

Music Teachers' Work Engagement and Psychological Needs as Predictors of Their Well-Being

Purpose of the Study

The purpose of this study was to examine music teachers' psychological needs and work engagement as predictors of their well-being using Self Determination Theory (SDT) as a theoretical frame.

Literature Review

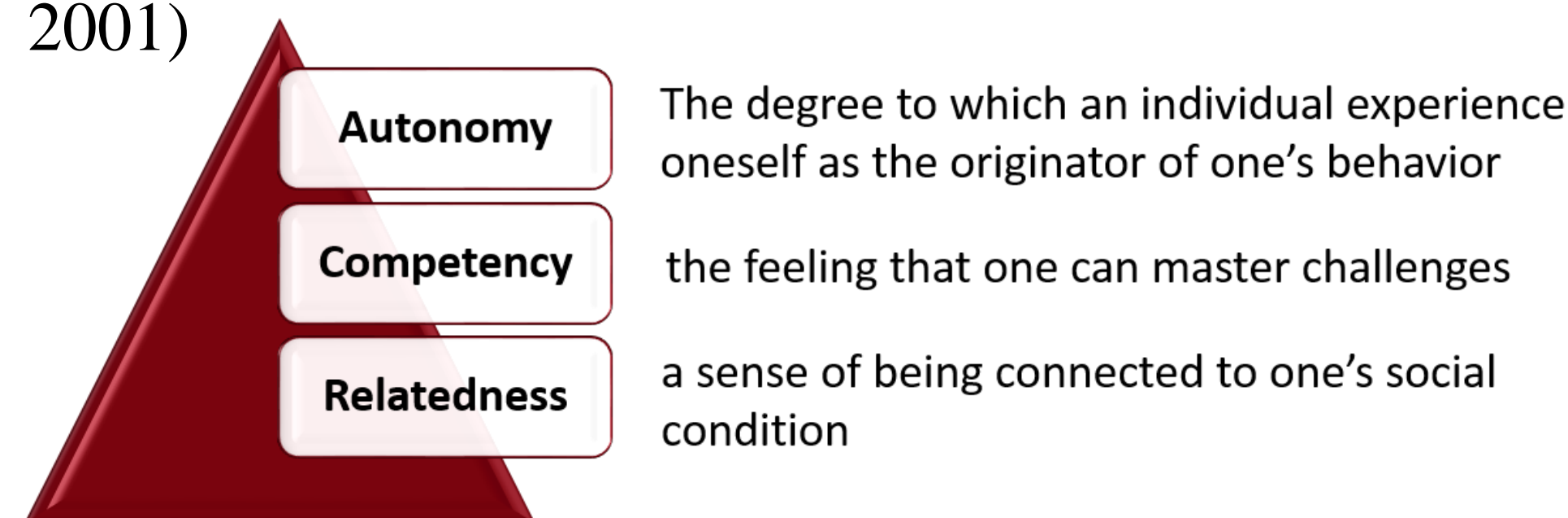
1. Well-Being & SDT

- Organismic function in which the person detects the presence or absence of vitality, psychological flexibility, and a deep inner sense of wellness" (Deci & Rian, 2000. P. 243).
- In the SDT framework, extrinsic motivation can be internalized by an individual.
- Intrinsic motivation and well-internalized types of extrinsic motivation are closely related to better performance and greater well-being.

2. Well-Being & Its Predictors

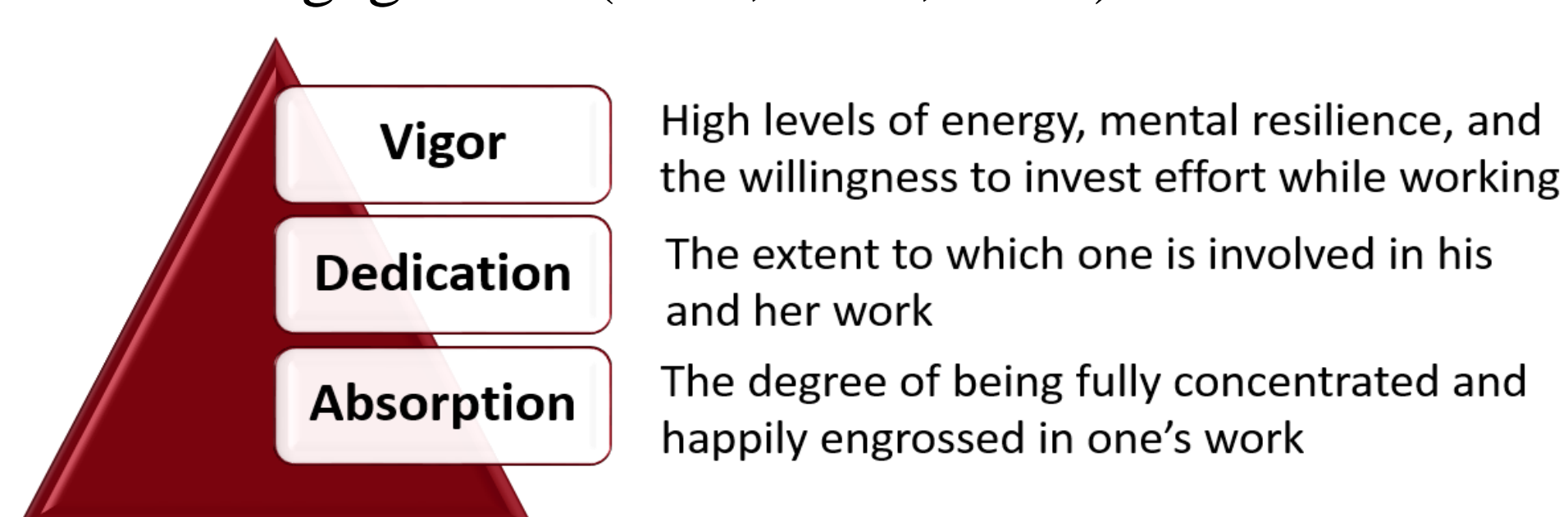
1) Psychological Needs:

- The relationship between psychological needs and well-being is **universal** and **cross-cultural** (Deci, et al., 2001)



2) Work Engagement:

- One's psychological needs positively correlate with work engagement (Deci, et al., 2001)



❖ Universal but case-specific: Then what about **Music Teachers?**



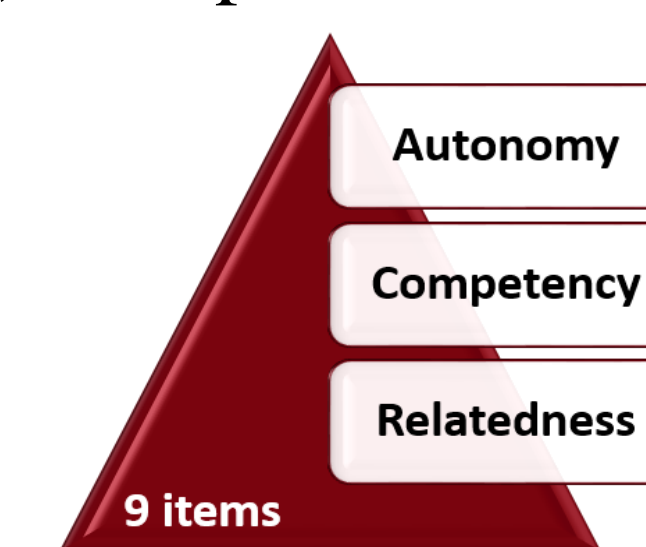
Methods

1. Participants (N = 218)

- Recruited from a state music educators association members in the Southeastern region of the USA.
- Out of 228, 53 people responded to the retest for the measurement refinement for modification.

2. Measures

1) Independent Variables



Music Teacher Psychological Needs: Modified from the Johnston & Finney (2010)

2) Dependent Variables



Music Teacher Work Engagement: Modified from Schaufeli & Bakker (2003)

Subjective Well-being Inventory
(Sell & Nagpal, 1992; 40 items)

3. Measurement Tool Refinement

- Content Validity:** Checked by three music education professors in universities.
- Test-Retest Reliability:** Two modified measures were administered in two different time points by 53 participants.

Music Teacher Psychological Needs Scale:
Timely Consistent ($r = .841, p < .001$)

Music Teacher Work Engagement Scale:
Timely Consistent ($r = .738, p < .001$)

3) Internal Consistency:

Measure	Sub-Category	Cronbach α
Music Teacher Psychological Needs	Autonomy	.763
	Competency	.572
	Relatedness	.809
Music Teacher Work Engagement	Vigor	.842
	Dedication	.856
	Absorption	.772

Results

Research Question 1

Considering music teachers' psychological needs (autonomy, competence, and relatedness) and work engagement (vigor, dedication, and absorption), what factors contribute to their well-being?

Model	Variables	Beta	R	R ²	R ² change	p
1	Competence	.335	.517	.267	.267	.000*
2	Relatedness	.260	.566	.320	.053	.000*
3	Vigor	.291	.577	.333	.013	.000*
4	Dedication	-.221	.592	.350	.017	.000*

* $p < .001$

> $F(4, 213) = 287.26, p < .001$

Research Question 2

Are there any differences in contributors to music teachers' well-being based on gender?

Gender	Variables	Beta	R	R ²	R ² change	p
Male	Relatedness	.348	.556	.308	.308	.000*
	Vigor	.529	.605	.366	.058	.000*
	Competence	.291	.632	.399	.033	.000*
	Dedication	-4.07	.663	.439	.040	.000*
Female	Competence	.386	.500	.250	.250	.000*
	Relatedness	.199	.526	.277	.207	.000*

* $p < .001$

> **Male:** $F(4, 86) = 17.227, p < .001$

> **Female:** $F(2, 124) = 25.419, p < .001$

Research Question 3

Are there any differences in contributors to music teachers' well-being based on their years of teaching experience?

Group	Variables	Beta	R	R ²	R ² change	p
Group 1	Relatedness	.562	.562	.316	.316	.000*
Group 2	Competence	.444	.571	.326	.326	.000*
	Vigor	.266	.617	.381	.054	.000*
Group 3	Competence	.511	.589	.347	.347	.000*
	Dedication	-1.19	.700	.490	.143	.000*
	Vigor	.564	.806	.650	.160	.000*
Group 4	Absorption	.540	.840	.705	.056	.000*
	Relatedness	.589	.589	.347	.347	.001*

* $p < .001$

> $F(1, 91) = 42.104, p < .001$

> $F(2, 60) = 18.461, p < .001$

> $F(4, 29) = 17.354, p < .001$

> $F(1, 26) = 13.830, p < .001$

Years of Teaching

Group 1: 0~9 Years
Group 2: 10~19 Years
Group 3: 20~29 Years
Group 4: 30+ Years

