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A Phenomenological Study of Male-Female Role Stress in College Music Teachers

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Abstract

Theoretical

This study focused on the stress of the college music teacher. The theoretical framework of this article is based on the description of occupational role stress by Kahn, Wolfe, Quinn, and Snoek (1964) and Beehr (1987). They are Role Conflict, Role Ambiguity, Role Overload, Underutilization of Skills, Resource Inadequacy, and Nonparticipation. The role pressure theory represents the main theoretical development of organizational psychology in the field of pressure.

I reviewed the body of literature on teacher stress and the factors that may make music teaching uniquely stressful. Researchers have studied issues related to the professional stress of school music teachers, but few studies have specifically focused on the factor of role stress. The results of these studies show that music teachers feel dissatisfied with their professional life due to lack of support from the administration(e.g., Krueger, 2000), students(e.g., Heston et al., 1986), parents, or other teachers(e.g., Gordon, 2000).

The findings from these studies more than adequately describe the "what" of stress in the school music teacher's work life, but what the difference between the female and the male college music teacher? It's still a remaining question.

Purpose

The purpose of this study is to clarify the role pressures of college music teachers, especially the differences between these role pressures among college teachers of different genders. This study focuses on four role stressors that affect job satisfaction: role overload, underutilization of skills, resource inadequacy, and role conflict.

Method

This study is qualitative research and employs a multiple case study design. I chose four participants with similar job descriptions. They are from different universities in China.

Conclusions and Implications

These results fill important gaps in the literature on gender differences in response to educational outcomes and contribute to a better understanding of the process of connection between stress response, and academic outcomes. This research helps practitioners, policymakers, and school administrators to better understand the issues related to the role of teachers: employee turnover, dissatisfaction with the profession, low work efficiency, and high work pressure. Gender differences were also found in the connection between stress response and outcome. These results fill important gaps in the literature on gender differences in response to educational outcomes and contribute to a better understanding of the process of connection between stress response, and academic outcomes.