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Comparisons of Support Among K-12 Music Teachers in Missouri and Kansas

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Abstract

The purpose of this study is to examine correlations between various personal and situational factors and music teachers' perceptions of support received from administration, colleagues, and students' parents. We developed a short, 5-minute Qualtrics survey intended for music teachers in the states of Missouri and Kansas, with a special interest in the Kansas City bi-state metropolitan area. Survey items inquire about participants' demographic information, educational experiences, teaching history, future teaching plans, and perceptions of support. We sent the online survey link to current members of the National Association for Music Education (NAfME) in Missouri and Kansas with the hopes of obtaining data from our intended participants. This descriptive study will help us better understand teachers' perceptions of the music education environment in rural, urban, and suburban school locations as well as the perceptions held by participants located across the Missouri/Kansas state line. Results of the study suggest that music teachers in rural, urban, and suburban school locations report similar levels of perceived administrative support, while urban teachers report lower levels of perceived parental support and rural teachers report lower levels of perceived colleague support. Additionally, music teachers within the Kansas City bi-state metropolitan area who are separated by the Missouri/Kansas state line, while similar in many regards, often differ in perceptions of support as well. Results support the notion that unique factors determined by school location might play an important role in music teachers' perceptions of support.

Keywords: administrative support, parental support, parental engagement, colleague support, music education, urban education, teacher well-being

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Comparisons of Support Among K-12 Music Teachers in Missouri and Kansas

In today's ever-changing educational and political landscape, teachers are experiencing increasingly complex conditions in which they are expected to teach students. Larger societal factors and dynamic student demographics as well as quickly evolving educational policies may result in demoralization (Santoro, 2011, p. 18), discouragement, and even role ambiguity amongst working teachers (Vallie & Buese, 2007, p. 520). It is suggested that less than half of teachers report being fully supported by their administration, their colleagues, or their community in general. This, as well as increasingly limited autonomy in teaching-related pursuits, can lead to what may be considered a poor school climate that depresses teacher satisfaction and motivation (Garcia & Weiss, 2019). Thus, it is clear that a lack of support provided to teachers can institute barriers to teaching and learning, particularly as dissatisfaction is considered an extremely important factor in teachers' decisions to leave the profession entirely (Sutcher, Darling-Hammond, Carver-Thomas, 2016).

Measuring this support, then, becomes of paramount importance if one is looking to remove barriers to teaching and learning. Of particular interest is measuring support from three sources: administration, colleagues, and students' parents.

Support from one's administration can look like many things, but it is often cited in the context of autonomy in curriculum development (Garcia & Weiss, 2019) and working with students with special needs or behavioral concerns (Yoon & Gilchrist, 2003; Cancio, Albrecht, & Johns, 2013). Defining and categorizing administrative support for proper research, however, has proven difficult. Cancio, Albrecht, & Johns (2013), for example, organized administrative support into four categories: emotional support, instrumental support, informational support, and appraisal support. Yoon & Gilchrist (2003) described support in the context of dealing with

student discipline, emotional support, teamwork, and parental involvement. Even more, Garcia & Weiss (2019) focus on aspects of communication, cooperation, and encouragement in measuring perceptions of administrative support. Despite being such a large part of a working teacher's daily life, the teacher-administrator relationship, and thus the support from the administrator perceived by the teacher, boasts only a small amount of research.

Perceived support from teachers' colleagues is perhaps even less studied than that from administration. Much of the literature surrounding teacher colleague support is anchored in ameliorating teacher stress. The continually evolving nature of the teaching profession can be a source of stress for teachers, many of whom feel overworked and overwhelmed. Teachers' mental and physical health can impact the quality of their instruction and, in turn, their students' motivation and educational outcomes (Fernet et al., 2012). It has also been found, however, that a positive atmosphere of social support among teacher colleagues can do much to reduce feelings of stress (Fernet at al, 2012; Kyriacou, 2001), and that experiences of colleague support have positive influences on overall teacher performance (Wolgast & Fischer, 2017). In other words, teachers who experience a positive and collaborative social environment among colleagues are in a much better position to provide quality educational experiences to their students than teachers who lack that positive social environment.

Parent engagement has recently received much attention in the realm of education policy based on the assumption that it will support students' academic outcomes. Teacher-parent relationships are well studied, and the literature often focuses on urban city school districts, where teachers often report lower levels of parent engagement and support (Barton et al., 2004). Urban school districts often have large populations of minority students, students from immigrant families, and students from low socioeconomic backgrounds. The resulting language,

cultural, and socioeconomic disparities can create barriers between students and teachers that may stand in the way of continued engagement from students' parents (Baquendo-López, Alexander, & Hernandez, 2013). It's worth noting that parent engagement and support may look very different to those on either side of these barriers. While many parents and teachers will agree that family-school relationships are an important factor in student success, differences emerge in attitudes of how and where parents should show support as well as understandings of parents' abilities to do so per varied economic and familial circumstances (Posey-Maddox & Haley-Lock, 2016). In other words, the perceptions that teachers hold of "involved and supporting parents" often focus on those parents who have a visible presence at school or school-centered activities, generally failing to acknowledge parents' engagement in their child's education at both home and community contexts. The issue of parent engagement is incredibly multifaceted, and thus teachers' perceptions of parent support might be expected to be equally as complex. This also means that measuring teachers' perceptions of support that they receive from students' parents is particularly tricky, as the possible mismatch between parents' and teachers' points of view concerning parent engagement must be considered.

In addition to exploring potential factors influencing perceptions of support for teachers as a whole, it is important to understand factors that may or may not be specific to the discipline of music education. Madsen and Hancock (2002) state that "although these [general education] findings suggest relationships transferable to an investigation of music educators, the reinforcing nature of music, idiosyncratic teacher prerequisites, and unique demands placed on the in-service music teacher obfuscate generalization."

Take administrative support, for example, with which music teachers seem to express a number of unique grievances, including "differing understandings of the importance of music

education, a perception of music as an extracurricular activity, challenges to the content of instruction, apathy for music education, music valued solely for utilitarian purposes, and music classes used as a respite for 'academic' teachers" (p. 15). The unique tasks that music teachers are often expected to handle range from managing program finances to planning concerts, all in addition to daily classroom instruction. In addition, it's been found that some music teachers fear that a weak or poor concert performance could diminish the support they receive from their administrators (Harvey & Beauchamp, 2005). Lack of administrative support and difficulties with student discipline are often cited as reasons that music teachers leave the profession for good (Hancock, 2008), a finding that is reflected in teacher attrition research as a whole. Budget cutbacks are also a growing concern within the field of music education. Advocacy for music and arts education on a national level has grown in response to threats to access to music and arts education in the form of budget cuts and program elimination. In programs where funding has been cut, many music teachers are now burdened with extra responsibilities and expectations from their administration (Gardner, 2010; Burrack, Payne, Bazan, & Hellman, 2014), and more pressure is placed on parent booster organizations to provide funding (Elpus & Grisé, 2019). Music teachers are also more likely than teachers of other disciplines to teach in multiple buildings, even further increasing the complexity of their relationships with administration (Gardner, 2010). Clearly, the factors surrounding music teacher perceptions of administrative support are complex, multifaceted, and vary widely in nature.

Investigations into colleague relationships among music teachers primarily focus on music education-specific professional learning communities and professional development experiences (Battersby & Verdi, 2014; Battersby, 2019; Shaw, 2019). Music educators may often find themselves isolated from other teachers within the school building, and it has been found

that some first-year music teachers indicate the isolation that they might experience as new teachers as well as the difficulty they face in networking with other colleagues is a main concern (Krueger 2003, 93). While further scholarship concerning music teachers' relationships with non-music educator colleagues is scarce, the importance of support from colleagues within the discipline of music education should not be overlooked. It has been found that music education discipline-specific professional learning contexts provide a safe environment for music teachers to improve their own music teaching practice through collaboration and shared dialogue, which can do much to not only improve student learning, but also to address the aforementioned issues of teacher isolation and attrition (Battersby & Verdi, 2014; Battersby, 2019). Thus, perceptions of support that music teachers report from these colleague relationships can be valuable in building a culture of collaboration among teachers and improving student academic outcomes.

There is some scholarship on parent support and engagement within the specific discipline of music education, and like studies nonspecific to music education, they focus primarily on urban school district settings, where lack of parental involvement and engagement is often cited as a concern among urban music teachers (Costa-Giomi, 2008; Doyle, 2012). Music education, particularly at the secondary level, is rather unique as an academic discipline in that there is often an expected level of parent engagement, as demonstrated through the common presence of "band booster" or "choir booster" parent organizations often found in conjunction with a school music program (Elpus & Grisé, 2019; Culp & Clauhs, 2020). This expectation holds the possibility to easily create wide disparities if various possible language, cultural, and socioeconomic barriers are not considered, and could explain the low levels of reported parent support experienced by urban music teachers. Once again, despite the unique nature of music education, this means that measuring perceptions of support from students' parents is not

incredibly straightforward, as conceptualizations of what parent engagement and support look like must be considered from both teacher and parent perspectives.

Teachers' perceptions of support are complex and varied, yet they are worth investigating if improving them holds any chance of benefitting teacher well-being and student outcomes. In an effort to examine possible personal and situational factors influencing perceived support experienced by music educators specifically, the present investigation was designed to provide insight into differences in perceived levels of support across music teachers in the midwestern United States.

Method

Our subject pool consisted of working K-12 music educators in the states of Missouri and Kansas who are also current members of the National Association for Music Education (NAfME). Membership in this organization is completely voluntary, but it is important to note that in order to attend the annual in-service workshop conferences hosted by either the Missouri Music Educators Association (MMEA) or the Kansas Music Educators Association (KMEA), teachers must be active and current members of NAfME. This annual conference is where the All-State Honor Ensembles occur, and secondary music educators must be members of NAfME in order for their students to participate. Therefore, the resulting data collected through this study might be assumed to include more secondary and fewer elementary music teachers than is truly representative of each state's educator makeup.

In an effort to support ongoing research towards the advancement of the music education profession, the National Association for Music Education (NAfME) provides researchers indirect access to their membership list using an email transmission platform. We utilized this service for this study and sent emails to music educators on NAfME's membership list using the inclusion

criteria of those currently working in Missouri or Kansas schools, ranging K-12. These emails invited music educators to respond to an anonymous 5-minute survey concerning music educators' perceptions of support. The surveys were solicited completely by email, and the subjects' participation was completely voluntary.

After discarding 41 bounced emails, our subject pool consisted of 2,220 K-12 music educators working in Kansas or Missouri. We disseminated the survey in three rounds: initially on April 9th, then a reminder to non-respondents April 23rd and a third time focused on non-respondents who are NAfME members teaching in the Kansas City bi-state metropolitan area on April 28th. In total, 249 participants responded, resulting in an 11.2% return rate. Twelve participants were excluded from the final data analysis for the following reasons: 3 participants indicated "Other" in which state they taught, 4 participants indicated "College Student" when asked to describe themselves, and 5 participants indicated "None of the above" to describe themselves. All 12 participants were sent to the end of the survey and thanked for their participation, resulting in a total of 237 returned surveys for initial analysis.

We used the online survey tool Qualtrics to create and deliver the survey to subjects and based survey questions on previous research regarding teacher attrition and retention from both music (Madsen & Hancock, 2002; Killian & Baker, 2006) and non-music sources (Chapman, 1984; Ingersoll 2001). After we developed the survey, three experienced music educators, who were not represented in data from the final survey, took the survey, examined it for validity, and made suggested revisions in both content and structure. The 39 questions we ultimately used in the final survey were divided into five categories: personal characteristics, educational background, teaching experience, perceptions of support in their current teaching position, and future teaching plans. Additional areas of interest include informal and formal mentoring,

financial support in the classroom, and membership in professional organizations. Respondents experienced a mixture of multiple-choice, checkbox, Likert-type scale, and open-ended response questions.

We created the survey used in this study with the subjects' privacy in mind. No questions that might reveal identifying information were asked. The data we collected from completed surveys are displayed and interpreted in this final paper as a whole so that no individual subject's answers might be traced back to them by any readers of this paper.

The location of this study's participant pool allows for a unique analysis of participants' responses across the Missouri/Kansas state line. The Kansas City bi-state metropolitan area includes a variety of suburban, urban, and rural schools on either side of the state line, with schools on either side functioning under different state laws, standards, and educational histories. Comparisons between respondents from the Kansas City bi-state metropolitan area was an additional area of interest for this study.

All procedures were approved by the University of Missouri-Kansas City Institutional Review Board.

Results

Five participants indicated that they would not be returning to the music teaching profession after the 2019/2020 academic year and 11 participants indicated that they were unsure of returning. Due to the small number of participants that indicated "no" or "unknown" to staying in the music teaching profession, we are unable to make comparisons between these participants and those who plan to continue in the teaching profession. Therefore, these individuals who plan to leave or were unknown in their plans have been excluded from all remaining analyses reported below, shifting our focus to factors related to teacher support rather

than making comparisons between teachers planning to return to the profession and those who plan to leave.

A total of 220 surveys were returned by participants working as music teachers in the states of Missouri or Kansas who also planned to continue working in the music teaching profession at the time of dissemination. Results consisted of the frequency of responses to each question asked on the survey.

Participant Data

While all music teachers on which we are reporting intend to continue in the music teaching profession, 219 out of the total 220 participants revealed their intentions to either stay in or leave their current position. Of these, 196 respondents (89.5%) intend to stay in their current position. Participants reported on demographic variables concerning their own identified gender, age, and race/ethnicity, degree(s) held, number of years taught, membership in professional organizations, number of conferences attended in the past year, number of grade levels taught, number of campuses taught, perceived preparedness to teach music, and the presence of mentorship in early teaching years (See Table 1). Preliminary analyses were conducted in order to identify possible associations between these demographic variables and perceptions of support.

Two hundred seven of the 220 respondents indicated their gender, 30% (n=63) identify as male and 70% (n=144) identify as female. Using an independent-samples t-test, no significant differences were found in mean levels of administrative support between participants identifying as male (M=7.92, SD=2.13) or female (M=7.98, SD=1.99), $t(205) = -0.19$, $p = .85$. Similarly, no significant differences were found in mean levels of colleague support between participants identifying as male (M=8.18, SD=1.89) or female (M=8.19, SD=1.84), $t(204) = -0.04$, $p = .97$.

Finally, no significant differences were found in mean levels of students' parent support between participants identifying as male (M=7.33, SD=2.29) or female (M=7.15, SD=2.17), $t(203) = 0.54$, $p = .59$.

The average age of respondents was 41.83 years, with SD=12.53 years. Using one-way analysis of variance (ANOVA) to compare age and perceptions of support, no significant differences were found in administrative support [$F(4, 198)=1.56$, p=.19]. The levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of age and perceived colleague support was not met (p=.007). As such, Welch's F test was used, resulting in no significant differences in colleague support [Welch's $F(4, 74.50)=2.04$, p=.10]. Additionally, the Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of age and perceived parent support was not met (p=.03). Welch's F test found significant differences in perceived support from students' parents by age [Welch's $F(4, 72.73)=3.25$, p=.02]. A Games-Howell post hoc test was carried out, revealing significant differences between respondents under the age of 30 and those in their 50s (p=.04) as well as between those under the age of 30 and those over the age of 60 (p=.03), resulting in differences of 1.56 and 2.19 Likert-scale units in mean perceived parent support, respectively. Results of the Pearson Correlation Coefficient are consistent with these findings, where a small positive correlation can be observed between participants' age and perceptions of parent support, $r(199)=0.27$, $p < .001$.

Respondents self-reported racial/ethnic identities, and consisted of 189 white, 4 Black/African American, 5 Hispanic/Latinx, 1 Asian, 6 Multiple ethnicities, and 2 "prefer not to answer". Using one-way analysis of variance (ANOVA) to compare self-identified race/ethnicity and perceptions of support, no significant differences were found in administrative support [F(5,

201) = 0.88, p = .49], colleague support [F(5, 200) = .37, p = .87], or student parent support [F(5, 199) = 0.17, p = .97].

Of those respondents that reported the highest level of education that they had received, a majority (67.8%, n=141) indicated holding a master's degree (n=133) or doctoral degree (n=8) at the time of the survey, while only 32.2% of respondents (n=67) indicated an undergraduate degree as the highest level of education currently obtained. Using one-way analysis of variance (ANOVA) to compare highest level of education received and perceived levels of support, no significant effect of education level on perceptions of support was found for administrative support [F(2, 205) = 0.95, p = .39] or colleague support [F(2, 204) = 2.22, p = .11]. The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of education level and parent support was not met (p = .007). As such, Welch's F test was used for this comparison. There was a significant effect observed in education level on perceived support from students' parents [Welch's F(2, 20.22) = 7.12, p = .005]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between undergraduate and master's degree holders (p=.001), with master's degree holders reporting an average of 1.28 more than undergraduate degree holders on perceptions of parent support.

When asked how well they perceived their collegiate experience to have prepared them to teach music, a majority of respondents who answered considered themselves adequately prepared, indicating "okay," "well," or "very well" prepared (93.3%, n=195) on a Likert scale. Only 14 respondents (6.7%) felt that their collegiate experience left them inadequately prepared to teach music, indicating "poorly" or "very poorly" prepared.

Perceived preparedness to teach music was compared with perceived levels of support in each of the three areas. The Levene's test for equality of variances revealed that the homogeneity

of variance assumption for the comparison of perceived preparedness and administrative support was not met (p = .007), thus Welch's F test was used, finding no significant effect of perceived preparedness to teach music on administrative support, [Welch's F(4, 7.24)=2.21, p=.17]. Similarly, the Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of perceived preparedness and colleague support was not met (p = .0074). Welch's F test found no significant effect of perceived preparedness on colleague support, [Welch's F(4, 7.22)=0.56, p=.70]. Finally, Levene's test for equality of variances found the homogeneity of variance assumption for the comparison of perceived preparedness and parent support to be met (p=.09). Using a one-way analysis of variance (ANOVA), no significant effect of perceived preparedness to teach music on support from students' parents was found, [F(4, 202)=2.17, p=.07]. Perceived preparedness did not seem to be correlated with perceived support from any of the three areas studied.

A majority of respondents (96.7%, n=202) indicated holding certification to teach music in their state at the time of the survey. Six respondents indicated that they were not certified, and 1 respondent indicated working towards certification.

The average number of years taught by respondents was 15.40 years, with SD=10.39 years. Using one-way analysis of variance (ANOVA) to compare the number of years taught and perceptions of support, no significant differences were found in administrative [F(3, 195)=1.33, p=.27] or colleague support [F(3, 194)=2.36, p=.07]. Additionally, the Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of number of years taught and perceived parent support was not met (p=.02). Welch's F test found significant differences in perceived support from students' parents by number of years taught [Welch's F(3, 70.23)=5.07, p=.003]. A Games-Howell post hoc test was carried out, revealing

significant differences between respondents teaching less than 10 years and those teaching between 20-29 years (p=.01) as well as between those teaching less than 10 years and those teaching more than 30 years (p=.02), resulting in differences of 1.35 and 1.63 Likert-scale units in perceived parent support, respectively. Results of the Pearson Correlation Coefficient are consistent with these findings, where a small positive correlation can be observed between the number of years taught and perceived levels of parent support, $r(195)=0.29$, $p<.0001$.

Participants were asked to list any active professional memberships they held at the time of the survey. Only the organizations mentioned by the participants in the survey were counted, with participants not naming any organizations being counted as 0 additional self-reported professional memberships. The average number of professional memberships self-reported by participants (in addition to NAfME membership) was 1.84 organizations, with SD=1.11. Specific organizations mentioned by participants can be seen in Table 2. Approximately 92.3% of respondents (n=203) self-reported at least one additional professional membership. Using one-way analysis of variance (ANOVA) to compare number of reported memberships and perceived levels of support, no significant differences in perceptions of support were found in administrative support [$F(4, 204)=1.02$, p=.40], colleague support [$F(4, 203)=2.04$, p=.09], or parent support [$F(4, 202)=2.33$, p=.06].

All 220 respondents were asked how many professional music educator conferences they had attended in the past year. Of the 198 that answered, the average number of conferences attended was 1.39 conferences, with SD=.81. Approximately 89.4% of respondents attended at least one conference in the last year. Using one-way analysis of variance (ANOVA) to compare number of conferences attended in the last year and perceived levels of support, no significant

differences in perceptions of support were found in administrative support [$F(3, 195)=1.55$, $p=.20$], colleague support [$F(3, 193)= 0.46$, $p=.71$], or parent support [$F(3, 192)= 0.17$, $p=.91$].

Teachers were also asked which subject areas they taught. Results were categorized into choir, band, orchestra, elementary music, other music classes, and other non music classes. Teachers could check multiple subject areas that they taught, resulting in 216 music teachers teaching a total of 358 subject areas at the time of the survey. Choir classes were the most commonly taught subject, reported by 46.3% of respondents ($n=100$) and accounting for 27.9% of reported subject areas. This was followed by elementary music ($n=93$), then band ($n=80$), then other music classes ($n=44$), then orchestra ($n=36$), and finally other non music classes ($n=5$).

All 220 participants were asked which grade levels they taught, choosing elementary, middle/junior high, high, and/or collegiate. It is important to note that because all participants are current K-12 music educators, those who checked "collegiate" did so in addition to one or more other grade levels. Teachers could check multiple levels taught, resulting in 216 music teachers teaching in 407 levels at the time of the survey. A total of 118 respondents reported teaching at the elementary level, 127 reported teaching middle school/junior high, 121 reported teaching high school, and 6 reported teaching college/university. A one-way analysis of variance (ANOVA) comparing the number of grade levels taught to perceptions of support found no significant differences in administrative support [$F(2, 206)=1.50$, $p=.23$], or parent support [$F(2, 204)= 0.63$, $p=.53$. Levene's test for equality of variances revealed that the homogeneity assumption for homogeneity of variances had not been met for the comparison of number of levels taught and perceived colleague support ($p=.046$). As such, Welch's F test was used. There were no significant differences observed in perceptions of parent support among the number of grade levels taught [Welch's $F(2, 93.05)=2.21$, $p=.12$].

All 220 participants were also asked for the number of campuses at which they regularly teach. Of the 216 that responded, 128 respondents indicated teaching at only 1 campus, 55 respondents indicated teaching at 2 campuses, 15 respondents indicated teaching at 3 campuses, and 18 respondents indicated teaching at 4 or more campuses. Using one-way analysis of variance (ANOVA) to compare number of campuses and perceived levels of support, no significant effect of the number of campuses on perceptions of support was found for administrative support [$F(3, 205) = 0.44$, $p = .73$], colleague support [$F(3, 204) = 1.70$, $p = .17$], or students' parents [$F(3, 203) = 0.24$, $p = .87$].

Participants were also asked whether or not they were mentored, either formally or informally, during their first year of teaching. Of the 209 respondents that answered, 57 indicated that they were not mentored at all, 80 indicated they were formally mentored, and 72 indicated that they were informally mentored. Using one-way analysis of variance (ANOVA) to compare mentorship and perceived levels of support, no significant effect of mentorship on perceptions of support was found for administrative support [$F(2, 206) = 0.40$, $p = .67$], colleague support [$F(2, 205) = 0.23$, $p = .79$], or students' parent support, [$F(2, 204) = 0.22$, $p = .80$].

School location

Participants also reported on their school location as rural, urban, or suburban as well as their location within the Kansas City Metropolitan area (See Table 2).

A total of 57.3% of respondents teach in Kansas (n=126) while 42.7% of respondents teach in Missouri (n=94). Using an independent samples t-test, no significant differences were found in mean levels of administrative support between participants teaching in Kansas (M=7.97, SD=1.99) or Missouri (M=7.97, SD=2.09), $t(207) = 0.01$, $p = .99$. Similarly, no significant differences were found in mean levels of colleague support between participants teaching in

Kansas (*M*=8.34, *SD*=1.78) or Missouri (*M*=7.93, *SD*=2.01), *t*(206) = -1.56, *p* = .12. Finally, no significant differences were found in mean levels of students' parent support between participants in Kansas (*M*=7.13, *SD*=2.16) or Missouri (*M*=7.27, *SD*=2.25), *t*(205) = 0.46, *p* = .65. A chi-square test of independence was also performed to examine the relationship between state and perceived preparedness to teach music at the p<.05 level. The relationship between the variables was not found to be significant, X_2 (4, *N*=209)= 4.77, p=.31. Finally, a chi-square test of independence was performed to examine the relationship between state and mentorship at the p<.05 level. Similarly, the relationship between the variables was not found to be significant, X_2 (2, *N*=209)= 0.88, p=.64, indicating that state location was not a significant factor in whether or not a beginning music teacher was mentored.

Of the total 220 respondents, 79 reported teaching in a rural school district (36.6%), 68 in a suburban school district (31.5%), and 69 in an urban school district (31.9%), while 4 respondents did not answer. When asked to rate their perceived preparedness to teach music following their collegiate experience, it was found that 94.4% of rural respondents (*n*=71) felt adequately prepared, as did 97% of suburban respondents (*n*=64) and 89.6% of urban respondents (*n*=60). Using one-way analysis of variance (ANOVA) to compare perceived levels of support among school location, no significant effect of school location on perceptions of support was found for administrative support [F(2, 206) = 2.34, *p* = .10]. The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of rural, urban, or suburban school location and colleague support was not met (*p* = .04). As such, Welch's F test was used. There was a significant effect observed in school location on perceived colleague support [Welch's F(2, 136.53) = 5.31, *p* = .006]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between rural and suburban

respondents (p=.005), with rural respondents reporting on average .99 Likert-type scale units less than suburban respondents concerning perceptions of colleague support. Additionally, a significant difference was found between rural respondents and urban respondents (p=.04), with rural respondents reporting on average .81 Likert-type scale units less than urban respondents on their perceptions of colleague support (See Figure 1). Similarly, the Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of rural, urban, or suburban school location and students' parent support was not met (p = .008). There was a significant effect observed in school location on perceived parent support [Welch's $F(2, 130.09) = 9.08$, $p < .001$]. A Games-Howell HSD post hoc test revealed a significant difference between urban and suburban respondents ($p < .001$), with urban respondents reporting on average 1.60 Likert-type scale units less than suburban respondents concerning perceptions of parent support. Additionally, a significant difference was found between urban respondents and rural respondents (p=.002), with urban respondents reporting on average 1.30 Likert-type scale units less than rural respondents on their perceptions of parent support (See Figure 2).

Similar findings were observed when comparing perceived levels of support among rural, urban, or suburban school locations within each state. When looking at Missouri music teachers and using one-way analysis of variance (ANOVA), no significant effect of school location on perceptions of support was found for administrative support [$F(2, 89) = 2.44$, p = .09]. There was, however, a significant effect observed in school location on perceived colleague support [$F(2, 89) = 3.17$, p = .047]. A Tukey HSD post hoc test was carried out, which revealed a significant difference between rural and suburban respondents (p=.045), with rural respondents reporting on average 1.13 Likert-type scale units less than suburban respondents concerning perceived levels of colleague support. Similarly, a significant effect was observed in school

location on perceived parent support among Missouri respondents [$F(2, 89) = 4.80$, $p = .01$]. A Tukey HSD post hoc test revealed a significant difference between urban and suburban respondents (p=.01), with urban respondents reporting on average 1.75 Likert-type scale units less than suburban respondents concerning perceived levels of parent support. Additionally, a significant difference was found between urban respondents and rural respondents (p=.03), with urban respondents reporting on average 1.45 Likert-type scale units less than rural respondents in their perceptions of parent support.

When comparing perceived levels of support among Kansas music teachers in rural, urban, or suburban school locations. Using one-way analysis of variance (ANOVA), no significant effect of school location on perceptions of support was found for administrative support among Kansas respondents [$F(2, 114) = 0.98$, $p = .38$]. The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of rural, urban, or suburban school location and colleague support was not met ($p = .03$). As such, Welch's F test was used. There was no significant effect observed in school location on perceived colleague support among Kansas respondents [Welch's $F(2, 74.15) = 2.88$, $p = .06$]. Finally, the Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of rural, urban, or suburban school location and parent support was not met ($p = .002$). As such, Welch's F test was used. A significant effect was observed in school location on perceived parent support among Kansas respondents [$F(2, 70.98) = 5.34$, $p = .007$]. A Games-Howell HSD post hoc test revealed a significant difference between urban and suburban respondents (p=.01), with urban respondents reporting on average 1.57 Likert-type scale units less than suburban respondents concerning perceptions of parent support.

A chi-square test of independence was performed to examine the relationship between rural, suburban, or urban school location and mentorship p<.05 level. The relationship between the variables was not found to be significant, X_2 (4, N=209)= 4.18, p=.38. In other words, school location doesn't seem to be correlated to whether or not a music teacher was mentored either formally or informally in their first years of teaching.

Respondents were also asked if the school district in which they taught was located within one of the 7 most centrally located counties in the Kansas City bi-state metropolitan area (Jackson, Clay, Cass, and Platte counties in Missouri, and Johnson, Leavenworth, and Wyandotte counties in Kansas). Of the total 220 respondents, 85 indicated teaching in the Kansas City bi-state metropolitan area: 34 on the Missouri side and 51 on the Kansas side. Furthermore, 75 respondents indicated teaching in greater Kansas and 60 respondents indicated teaching in greater Missouri. Using one-way analysis of variance (ANOVA) to compare these 4 geographic locations and perceived levels of support, no significant effect of geographic location on perceptions of support was found for administrative support [F(3, 205) = 2.22, p = .09], or colleague support [F(3, 204) = 2.40, p = .07]. The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of geographic location and students' parent support was not met (p = .007). As such, Welch's F test was used, where a significant effect of geographic location on perception of support was found for students' parent support [Welch's F(3, 94.63) = 2.87, p = .04]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between respondents in the Kansas City, Missouri metropolitan area and those in greater Missouri (p=.04), with respondents in the Kansas City, Missouri metropolitan area reporting 1.27 Likert-type scale units less than respondents in greater Missouri concerning mean perceived levels of parent support.

Using a one-way analysis of variance (ANOVA) to compare these 4 geographic locations and perceived levels of administrative support among rural, urban, and suburban music teachers, no significant effect of geographic location on perceptions of administrative support was found for rural [$F(3, 72) = 0.63$, $p = .60$], urban [$F(3, 63) = 2.23$, $p = .09$], or suburban teachers[$F(3, 62) = 0.41$, $p = .75$]. Additionally, no significant effect of geographic location on perceptions of colleague support was found for rural [$F(3, 72) = 1.06$, $p = .37$], urban [$F(3, 63) = 0.86$, $p = .47$], or suburban teachers [$F(3, 61) = 0.29$, $p = .83$]. Finally, no significant effect of geographic location on perceptions of students' parent support was found for rural [$F(3, 72) = 0.54$, $p = .66$], urban [$F(3, 62) = 1.20$, $p = .32$], or suburban teachers [$F(3, 61) = 0.54$, $p = .65$].

A chi-square test of independence was performed to examine the relationship between the 4 geographic locations and mentorship experience $p<.05$ level. The relationship between the variables was not found to be significant, X_2 (2, N=209)= 7.21, p=.30, indicating that beginning music teachers are mentored at similar rates across greater Kansas, greater Missouri, and the Kansas City metropolitan area.

Kansas City Bi-State Metropolitan Area

Using an independent samples t-test to then compare only participants teaching within in the Kansas City bi-state metropolitan area, no significant differences were found in mean levels of administrative support between participants on the Kansas side of the metropolitan area (M=8.12, SD=1.84) and those on the Missouri side (M=7.27, SD=2.31), (M=8.12, SD=1.84), $t(80) = -1.85$, p=.07. Additionally, there were no significant differences were found in mean levels of colleague support between participants on the Kansas side of the metropolitan area, (M=8.77, SD=1.60) and those on the Missouri side (M=8.12, SD=1.98), $t(79) = -1.60$, p=.11. Finally, no significant differences were found in mean levels of students' parent support between

participants on the Kansas side of the metropolitan area (M=6.79, SD=2.42) and those on the Missouri side (M=6.45, SD=2.49), $t(78) = -0.60$, p=.55.

We compared perceptions of support between urban and suburban school location *only* among respondents who indicated on the survey teaching in one of studied the bi-state metropolitan area counties (only 3 respondents in the bi-state metropolitan area indicated teaching in rural settings, and thus were excluded from this particular analysis) using an independent-samples t-test and found no significant differences in mean levels of administrative support between participants in urban (M=7.51, SD=2.23) and those in suburban (M=8.09, SD=1.86) settings, $t(77)= -1.22$, p=.23. Additionally, no significant differences were found in mean levels of colleague support between participants in urban (M=8.53, SD=1.87) and those in suburban (M=*8.58*, SD=1.59) settings, $t(76)= -0.12$, p=.91. Significant differences, however, were found in mean levels of parent support, with participants in urban settings (M=5.91, SD=2.43) experiencing significantly lower levels of parent support than those in suburban settings (M=*7.77*, SD=2.09), $t(75)= -3.48$, $p < .001$.

We also wanted to compare participants in like locations across the bi-state metropolitan area. Using an independent samples t-test to compare urban teaching participants on the Missouri or Kansas side of the metro area, a significant effect on administrative support was found for metro location, $t(45)= -2.27$, p=.03, with urban music teachers on the Missouri side of the metro (M=*6.43*, SD=2.65) reporting lower mean rankings of administrative support than urban music teachers on the Kansas side (M=7.97, SD=1.88). Figure 3 presents individual data points of perceived administrative support for urban music teachers within the Kansas City metropolitan area. No significant effect was found on colleague support for metro location, $t(45)= -1.10$, p=.28, despite urban music teachers on the Missouri side of the metro (M=8.07, SD=2.02)

reporting lower mean rankings of colleague support than urban music teachers on the Kansas side (*M=8.73, SD*=1.81). Finally, no significant effect was found on support from students' parents for metro location, *t*(44)= -1.03, *p*=.31, despite urban music teachers on the Missouri side of the metro (*M*=5.36, *SD*=2.24) reporting lower mean rankings of parent support than urban on the Kansas side (*M*=6.16, *SD*=2.50).

Similarly, we used an independent samples t-test to compare suburban teaching participants on the Missouri or Kansas side of the metro area. No significant effect on administrative support was found for metro location, *t*(30)= -0.68, *p*=.50, between suburban participants on the Missouri side of the metropolitan area (*M*=7.88, *SD*=1.93) and those on the Kansas side (*M*=8.33, *SD*=1.80). Similarly, no significant effect on colleague support was found for metro location, *t*(29)= -0.65, *p*=.52, between participants on the Missouri side of the metropolitan area (*M*=8.41, *SD*=1.94) and those on the Kansas side (*M*=8.79, *SD*=1.05). Finally, no significant effect on parent support was found on support from students' parents for metro location, *t*(29)= -1.06, *p*=.30, between participants on the Missouri side of the metropolitan area (*M*=7.41, *SD*=2.40) and those on the Kansas side (*M*=8.21, *SD*=1.63). There were not enough rural respondents located within the bi-state metropolitan counties studied (*n*=3) to accurately make comparisons of support. Results of differences in perceptions of support by school location are summarized in Table 3.

Financial Support

Participants were asked, "*Does the financial support you receive from your school/district adequately meet your classroom needs?"* followed by *"Does the total financial support you receive from all sources (school funding, student fundraising, etc.) adequately support your classroom needs?"* Additionally, each participant was asked to provide a number to

indicate how much more funding (in dollars) they would need annually to consider their classroom fully financially supported by their school district, thus eliminating the need to find additional funding. This question was offered to all participants, regardless of their answers to the previous two questions. One-hundred-ninety-five participants indicated an amount, including $0 (either by indicating $0 explicitly or describing themselves as fully financially supported[1]). One participant reported $125,000 and, being more than three standard deviations above the original mean (*M*=3049.23, *SD*=9876.55), was considered an outlier and removed for the following analyses. The remaining data set yielded the following descriptive statistics: *M*=2420.62, *SD*= 4538.46. Of these remaining 194 participants, 73.7% (*n*=143) indicated only needing between $0-$2,000 annually in order to feel fully financially supported in their classroom. Additionally, 40 participants gave qualitative responses in addition to or instead of a dollar amount. Their comments (Table 4) were subjected to an item analysis and categorized by two independent researchers. Independently, these two researchers coded data into seven categories with complete agreement[2]. These categories were mutually exclusive, and some participants' responses fell into two or more. Participants' responses were classified as: appreciation/luck (*n*=1), exasperation (*n*=2), tough question/it depends/unsure (*n*=2), work within means (*n*=3), not qualified to answer (*n*=9), needs items/rooms/people (*n*=11), and feels fully supported but would take more (*n*=12).

Participants were categorized into three groups: not fully financially supported at all, only fully supported through external help, and completely financially supported by administration (Criteria for these categories can be seen in Table 5). Eight participants left blank the question "*Does the financial support you receive from your school/district adequately meet your classroom needs?"* and as we could not interpret their perceived funding support from their

administration, these participants were excluded from all analyses regarding funding support categorization. Of the 198 who provided answers, 78 respondents, (39.4%) indicated that they were not fully financially supported at all, not receiving enough funding to support their classroom either through administrative or external support. Conversely, 99 respondents (50%) indicated that they felt completely financially supported by their administration, distributed equally throughout rural, suburban, and urban respondents. Twenty-one respondents (10.6%) reported not receiving adequate funding from their administration but meeting their financial needs through external sources like student fundraising. A chi-square test of independence was performed to examine the relationship between these three categories of financial support and rural, urban, or suburban school location, a relationship which was found not to be significant, X_2 (4, N=198)=7.0, p =.14.

In comparing these three funding support categories and perceptions of support, Levene's test for equality of variances found the homogeneity of variance assumption to be violated for funding categorization and administrative support (p<.0001). A Welch's F test was used on these comparisons, which found significant differences in perceptions of administrative support among those who considered themselves fully financially supported by administration, only fully supported through external sources, and not fully financially supported at all, [Welch's F(2, 54.44)=15.57, p<.0001]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between those who considered themselves fully financially supported by their administration and those who considered themselves not fully financially supported at all (p<.0001), with fully financially supported respondents reporting 1.68 Likert-type scale units less than respondents who were not fully financially supported at all concerning mean perceived levels of administrative support. Levene's test for equality of variances found the homogeneity

of variance assumption to be violated for funding categorization and parent support (p=.03). A Welch's F test was used on these comparisons, which found significant differences in perceptions of parent support among those who considered themselves fully financially supported by administration, only fully supported through external sources, and not fully financially supported at all, [Welch's $F(2, 63.84)=8.21$, $p < .001$]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between those who considered themselves fully financially supported by their administration and those who considered themselves not fully financially supported at all (p=.002), as well between as those who considered themselves only fully supported through external sources and those who considered themselves not fully financially supported at all (p=.007), resulting in differences of 1.23 and 1.45 Likert-type scale units in mean perceived parent support, respectively. The homogeneity of variance assumption was met for the comparison of funding support categories and colleague support, and using a one-way analysis of variance (ANOVA), significant differences were found in perceptions of colleague support by those who considered themselves, fully financially supported by administration, only fully supported through external sources, and not fully financially supported at all, [$F(2, 194)=9.82$, $p<.0001$]. A Tukey HSD post hoc test was carried out, which revealed significant differences between those who considered themselves fully financially supported by their administration and those who considered themselves not fully financially supported at all ($p<.0001$), resulting in a mean difference of 1.21 Likert-type scale units in perceived levels of colleague support.

The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of the amount funding needed to feel fully financially supported and state location was not met (p = .04). As such, an independent samples t-test assuming

unequal variances was used. No significant differences were found in the amount of funding needed between respondents in either state, despite respondents in Missouri (M=3120.22, SD=4842.31) reporting a higher mean than those in Kansas (M=1827.62, SD=4196.42), t(175.52)=1.97, p=.051.

The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of reported funding needed and rural, suburban, or urban location was not met ($p < .0001$). As such, Welch's F test was used, where significant differences were observed in funding needed by rural, suburban, or urban school location, [Welch's F(2, 115.57)=5.91, p=.004]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between urban and rural respondents (p=.004), with urban respondents reporting significantly less funding needed to feel fully financially supported than rural respondents (See Figure 4).

The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of funding needed and bi-state metro location was not met (p<.001). As such, an independent samples t-test assuming unequal variances was used. Significant mean differences were observed in reported funding needed to feel fully financially supported, with respondents in the counties on the Missouri side of the metropolitan area (M=2592.19, SD=4177.51) reported needing significantly more funding than those on the Kansas side (M=777.91, SD=1582.73), t(37.66)=2.34, p=.03.

The Levene's test for equality of variances revealed that the homogeneity of variance assumption for the comparison of funding needed geographic location was not met ($p < .001$), thus, the Welch's F test was used. Significant differences were observed in funding needed by greater Kansas, greater Missouri, or bi-state metro geographic location [Welch's F(3,

87.40)=6.84, $p < .001$]. A Games-Howell HSD post hoc test was carried out, which revealed a significant difference between respondents on the Kansas side of the bi-state metropolitan area and those in greater Missouri (p=.003), with Kansas City, Kansas metro area respondents reporting on average $2,638.76 less funding needed to feel fully financially supported than greater Missouri respondents. In fact, of the four geographic regions studied, respondents in the Kansas City, Kansas metro area counties reported the smallest amount needed at $777.91.

These findings prompted investigation into differences between perceived administrative and parent support, as general funding for a music program comes from these two sources. We calculated the differences scores between administrative support and parent support, with positive scores indicating greater administrative support and negative scores indicating greater parent support. Results of the Pearson Correlation Coefficient indicated no significant correlation between funding needed to feel fully financially supported and administrative-parent support difference scores, $r(190)= -0.08$, p=.25 (See Figure 5).

When filtered by rural, urban, and suburban school locations, similar results were found. No significant correlation was observed between funding needed to feel fully financially supported and administrative-parent support difference scores for rural, $r(69)= -0.16$, p=.17, urban, $r(57)= 0.02$, p=.86, or suburban teachers, $r(60)= -0.01$, p=.92.

Results of the Pearson Correlation Coefficient also indicated a strong positive correlation at the $p<.05$ level between reported administrative and colleague support, $r(208)=0.51$, $p<.0001$, a moderate positive correlation between administrative and parent support, $r(207)=0.47$, $p<.0001$, and a moderate positive correlation between colleague and parent support, $r(207)=0.41$, $p<.0001$. This indicates that administrative, colleague, and parent support were all positively

correlated with each other, suggesting that participants who experienced high levels of support from one area generally reported high levels of support from the other two areas.

Results may be summarized as follows:

1. There were no significant differences in perceptions of administrative, colleague, or parent support among state location, bi-state metropolitan area location, the presence of a mentorship experience, perceived preparedness to teach music, professional memberships, conference attendance, number of grade levels taught, or number of campuses taught.
2. Older music teachers, music teachers with more teaching experience, and music teachers with advanced degrees perceived greater levels of support from students' parents than younger music teachers with less teaching experience and only an undergraduate degree.
3. Rural music teachers reported significantly lower levels of colleague support than their urban or suburban counterparts.
4. Urban music teachers reported significantly lower levels of support from students' parents than their rural or suburban counterparts across multiple locations.
5. Urban music teachers on the Kansas City, Kansas side of the metropolitan area reported significantly higher levels of administrative support than their urban counterparts on the Missouri side.
6. Half of all respondents indicated that they felt completely financially supported by their administration, distributed equally throughout rural, suburban, and urban respondents.
7. Urban music teachers reported needing significantly less additional funding to feel fully financially supported than their rural or suburban counterparts.

8. Respondents on the Kansas City, Kansas side of the metropolitan area reported needing significantly less additional funding to feel fully financially supported than respondents on the Kansas City, Missouri side, respondents in greater Kansas, or respondents in greater Missouri.

Discussion

We initially set out to explore which personal and situational factors experienced by Missouri and Kansas music educators might affect those educators' decisions to either stay in or leave the music teaching profession, modeled after studies on music teacher attrition conducted by Killian & Baker (2006) as well as Madsen & Hancock (2002). After receiving the survey data, however, we found that an unexpectedly small number of respondents intended to leave the music teaching profession. In fact, only about 2.1% of the initial 236 respondents (n=5) intended to leave the music teaching profession after the 2019/2020 academic year. This is in stark contrast to Killian & Baker's 2006 study on Texas music educators, which found an attrition rate of nearly one in five. This discrepancy might be attributed to several different factors, most notably perhaps the disruption in K-12 education caused by COVID-19. Perhaps teachers forwent leaving the music teaching profession to search for other employment in a shaken job market and the uncertainty of future possible employment in favor of the job security present in their current teaching position. As the survey was taken voluntarily by participants through email transmission, perhaps teachers who already planned on leaving the profession were less likely to take the time to fill out a survey. Regardless, unable to make meaningful comparisons between this small number of participants and those that plan to stay, our research question shifted to exploring which personal and situation factors might affect current Missouri and Kansas music teachers' perceptions of support. Those 5 respondents who indicated plans to leave the music

teaching profession and the 11 that indicated they were unknown in their decision were excluded from all analyses presented in this paper.

This study sought to examine which various personal and situational factors experienced by Missouri and Kansas K-12 music educators might affect their own perceptions of support, focusing primarily on support from three areas: administration, colleagues, and students' parents.

In an effort to determine possible correlations between various demographic variables and perceptions of support, the survey contained questions regarding gender, age, race/ethnicity, degree(s) held, number of years taught, membership in professional organizations, number of conferences attended in the past year, number of grade levels taught, number of campuses taught, perceived preparedness to teach music, and the presence of mentorship in early teaching years (See Table 1).

No significant differences were observed in the perception of administrative, colleague, or students' parent support among male and female participants and among participants of 6 different racial/ethnic identity groups. Significant differences were, however, observed in perceptions of support among older and younger respondents, with older respondents reporting higher levels of parent support, but not higher levels of colleague or administrative support. The same was true for the number of years taught, with more experienced music teachers reporting higher levels of parent support, but not higher levels of colleague or administrative support. Perhaps older, more experienced teachers are more skilled at developing positive relationships with parents, and thus feel more supported. Whatever the case may be, it is clear the more research is necessary to determine the true relationship between age/teaching experience and perceptions of parent support.

Interestingly, a majority of respondents indicated holding an advanced degree, perhaps reflective of the popularity of online or "summer only" master's programs in music education designed for working teachers (Fredrickson, 2008; Conway, Eris, & Stanley, 2008). While no significant effect of education level on perceptions of support was found for administrative or colleague support, a significant effect was observed when it came to perceived support from students' parents. These results suggest that surveyed music teachers with advanced degrees seem to experience significantly higher levels of support from parents than teachers with only an undergraduate degree. This may be related to the above finding suggesting that older music teachers with more teaching experience report higher levels of parent support, as most teachers holding a master's degree are more experienced in the field (also demonstrated by the finding that the average number of years taught for those respondents holding an advanced degree was 18.68 years, while only 8.20 years for undergraduate degree holders).

Responses provided concerning teachers' perceived preparedness to teach music offered some insight into the quality of surveyed music teachers' preservice preparation. On a Likert scale of preparedness to teach music, we considered teachers who indicated "Okay," "Well," or "Very Well" to be adequately prepared and found that a vast majority of respondents (93.3%) considered themselves adequately prepared to teach music, regardless of degree level held. There seemed to be no significant difference in perceived preparedness among Missouri and Kansas respondents or among rural, urban, or suburban school locations, suggesting that nearly all participants perceived their collegiate music teacher education programs to have prepared them adequately for the profession regardless of final teaching location. Additionally, perceived preparedness to teach music did not seem to be correlated with perceived support from administration, colleagues, or parents, suggesting that music teachers who enter the profession

feeling inadequately prepared do not perceive any more or less support than those teachers who enter feeling adequately prepared.

Mentorship for new and developing teachers is a common practice in schools across the United States; the Missouri Music Educators Association even hosts annually a nationally recognized mentoring conference for first-year music educators. As such, a majority of respondents to our survey (72.7%) indicated receiving mentorship, either formally or informally, during their early years of music teaching. No significant difference was found in mentorship presence among Missouri or Kansas respondents as well as among rural, urban, or suburban school locations. Across all respondents, no significant differences were observed in perceptions of support - administrative, colleague, or parent - between participants who had received mentoring, either formal or informal, and those who did not. While this study cannot attest to the impact of mentorship on the pedagogical and instructional quality of developing teachers, the disconnect observed between mentorship and overall perceptions of support suggested by the data does call into question the efficacy of mentorship in actually forging impactful personal and professional relationships among new music teachers. Respondents were not asked to rate the quality of their mentoring experience, only whether or not it took place; further research regarding the specifics of the teacher mentoring process and its impact on perceptions of support might be in order.

In an attempt to gauge possible correlations between involvement in professional development and perceptions of support, the survey contained questions requesting self-reporting of professional memberships as well as the number of professional music educator conferences attended in the past year. While each participant of the survey was a current NAfME member (solicited through Survey Research Assistance from NAfME), we asked respondents to report

which and how many professional organization memberships they held. A vast majority of respondents self-reported at least one professional membership in addition to NAfME. No significant effect was observed on perceptions of administrative, colleague, or parent support among the number of self-reported professional memberships. Additionally, while nearly 90% of respondents had attended at least one professional music educator conference in the past year, no significant correlation was found between the number of conferences participants attended and their perceptions of administrative, colleague, or parent support. This finding, as it relates to colleague support, is particularly interesting, as one purpose of professional development memberships, workshops, and conferences is to build community among music educators across the region, yet increased activity in this area did not seem to be associated with an increased sense of colleague support. This study did not ask respondents to differentiate between music educator colleagues and non music educator colleagues, so in order to truly determine the impact of professional membership and conference attendance on perceptions of colleague support, further research is needed.

Many music teachers find themselves teaching more than one grade level (e.g. middle school/junior high and high school) or teaching at more than one campus, resulting in these teachers working with more administrators, different colleagues, and a greater number of students' parents. In an effort to determine if these characteristics were correlated with perceptions of support, the survey asked respondents to indicate which grade levels they taught as well as the number of campuses at which they regularly taught. Neither of these characteristics were found to be correlated with perceptions of administrative, colleague, or parent support, suggesting that perceived support is not diminished by the added professional relationships experienced by traveling music teachers. Additionally, over half of respondents indicated

teaching at the high school level, and it is important to note that both Kansas and Missouri Music Educator Associations have requirements for high school directors to be state-MEA members (and by extension, NAfME members) in order for their students to participate in all-state honors ensembles. This fact could be why more high school music teachers are included in our survey results than is representative of actual Missouri and Kansas music teacher populations, as elementary and middle/junior high level music teachers do not share this same need to join NAfME, of which all survey participants are a member. This should be considered with the results of the above question regarding self-reported memberships, as it may influence directors' motivation to join and report additional organizations. This assumption is supported by the fact that every high school level music teacher included in our survey self-reported their state-MEA professional membership in addition to NAfME. Further research regarding educators' specific motivations for joining professional organizations and attending professional conferences may be in order to fully understand the influence they have on perceptions of support.

School Location

The locations of participants' schools were also compared against perceptions of administrative, colleague, and parent support (See Table 3). In the broadest comparison, participants were asked whether they taught in Missouri or Kansas. No significant differences in mean levels of support were found between respondents in either state, suggesting that differing educational environments in either state at large (e.g. distribution of urban areas, educational policies, laws) don't allow music teachers in one state to feel any more or less supported than music teachers in the other state.

Comparisons of support across music teachers in rural, suburban, and urban settings offered some interesting findings. We found no significant differences in participants'

perceptions of administrative support among music teachers from rural, suburban, or urban settings. Surveyed music teachers in rural settings, however, reported significantly lower levels of colleague support than their suburban and urban counterparts. Perhaps this is related to the geographic isolation and small size of many rural school districts, resulting in rural music teachers being less likely to have other music teachers in their building and fewer music teachers overall in their school district. Thus, it is reasonable to assume that these rural teachers are likely to have different kinds of professional development experiences than their colleagues in urban or suburban settings, but further research is needed to more fully address this topic specifically.

Meanwhile, music teachers in urban settings experienced significantly lower levels of parent support than their rural or suburban counterparts, a finding which is true when comparing respondents within each state as well and is consistent with previous research by Doyle (2012), Costa-Giomi (2008) and Barton, et al. (2004). Parent engagement in urban schools has historically been a struggle for urban teachers in general, as language, cultural, and socioeconomic barriers, oftentimes unrecognized by the teachers, may prevent (or at least make difficult) continued involvement from students' parents (Baquendo-López, Alexander, & Hernandez, 2013). In other instances, some parents may consider their child's academic development as a function of the school rather than the home, an attitude that many teachers might incorrectly view as indifference. This stance is supported by a qualitative study of minority parents conducted by Peña (2000). Respondents to our survey were not asked to characterize what they may consider as strong or weak examples of parent support; further research exploring the perspectives of both parents and teachers in regards to support may be in order to more fully understand the state of parent support in urban music classrooms and to inform programs supporting parent engagement moving forward.

Of special interest are the comparisons of perceived support reported by music teachers contained within the Kansas City Bi-State Metropolitan Area. Anchored in Jackson County, Missouri, the Kansas City metropolitan area spans 15 counties between Missouri and Kansas. Teachers were asked whether or not they taught within one of the seven most centrally located counties in the metropolitan area (Jackson, Clay, Cass, and Platte counties in Missouri, and Johnson, Leavenworth, and Wyandotte counties in Kansas). In many regards, these two sides of the same metropolitan area are quite similar, while some differences do exist. The estimated 2019 population for the Missouri counties studied was 1,163,157, where the estimated 2019 population for the Kansas counties studied was 849,588 (United States Census Bureau, 2019). The estimated percentage of persons under the age of 18 in 2019 gives insight into the number of school aged children within the counties studied. In the Missouri counties studied, Jackson: 23.4%, Platte: 23.4%, Cass: 23.8%, Clay: 23.9%. In the Kansas counties studied, Wyandotte: 27.6%, Leavenworth 23.4%, Johnson 24.0% (United States Census Bureau, 2019). Additionally, the estimated percentages of high school diploma holders in 2019 in each county were as follows: in the Missouri counties studied, Jackson: 90.3% Platte: 95.4% Cass: 92.4% 93.2% Clay. In the Kansas counties studied, Wyandotte: 79.1% Leavenworth: 91.9% Johnson: 95.9% (United States Census Bureau, 2019). Each state's department of education also releases up-to-date reports concerning the cost per pupil in each school district. In comparing cost per pupil, data is very similar for the Kansas City namesake school districts in Wyandotte and Jackson county, respectively: Kansas City, Kansas Public Schools spend approximately $15,119 per pupil (Kansas State Department of Education, 2019), where Kansas City, Missouri Public Schools spend approximately $15,336.69 per pupil (Missouri Department of Elementary and Secondary Education, 2019). Identifying respondents who teach in the Kansas City bi-state metropolitan

area, along with rural, urban, or suburban school location, allowed us to identify participants in the Kansas City metropolitan area teaching in similar types of schools, with the primary difference being the Missouri/Kansas state dividing line and differing educational culture, laws, and policies that come with it.

In comparing perceptions of support between Missouri and Kansas participants located within this metropolitan area, no significant differences were found in perceived administrative, colleague, or parent support, though teachers on the Kansas City, Kansas side reported mean higher levels of support in each of these three areas. Urban teachers in the metropolitan area at large, however, perceived significantly lower levels of parent support than their suburban counterparts, which is congruent with the above findings including all respondents, while there were no significant differences of administrative or colleague support among metropolitan area urban teachers and suburban teachers. The Kansas City bi-state metropolitan area has an abundance of large urban and suburban school districts, so we also wanted to compare participants in like locations across the state line. While no differences were observed at the state level at large, the unique nature of the Kansas City metropolitan area as bi-state warranted a closer look. Differences that might occur could be attributed to the institutional environment and culture unique to each state, as all comparisons were made between like urban or suburban school locations on either side of the state line within the metropolitan area. While no significant differences of administrative, colleague, or parent support were found among suburban teachers on either side of the metro area, urban teachers on the Kansas City, Kansas side of the metropolitan area reported significantly higher levels of administrative support than their urban counterparts on the Missouri side. This indicates that urban music teachers in the Kansas City, Kansas metropolitan area perceive a greater degree of administrative support than their urban

counterparts in Kansas City, Missouri, suggesting that, for these teachers, "urban" location alone does not necessarily equate to being unsupported by administration. Respondents were not asked to describe or categorize their perceived administrative support, so further research concerning the nature of this perceived support might be in order to truly understand the differences in administrative support perceived by urban teachers across the Kansas City area.

In comparing participants' perceptions of support across respondents identified as teaching on the Missouri side of the bi-state metropolitan area, those on the Kansas side, those in greater Missouri, and those in greater Kansas, the most significant difference occurred in perceived support from students' parents between respondents in greater Missouri and those in the Kansas City, Missouri counties studied within the metropolitan area, with teachers in the Kansas City, Missouri metropolitan area reporting significantly lower levels of parent support. This could be attributed to the above finding that urban teachers in general perceived lower levels of parent support than their suburban and rural counterparts, as nearly half of the teachers studied who identified themselves as teaching on the Missouri side of the metropolitan area taught in urban schools whereas nearly 90% of those studied in greater Missouri teach at rural or suburban schools. Regardless, this discrepancy perceived in parent support between Kansas City, Missouri metropolitan area and greater Missouri teachers suggests that factors unique to Kansas City, Missouri metro schools not present in greater Missouri schools might be in play that impact perceptions of support from students' parents.

When budgets get tight, school-based arts education programs are often the first to get reduced or even cut. We asked survey respondents how financially supported they felt their classroom to be, and a full half of respondents indicated that they felt fully supported in funding by their administration. This full financial support was reported in equal numbers by rural,

suburban, and urban music teachers, and there wasn't a significant relationship found between rural, suburban, or urban school location and reported feelings of financial support. Adequate funding at local, state, and federal levels is consistently a major talking point for music and arts education advocacy organizations. This data, however, suggests that more music classrooms (across rural, suburban, and urban locations) than one might be led to believe are, in fact, adequately funded from the perspective of the music teacher.

Participants' responses concerning financial support were categorized into three groups: not financially supported all, only fully supported through external help, and completely financially supported by administration. In comparing these three groups of respondents, those who indicated that they were not financially supported at all tended to report lower overall levels of administrative, colleague, and parent support than those who considered themselves fully financially supported. It seems reasonable to think that less funding to adequately run one's music classroom prompts frustration and stress, which could impact relationships and, by extension, perceptions of support from those relationships, a thought with which current data is consistent. Further research, however, might be needed in order to address this topic more fully. Interestingly, it was also found that participants who considered themselves only fully supported through external help actually reported statistically similar levels of administrative support to those participants who considered themselves fully financially supported by their administration, despite not being adequately funded by their administration. In other words, participants who felt fully financially supported through one avenue or another perceived similar levels of administrative support, regardless of their administration's role in that financial support. This suggests that teachers may associate funding with support from administration, regardless of where that funding comes from.

In taking a closer look at the Kansas City metropolitan area, teachers on the Kansas City, Kansas side reported needing significantly less funding to feel adequately supported than their counterparts on the Missouri side of the metropolitan area. This trend holds true when adding greater Kansas and greater Missouri into the comparison, where Kansas City, Kansas metro area teachers reported needing the least amount of additional funding in order to feel fully financially supported. This is congruent with the finding that a wide majority of respondents from the Kansas City, Kansas metro area (68%) consider themselves fully financially supported either through their administration or external sources. Teachers in the counties studied on the Kansas side of the metropolitan area are a mix of primarily urban and suburban respondents, suggesting that factors unique to Kansas City, Kansas metropolitan area schools (e.g. administration, policies, school culture) might be in play.

Surprising findings were also discovered when comparing rural, suburban, and urban school locations against specified amounts of funding needed to feel fully financially supported. While broad categorizations of financial support didn't seem to be significantly related to school location, as described above, it is important to note that urban teachers reported needing the least amount of money to feel fully financially supported where rural teachers reported needing the most. This difference in specific funding amounts needed was statistically significant, and, once again, challenges the common stereotype that urban city schools are underfunded compared to their suburban and rural counterparts. This finding also opens a discussion on the experiences of rural music teachers and their ability to provide access to quality music education to rural students. Further research concerning financial support for rural school music classrooms may be needed to more fully understand the state of access to music education in rural areas.

Funding for school music programs often comes from two sources: district funding and fundraising by students/parents. With this in mind, we calculated the differences scores between perceived administrative support and perceived parent support. In comparing this to reported funding needed to feel fully financially supported from their administration, we expected a strong negative correlation: as the amount of funding needed increased, we expected that teachers would rely more on parents as a source of external financial support (e.g. student fundraisers or fees), reporting greater support from students' parents and less from administration. Surprisingly, our data didn't reflect this assumption. We found that the relationship for our respondents between funding needed and administrative-parent support difference scores, while slightly negative, was nonsignificant (See Figure 5). In other words, respondents reported statistically similar administrative-parent support difference scores regardless of funding needed to feel fully financially supported by their administration. This suggests that, regardless of whether funding for their classroom comes from internal or external sources, participating teachers did not view funding support as an "us versus them" scenario in regard to administrative versus parent support.

Additionally, many respondents included qualitative remarks instead of or in addition to providing a dollar amount of funding needed in order to feel fully financially supported. As we did not explicitly ask for these qualitative answers, it was intriguing that so many respondents provided them of their own volition, and they offered insight into respondents' perspective regarding funding support. More than a third of these comments came from respondents who had already expressed that they felt fully financially supported, making their remarks of particular interest. These respondents expressed luck/appreciation for their current state of financial support, that they work within their given means, and even that, despite being fully financially

supported, they would still accept more funding. As one respondent stated, “We have what we need...not what we wish we had.” Another says, “I get by with what I have and make adjustments so my students can be successful.” These statements exemplify that, despite objectively considering themselves fully financially supported, some music teachers studied continue to feel limited in their classrooms and in their abilities to serve their students. That music teachers would consider themselves fully financially supported despite this feeling might encourage profession-wide discussions to reevaluate what it means to truly be financially supported as a music teacher. While requests for additional funding were overall relatively low, these statements indicate that these numbers might not be truly indicative of how much additional funding is needed for these music classrooms to thrive. Others who did not consider themselves fully financially supported expressed what exactly they need the additional funding for in their classroom, ranging from basic items and materials, to a new classroom/facility, and even to additional teaching staff. These responses varied widely: “Enough for our school to pay more teachers and support staff so there are not 50+ students in my room...hundreds of thousands of dollars,” while another said, “Unknown number, at least enough to cover instrument repairs or order music. Maybe $200.” These statements demonstrate the wide variability of funding needs experienced by Missouri and Kansas music teachers who don’t consider themselves fully financially supported, suggesting a more pinpointed advocacy efforts for arts education funding may be beneficial.

Administrative, colleague, and parent support were all positively correlated with each other, indicating that participants who experienced high levels of support from one area generally reported high levels of support from the other two areas. This finding would reinforce efforts to increase support for music teachers in any one of these three areas.

Additionally, while all teachers on which we are reporting intend to continue in the music teaching profession, a vast majority also intend to stay in their current position. While this lack of migration may be encouraging, it is important to remember that the same disruptions to the landscape of the teaching profession caused by COVID-19 that may have influenced low attrition rates may also have influenced low migration rates. We could assume that teachers intending to stay in their current positions are relatively happy with their jobs and content with the levels of support they perceive, but further research concerning perceptions of support and music teacher migration rates adjusting for COVID-19 disruptions may be in order.

This study is limited to music educators in the states of Missouri or Kansas who chose to be members of NAfME. Thus, results are indicative of a single geographic region and are not necessarily representative of the national population of music educators in the United States. In addition, the response rate was 10.7%, relatively low. Finally, this study was conducted in the weeks surrounding the first of many school closures at the start of the COVID-19 pandemic in spring of 2020. Teachers were asked to complete the survey around the same time they were transitioning from in-person to online music teaching, which could have influenced their responses and even whether or not they chose to participate in the survey itself. Additionally, these results may or may not be applicable to teachers in other disciplines outside of music education. As such, the findings of this particular study should be generalized with caution.

The present study has implications on programs and efforts to reduce music teacher attrition/retention, educational policy that aims to support teachers, views on school staff culture, and the development of programs encouraging parent involvement. Throughout this study, several variables (age, teaching experience, education level) were found to be positively correlated with perceived support from students' parents. While it may be understandable that

older teachers with more experience and advanced degrees experience greater support from students' parents, this notion might work against the up-and-coming generation of new teachers. With teacher shortages in the United States becoming more evident each passing year (Sutcher, Darling-Hammond, & Carver-Thomas, 2016; U.S. Department of Education, 2019), the teacher workforce is transforming into one that is younger with less experience (Ingersoll, Merrill, Stuckey, & Collins, 2018).

Relationships with administrators, colleagues, and students' parents prove foundational for a teacher's professional life, young or old. Lack of support from any of these areas might influence a teacher's attitude, well-being, and may even be a factor in decisions of attrition and migration, all of which have an impact on student outcomes. Clearly, an intricate relationship seems to be present between school location and music teachers' perceptions of support: we found that rural teachers at large seem to perceive lower levels of colleague support than their urban or suburban counterparts, while urban teachers at large, within each state studied, and within the Kansas City bi-state metropolitan area all perceive significantly lower levels of support from students' parents. Importantly, while low levels of parent support seems to be heavily correlated with an urban teaching location, this urban location does not seem to equate with teachers perceiving themselves as being unsupported by administration, as demonstrated by the differences in perceived administrative support within urban metro schools as well as the significantly lower reported funding amounts needed for urban teachers to consider themselves fully financially supported by their administration. While these findings are intriguing, no significant differences in perceived levels of administrative, colleague, or parent support were found among a wide variety of other variables studied, including mentorship experience, conference attendance, or even number of campuses taught. Clearly, additional research might be

warranted in order to address in-depth analyses of each of these three sources of support, particularly when it comes to rural, urban, and suburban school locations, as this study demonstrates that perceptions of this support are complex and varied.

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Footnotes

[1]If a participant indicated that they feel fully supported through both their administration and other means but did not provide a dollar amount, then we assumed $0 needed. If, instead of providing a dollar amount, the participant stated, "I feel adequately funded," "I feel supported," or "n/a," then we assumed $0.

[2]Reliability between the primary author's codes and the second independent researcher's codes was 100% for all categories.

Table 1. Respondents' Demographic Characteristics

	Administrative Support		Colleague Support		Parent Support	
	M	SD	M	SD	M	SD
Gender						
Male	7.92	2.13	8.18	1.89	7.33	2.29
Female	7.98	1.99	8.19	1.84	7.15	2.17
(unanswered=13)						
Race/Ethnicity						
White	8.03	1.98	8.16	1.88	7.21	2.18
Black/African American	8.0	2.16	9.25	.96	7.0	3.46
Hispanic/Latinx	6.4	2.97	8.4	1.34	6.4	1.82
Asian[a]	7.0	-	9.0	-	8.0	-
Multiple Ethnicities	7.17	3.06	7.83	2.14	7.17	2.86
Prefer Not to Answer	8.5	.71	8.5	.71	7.5	2.12
(unanswered=13)						
Age						
20s	7.59	1.89	7.65	2.02	6.11[b]	2.65
30s	7.61	2.29	8.08	2.15	7.08[ab]	2.0
40s	8.30	1.91	8.09	1.75	7.32[ab]	2.10
50s	8.38	1.83	8.57	1.09	7.67[a]	1.86
60s+	8.17	2.01	8.67	1.97	8.20[a]	2.17
(unanswered=17)						
Degree(s) Held						
Undergraduate	7.70	1.98	7.81	1.97	6.33[b]	2.49
Master's	8.08	2.08	8.39	1.78	7.61[a]	1.94
Doctoral	8.38	1.69	8.25	1.58	7.88[ab]	1.46
(unanswered=12)						
Preparedness						
Very Well	8.06	1.97	8.32	1.74	7.67	2.14
Well	8.34	1.68	8.16	1.86	7.26	2.21
Okay	7.53	2.44	8.32	1.84	6.89	2.04
Poorly	6.5	2.32	7.42	2.07	6.08	1.83
Very Poorly	6.0	2.83	5.0	5.66	5.0	5.66
(unanswered=11)						

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Table 1 (cont.)

	Administrative Support		Colleague Support		Parent Support	
	M	SD	M	SD	M	SD
Number of Years Taught						
0-9	7.61	2.16	7.71	2.15	6.48$_{b}$	2.41
10-19	8.22	2.0	8.38	1.70	7.43$_{ab}$	1.76
20-29	8.23	1.86	8.37	1.64	7.83$_{a}$	2.04
30+	7.78	2.34	8.67	1.41	8.11$_{a}$	1.71
(unanswered=15)						
Mentorship						
Formal	7.89	2.07	8.14	1.85	7.11	2.21
Informal	8.14	1.95	8.28	1.82	7.33	2.31
None	7.86	2.10	8.05	2.06	7.13	2.05
(unanswered=11)						
Number of Memberships						
Zero	6.50	3.21	7.0	3.10	5.83	3.43
One	8.02	1.93	8.29	1.78	6.87	2.22
Two	8.13	1.80	7.08	1.82	7.25	1.99
Three	7.81	2.27	8.02	1.94	7.52	2.23
Four or more	8.25	1.86	9.33	1.15	8.42	1.37
Number of Conferences Attended						
Zero	7.14	2.56	8.15	2.11	6.89	2.54
One	8.18	1.99	8.28	1.75	7.18	2.02
Two	7.95	1.88	8.0	1.97	7.27	2.30
Three or more	7.90	1.97	8.50	1.82	7.35	2.50
(unanswered=22)						
Number of Campuses						
One	8.09	1.88	8.12	1.72	7.30	2.22
Two	7.81	2.38	8.0	2.13	7.04	2.14
Three	7.57	1.91	8.07	2.20	7.07	2.23
Four or more	7.89	2.11	9.11	1.97	7.0	2.29
(unanswered=4)						

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Table 1 (cont.)

	Administrative Support		Colleague Support		Parent Support	
	M	SD	M	SD	M	SD
Number of Grade Levels Taught						
One	7.94	2.03	8.23	1.62	7.12	2.31
Two	8.27	2.07	8.47	1.89	7.45	1.96
Three or more (unanswered=4)	7.58	1.95	7.56	2.36	7.02	2.25

Note. Means that do not share common subscripts differ significantly in perceptions of support at $a = .05$ according to the Games-Howell Posthoc Procedure.

[a]*n=1,* thus no standard deviation could be calculated.

Table 2. Respondents' School Location and Perceptions of Support

	Administrative Support		Colleague Support		Parent Support		Total Respondents *N*=220
	M	SD	M	SD	M	SD	
Missouri	7.97	2.09	7.93	2.01	7.27	2.25	94
Kansas	7.97	1.99	8.34	1.78	7.13	2.16	126
Rural	8.01	1.92	7.59$_{b}$	2.12	7.51$_{a}$	1.81	79
Urban	7.57	2.16	8.40$_{a}$	1.76	6.21$_{b}$	2.45	69
Suburban	8.32	1.97	8.58$_{a}$	1.58	7.82$_{a}$	2.01	68
Urban							48
Kansas City, KS Metro	**7.97**	1.88	8.73	1.81	6.16	2.50	34
Kansas City, MO Metro	**6.43**	2.65	8.07	2.02	5.36	2.24	14
Suburban							34
Kansas City, KS Metro	8.33	1.80	8.79	1.05	8.21	1.63	16
Kansas City, MO Metro	7.88	1.93	8.41	1.94	7.41	2.40	18
Missouri$_{a}$							93
Rural	8.20	1.83	7.29$_{b}$	2.18	7.54$_{a}$	1.98	35
Urban	7.10	2.51	8.19$_{ab}$	1.78	6.0$_{b}$	2.26	21
Suburban	8.25	1.99	8.42$_{a}$	1.84	7.75$_{a}$	2.27	37
Kansas							123
Rural	7.85	2.01	7.85	2.07	7.49$_{ab}$	1.68	44
Urban	7.78	1.98	8.50	1.76	6.31$_{a}$	2.56	48
Suburban	8.40	1.98	8.79	1.18	7.90$_{b}$	1.68	31
Kansas City, KS Metro	8.12	1.84	8.77	1.60	6.79	2.42	51
Kansas City, MO Metro	7.27	2.31	8.12	1.98	6.45	2.49	34
Kansas City Metro							85
Urban	7.51	2.23	8.53	1.87	**5.91**	2.43	48
Suburban	8.09	1.86	8.58	1.59	**7.77**	2.09	34

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Table 3 (cont.)

	Administrative Support		Colleague Support		Parent Support		Total Respondents *N*=220
	M	SD	M	SD	M	SD	
Kansas City, KS Metro	8.12	1.84	8.77	1.60	6.79$_{ab}$	2.42	51
Kansas City, MO Metro	7.27	2.31	8.12	1.98	6.45$_{b}$	2.49	34
Greater Kansas	7.85	2.09	8.04	1.86	7.37$_{ab}$	1.94	75
Greater Missouri	8.36	1.87	7.83	2.04	7.23$_{a}$	1.98	60

Note. Means that do not share common subscripts differ significantly in perceptions of support at the $p < .05$ level according to the Games-Howell Posthoc Procedure. Boldface type indicate significant differences found at the $p < .05$ level after conducting an independent samples t-est. $_{a}$Missouri respondents among rural, urban, and suburban school locations demonstrated homogeneity of variance, thus post hoc test results are found through Tukey's HSD rather than Games-Howell.

Table 3. Reported Professional Memberships

	Number of times reported
Kansas Music Educators Association	121
Missouri Music Educators Association	97
American Choral Directors Association	46
Missouri Choral Directors Association	31
Missouri Bandmasters Association	23
Kansas Bandmasters Association	20
Kansas Choral Directors Association	18
American String Teachers Association	16
Missouri String Teachers Association	12
American Orff Schulwerk Association	11
Kansas String Teachers Association	6
American Bandmasters Association	5
Organization of American Kodaly Educators	5
Missouri Association for Jazz Education	4
International Association for Jazz Education	3
Phi Beta Mu	2
Feierabend Association for Music Education	2
Percussive Arts Society	2
Kansas Orff Chapter	1
Suzuki	1
National Association of Teachers of Singing	1
Evening Etude Federated Music Club	1
Kodaly Music Educators of Kansas	1
Music Teachers National Association	1
Kansas City Music Teachers Association	1
American School Band Directors Association	1
International Society of Bassists	1

Note. All organizations were self-reported by survey respondents.

Table 4. Funding Comments Operational Definitions

	Operational Definition
Appreciation/Luck	Participant expresses appreciation towards their district or credits luck to being financially supported.
Work Within Means	Participant indicates that they work with what is provided to them.
Tough Question/Depends/Unsure	Participant indicates the question as "tough" or "difficult" to answer, reasoning that providing an answer would depend on factors not in question, and/or states that they are unsure/it is unknown how much funding would be needed to feel fully financially supported.
Exasperation	Participant expresses frustration or resentment towards their current classroom financial circumstances.
Not Qualified to Answer	Participant expresses that they are not in a position to handle the budget of their own classroom, and thus are not qualified to provide an answer.
Feels Supported but Would Like More	Participant indicates that they feel fully financially supported but wouldn't say no to having more money at their disposal.
Items/Room/People	Instead of or in addition to providing a dollar amount, the participant states what they need the money for in their classroom.

Table 5. Funding Support Situation Categories

Funding Situation	Survey Question	Participant Answer
Fully Financially Supported by Administration	"Does the financial support you receive from your school/district adequately meet your classroom needs?"	Yes
	"Does the total financial support you receive from all sources (school funding, student fundraising, etc.) adequately support your classroom needs?"	Yes
Not Fully Financially Supported at All	"Does the financial support you receive from your school/district adequately meet your classroom needs?"	No, Yes[a], or Blank
	"Does the total financial support you receive from all sources (school funding, student fundraising, etc.) adequately support your classroom needs?"	No
Only Fully Supported Through External Help	"Does the financial support you receive from your school/district adequately meet your classroom needs?"	No
	"Does the total financial support you receive from all sources (school funding, student fundraising, etc.) adequately support your classroom needs?"	Yes

Note. [a]If a participant indicate yes to this question, we assumed they misunderstood the question, but due to their "no" answer on the following question, they were categorized as "Not Fully Financially Supported at All."

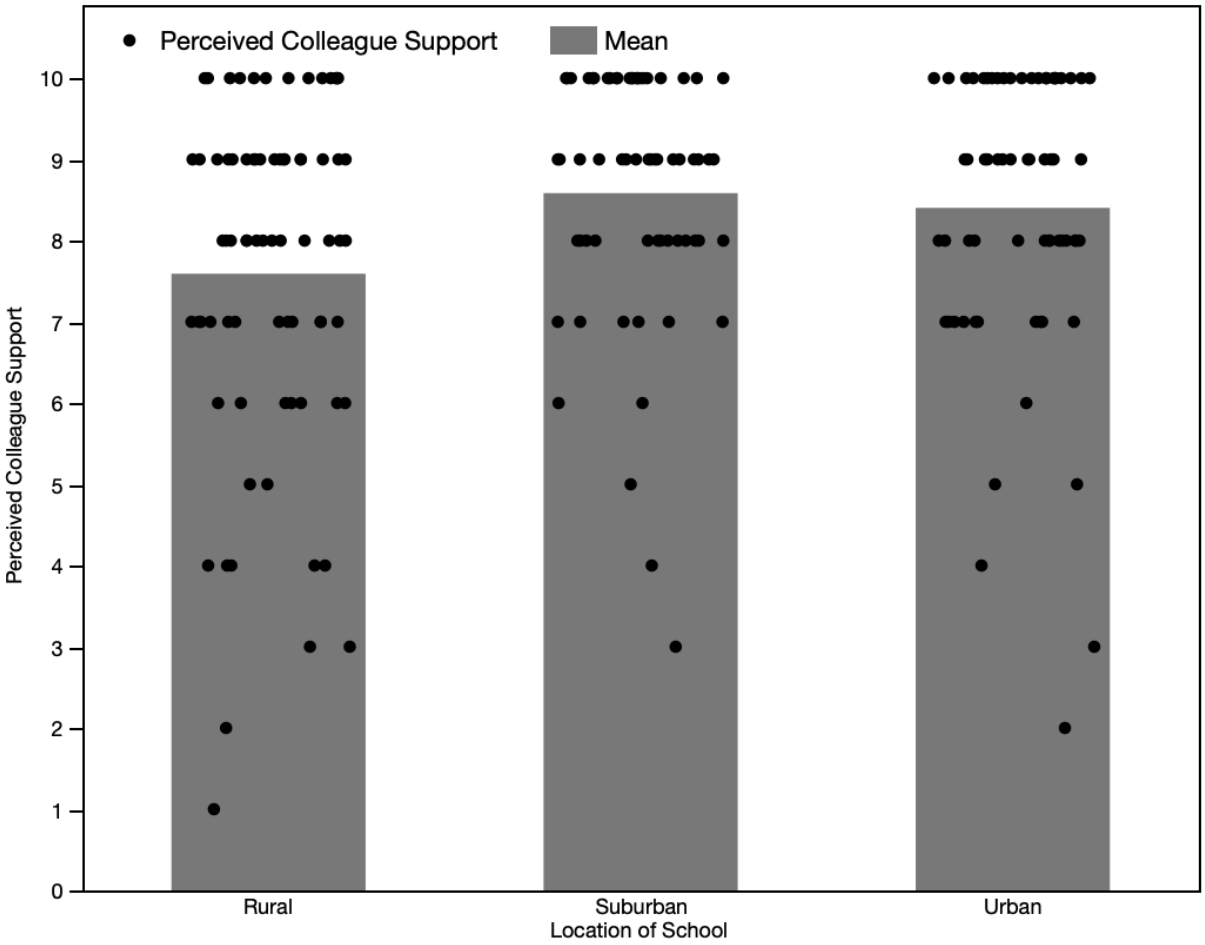

Figure 1. Perceived levels of colleague support by rural, urban, suburban school locations. Bars represent group means. Point locations along the y-axis represent specific levels of participants' perceived colleague support.

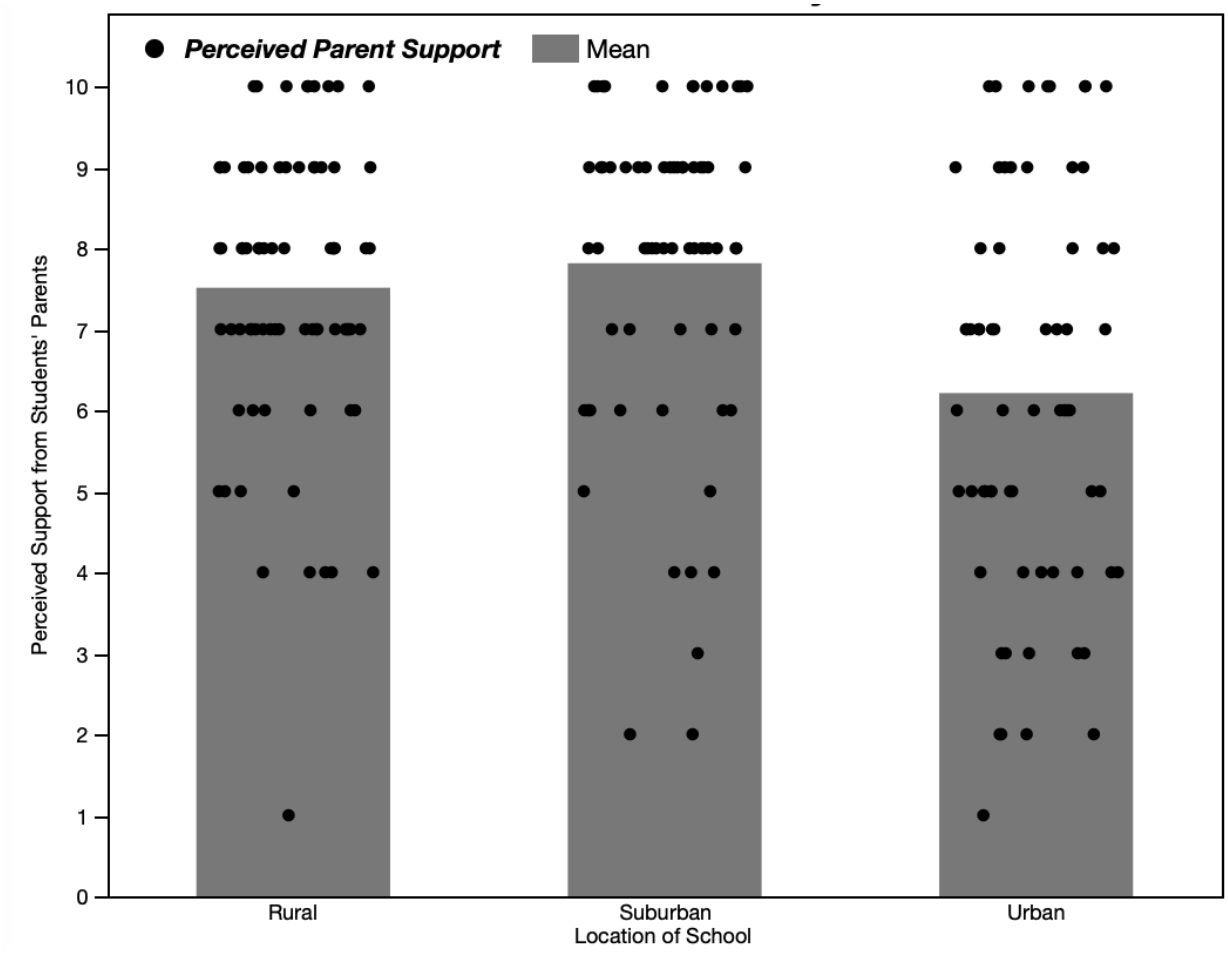

Figure 2. Perceived levels of support from students' parents by rural, urban, suburban school locations. Bars represent group means. Point locations along the y-axis represent specific levels of participants' perceived parent support.

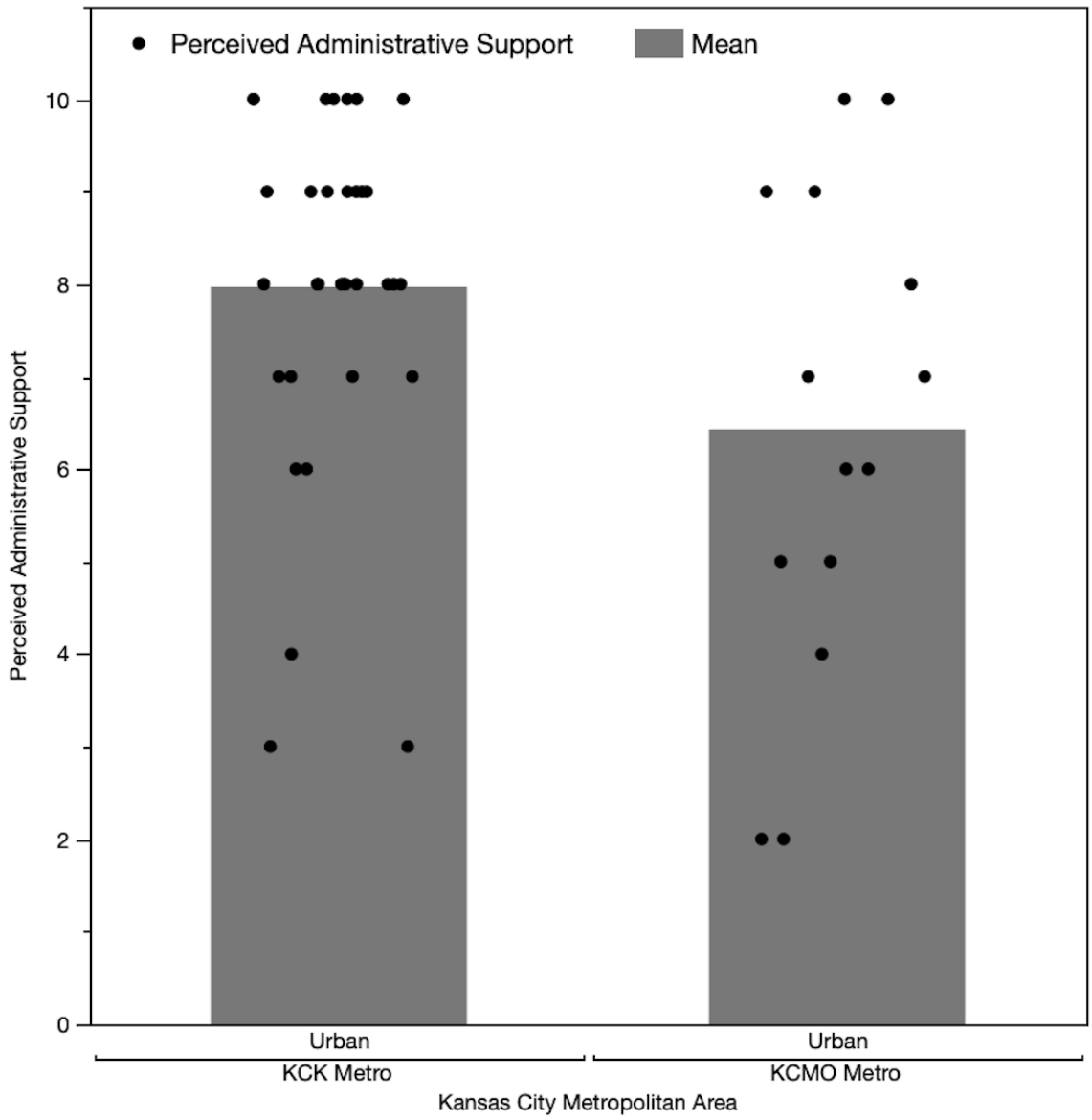

Figure 3. Perceived levels of administrative by urban and suburban school locations within the Kansas City bi-state metropolitan area. Bars represent group means. Point locations along the y-axis represent specific levels of participants' perceived administrative support.

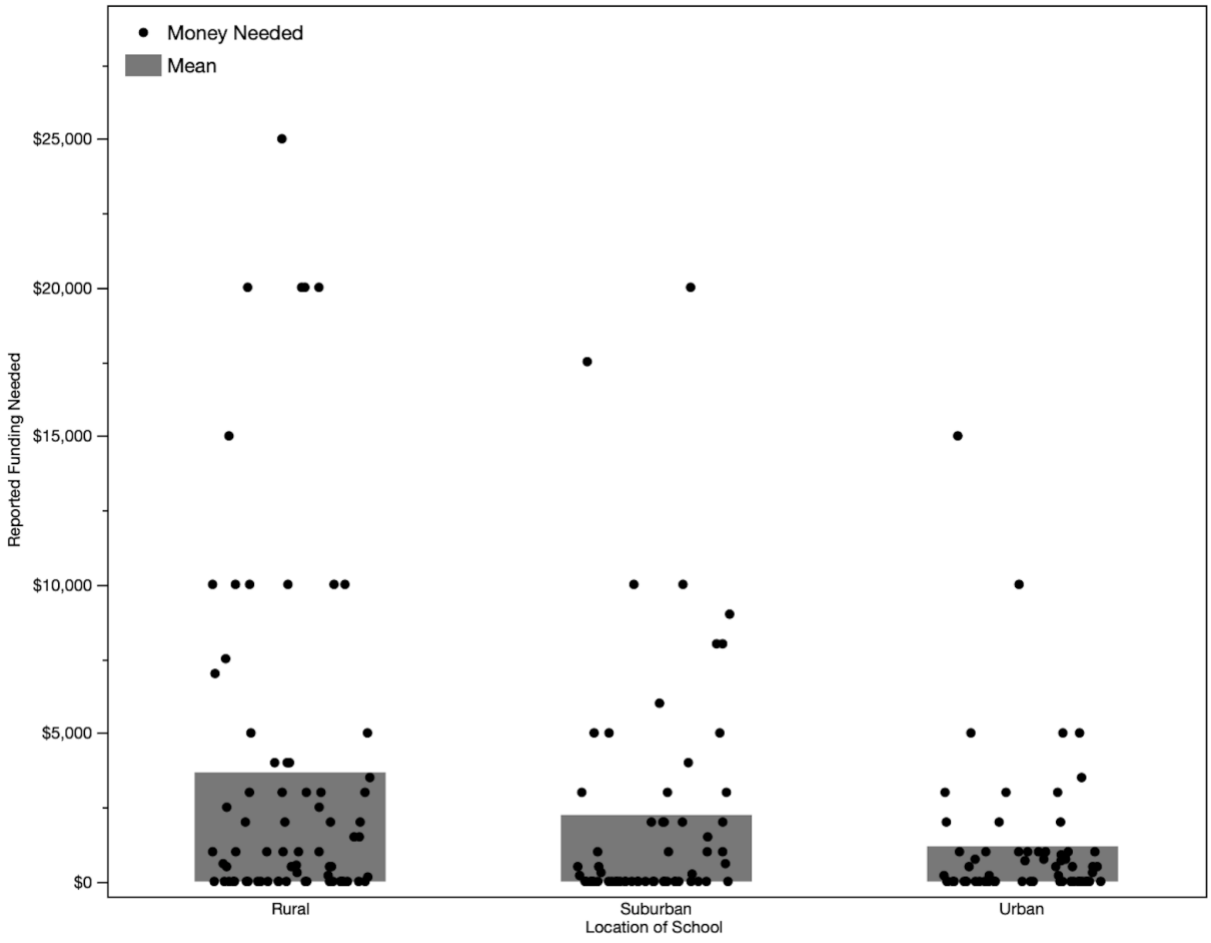

Figure 4. Reported funding needed to feel fully financially supported by rural, urban, or suburban school locations. Bars represent group means. Point locations along the y-axis represent the specific reported funding amounts of individual participants.

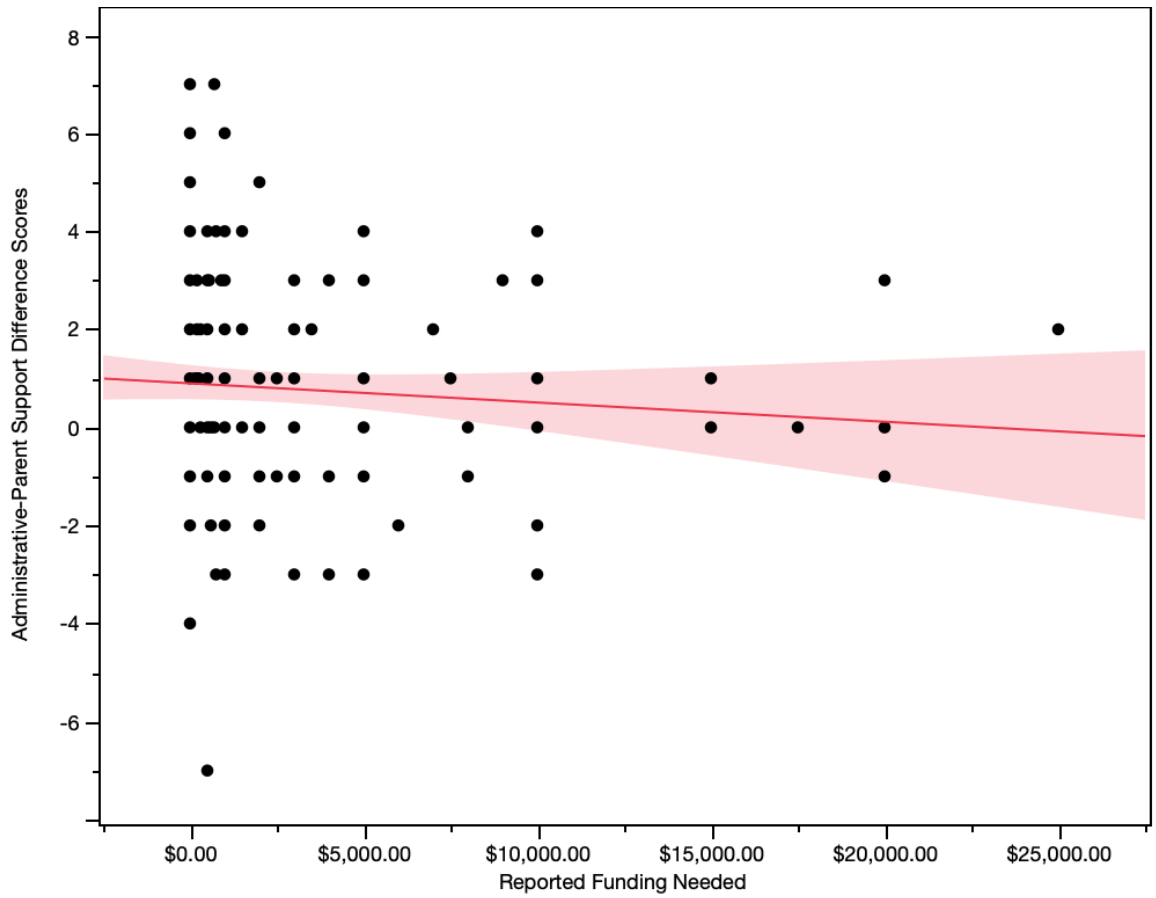

Figure 5. Relationship between Administrative-Parent difference scores and specific reported funding amounts needed to feel fully financially supported. Pearson's r = -.08, p=.25.