

Survey of Secondary Instrumental Teachers in Colorado and Indiana: Immediacy, Ensemble Setup, and Use of Space

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RESEARCH QUESTIONS

1. What are band and orchestra teachers' perceptions of and attitudes toward immediacy behaviors? Emphasizing proximity-related immediacy behaviors, do these perceptions and attitudes vary by sex and teaching position?
2. How are teachers organizing their ensembles? Does use of traditional/non-traditional, closed/opened setups differ by sex, teaching position, and immediacy?
3. How are teachers stating that they use classroom space in a typical rehearsal? Does use of classroom space differ by sex, teaching position, ensemble setup, and immediacy?

SURVEY CONTENTS

- Demographic questions
- Adapted Teachout (1997) survey of important skills and behaviors
- Questions regarding ensemble setups – e.g. primary setup used and other setups used
- Question for participants who indicated their primary setup was "Setup J: Other"
- Self-report immediacy measure (Richmond et al., 2003)
- Questions regarding teachers' perceptions of how they occupied classroom space – e.g. time spent teaching on podium or behind conductor's stand, time at board, etc.

METHOD

- Compiled Colorado and Indiana database of secondary band/orchestra teachers
- Survey piloted three times, specific items (e.g. diagram setup) reviewed by experienced teachers, feedback used to clarify and correct items
- Survey distributed April 2017, remained available for six weeks
- Initially distributed to 100 teachers for quality assurance, then released to remaining sample
- 1,252 teachers contacted, 436 teachers provided useable responses (35% response rate)

PARTICIPANTS

- 436 teachers (CO: 175, IN: 261)
- 160 females, 274 males, 2 unknown
- 292 band, 90 orchestra, and 54 both
- 175 young/beginning (combinations of elementary, intermediate, and/or middle school), 201 junior/senior high or high, 60 combinations of elementary and high school
- 13.76 mean years of teaching

CONCLUSIONS

- Teachers viewed proximity-related behaviors as being less important and were less likely to engage in these behaviors than most other immediacy behaviors.
- Females reported higher levels of overall immediacy than males, including higher levels of proximity-related behaviors.
- Majority of teachers used closed and traditional setups, and teachers remained in these setups for the majority of the year.
- Teachers with a medium immediacy were more likely to use opened and non-traditional setups than low and high immediacy teachers.
- Teachers of young/beginning ensembles reported greater use of opened setups, less time on podium, and more time moving toward/among students than teachers of junior/senior or high school ensembles.
- Females reported more time off the podium.

RESEARCH QUESTION 1: Teacher Immediacy

Teacher Immediacy: Teaching Skill and Behavior Items

Teachout (1997)	M	SD	Immediacy	M	SD
Perceived Importance of...			Perceived Engagement in...		
Move toward/among*	2.82	0.83	Touch	2.40	0.93
Humor	3.08	0.82	Lean toward*	3.24	0.82
Body language	3.24	0.73	Sit/stand close*	3.39	0.89
Eye contact	3.26	0.76	Move toward*	3.51	0.78
Knowledge	3.37	0.72	Relaxed body	4.26	0.63
Rapport	3.46	0.69	Smile	4.26	0.63
Enthusiastic	3.47	0.67	Animated	4.28	0.67
Professionalism	3.47	0.70	Have vocal variety	4.28	0.68
Pacing	3.52	0.66	Use hands/arms	4.29	0.71
Strategies	3.53	0.62	Gesture	4.32	0.69
Behavior	3.54	0.60	Eye contact	4.34	0.60
Time on task	3.55	0.63	Look directly	4.40	0.63
Patient	3.61	0.64	Use variety vocal	4.47	0.64

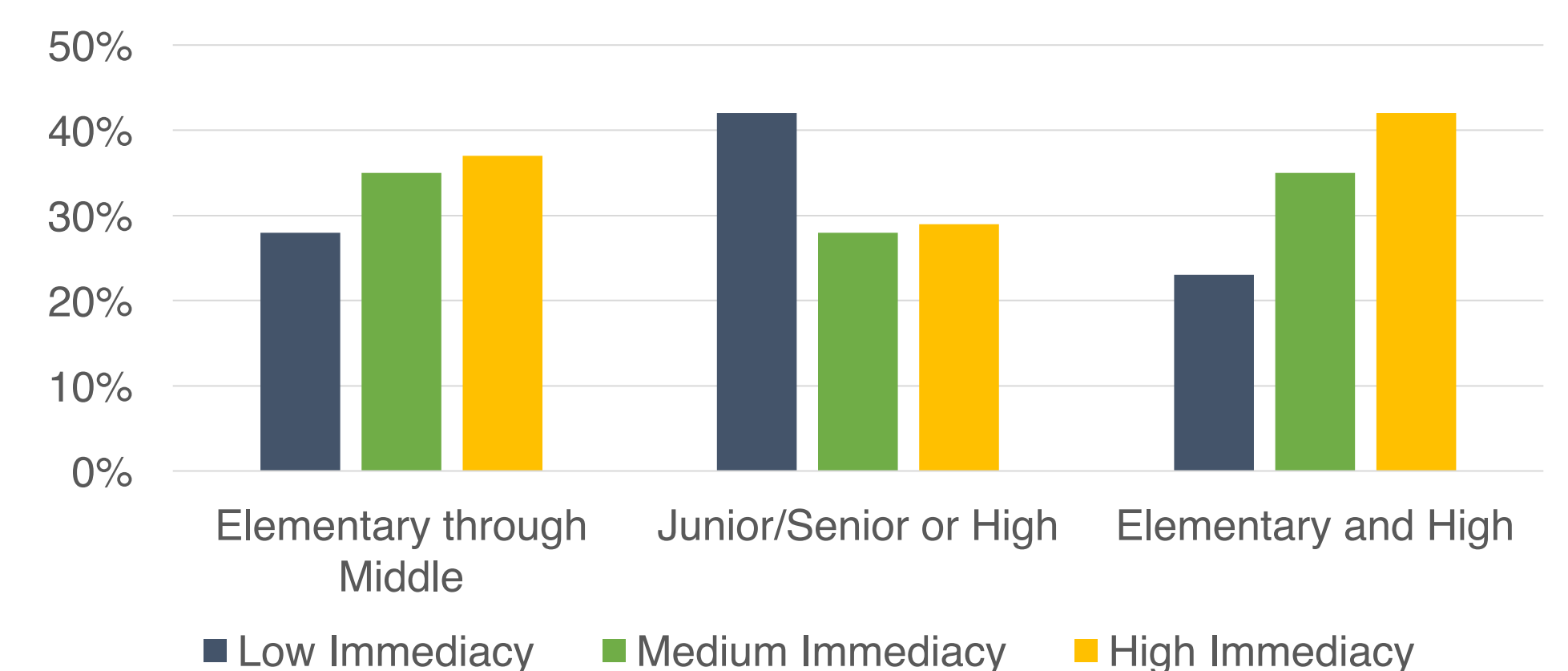
* Proximity-related behaviors

Teacher Immediacy by Sex

- Significant differences in self-report immediacy between females ($M = 105.45$, $SD = 8.44$) and males ($M = 101.23$, $SD = 101.23$), $p < .001$.
- Females report significantly higher levels on Teachout item "move toward" item ($p = .04$), and Immediacy items "lean toward," "sit/stand close," and "move toward" (all $p < .002$).

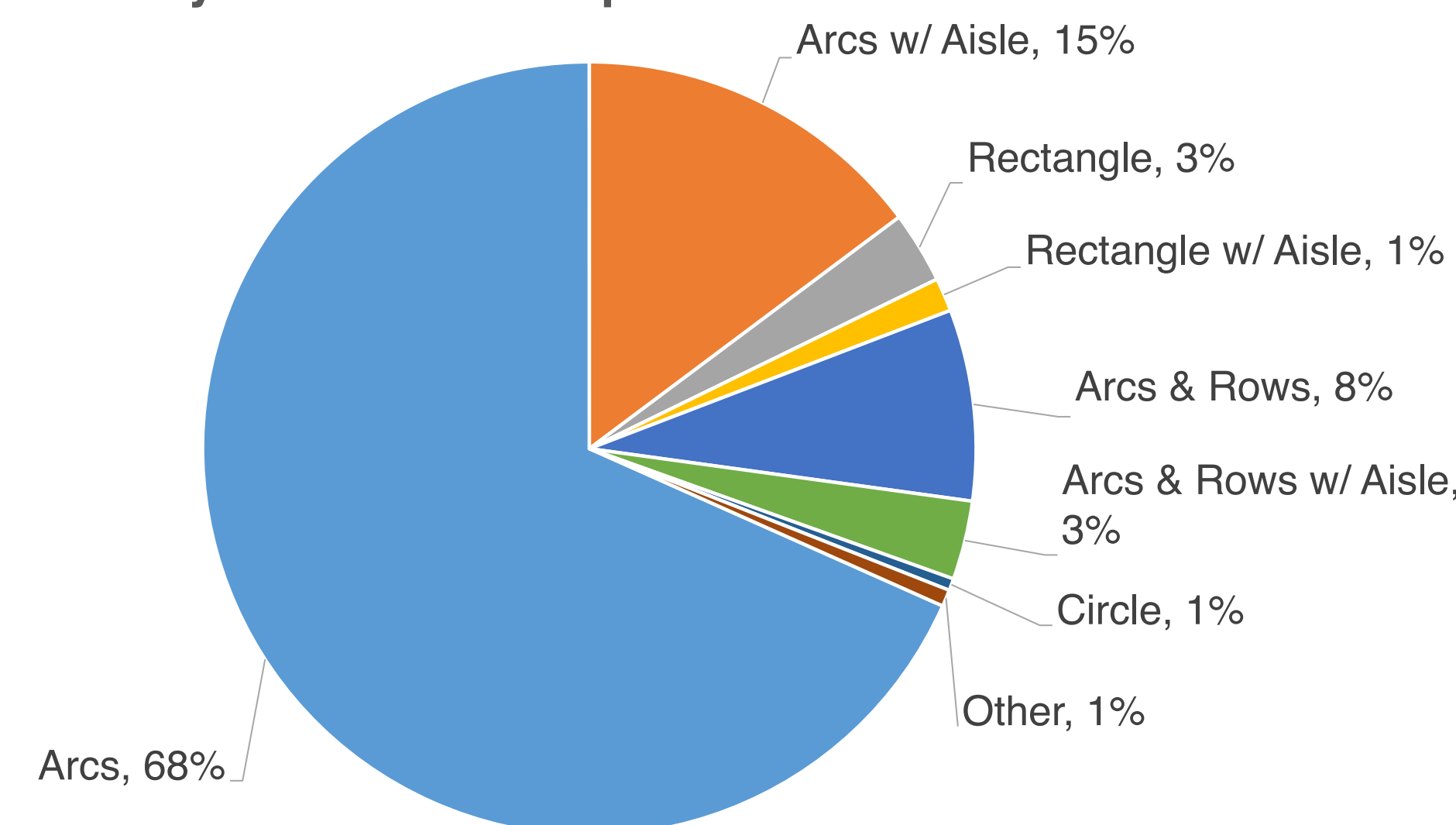
Teacher Immediacy and Teaching Position

- Significant differences in low, medium, and high immediacy teachers by ensemble levels taught, $p = .02$ (see graph below).

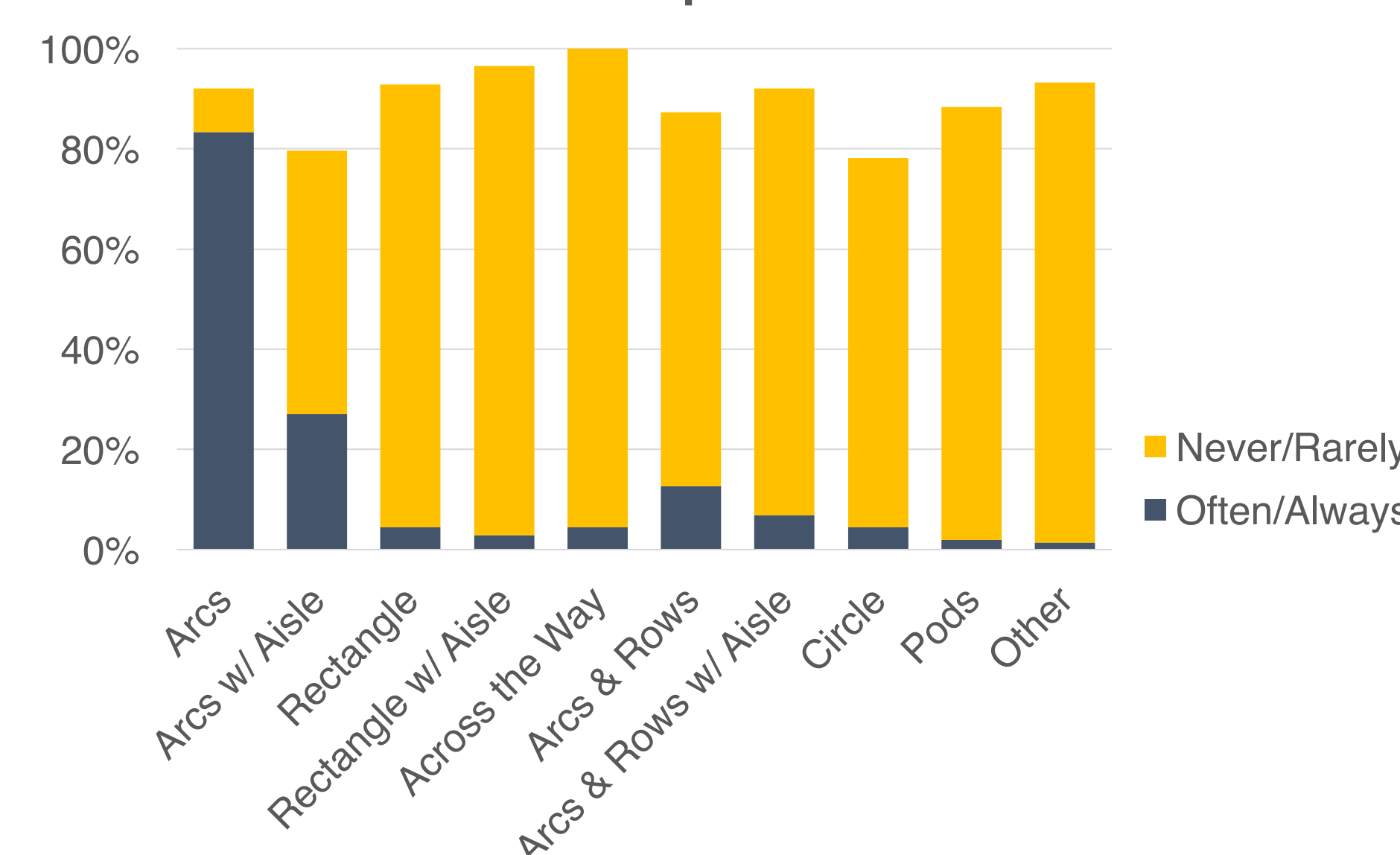


RESEARCH QUESTION 2: Ensemble Setups

Primary Ensemble Setup

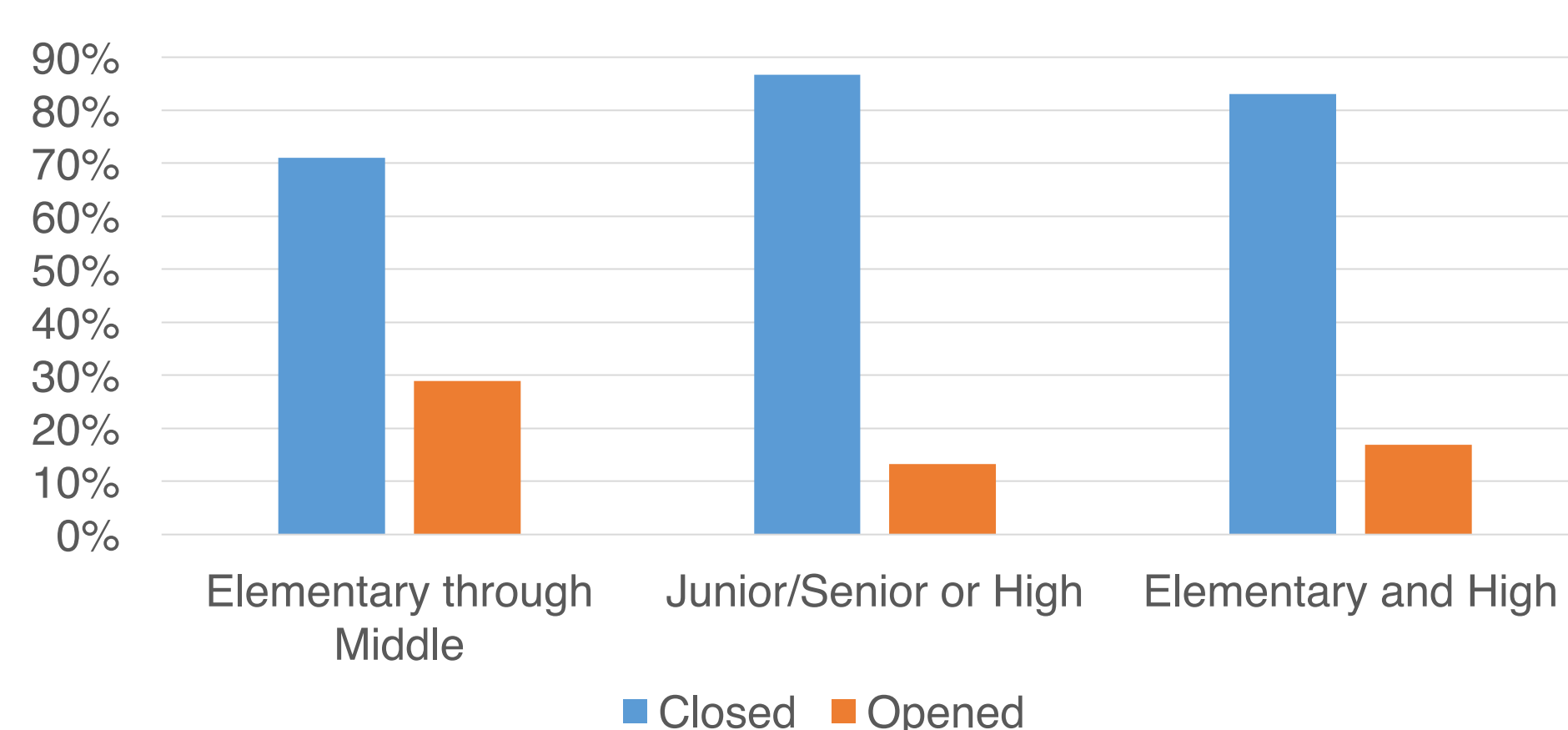


Use of Other Ensemble Setups



Ensemble Setups and Teaching Position

- Significant differences between closed/opened setups and ensemble levels taught, $p = .001$ (see graph below).
- No significant differences between traditional/non-traditional setups and ensemble levels taught; no significant differences between band, orchestra, both and closed/opened or traditional/non-traditional setups.

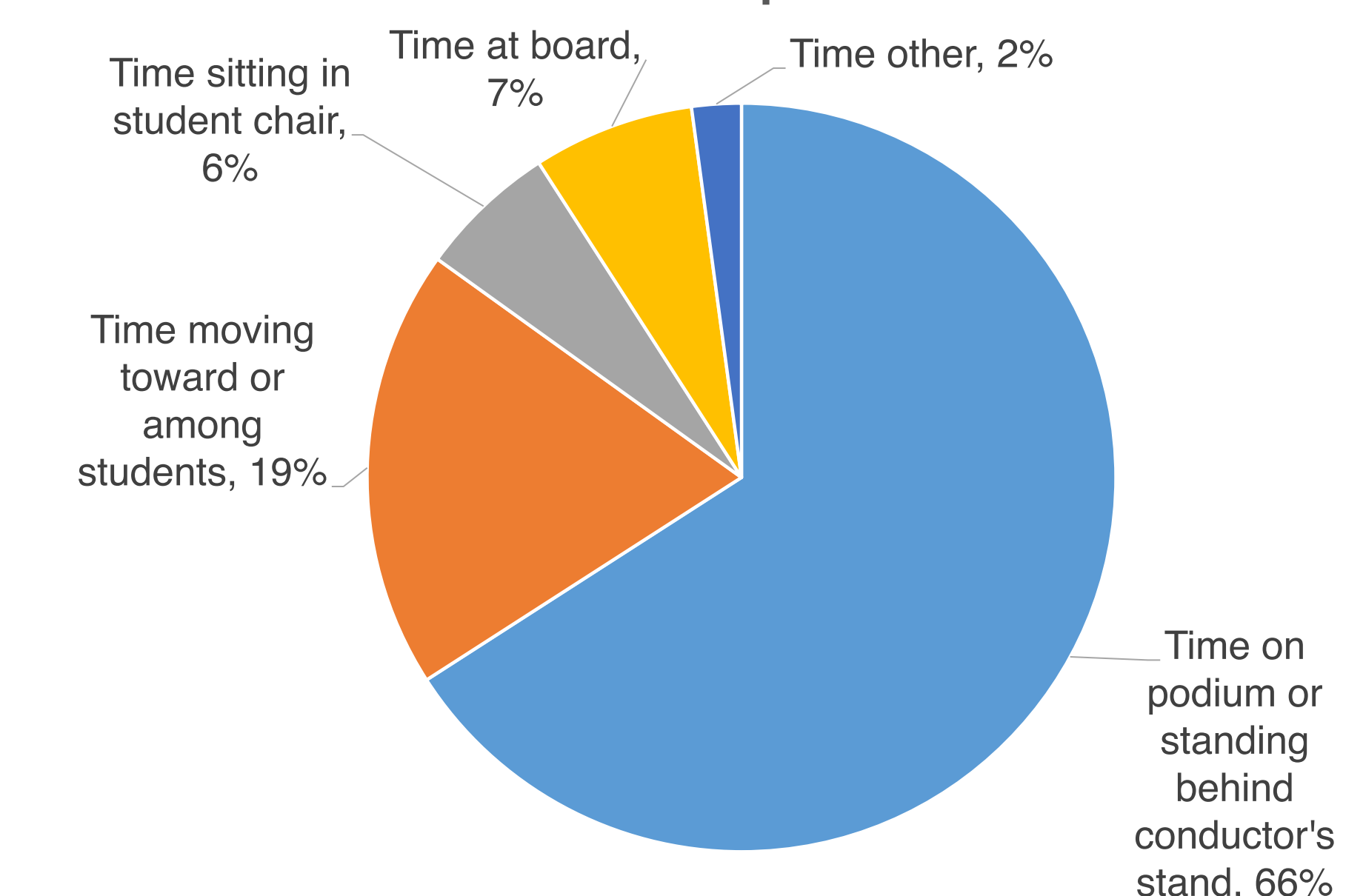


Ensemble Setup and Teacher Immediacy

- Significant differences between closed/opened setups and low, medium, high teacher immediacy groups, $p = .02$. Medium immediacy teachers more likely (28%) to use opened setups than low (16%) and high (17%) teachers.

RESEARCH QUESTION 3: Classroom Space

Perceived Use of Classroom Space



Use of Classroom Space by Sex

- Significant differences in percentage of time on podium between females ($M = 62.25$, $SD = 20.46$) and males ($M = 68.02$, $SD = 19.19$), $p = .004$.

Use of Classroom Space by Teaching Position

- No significant differences by band, orchestra, or both teachers.
- Significant differences in percentage of time on between teachers of young/beginning ($M = 62.26$, $SD = 20.29$) and junior/senior or high school ($M = 69.04$, $SD = 19.16$), $p = .005$.
- Significant differences in percentage of time moving toward/among students between teachers of young/beginning (mean rank = 203.33) and junior/senior or high (mean rank = 156.81), $p < .001$.

Use of Classroom Space and Ensemble Setup

- Significant difference for percentage of time on podium between closed ($M = 67.69$, $SD = 19.53$) and opened ($M = 58.59$, $SD = 19.60$) setups, $p < .001$ (see graph below).
- Significant difference for time moving toward/among between closed ($M = 18.06$, $SD = 12.92$) and opened ($M = 23.17$, $SD = 10.39$) setups, $p = .001$.
- Significant difference for time on podium between traditional ($M = 66.23$, $SD = 19.56$) and non-traditional ($M = 56.32$, $SD = 23.85$) setups, $p = .03$.

