



# Postive Psychological Capital, Job Satisfaction, and Music Teacher Certification Pathways: A Secondary Statistical Analysis

Lauren McGinley Vujosevic, Doctoral Candidate, Univeristy of Maryland



## Purpose

Music education is experiencing a **teacher shortage** and this issue will only intensify as more music educators retire and fewer people enter the profession. While the music education field has explored factors related to music teacher retention using secondary statistical analysis, it is a worthwhile endeavor to see **if/how data from this nationally representative sample of music teachers converges with or diverges from past findings.**

## Related Literature

- **National teacher shortage** (e.g., Schmitt & deCourcy, 2022)
- **Music teacher shortage** (Hancock, 2008; Hancock, 2009; Hancock, 2010; Scheib, 2004; Eros, 2013; Hill, 2003; Scheib, 2006; Austin, 2022)
- **Individual factors** contributing to the current defiet of music teachers (Shaw, 2019; Taft, 2023; Napoles, 2023)

## Research Questions

- (1) What do music teachers report about their positive psychological capital as music educators?
- (2) What do music teachers report about their job satisfaction?
- (3) What is the relationship between positive psychological capital and job satisfaction and music certification pathways?

## Method

- Quantitative, correlational study using secondary data.
- First, I analyzed positive psychological capital and job satisfaction using factor scores. Then I examined relationships among other variables.

### Participant Characteristics

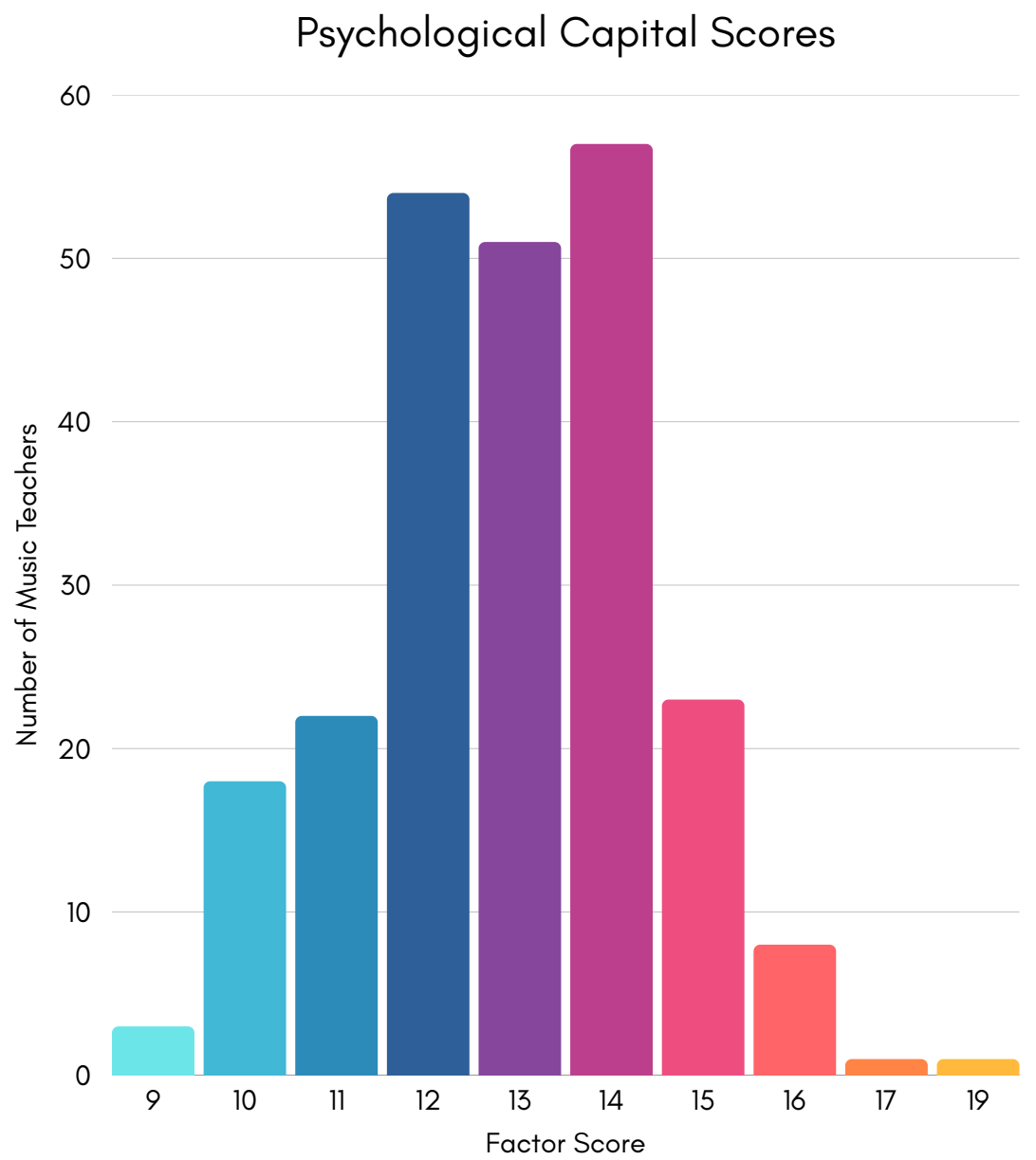


### Positive Psychological Capital

Positive psychological capacities include **confidence, hope, optimism, and resilience.** As opposed to other forms of capital that answer what you have, what you know, and who you know, positive psychological capital is **who you are** (Luthans, F., Luthans, K. W., & Luthans, B. C., 2004).

#### Survey Items

- I don't seem to have as much enthusiasm now as I did when I began teaching.
- The stress and disappointments involved in teaching at this school aren't really worth it.
- I think about staying home from school because I'm just too tired to go.
- The rewards of working with students are worth the stresses of the job.
- My work with students is meaningful.



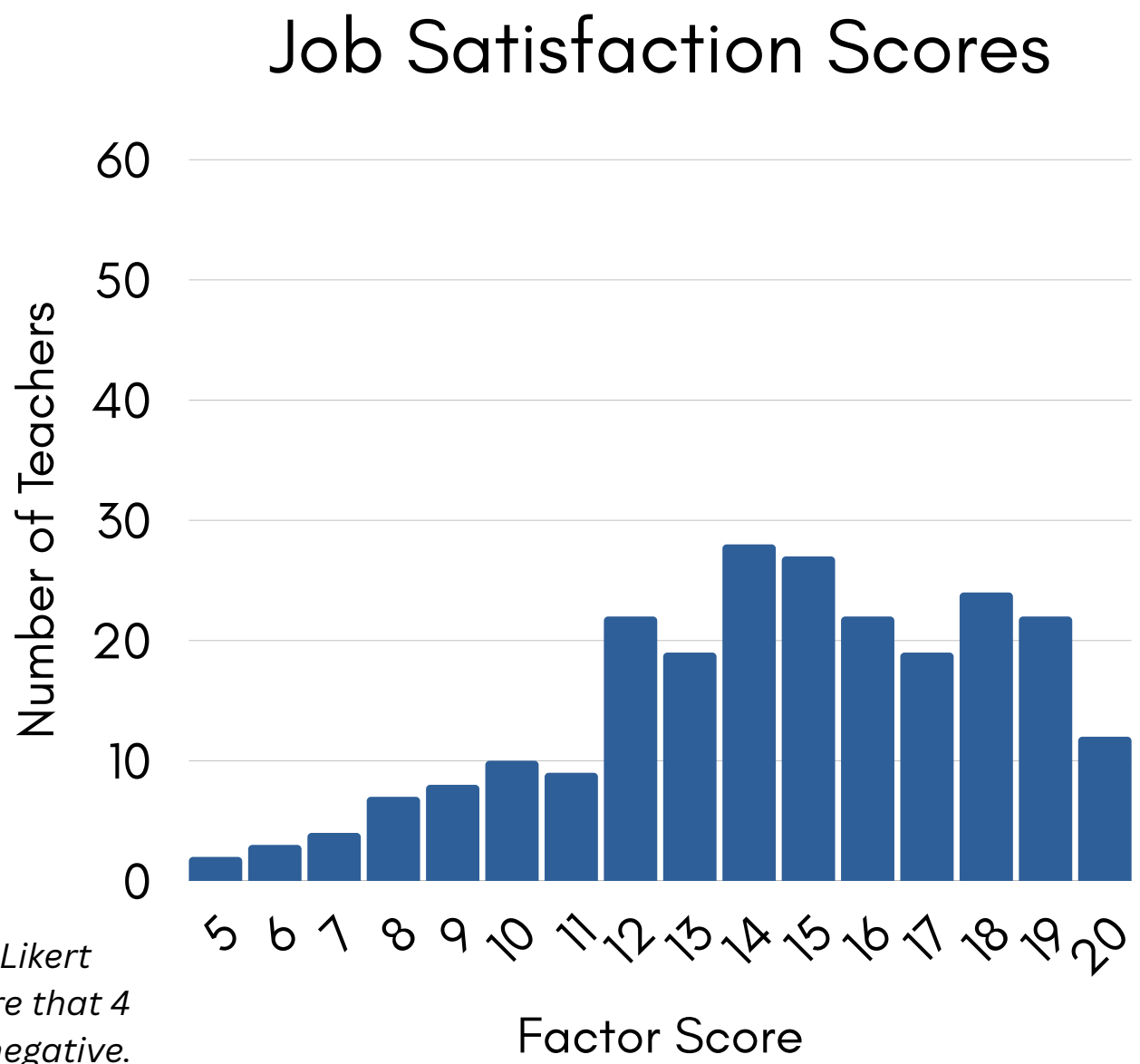
### Job Satisfaction

Job satisfaction is a worker's sense of **achievement** and **success** on the job. It is generally perceived to be directly linked to **productivity** as well as to personal **well-being**. It implies doing a job one enjoys, doing it well and being rewarded for one's efforts (Kaliski, 2007).

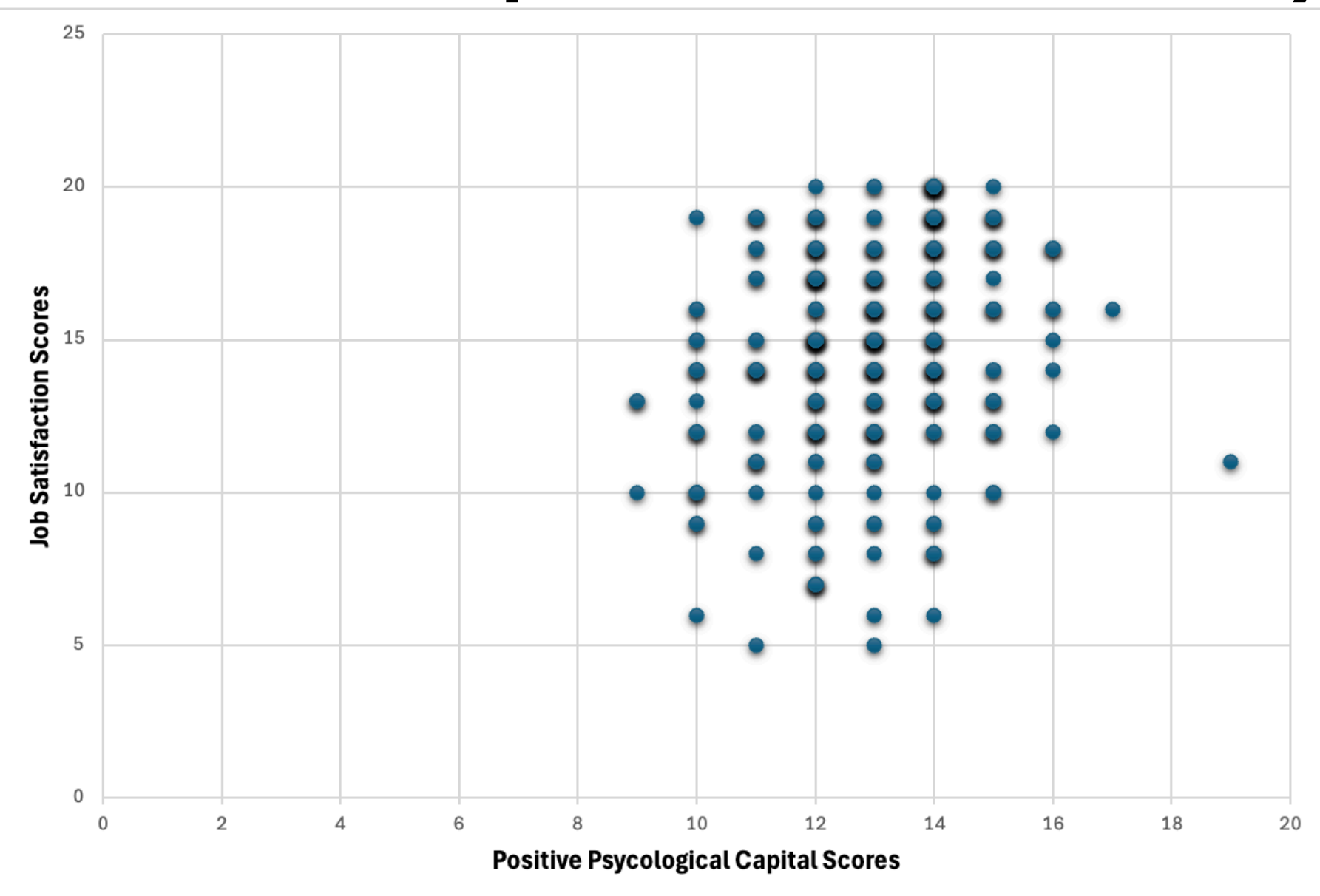
#### Survey Items

- I am generally satisfied with being a teacher at this school.
- The teachers at this school like being here; I would describe us as a satisfied group.
- I like the way things are run at this school.
- If I could get a higher paying job, I'd leave teaching as soon as possible.
- I think about transferring to another school.

Note: all survey items were based on a Likert scale 1 - 4. Items were recoded to ensure that 4 was always positive and 1 was always negative.



## Relationship Between Positive Psychological Captial & Job Satisfaction



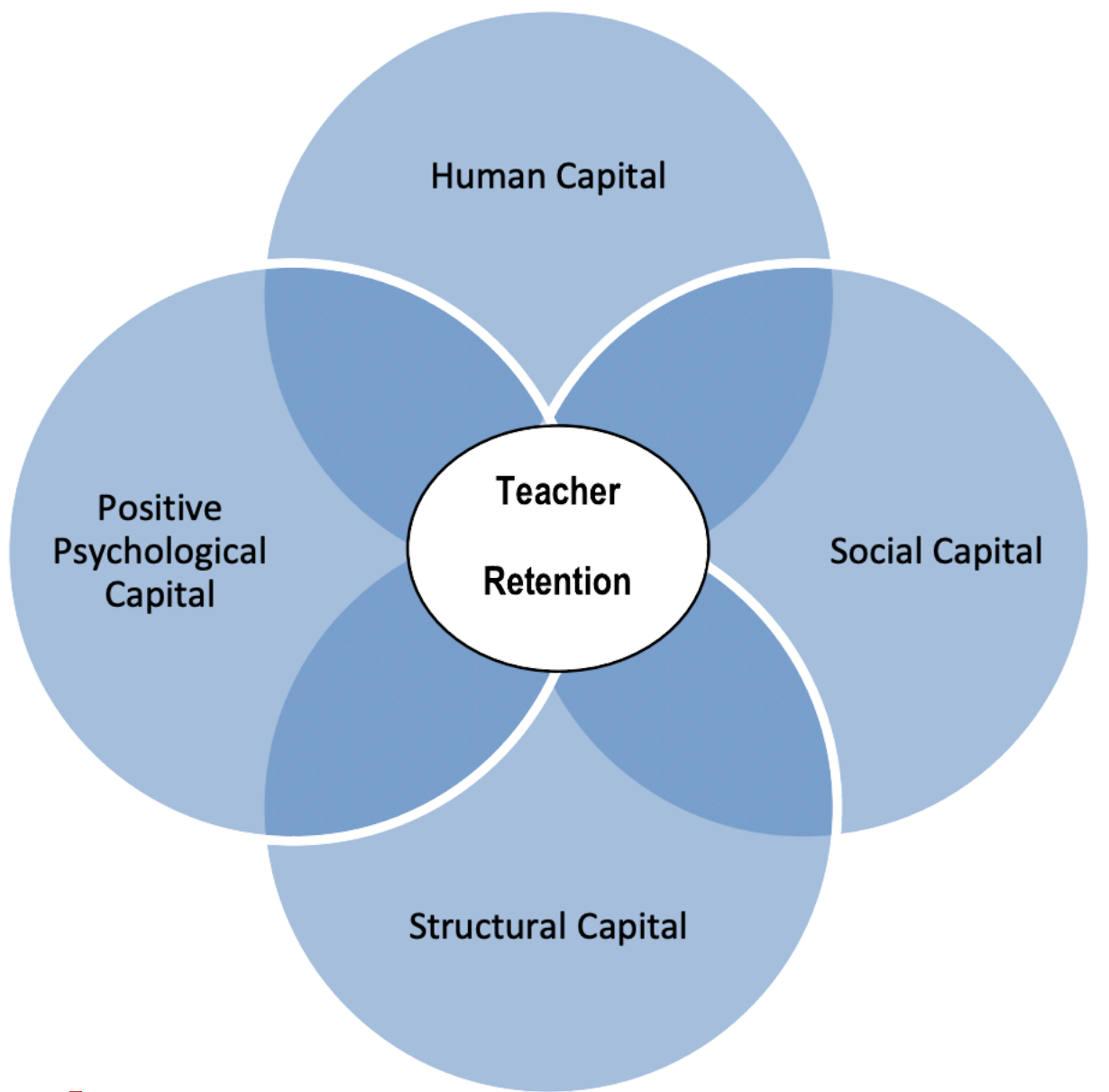
Positive psychological capital is **positively associated** with job satisfaction ( $r = 0.22, p = 0.0005$ ), indicating that **teachers with higher levels of positive psychological capital generally report higher job satisfaction.** Although the relationship is significant, it is modest in size, suggesting that **other factors also influence job satisfaction.**

## Data Source

This data comes from the **National Study of Arts Education**, which was completed by faculty and graduate student researchers in the **Music and Arts Data Lab (MADlab)** at the University of Maryland. A nationally representative sample of music, art, dance, and theater teachers was surveyed with a questionnaire that was carefully developed to ask educators about a wide variety of topics related to arts education.

## Theoretical Framework

The **four-capital theoretical model of teacher retention** (Mason & Poyatos Matas, 2015) is a framework that takes a holistic approach to this phenomenon and is comprised of four established theories of non-economic capital: **human capital, social capital, structural capital, and positive psychological capital.**



## Implications

- As we work to recruit and retain effective music teachers, we must consider many factors, including positive psychological capital.
- While many items on the NSAE survey related to human social and structural capital, more questions about confidence, hope, optimism, and resilience may give us a clearer picture of who these music teachers are.
- While the population of alternative pathway music teachers was small, this investigation showed that there was no apparent difference in positive psychological capital & job satisfaction among these teachers.