A Demographic Study of Music Education Professors in the United States (Poster Session)

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A Demographic Study of Music Education Professors in the United States

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Purpose 1: What are the distributions and tendencies of demographic variables among music education faculty?

Current Age
Mean = 51.54 years
S.D. = 11.01
Median = 53.00 years

Age Started Teaching in Higher Education
Mean = 36.17 years
S.D. = 9.39
Median = 34.00 years

Years of K-12 Teaching
Mean = 12.25
S.D. = 11.01
Median = 7.00

Highest Degree Held
- Doctorate: 23%
- Master's: 80%
- Bachelor's: 7%
- Other: 0%

Subjects Taught in K-12 Schools
- Band: 28%
- Choir: 18%
- General Music: 22%
- Jazz: 16%
- Strings: 6%
- Administration: 6%
- Other: 5%

Respondent Sex
- Female: 45%
- Male: 55%

Teaching Hours per Week
- Graduate: Mean = 3.13
  S.D. = 4.12
  Median = 2.00
- Undergraduate: Mean = 11.96
  S.D. = 8.62
  Median = 11.00

Mobility and Rank
- One: 50%
- Two: 43%
- Three: 6%
- Four: 1%
- Five or More: 3%

Starting Rank at First Higher Education Position
- Adjunct: 0%
- Assistant Professor: 3%
- Associate Professor: 6%
- Full Professor: 14%
- Instructor: 22%
- Lecturer: 32%
- Visiting: 18%

Approximate Mean Percent Workload
- Teaching: 65.6%
- Research: 12.2%
- Service: 17.1%

Teaching Load Percentage
- Mean = 12.22
- S.D. = 13.37
- Median = 10.00
- Mode = 0.00

Research Load Percentage
- Mean = 17.14
- S.D. = 18.80
- Median = 13.00
- Mode = 0.00

Service Load Percentage
- Mean = 15.00
- S.D. = 7.76
- Median = 11.00
- Mode = 0.00

Purpose 2: What are the distributions and tendencies of workload variables among music education faculty?

Purpose 3: What differences exist in demographic and workload variables between faculty at institutions in five Carnegie classification groups?

Workload Percentage: Teaching, Research, and Service
Significant difference (MANOVA: Wilks' Lambda = .790, n = 232, p < .000)

Teaching Load Percentage
Significant difference (ANOVA: F = 4.052, n = 232, p = .003)
Post-hoc Tukey tests revealed a significantly lower mean for teaching percentage at Doctoral institutions (M = 58.88) when compared to Bachelor (M = 77.03) and Masters (M = 69.72) institutions.

Research Load Percentage
Significant difference (ANOVA: F = 13.735, n = 232, p < .000)
Post-hoc Tukey tests revealed a significantly higher mean for Doctoral institutions (M = 18.37) when compared with Associate (M = 1.11), Bachelor (M = 4.84), and Masters (M = 8.43) institutions.

Service Load Percentage
No significant difference (ANOVA: F = 1.000, n = 232, p = .409)

Weekly Teaching Hours: Undergraduate and Graduate
Significant difference (MANOVA: Wilks' Lambda = .851, n = 231, p < .000)

Undergraduate
Significant difference (ANOVA: F = 2.636, n = 232, p = .035)
Post-hoc Tukey tests revealed a significantly higher group mean for undergraduate teaching hours at Bachelor institutions (M = 15.00) compared to Doctoral institutions (M = 10.13), but not between other pairwise group comparisons.

Graduate
Significant difference (ANOVA: F = 7.762, n = 231, p < .000)
Post-hoc Tukey tests indicated a significantly higher group mean for Doctoral institutions (M = 4.32) when compared with Bachelor (M = .47) and Masters (M = 2.91) institutions.

Current Age
No significant difference (ANOVA: F = .831, n = 223, p = .506)

Years of K-12 Teaching
No significant difference (ANOVA: F = .764, n = 210, p = .550)