

Well-Being and Teaching Adaptability Among Music Teacher Educators

A Snapshot of the 2020-2021 Academic Year

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Introduction

Introduction

Review of Literature

- Teachers' adaptability/flexibility is a central factor of effective teaching (e.g., Collie & Martin, 2016; Corno, 2008; Bransford et al., 2005; Kunter et al., 2013; Mansfield et al., 2012; Parsons et al., 2012)
- When K-12 teachers are more adaptable, they tend to report higher levels of well-being (Collie & Martin, 2015)
- Few articles related to well-being among music teachers (e.g., Kang & Yoo, 2019; Parkes et al., 2021)
- Presently no extant research regarding adaptability in music education or the relationship between well-being and adaptability

Introduction

Research Questions

The primary purpose of this survey study was to broadly explore the relationship between well-being (Diener et al., 2010) and adaptability (Collie & Martin, 2016; Martin et al., 2012) among music teacher educators in the United States. The research questions that guided this investigation included:

1. How do participants report their overall well-being as measured by the Flourishing Scale (Diener et al., 2010)?
2. How do participants perceive their level of adaptability as measured by the Adaptability Scale (Collie & Martin, 2016; Martin et al., 2012)?
3. What relationships exist between the measures of well-being and teaching adaptability among participants?

Although not central to our study, we also wondered: To what extent do participants perceive that specific events during the 2020-2021 academic year impacted their overall well-being and their teaching adaptability?

Method

Method

Questionnaire Contents

- Screening questions
- Demographic questions
- Flourishing Scale
- Adaptability Scale
- Impact of 2020-2021 events

Method

Flourishing Scale

- Flourishing individuals demonstrate “social-psychological prosperity” (Diener et al., 2010, p. 144) with “many psychological resources and strengths” (p. 155)
- 8 items: purposeful life, social relationships, interested in daily activities, contribute to happiness of others, competent and capable, good person, optimistic, respected
- Rated 1 “strongly disagree” to 7 “strongly agree”
- Composite score ranging from 8 to 56
- Cronbach’s alpha = .89

Method

Adaptability Scale

- Adaptability understood as “the capacity to adaptively regulate cognition, emotion, and behavior in response to new, changing, and/or uncertain conditions and circumstances” (Martin, 2012, p. 90)
- 9 items: multiple options, revise thinking, adjust thinking or expectations, seek new information, develop new ways, able to change, reduce negative emotions, minimize frustration, draw on positive feelings
- Rated 1 “strongly disagree” to 7 “strongly agree”
- Cronbach’s alpha = .87

Method

Procedures

- Constructed by researchers, reviewed by external researchers, followed by final edits
- Distributed through NAFME's "Research Survey Assistance" service and through several Facebook groups
- Remained available for six weeks through March and April 2021

Results

Results

Demographics

- 85 participants
- 29 to 69 years old ($M = 37.29$, $SD = 10.85$)
- 44 (51.8%) men, 1 (1.2%) non-binary, 40 (47.1%) women
- 75 (88.2%) White, 5 (5.9%) Black or African American, 3 (3.5%) indicated multiple races or ethnicities (including Latino/a, Asian, White, American Indian or Alaska Native), 1 (1.2%) another race or ethnicity, 1 (1.2%) preferred to not respond
- 1 to 36 years in higher education ($M = 11.44$, $SD = 9.38$)
- 38 (44.7%) assistant professors; 21 (24.7%) associate professors; 16 (18.8%) full professors; 10 (11.8%) were visiting, lecturer, or adjunct professors

Results

Research Question 1: Participants Well-being

Descriptive Statistics for Flourishing Scale by Ascending Mean Score

Flourishing Scale Item	<i>M</i>	<i>Mdn</i>	Skew	<i>SD</i>
Relationships are supportive and rewarding	5.80	6	-1.63	1.36
People respect me	5.99	6	-1.29	0.98
Optimistic about the future	6.01	6	-1.35	1.13
Engaged and interested in daily activities	6.05	6	-1.38	1.05
Contribute to well-being of others	6.24	6	-1.28	0.81
Competent in activities	6.31	7	-1.80	0.89
Good person and good life	6.34	7	-1.26	0.81
Purposeful and meaningful life	6.47	7	-2.09	0.87
Composite Score	49.20	50	-1.15	6.03

Results

Research Question 2: Participants Adaptability

Descriptive Statistics for Adaptability Scale by Ascending Mean Score

Adaptability Scale Item	<i>M</i>	<i>Mdn</i>	Skew	<i>SD</i>
Draw on positive feelings and emotions	5.73	6	-1.28	1.09
Minimize frustration or irritation	5.80	6	-2.00	0.92
Reduce negative emotions	5.89	6	-1.09	0.90
New ways of doing things	6.26	6	-0.33	0.66
Able to change things if necessary	6.29	6	-1.29	0.72
Adjust thinking or expectations	6.32	6	-0.49	0.68
Revise way of thinking about things	6.33	6	-0.43	0.64
Able to seek out new information, advice, resources	6.35	6	-0.50	0.65
Able to think through possible options	6.44	6	-0.47	0.59
Composite Score	55.41	54	-0.03	4.94

Results

Research Question 3: Well-being and Adaptability (1/2)

Spearman Correlations Between Adaptability Scale Items and Flourishing Scale Composite Score

Adaptability Scale Item	<i>r_s</i>	<i>p</i>
Able to think through possible options	0.19	0.08
Revise way of thinking about things	0.33	0.002
Adjust thinking or expectations	0.40	< 0.001
Able to seek out new information, advice, resources	0.24	0.03
New ways of doing things	0.31	0.004
Able to change things if necessary	0.35	0.001
Reduce negative emotions	0.46	< 0.001
Minimize frustration or irritation	0.35	0.001
Draw on positive feelings and emotions	0.64	< 0.001

Results

Research Question 3: Well-being and Adaptability (2/2)

Multiple Linear Regression Analysis of Adaptability Scale Items on Flourishing Scale Composite Score

Adaptability Scale Item	B	SE B	β	<i>t</i>	<i>p</i>
Able to think through possible options	-0.69	1.54	-0.07	-0.45	0.654
Revise way of thinking about things	0.79	1.89	0.08	0.42	0.677
Adjust thinking or expectations	1.65	1.33	0.19	1.24	0.218
Able to seek out new information, advice, resources	-3.23	1.19	-0.35	-2.72	0.008
New ways of doing things	0.50	1.25	0.05	0.40	0.693
Able to change things if necessary	1.95	1.05	0.23	1.86	0.067
Reduce negative emotions	1.13	0.80	0.17	1.42	0.160
Minimize frustration or irritation	-2.00	0.87	-0.31	-2.29	0.025
Draw on positive feelings and emotions	3.90	0.64	0.71	6.14	< .001

Note: $F(9, 75) = 8.85, p < .001; R^2 = 0.515$.

Results

Exploratory Question: Impact of Events (1/2)

Descriptive Statistics for Impact of Events on Well-Being and Adaptability

Item	Well-Being		Adaptability	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
COVID-19	3.29	1.05	4.04	0.96
US Political Climate	3.60	1.02	2.14	0.95
Violence Against POC	3.08	1.07	2.69	1.13
Environmental Catastrophies	2.49	1.14	1.58	0.89

Results

Exploratory Question: Impact of Events (2/2)

- Well-being: overworked by additional responsibilities, meetings, changing teaching climate
- New practices: new reliance on technology in teaching; increase focus on social justice or diversity, equity, and inclusion
- Sustained practices: online delivery of some experiences (e.g., observations, flipped lectures, guest speakers, lesson videos, etc.)

Discussion

Discussion

Conclusions & Future Research

- Despite 2020-2021 challenges, relatively high scores for well-being and adaptability among music teacher educators in the present study
- Positive, significant relationships between well-being and adaptability; further explorations seem warranted
- Room to explore adaptability as a component of models of well-being?
- Might other well-being measures, particularly those not from positive psychology, paint a different view?
- A deeper dive into issues of well-being and adaptability by demographic variables, such as professor rank?
- Impact of events in the world on curriculum, instruction, etc.?

Questions?