0	0	1	4	20	37
Display high level of musicianship	0	0	1	7	28	26
Competent conductor	0	1	2	22	21	16
Knowledgeable and proficient with secondary instruments	0	0	2	15	30	15
Technologically adept	0	3	8	16	27	8
Possess knowledge in music theory and music history	0	0	5	20	30	7

Pre-Service Band Directors' Ratings

The professional skills rated the highest among pre-service participants were “Strong leadership skills” with a mean of (4.77, $SD = .42$), “Maintain student behavior” (4.65, $SD = .59$), and “Good time management” (4.62, $SD = .59$; see Table 7). “Able to maintain high musical standards” (4.62, $SD = .64$) did share a mean rating with “Good time management” (4.62, $SD =$

.59), but the difference in *SD*'s indicates more participants agreed more on the latter than the former (see Table 9). The professional skills most frequently rated as *Very Important* were “Strong leadership skills” and “Display high level of musicianship,” which both received the highest rating from 77% ($n = 27$) of participants (see Table 10). However, while “Display high level of musicianship” was viewed as a vital professional skill by the majority of individual participants ($n = 27$), it only ranked as the seventh most important professional skill overall with a mean of 4.57 ($SD = .85$). This is due to 14% ($n = 5$) of participants viewing “Display high level of musicianship” as *Moderately Important* and 3% ($n = 1$) viewing it as *Slightly Important*.

The professional skills rated the lowest among pre-service participants were “Knowledgeable and proficient with secondary instruments” (4.14, $SD = 1.06$) “Possesses knowledge in music theory and music history” (4.14, $SD = 1.00$), and “Technologically adept” (3.37, $SD = 1.19$). All standard deviations of the lowest rated skills were at least 1.00. Of the 11 professional skills, there were four skills that received at least one rating of *Not Important*. “Competent conductor,” “Possesses knowledge in music theory and music history,” and “Clear speaker” all received one ($n = 1$) *Not Important* rating and “Technologically adept” received two ($n = 2$) *Not Important* ratings (see Table 10).

Table 9

Ratings of Importance of Professional Skills Among Pre-Service Band Directors ($n = 35$)

Professional skill	Mean	<i>SD</i>
Strong leadership skills	4.77	0.42
Maintain student behavior	4.65	0.59
Good time management	4.62	0.59

Professional skill	Mean	SD
Able to maintain high musical standards	4.62	0.64
Display high level of musicianship	4.57	0.85
Good classroom management	4.54	0.65
Clear speaker	4.45	0.85
Competent conductor	4.20	1.02
Possess knowledge in music theory and music history	4.14	1.00
Knowledgeable and proficient with secondary instruments	4.14	1.06
Technologically adept	3.37	1.19

Table 10

Frequency of Pre-Service Band Directors' Ratings (n = 35) of Professional Skills Critical to Band Director's Success

Professional skill	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Strong leadership skills	0	0	0	0	8	27
Display high level of musicianship	0	0	1	5	2	27
Maintain student behavior	0	0	0	2	8	25
Able to maintain high musical standards	0	0	0	3	7	25
Good time management	0	0	0	2	9	24

Professional skill	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Good classroom management	0	0	0	3	10	22
Clear speaker	0	1	0	2	11	21
Knowledgeable and proficient with secondary instruments	0	0	3	8	5	19
Competent conductor	0	1	1	6	9	18
Possess knowledge in music theory and music history	0	1	1	6	11	16
Technologically adept	0	2	6	12	7	8

Comparison of In-Service and Pre-Service Band Directors' Ratings

The two groups of survey participants rated the same three professional skills as most important and in the same order. “Strong leadership skills” received the highest rating with the highest agreement with a minimal difference of .02 between the two survey groups (see Table 11). “Maintain student behavior,” ranked second in importance, had a larger difference (.12) than the third-ranked “Good time management” (.10).

Both groups agreed that “Technologically adept” was the professional skill least important for success with a combined mean of 3.41 and only a .09 difference. Additionally, both groups agreed that “Possesses knowledge in music theory and history” was the penultimate professional skill with a combined mean of 3.88; however, the pre-service participants placed more value (-.52 difference) upon it than the in-service participants. The third lowest-rated professional skill reflected a difference of opinion between the two groups, with in-service

participants ranking “Competent conductor” third from the bottom, whereas pre-service participants placed “Knowledgeable and proficient with secondary instruments” in that position. However, the combined mean scores show that “Competent conductor” (3.98) was rated lower overall than “Knowledgeable and proficient with secondary instruments” (4.04).

Of the 11 professional skills, the in-service participants placed higher value on six professional skills while the pre-service participants placed higher value on five, making the overall value more evenly distributed/balanced between the two groups than the personal characteristics section.

The overall mean of in-service participants was 4.28 ($SD = .49$), whereas the pre-service participants had an overall mean of 4.37 ($SD = .39$). Calculation of the Pearson correlation coefficient indicated a strong positive correlation between in-service and pre-service band directors’ ratings of the value of methods of professional skills, $r(9) = .88, p < .001$.

Table 11

Correlation of Ratings of Importance of Professional Skills Between In-Service Band Directors and Pre-Service Band Directors

Professional skill	Mean	Difference
Strong leadership skills	4.78	0.02
Maintain student behavior	4.71	0.12
Good time management	4.67	0.10
Able to maintain high musical standards	4.60	-0.04
Good classroom management	4.60	0.12
Clear speaker	4.48	0.06
Display high level of musicianship	4.42	-0.30

Professional skill	Mean	Difference
Knowledgeable and proficient with secondary instruments	4.04	-0.19
Competent conductor	3.98	-0.43
Possess knowledge in music theory and music history	3.88	-0.52
Technologically adept	3.41	0.09

Note. Differences with negative values indicate a higher pre-service mean score.

Pre-Service Band Directors' Checklist

Using the same list of 11 professional skills that they rated in importance, pre-service participants were asked to indicate which professional skills their high school band director(s) demonstrated (see Table 12). The skill most frequently selected was “Competent conductor” with 91% ($n = 32$), even though it was rated among the lowest in terms of significance by pre-service band directors. The five professional skills that the fewest number of pre-service participants reported were (in order from most recognized to least recognized) “Good classroom management” (74%, $n = 26$), “Maintain student behavior” (71%, $n = 25$), “Strong leadership skills” (71%, $n = 25$), and “Possess knowledge in music theory and history” (60%, $n = 21$). Interestingly, “Strong leadership skills,” “Maintain student behavior,” and “Good classroom management” were all in the top five highest rated professional skills by pre-service band directors. The professional skill that was demonstrated the least by the participants’ high school band directors was “Technologically adept” with an underwhelming 43% ($n = 15$).

Table 12*Checklist of Professional Skills of Pre-Service Participants' High School Band Director(s)*

Professional skill	Frequency	Percentage
Competent conductor	32	91%
Clear speaker	30	86%
Able to maintain high musical standards	29	83%
Display high level of musicianship	28	80%
Good time management	27	77%
Knowledgeable and proficient with secondary instruments	27	77%
Good classroom management	26	74%
Maintain student behavior	25	71%
Strong leadership skills	25	71%
Possess knowledge in music theory and music history	21	60%
Technologically adept	15	43%

External Factors**In-Service Band Directors' Ratings**

In the final section of the survey, participants were asked to rate the significance of the external factors that they believed would contribute to the success of a high school band program. "Support from school administrators" (4.64, $SD = .54$) was rated the highest (see Table 13). The next highest rated factors were "Recruitment opportunities" (4.56, $SD = .64$), "Sufficient resources" (4.50, $SD = .62$), "Support from district administrators" (4.45, $SD = .69$), and "Adequate budget" (4.43, $SD = .64$). By far the most highly regarded external factor by in-

service band directors was “Support from school administrators” with 67% ($n = 42$) of participants rating it as *Very Important* (see Table 14). The next four external factors most frequently receiving the highest rating were “Recruitment opportunities” (63%, $n = 39$), “Sufficient resources” (56%, $n = 35$), “Support from district administrators” (56%, $n = 35$), and “Adequate budget” (52%, $n = 32$). The order of these external factors is directly correlated with the top five external factors among the mean scores of responses.

The five lowest rated external factors were “Director salary” (3.51, $SD = 1.15$), “Success of bands at competition” (3.38, $SD = 1.16$), “Socioeconomic status of community” (3.01, $SD = 1.46$), “School/district size” (2.56, $SD = 1.37$), and “Impact of football success on band resources” (2.54, $SD = 1.57$). The standard deviations were higher than previous sections, ranging between 1.15 and 1.57. “Impact of football success on band resources” and “School/district size” had the most *Not Important* (1) ratings out of any other factor with ($n = 18$) and ($n = 17$) respectively.

Table 13

Ratings of Importance of External Factors Among In-Service Band Directors ($n = 62$)

External factor	Mean	<i>SD</i>
Support from school administrators	4.64	0.54
Recruitment opportunities	4.56	0.64
Sufficient resources	4.50	0.62
Support from district administrators	4.45	0.69
Adequate budget	4.43	0.64
Advocacy for program	4.40	0.73
Community support of band	4.32	0.78

External factor	Mean	SD
Community attitude towards the arts	4.25	0.84
Community visibility of band	4.24	0.84
Feeder middle school(s) success	4.12	1.09
Priority of music within the school curriculum	4.09	0.91
School culture (attitude towards the band from student body)	4.09	0.91
Director experience	4.03	0.88
Expectations from school/district administrators	3.64	1.20
Director salary	3.51	1.15
Success of bands at competition	3.38	1.16
Socioeconomic status of community	3.01	1.46
School/district size	2.56	1.37
Impact of football success on band resources	2.54	1.57

Table 14

Frequency of In-Service Band Directors' Ratings (n = 62) of External Factors Critical to Band Director's Success

External Factor	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Support from school administrators	0	0	0	2	18	42
Recruitment opportunities	0	0	1	2	20	39
Sufficient resources	0	0	0	4	23	35
Support from district	0	0	0	7	20	35

External Factor	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
<i>administrators</i>						
Adequate budget	0	0	0	5	25	32
Advocacy for program	0	0	2	3	25	32
Community support of band	0	0	1	9	21	31
Community visibility of band	0	0	2	10	21	29
Community attitude towards the arts	0	0	3	8	23	28
Feeder middle school(s) success	1	1	4	5	23	28
School culture (attitude towards the band from student body)	0	0	5	8	25	24
Priority of music within the school curriculum	0	1	3	8	27	23
Director experience	0	1	1	14	25	21
Expectations from school/district administrators	1	3	4	19	17	18
Director salary	0	5	5	18	21	13
Success of bands at competition	1	2	10	20	17	12
Socioeconomic status of community	2	12	5	19	12	12
Impact of football success on band resources	4	18	9	11	11	9

External Factor	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
School/district size	2	17	8	20	9	6

Pre-Service Band Directors' Ratings

Unlike the first two sections (Personal Characteristics and Professional Skills), pre-service participants were not asked to check the external factors their band director(s) dealt with since it would be very unlikely that they were exposed to many of the listed factors, especially enough to understand how they affected the success of the band program. Instead, the pre-service participants were only asked to rate the significance of the external/nonmusical factors that they believed would contribute to the success of a high school band program.

The top five rated factors were “Support from school administrators” (4.77, $SD = .49$), “Advocacy for program” (4.71, $SD = .92$), “Recruitment opportunities” (4.68, $SD = .67$), “Sufficient resources” (4.54, $SD = .61$), and “Community support of band” (4.54, $SD = .81$; see Table 15).

The lowest rated external factors were “Socioeconomic status of community” (3.54, $SD = 1.50$), “Success of band at competition” (3.51, $SD = 1.26$), “Director Salary” (3.40, $SD = 1.26$), “School/district size” (3.14, $SD = 1.41$), and “Impact of football success on band resources” (2.77, $SD = 1.55$). It is important to note that, like the in-service scores, the standard deviations of all these factors were much higher than previous sections. Each of the five lowest rated factors had a standard deviation above 1.25, which indicates the high level of discrepancies within the scores. For example, only 7 participants gave “Impact of football success on band resources” a *Not Important* (1) rating while the same number ($n = 7$) of participants rated it as *Very Important* (5; see Table 16).

Table 15*Ratings of Importance of Extramusical Factors Among Pre-Service Band Directors (n = 35)*

External factor	Mean	SD
Support from school administrators	4.77	0.49
Recruitment opportunities	4.68	0.67
Sufficient resources	4.54	0.61
Support from district administrators	4.51	0.88
Adequate budget	4.31	0.79
Advocacy for program	4.71	0.92
Community support of band	4.54	0.81
Community attitude towards the arts	4.48	0.81
Community visibility of band	4.28	0.92
Feeder middle school(s) success	4.17	1.20
Priority of music within the school curriculum	4.05	1.18
School culture (attitude towards the band from student body)	4.00	1.13
Director experience	3.94	1.05
Expectations from school/district administrators	3.68	1.07
Director salary	3.40	1.26
Success of bands at competition	3.51	1.26
Socioeconomic status of community	3.54	1.50
School/district size	3.14	1.41
Impact of football success on band resources	2.77	1.55

Table 16

Frequency of Pre-Service Band Directors' Ratings (n = 35) of Extramusical Factors Critical to Band Director's Success

External factor	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Advocacy for program	1	0	0	1	3	30
Support from school administrators	0	0	0	1	6	28
Recruitment opportunities	0	0	1	1	6	27
Support from district administrators	0	1	0	3	7	24
Community support of band	0	1	0	1	10	23
Sufficient resources	0	0	0	2	12	21
Community attitude towards the arts	0	1	0	1	12	21
Community visibility of band	0	1	0	5	11	18
Feeder middle school(s) success	1	1	1	3	11	18
Adequate budget	0	0	0	7	10	18
Priority of music within the school curriculum	0	2	1	8	6	18
School culture (attitude towards the band from student body)	0	2	1	7	10	15
Director experience	0	1	1	11	8	14

External factor	0 - <i>No Opinion</i>	1 - <i>Not Important</i>	2 - <i>Slightly Important</i>	3 - <i>Moderately Important</i>	4 - <i>Important</i>	5 - <i>Very Important</i>
Socioeconomic status of community	2	2	3	9	6	13
Expectations from school/district administrators	0	2	2	9	14	8
School/district size	1	5	3	13	5	8
Success of bands at competition	1	3	1	9	14	7
Impact of football success on band resources	2	7	6	9	4	7
Director salary	2	0	4	12	10	7

Comparison of In-Service and Pre-Service Band Directors' Ratings

Both groups had “Support from school administrators” as the top external factor with a combined mean of 4.70 (see Table 17). Additionally, both groups had “Recruitment opportunities,” and “Sufficient resources” in their top five. The largest similarity came from the five external factors deemed least important, with the two groups of participants having the same factors, although the order was different.

The pre-service participants placed more importance on the majority of the external factors. Out of the 19 external factors, only four factors were rated more highly by the in-service participants (“Adequate budget,” “Priority of music within the curriculum,” “Director experience,” and “Director salary”). However, the differences in scores were very minimal, signifying the overall similarity in the recognition of the impact of external factors on the success of band programs.

The overall mean of the in-service band directors' ratings of extra musical skills was 3.93 ($SD = .65$), and the overall mean of pre-service band directors was 4.05 ($SD = .57$). Calculation of the Pearson correlation coefficient indicated a strong positive correlation between in-service and pre-service band directors' ratings of the value of methods of professional skills, $r(17) = .95, p < .001$.

Table 17

Correlation of Ratings of Importance of Extramusical Factors Between In-Service Band Directors and Pre-Service Band Directors

External factor	Mean	Difference
Support from school administrators	4.70	-0.13
Recruitment opportunities	4.62	-0.12
Advocacy for program	4.55	-0.31
Sufficient resources	4.52	-0.04
Support from district administrators	4.48	-0.06
Community support of band	4.43	-0.22
School culture (attitude towards the band from student body)	4.40	-0.62
Adequate budget	4.37	0.12
Community attitude towards the arts	4.36	-0.23
Community visibility of band	4.26	-0.04
Feeder middle school(s) success	4.14	-0.05
Priority of music within the school curriculum	4.07	0.04
Director experience	3.98	0.09
Expectations from school/district administrators	3.66	-0.04
Director salary	3.45	0.11

External factor	Mean	Difference
Success of bands at competition	3.44	-0.13
Socioeconomic status of community	3.27	-0.53
School/district size	2.85	-0.58
Impact of football success on band resources	2.65	-0.23

Note. Differences with negative values indicate a higher pre-service mean score.

CHAPTER V

DISCUSSION

This chapter contains the implications of the results of this study and relates them to previous research in this area of investigation. The chapter is organized topically, using research questions as a framework. The results from this study provide valuable insights into the perceptions and experiences of both in-service and pre-service band directors regarding personal characteristics, professional skills, and external factors that contribute to the success of a high school band program.

Research Question 1: What Personal Characteristics are Most Critical to the Success of High School Band Director?

According to the in-service band directors, the top five personal characteristics (in rank order) that are most critical to being a successful band director are “Possesses integrity,” “Conducts themselves ethically,” “Committed to students and their learning,” “Personable,” and “Reliable/Responsible.” These traits not only had the highest level of agreement, but also had the highest mean scores and the lowest standard deviations. The emphasis on integrity and ethics is supported by previous research by Powell and Parker (2017) and Jorgensen (2008) that found successful teachers actively and consistently demonstrate high levels of character and moral fortitude.

The characteristics considered least important by both in-service and pre-service participants included “Positive attitude,” “Organized,” “Confident,” and “Displays professionalism in attire.” Notably, “Displays professionalism in attire” received the most varied responses and lowest scores between both the in-service and pre-service participants, which indicated the substantial lack of consensus among the entire participant population. “Positive

attitude,” “Organized,” “Confident,” were rated the among the lowest characteristics in both participant groups, which is in direct contrast with Teachout’s (1997) study, which indicated that these characteristics were among the most highly valued within in-service and pre-service directors. Further, these results are conflicting with Wright’s (2006) study of general educators that showed student success is directly related to positive, confident teachers who self-identify as being effective teachers.

Comparatively, the pre-service band directors placed highest value on “Conducts themselves ethically,” followed closely by “Committed to students and their learning,” “Effective communicator,” “and Reliable/Responsible.” However, while the pre-service participants viewed these characteristics as most important, only “Committed to students and their learning” (observed by 89% of pre-service participants) and “Effective communicator” (observed by 71% of pre-service participants) were in the top five personal characteristics observed by the participants in their own high school band directors.

Interestingly, of the five personal characteristics rated least important by the pre-service band directors, “Punctual” and “Demonstrated professionalism in attire” were both observed in their high school band directors by 71% of the participants and “Confident” was observed by 89% of participants. This indicates that the pre-service band directors consider several characteristics to be important contributions to the success of high school band directors that are contrary to what they observed in their own band directors.

Only two personal characteristics were observed by less than 50% of pre-service participants: “Maintains self-control” (49%) and “Manages stress well” (40%). This finding is interesting because both participant groups rated them of fairly high importance. “Maintains self-control” received a mean of 4.66 by the in-service participants and 4.51 by the pre-service

participants, while “Manages stress well” received a mean of 4.70 by the in-service participants and 4.54 by the pre-service participants. While these characteristics are viewed as fairly important by the participants, the fact that they were observed by less than half of pre-service band directors indicates that either they have seen it is possible to be an effective band director without these characteristics or the lack of these characteristics contributed to the lack of effectiveness by their band directors. Further research is needed to determine the extent of the impact these characteristics have on the effectiveness of band directors and the success of a band program.

The personal characteristics that both groups found to be most important highlights the value of traits that are linked to integrity, ethical conduct, the ability to build relationships, and commitment to students in leading a successful band program. It becomes clear that the most critical characteristics a successful band director can have are those that elevate their relationships with students by being a committed exemplar of good character which is again echoed in the writings of Powell and Parker (2017).

Research Question 2: What are the Most Important Professional Skills of a Successful High School Band Director?

The top three professional skills rated highest by both groups were “Strong leadership skills,” “Maintain student behavior,” and “Good time management” (in that order). The high value that the participant groups consistently placed on these skills indicates their importance in the role of a band director. Additionally, these three professional skills had the lowest standard deviations, further indicating the consensus among the surveyed populous.

One notable difference between the two groups was the higher value placed on “Competent conductor” by the pre-service participants, receiving a mean rating of 4.20 with the

pre-service band directors and a moderate rating of 3.77 with the in-service band directors. This difference may reflect the emphasis placed on acquiring musical skills like conducting while enrolled in a university music program, while experienced directors place greater emphasis on pedagogical and classroom skills. This result is supported by previous research that showed that the training that pre-service band directors receive consists almost exclusively of technical and theoretical education (Legette & McCord, 2014). By and large, the pre-service band directors are missing authentic, real-world experience and revert to what they have observed in their own band directors.

It is also interesting to note that the skill rated as least important by both pre-service and in-service band directors was “Technologically adept.” Pre-service directors gave it a mean rating of 3.37 ($SD = 1.19$) and in-service directors gave it a mean rating of 3.46 ($SD = 1.03$). “Technologically adept” was the only professional skill to receive a standard deviation greater than 1.00 in the in-service scores and, in the pre-service scores, the standard deviation was substantially higher than any other skill. The low mean scores, coupled with the immense discrepancy of opinion in both groups suggests that band directors who have received training in technology and are therefore comfortable with its use depend on it more heavily than those who have limited technological expertise.

Research Question 3: To what Extent do External, Non-Musical Factors Affect the Success of a High School Band Program?

Both in-service and pre-service directors identified "Support from school administrators" as the most important factor for the success of a high school band program. This highlights the crucial role that administrators play in providing the necessary support and resources for a band program. Additionally, both groups recognized the importance of factors such as "Recruitment

opportunities," "Sufficient resources," and "Advocacy for program." However, there were variations in the perceived importance of factors such as "Socioeconomic status of community," "Success of bands at competition," and "Director salary," indicating potential differences in experiences and perspectives among directors. "Socioeconomic status of community" may be a factor with more significance to those in urban environments or small rural communities that do not have access to the financial resources needed to provide instruments, equipment, or staff for the band program. "Success of bands at competition" becomes vastly more significant to those who rely on higher scores at contests to remain employed in their district. However, since the pre-service population valued this factor more highly than the in-service population, "Success of bands at competition" may be more of a preconceived assumption of being a successful band director by pre-service participants, especially since many of the pre-service participants connect their experience in band with the weekly marching band competitions in the fall semesters. "Director salary" was (unsurprisingly) more highly valued by the in-service participants. This could be that pre-service participants view any salary as appealing since they have not been employed as a band director before, or that directors at bigger high schools feel that they require more salary for the extra work that must be done for their large student populations. What is more likely, though, is that band directors, both in-service and pre-service, view teaching as a calling and are not in the field for the money.

Research Question 4: What is the Difference in Perspectives of Pre-Service and In-Service Band Directors Regarding the Importance of Personal Characteristics, Professional Skills, and External Factors in Having a Successful High School Band Program?

It is important to note that each pre-service participant was asked to check which personal characteristics and professional skills that their high school band director(s) possessed. Many

items were left un-checked by several participants, which may indicate that they believe that it is possible to have an effective band program without certain characteristics and skills or may indicate that their high school band program was unsuccessful.

The top-rated personal characteristics for pre-service directors differed slightly from in-service directors, suggesting some variation in the perceptions of an effective band director between these two groups. However, while there were differences of rankings, four out of the five highest and lowest rated characteristics were shared between both in-service and pre-service participants. In-service directors valued “Personable” among the top five, while pre-service directors valued “Effective communicator.” Similarly, in-service directors considered “Clear philosophy of music education” to be of low importance while pre-service directors ranked “Punctual” as one of the least important personal characteristics.

In-service directors most likely placed higher value on “Personable” due to the experiences they have building relationships with their students. Pre-service directors have not seen the value of this characteristic as an educator, so they are more likely to value it less. Pre-service directors instead chose “Effective communicator” as the characteristic with greater impact, likely based on their experience as a student in seeing the value of a band director who is able to facilitate the clear transfer of information. It is also likely that pre-service directors place a higher value on “Clear philosophy of music education” because they are currently immersed in the academic coursework that precedes their career and likely are required to write their teaching philosophy and to spend time reflecting on their sets of values and priorities.

Finally, in-service band directors valued “Punctual” far more highly than the pre-service band directors. Although punctuality was most likely stressed in the pre-service participants’ high school programs, having the dictum of “to be early is to be on time” drilled into their

psyches, it is interesting that they did not see its value. In contrast, in-service participants depend on the punctuality of their band members at rehearsals and performances in order to have a successful program. Further, punctuality is one of the extra-musical life skills that many band directors seek to teach their students.

The top three professional skills (“Strong leadership skills,” “Maintain student behavior,” and “Good time management”) had a moderate level of agreement among in-service participants (all with a *SD* of .45 and below). Only one in-service band director gave a 3 (*Moderately Important*) rating to “Maintain student behavior,” which was the only rating below a 4 (*Important*) among the top three skills. For reasons likely linked to pedagogical differences, this section of the survey provided far less solidarity in opinion than personal characteristics.

The lowest standard deviation of the in-service professional skills was “Strong leadership skills” (*SD* = .40) which may indicate that in-service band directors value someone who can provide strong structure with which to run the program. The lowest *SD* within the in-service personal characteristics was “Possesses integrity” (.21) which indicates that pre-service band directors view qualities that are linked to strong ethics and moral fiber as being most important.

Among the top five rated external factors in each participant group, the in-service and pre-service band directors had “Support from school administrators,” “Recruitment opportunities,” and “Sufficient resources” in common. The two external factors the in-service band directors rated among the top five that the pre-service band directors did not were “Support from district administrators” and “Adequate budget.” Administration support of the band seems to be vital to the success of band programs in the eyes of in-service band directors and is further reflected in the high value in-service band directors placed on “Adequate budget.” Without

adequate support from administration at both the school and district level, it becomes more difficult to run a successful program, particularly since administrators control funding.

Although the pre-service participants felt that “Support from school administrators” was important, they did not rank “Support from district administrators” as highly as the in-service participants. They instead chose “Advocacy for program” and “Community support of band” in the top five rated external factors. Perhaps pre-service directors perceive these two factors as going hand-in-hand since it is often the community to which the band needs to be advocated. Additionally, pre-service band directors may feel more strongly about these factors because of their recent experience as band members providing them with a keener grasp on how the community (including the student body, family, friends, etc...) feel about the band.

Interestingly, all five of the lowest rated external factors were shared among the in-service and pre-service band directors (“Socioeconomic status of community," "Success of bands at competition," "Director salary," “School/district size,” and “Impact of football success on band resources”). The consensus of these factors among both participant groups offers an accurate insight into the attitudes towards the factors. “Impact of football success on band resources” was ranked last by both groups by far. Since the surveyed population was Texas-based, and football is a sport found in virtually all of the state’s high schools, regardless of size, it was expected that more importance would be given to this external factor, in that marching bands perform at all football games. Each time a football team advances in competition, the marching band accompanies them. With the marching band performing in increasingly visible venues, expectations for quality of their halftime shows rises, which could be associated with additional funding. However, marching band only performs during the fall, so perhaps the brevity of the season does not necessarily warrant the investment in resources.

“Socioeconomic status of community” and “School/district size” were likely at the bottom of the list because the participants did not believe that being successful relied upon money or the size of a band. Some of the challenges associated with teaching bands in lower socioeconomic areas and in smaller school districts include lack of funding for and/or accessibility to private lessons and quality/variety of instruments. Many of the participants were likely to have attended or taught in smaller/poorer districts and have experienced successful band programs regardless of funding or member numbers.

Overall, the majority of personal characteristics were deemed more important by in-service directors (4.61) compared to pre-service directors (4.45) (see Table 18), which is reflected in the studies done by Rohwer and Henry (2004), Teachout (1997), and Davis (2006). This could stem from a variety of causes such as experience, perception, or training. Perhaps personal characteristics are more important to in-service band directors because they are essential to building and maintaining relationships with their students. According to the axiom, “Students will not care what their educators know until they know that their educators care,” developing the various personal characteristics listed in this study can vastly impact the relationship between students and teachers.

However, the in-service participants assigned higher values to professional skills (4.37 vs. 4.28) and external factors (4.05 vs. 3.93). Since the pre-service band directors are in the midst of university training with a focus on developing professional skills, rather than personal characteristics, it is reasonable for them to place more importance on those skills. Perhaps the reason pre-service band directors deem external factors to be more important than personal characteristics is because they do not yet have the technical or practical knowledge needed to run a program and recognize the need to acquire additional training. It is also possible that their own

band directors lacked knowledge and/or training in these areas and the program could have suffered because of it. In an attempt to correct this deficit in knowledge and experience in their future career, perhaps pre-service band directors have placed greater emphasis on these areas of being a successful band director.

Table 18

Comparison of the Overall Means of the Importance of Personal Characteristics, Professional Skills, and External Factors In-Service Band Directors and Pre-Service Band Directors

Element	In-Service Mean	Pre-Service Mean
Personal Characteristics	4.61	4.45
Professional Skills	4.28	4.37
External Factors	3.93	4.05

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study sought to discover which personal characteristics, professional skills, and external factors are important to being a successful band director from the perspectives of in-service and pre-service band directors. The category of personal characteristics proved to be of greatest importance to both in-service and pre-service band directors, with traits related to honesty, ethics, ability to establish relations, and commitment to students being considered most critical.

The professional skills considered to be most important to in-service and pre-service band directors were associated with classroom management, with “Strong leadership skills,” “Maintain student behavior,” and “Good time management” ranked of greatest importance. In addition to being an exemplar of character and moral fortitude, it is evident that in-service and pre-service band directors believe that conducting a focused, efficient rehearsal is critical to being successful.

“Support from school administrators” was rated as the most important external factor for the success of a high school band program by both in-service and pre-service band directors. This emphasizes the essential role played by administrators in providing the necessary support and resources for high school band programs. Additionally, both groups recognized the importance of factors such as "Recruitment opportunities," "Sufficient resources," and "Advocacy for program."

Overall, the findings suggest a general consensus among both in-service and pre-service directors regarding the importance of personal characteristics, professional skills, and external

factors for the success of a high school band program. Both participant groups valued personal characteristics most highly, followed by professional skills, and external factors. However, there were differences in the rankings and perceptions of importance, particularly among pre-service directors who may have a more optimistic view of the impact of certain factors. In-service band directors valued personal characteristics more than the pre-service band directors, but the pre-service directors placed more importance on both professional skills and external factors.

Implications for Music Education

These insights can inform discussions and decisions related to the recruitment, training, and support of band directors, as well as the allocation of resources for band programs.

University music teacher preparation programs can place a greater emphasis on the personal characteristics that are valued by the veteran band directors in this study. Since most of the training that pre-service band directors receive is based on the technical aspects of teaching music, professors need to embed activities in the curriculum of their methods class to reinforce character, ethics, and principles that are impactful in establishing and maintaining relationships with students.

It is important to keep in mind that pre-service band directors do not enter their training with an existing understanding of which qualities are important to possess. For example, according to this study, punctuality is a trait valued far more by in-service band directors than their pre-service counterparts, but was recognized in 71% of pre-service participants' band directors. Something that seems so obviously essential to experienced band directors is something that is not yet fully understood by the pre-service band directors.

Likewise, the professional skills that were deemed most critical by veteran band directors should be emphasized in university preparation courses. While the music education degree

program focuses on skills like performance on the student's primary instrument, conducting, keyboard, and ear training, the in-service band directors rated the skills of leadership, control of student behavior, and time management as the most crucial to being successful. Although classroom management is traditionally included in music education courses, leadership training and time management skills should be incorporated in the curriculum.

External factors are a bit more challenging to teach pre-service band directors because they vary from school to school. However, music teacher training programs can be proactive by making pre-service band directors aware of potential challenges they may face. For example, veteran band directors rated administrative support as the most impactful external factor. Professors could invite a principal to speak to their methods classes and provide future band directors with tips about gaining support from administration. Recruitment and advocacy were two additional external factors that in-service band directors felt were key factors in being successful. Pre-service band directors need to be made aware of the many advocacy resources offered by TMEA and the National Association for Music Education. Successful band directors with large programs could be invited to talk about their recruitment strategies.

The teachers responsible for training the next generation of band directors can use the results of this study to ensure that their students are well-prepared for the challenges that they will face when they begin their career. This could reduce teacher attrition and increase the likelihood that band directors will remain in the profession and will have successful careers.

Limitations of Study

It is important to note that the findings of this study are based on the perceptions and experiences of the surveyed directors, both in-service and pre-service, and may not necessarily reflect the objective reality of all band programs. Additionally, this study was conducted based

on Texas memberships so the results are a reflection of Texas high school band programs. A larger survey population, national in scope, would be necessary to accomplish a more universal understanding of the issues discussed within this survey. A modified form of the survey could be sent to middle school band directors and compare their responses to high school directors to determine if the ratings in the three categories correspond.

Recommendations for Further Research

Due to the subjective nature of success, further research is needed to determine whether or not high school band directors consider themselves and their programs successful and which personal characteristics and professional skills they possess/demonstrate. Additionally, it would be beneficial for future researchers to explore which classes high school band directors teach and if they portray themselves differently in their separate classes (i.e., academic vs. performance). Further research and exploration are also needed to gain comprehensive factors that contribute to the success of high school band programs and to inform effective strategies for improving music education.

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APPENDIX A

IRB APPROVAL



Texas Woman's University

Institutional Review Board (IRB)

irb@twu.edu

<https://www.twu.edu/institutional-review-board-irb/>

March 21, 2023

Eric Lawson

Music and Theatre

Re: Exempt - IRB-FY2023-222 The Relationship of Band Directors' Personal Characteristics, Professional Skills, and External Factors to Student Achievement: A Comparison of In-Service and Pre-Service Band Directors' Perspectives

Dear Eric Lawson,

The above referenced study has been reviewed by the TWU IRB - Denton operating under FWA00000178 and was determined to be exempt on March 21, 2023.

Note that any modifications to this study must be submitted for IRB review prior to their implementation, including the submission of any agency approval letters, changes in research personnel, and any changes in study procedures or instruments. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All modification requests, incident reports, and requests to close the file must be submitted through Cayuse.

On March 20, 2024, this approval will expire and the study must be renewed or closed. A reminder will be sent 45 days prior to this date.

If you have any questions or need additional information, please email your IRB analyst at irb@twu.edu or refer to the [IRB website](#).

Sincerely, TWU IRB - Denton

APPENDIX B

RECRUITMENT FACEBOOK POST

Hello, everyone!

Are you currently employed as a high school band director in the state of Texas?

If so, you are invited to participate in a research study conducted by Eric Lawson, a master's student at Texas Woman's University, as a part of his thesis.

The purpose of this study is to identify the personal characteristics, professional skills, and external (non-musical) factors associated with high school band directors that influence student success and a successful band program. Further, this study will compare pre-service and in-service band directors' perceptions of the importance of the factors listed in each of the three categories.

Below is a link to the survey that will be conducted on Google forms. It is 100% anonymous, participation is voluntary, and you will not be asked for your name or any identifying information. There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings, and internet transactions. If you answer "no" to any of the eligibility screening questions, you will be prompted to leave the survey. I will post a link to the results of this study when it is completed. If you are unable to complete this survey but know someone who may be interested in it, you may forward it to them.

Research survey link:

https://docs.google.com/forms/d/e/1FAIpQLScXMVaWyYK2HyVSe7D9g5COIguUjv3EI1UMnHrofSFwCOBSNA/viewform?usp=share_link

Thank you for your consideration!

This post has been approved by the admins/moderators of this group.

APPENDIX C

IN-SERVICE RECRUITMENT EMAIL

The Relationship of Band Directors' Personal Characteristics, Professional Skills, and External Factors to Student Achievement: A Comparison of In-Service and Pre-Service Band Directors' Perspectives

Are you currently employed as a high school band director in the state of Texas?

If so, you are invited to participate in a research study conducted by Eric Lawson, a master's student at Texas Woman's University, as a part of his thesis. The purpose of this study is to identify the personal characteristics, professional skills, and external (non-musical) factors associated with high school band directors that influence student success and a successful band program. Further, this study will compare pre-service and in-service band directors' perceptions of the importance of the factors listed in each of the three categories.

Take the survey below to help music educators better understand what qualities, both professional and personal, and external factors contribute to the success of band programs.

In order to participate in this ONLINE SURVEY, you must be at least **18 years of age and currently be employed as a high school band director in the state of Texas.**

Purpose

- To identify the personal characteristics, professional skills, and external factors associated with high school band directors that influence a successful band program.

Procedure

- The survey is administered online
- Take this survey using the *link provided below*
- There are 7 questions, 2 of which are checklists (with 29 items) and the other 3 are a ranking list (with 48 items)
- Total time estimated for the survey is around 10 minutes
- The study is completely voluntary and you may withdraw from the survey at any time

Survey link:

[https://docs.google.com/forms/d/e/1FAIpQLScXMVaWvYK2HyVSe7D9g5COIguUjv3EI1UMnHrofSFwCOBSNA/viewform?usp=share link](https://docs.google.com/forms/d/e/1FAIpQLScXMVaWvYK2HyVSe7D9g5COIguUjv3EI1UMnHrofSFwCOBSNA/viewform?usp=share_link)

Contact information

Principal Investigator: Eric Lawson - elawson2@twu.edu

Faculty Advisor: Vicki Baker, PhD - vbaker@twu.edu

Thank you for your time and interest in this study!

**There is a potential risk of loss of confidentiality in all email downloading, electronic meetings, and internet transactions.*

APPENDIX D

PRE-SERVICE RECRUITMENT EMAIL

The Relationship of Band Directors' Personal Characteristics, Professional Skills, and External Factors to Student Achievement: A Comparison of In-Service and Pre-Service Band Directors' Perspectives

Are you currently enrolled in a college or university as a music education major with a band concentration in the state of Texas?

If so, you are invited to participate in a research study conducted by Eric Lawson, a master's student at Texas Woman's University, as a part of his thesis. The purpose of this study is to identify the personal characteristics, professional skills, and external (non-musical) factors associated with high school band directors that influence student success and a successful band program. Further, this study will compare pre-service and in-service band directors' perceptions of the importance of the factors listed in each of the three categories.

Take the survey below to help music educators better understand what qualities, both professional and personal, and external factors contribute to the success of band programs.

In order to participate in this ONLINE SURVEY, you must be at least **18 years of age and currently enrolled in a college or university as a music education major with a band concentration in the state of Texas.**

Purpose

- To identify the personal characteristics, professional skills, and external factors associated with high school band directors that influence a successful band program.

Procedure

- The survey is administered online
- Take this survey using the *link provided below*
- There are 7 questions, 2 of which are checklists (with 29 items) and the other 3 are a ranking list (with 48 items)
- Total time estimated for the survey is around 15 minutes
- The study is completely voluntary and you may withdraw from the survey at any time.

Survey link:

[https://docs.google.com/forms/d/e/1FAIpQLSfhu924bsQhXPfXdLTE3lfZ5uioloRFXKzGm82nq9qKKY9L3A/viewform?usp=share link](https://docs.google.com/forms/d/e/1FAIpQLSfhu924bsQhXPfXdLTE3lfZ5uioloRFXKzGm82nq9qKKY9L3A/viewform?usp=share_link)

Contact information

Principal Investigator: Eric Lawson - elawson2@twu.edu

Faculty Advisor: Vicki Baker, PhD - vbaker@twu.edu

Thank you for your time and interest in this study!

**There is a potential risk of loss of confidentiality in all email downloading, electronic meetings, and internet transactions.*

APPENDIX E

IN-SERVICE ONLINE SURVEY QUESTIONS

Survey Eligibility Questions

Are you 18 years of age or older?

Yes

No

Are you a current high school band director in the state of Texas?

Yes

No

Survey Questions - Answered using a rating scale of 0 - No Opinion, 1 - Not Important, 2 - Slightly Important, 3 - Moderately Important, 4 - Important, 5 - Very Important.

1. Rate the significance of the personal characteristics that an effective high school band director should exhibit.

Personable - is able to build and maintain relationships.

Possesses integrity

Committed to students and their learning

Effective communicator

Punctual

Reliable/Responsible

Flexible/adaptable

Organized

Clear philosophy of music education

Confident

Maintains self-control

Displays maturity

Manages stress well

Displays professionalism in demeanor

Displays professionalism in attire

Conducts themselves ethically

Effective motivator

Positive attitude

2. Rate the significance of the professional skills that you believe an effective high school band director should exhibit.

Good classroom management

Good time management

Competent conductor

Able to maintain high musical standards

Knowledgeable and proficient with secondary instruments

Display high level of musicianship

Possess knowledge in music theory and music history

Maintain student behavior

Clear speaker

Strong leadership skills

Technologically adept

3. Rate the significance of the external/non musical factors that you believe contribute to the success of your high school band.

Support from school administrators

Support from district administrators

Expectations from school/district administrators

Adequate budget

Sufficient resources

School culture (attitude towards the band from student body)

Advocacy for program

Recruitment opportunities

Impact of football success on band resources

Community visibility of band

Community support of band

Community attitude towards the arts

Socioeconomic status of community

School/district size

Feeder middle school(s) success

Success of bands at competition

Priority of music within the school curriculum

Director salary

Director experience

APPENDIX F

PRE-SERVICE ONLINE SURVEY QUESTIONS

Survey Eligibility Questions

Are you 18 years of age or older?

Yes

No

Are you currently enrolled in a college or university music education program with a band concentration?

Yes

No

Survey Questions - 1 & 3 answered using a checklist. 2, 4, and 5 answered using a rating scale of 0 - No Opinion, 1 - Not Important, 2 - Slightly Important, 3 - Moderately Important, 4 - Important, 5 - Very Important.

1. Check the personal characteristics that your high school band director(s) exhibited.

Personable - is able to build and maintain relationships.

Possesses integrity

Committed to students and their learning

Effective communicator

Punctual

Reliable/Responsible

Flexible/adaptable

Organized

Clear philosophy of music education

Confident

Maintains self-control

Displays maturity

Manages stress well

Displays professionalism in demeanor

Displays professionalism in attire

Conducts themselves ethically

Effective motivator

Positive attitude

2. Rate the significance of the personal characteristics that an effective high school band director should exhibit.

Personable - is able to build and maintain relationships.

Possesses integrity

Committed to students and their learning

Effective communicator

Punctual

Reliable/Responsible

Flexible/adaptable

Organized

Clear philosophy of music education

Confident

Maintains self-control

Displays maturity

Manages stress well

Displays professionalism in demeanor

Displays professionalism in attire

Conducts themselves ethically

Effective motivator

Positive attitude

3. Check the professional skills that your high school band director(s) exhibited.

Good classroom management

Good time management

Competent conductor

Able to maintain high musical standards

Knowledgeable and proficient with secondary instruments

Display high level of musicianship

Possess knowledge in music theory and music history

Maintain student behavior

Clear speaker

Strong leadership skills

Technologically adept

4. Rate the significance of the professional skills that you believe an effective high school band director should exhibit.

Good classroom management

Good time management

Competent conductor

Able to maintain high musical standards

Knowledgeable and proficient with secondary instruments

Display high level of musicianship

Possess knowledge in music theory and music history

Maintain student behavior

Clear speaker

Strong leadership skills

Technologically adept

5. Rate the significance of the external/non musical factors that you believe would contribute to the success of a high school band program.

Support from school administrators

Support from district administrators

Expectations from school/district administrators

Adequate budget

Sufficient resources

School culture (attitude towards the band from student body)

Advocacy for program

Recruitment opportunities

Impact of football success on band resources

Community visibility of band

Community support of band

Community attitude towards the arts

Socioeconomic status of community

School/district size

Feeder middle school(s) success

Success of bands at competition

Priority of music within the school curriculum

Director salary

Director experience