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Overwhelmed, overworked, and under-appreciated: A mixed methods study of undergraduate music education students

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Overwhelmed, Overworked, and Under-Appreciated: A Mixed Methods Study of Burnout in

Undergraduate Music Education Students

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PUBLIC PRESENTATION

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Abstract

The primary purpose of this study was to compare burnout levels of college music education students by National Association for Music Education division, year in school, primary instrument, and certification track (i.e., instrumental, vocal, general). The secondary purpose of the study was to examine relationships among perceived burnout, academic, and personal variables. Moreover, in this study I explored participants' experiences with burnout, why participants think burnout occurs, and how participants try to combat burnout. Respondents were 320 undergraduate students studying music education across the United States. Results revealed percussion students exhibited the highest levels of emotional exhaustion. Juniors reported the lowest level of personal accomplishment. There were correlations between burnout and exercise, sleep, work, and whether the participant was student teaching, but not between burnout and any of the other academic or personal variables. Interview results revealed several primary factors contributing to burnout including academic overload, work, financial challenges, and extracurricular overload. Additionally, interview participants discussed both independent and collaborative strategies for combatting burnout.

Keywords

Overwhelmed, Overworked, and Under-Appreciated: A Mixed Methods Study of Burnout

in Undergraduate Music Education Students

Freudenberger (1974), who observed deterioration and workplace ineffectiveness among

healthcare professionals, was a pioneer in studying burnout in a psychosocial context. However,

Maslach (1982) clarified burnout as a phenomenon by dividing it into three components: (a)

emotional exhaustion, (b) depersonalization, and (c) reduced personal accomplishment.

Emotional exhaustion is defined as wearing out, depletion, and fatigue; while effects of

emotional exhaustion can be physiological, they are primarily psychological and emotional.

Depersonalization is described as negative or inappropriate attitudes towards others, primarily

represented by a negative shift in response to others. Reduced personal accomplishment refers to

a negative response toward oneself and work one does (Maslach, 1982).

Burnout Among College Students

Recently, more researchers have been devoted to studying burnout in college students. In this

context, burnout can be recontextualized as a response to a student's inability to cope with

achievement pressures manifested through emotional exhaustion, depersonalization, and

decreased sense of personal accomplishment (Maslach, 1982; Parker & Salmela-Aro, 2011).

Several researchers have attempted to identify why burnout occurs among college students

through studies of both environmental and personality factors. Cushman and West (2006)

discovered that college students self-identified assignment overload, finances, family issues, lack

of personal motivation, mental and physical health, and instructor attitude and behavior as the

most significant environmental factors contributing to burnout. Pisarik (2009) identified burnout

levels in response to motivation and found that higher levels of intrinsic motivation led to lower

levels of burnout symptoms, while higher levels of extrinsic motivation had a significant relationship to higher levels of burnout symptoms. In addition to environmental factors, several researchers concluded that certain personality traits such as levels of extroversion and openness have implications for student burnout (Ghopade, Lackritz, & Singh, 2007; Pisarik, 2009). Moreover, Akin (2012) reported that an increased level of self-handicapping—externalizing failures and internalizing successes—was also predictive of higher levels of burnout symptoms.

Other scholars isolated specific demographics of students to further explore burnout. In a study of first-year college students, Alarcon, Edwards, and Menke (2011) found that without supportive strategies in place during the first year of school (e.g., emotional coping strategies, psychological support, positive perception development), students struggled to combat burnout symptoms. Vaughn, Drake, and Haydock (2016) surveyed 170 employed students and found that a lack of workplace social support was a predictor of burnout. Additionally, they found that workplace relationships, even in part-time employment settings, influenced students' mental health and affected burnout symptoms. Law (2010) studied 163 business students and found that during peak times of the academic year (e.g. final exams), students reported significantly higher burnout levels than at other times of the year. Law's findings indicate that the college environment has a cyclical effect on students' burnout levels. Additionally, Michalec, Diefenbeck, and Mahoney (2013) studied 436 college nursing students and found that beyond high levels of burnout among students, there was a general fear that students would experience burnout symptoms upon entering the professional world.

Burnout Among Pre-Service Teachers

Vandenberghe and Huberman (1999) and Byrne (1999) initiated dialogue regarding burnout among teachers. Both found high levels of burnout among teachers; Byrne (1999) reported background variables (i.e., content area, age, years of experience, locus of control, workload) that influence teacher burnout. These studies informed subsequent investigations of early-career and pre-service teachers. Variables identified by Byrne (1999) draw direct parallels to pre-service teachers, especially those that are spending significant time teaching or observing in a classroom in addition to their coursework (Bernhard, 2010). For example, Hong (2010) studied pre-service and beginning teachers' professional identities and their relationship to long-term burnout. When pre-service teachers were asked whether they anticipated experiencing burnout in their future profession, the majority of pre-service teachers did not predict that they would. However, participants who were completing student teaching held a contrasting opinion, most likely due to more extensive classroom experiences. Nevertheless, Hong (2010) reported that levels of burnout symptoms among early career teachers contradicted pre-service teachers' predictions of not experiencing burnout. In a study of 274 pre-service teachers, Rodríguez-Hidalgo, Calmaestra, and Dios (2014) connected high levels of burnout with low levels of self-perceived competency development. This could present issues for pre-service teachers who are about to enter the professional field, but do not feel prepared for their career. To combat burnout developing, Greer and Greer (1994) offered four suggestions for pre-service teacher programs: (a) develop realistic expectations, (b) encourage detached concern, (c) help students better understand classroom successes and failures, and (d) introduce students to various stress reduction strategies.

Burnout Among Music Students

Research on music student burnout began with Hamann and Daugherty (1985), who concluded, "university music students do report significant varying levels of burnout" (p. 6). Since then, Bernhard (2005), Raeburn et al. (2004), and others have suggested that music majors may face unique sources of stress compared to other majors (e.g., lack of respect, performance anxiety, perfectionism, career concerns). Bernhard (2007, 2010) corroborated existence of burnout among music students and reached several conclusions, including that non-music education students exhibited higher levels of burnout than do music education students. Beyond aforementioned research, there is a dearth of scholarship examining burnout among pre-service teachers and music education students. Moreover, extant research is primarily limited to studies conducted within a single institution. This study is designed to address these concerns by providing a nationwide investigation of music education students and their experiences with burnout.

Purpose of the Study and Research Questions

The primary purpose of this study was to compare burnout levels of college music education students by NAfME division, year in school, primary instrument, and certification track (i.e., instrumental, vocal, general). The secondary purpose of the study was to examine relationships among perceived burnout, academic, and personal variables. Moreover, in this study I explored participants' experiences with burnout, why participants think burnout occurs, and how participants try to combat burnout. This study used an explanatory sequential mixed methods design (Creswell & Plano-Clark, 2011) to answer the following research questions:

Research Question 1: Are there differences in reported burnout among undergraduate music education students by geographic location, year in school, primary instrument, and/or teacher licensure endorsement?

Research Question 2: Why does burnout occur in undergraduate music education students?

Research Question 3: What strategies do undergraduate music education students use to combat burnout?

Research Question 4: How do quantitative survey results and qualitative interview data together explain burnout among undergraduate music education students?

Method

Survey Construction

Development. I developed an electronic version of Bernhard's *College Student Survey* (*CSS*, 2010) to measure burnout. Bernhard's version of *CSS* is based on previous researchers' instruments to measure burnout (Gold, Bachelor, & Michael, 1989; Maslach, Jackson, & Schwab, 1986). *CSS* is identical to Bernhard's (2010) measure; questions were reorganized based on their appropriation to the three aforementioned measurable components of burnout (Maslach, Jackson, & Schwab, 1986; see Table 1).

High scores for emotional exhaustion and depersonalization, as well as low scores for personal accomplishment, are considered burnout indicators (see Table 1). Based on a study of 147 elementary education majors, Gold et al., (1989) found *CSS* to be a reliable measure of all three components of burnout ($r = .89, .76$, and $.73$, respectively).

Table 1. Reorganization of *CSS* items (Bernhard, 2010) and score ranges (Maslach, Jackson, & Leiter, 1996) for emotional exhaustion, depersonalization, and personal accomplishment measures.

	CSS item numbers	Score ranges
CSS1 Emotional exhaustion	1, 2, 3, 6, 8, 13, 14, 16, 20	Low: 0-16 Moderate: 17-26 High: 27-54
CSS2 Depersonalization	5, 10, 11, 15, 22	Low: 0-8 Moderate: 9-13 High: 14-30
CSS3 Personal accomplishment	4, 7, 9, 12, 17, 18, 19, 21	Low: 0-30 Moderate: 31-36 High: 37-48

Hamann and Daugherty (1985) developed the *Demographic Data Form* (*DDF*) for use in a study of student burnout. An electronic version of *DDF* was developed for use in this study. Items were adapted from Hamann and Daugherty's (1985) instrument to include the state in which the participant attends school, whether the participant is pursuing multiple majors, whether the participant is pursuing a minor, for what teacher licensure endorsement area the participant is preparing, and whether the participant is student teaching.

I administered electronic versions of *CSS* and *DDF* in a single electronic survey using Qualtrics. Eight undergraduate students who were ineligible for participation participated in a pilot study. Pilot study feedback informed several changes in terminology, syntax, and organization. James Madison University's institutional review board approved all procedures for this study (see Appendices A and B).

Survey Dissemination

Electronic National Survey. The National Association for Music Education (NAfME) Research Service distributed a survey link to a national sample of 5000 collegiate members of NAfME. The survey link was active for three weeks. Prospective participants who had not yet completed the survey were reminded to complete the survey one week after the initial distribution. Four days following the first reminder, a final reminder was sent to all prospective participants who had not yet completed the survey.

Participants. Five thousand collegiate NAfME members were invited to participate in the survey. Demographic questions were designed to identify non-undergraduate music education students. After survey data was collected, responses from respondents who did not qualify for participation were removed. With these parameters, 546 surveys were started, with a total of 320 surveys completed for a 6.4% response rate.

Participants were asked to report the state in which they attend school, their year in school, their primary instrument, and their teacher licensure endorsement area. Responses for the state in which the participant attends school were recoded to reflect NAfME's six divisions. Of those who completed the survey, participants indicated that they attend school in the following NAfME Divisions: 23% Eastern, 30% North Central, 3% Northwest, 23% Southern, 13% Southwestern, and 8% Western. Twenty-one percent of the participants were freshman, 21% sophomores, 23% juniors, and 27% seniors; 8% were in at least their fifth year. Regarding primary instrument, 23% study voice, 7% strings, 25% woodwinds, 19% brass, 4% piano, and 6% percussion; 16% studied at least two primary instruments. Additionally, 53% of respondents were completing teacher preparation programs for endorsement in instrumental music, 22% for

vocal/choral music, 24% for both instrumental and vocal/choral music; 1% were undeclared or undecided.

Interview Construction

Development. After collecting electronic survey data, I conducted preliminary analysis to determine specific variables of interest. I employed a systematic approach described by Creswell and Plano Clark (2011) to identify interview participants, using "quantitative statistical results to direct the follow-up sampling procedures to select the participants best able to help explain the phenomenon of interest" (p. 186). I then utilized a responsive interviewing model (Rubin & Rubin, 2012) that "expects the interviewer to change questions in response to what he or she is hearing" (Rubin & Rubin, 2012, p.7). This allows flexibility in the construction of the interview, opportunities for follow-up questions, and development of more natural dialogue between interviewer and participant. Research Questions 2 and 3 guided interview question development (see Appendix C).

Interview Dissemination

Participants. Of 320 survey respondents, 105 elected to be eligible for participation in a follow-up interview. From eligible participants, 10 were invited to participate in a follow-up interview based on extreme responses to *CSS* items. Five participants scored in the "low" range on all three burnout measures and five scored in the "high" range on all three burnout measures. Of 10 invited, four participated in an interview (see Table 2).

Table 2. Interview participant demographic information.

	NAfME division	Year in school	Primary instrument	Teacher licensure endorsement area
Yvette	North Central	Fourth year (Senior)	Voice	Vocal/Choral
Jimi	Southwestern	Second year (Sophomore)	Voice and Brass	Instrumental and Vocal/Choral
Janie	Eastern	Third year (Junior)	Voice and Brass	Instrumental and Vocal/Choral
Ingram	North Central	Fifth year	String and Brass	Instrumental and Vocal/Choral

Trustworthiness

Merriam (2009) suggests that researchers undertake, and share with readers, a critical assessment of their perspectives, assumptions, and relationship to the study that may impact investigation and analysis. During the study, I was student teaching and completing my final semester as an undergraduate music education student. I completed this research in partial fulfillment of university honors program requirements. My experience as a student, and those of my peers, informed my decision to study burnout among undergraduate music education students.

To further ensure trustworthiness in the analysis, I invited my research advisor, an active researcher and music teacher educator, to independently validate my analysis by reviewing interview transcripts and coding process (Merriam, 2009). I also invited the interview participants to conduct member checks on the transcripts and analysis.

Data Analysis and Results

Survey Results

I computed descriptive statistics for all *CSS* responses. Using Maslach, Jackson, and Leiter's (1996) categorizations, means for all respondents were "High" for emotional exhaustion ($M = 29.28$), "Low" for depersonalization ($M = 7.53$), and "Moderate" for personal accomplishment ($M = 32.39$; see Table 3).

Means and standard deviations for emotional exhaustion, depersonalization, and reduced personal accomplishment appear by NAfME division, year in school, primary instrument, and teacher licensure endorsement area in Tables 3, 4, 5, and 6. Descriptive data were also calculated for *DDF* variables, including means and standard deviations for combined subject responses (Table 7).

Comparisons of perceived burnout levels by NAfME division, year in school, primary instrument, and teacher licensure endorsement area were examined using a four-way multivariate analysis of variance (MANOVA), with NAfME division, year in school, primary instrument, and teacher licensure endorsement area as independent variables and emotional exhaustion, depersonalization, and personal accomplishment as dependent variables. Results revealed no statistically significant differences for any of the variables ($p > .05$). Post-analysis univariate ANOVAs revealed significant differences in emotional exhaustion by primary instrument (F (18, 211) = 1.73, $p < .05$) and in personal accomplishment by year in school (F (5, 139) = 2.35, $p < .05$).

Relationships between perceived burnout, academic and personal variables were determined using Pearson product-moment correlation analysis, with aggregate *CSS* scores and *DDF* values as measures of each variable (see Tables 8 & 9). Notable positive relationships

between variables were between emotional exhaustion and depersonalization, hours of exercise per week and personal accomplishment, student teaching and personal accomplishment, hours of sleep per week and personal accomplishment, and hours of work per week and depersonalization. Notable negative relationships between variables were between emotional exhaustion and personal accomplishment, and depersonalization and personal accomplishment.

Table 3. Means and standard deviations for emotional exhaustion, depersonalization, and personal accomplishment by NAfME division.

	N	EE Mean/SD	DEP Mean/SD	PA Mean/SD
Eastern	75	29.39/11.07	7.52/7.26	33.11/7.99
North Central	96	29.68/9.58	7.88/6.47	32.05/7.75
Northwest	11	29.09/5.68	7.65/5.10	30.61/7.62
Southern	71	28.82/10.48	7.09/5.58	33.27/7.77
Southwestern	41	30.54/11.96	8.09/6.40	33.56/8.53
Western	26	29.31/11.15	6.54/4.65	34.67/10.02
Total	320	29.48/10.43	7.53/6.27	32.39/7.74

Table 4: Means and standard deviations for emotional exhaustion, depersonalization, and personal accomplishment by year in school.

	N	EE Mean/SD	DEP Mean/SD	PA Mean/SD
Freshman	69	26.77/10.00	6.40/5.78	33.14/7.48
Sophomore	68	30.53/10.69	7.48/6.33	32.05/7.75
Junior	75	31.54/9.79	8.90/7.23	30.61/7.62
Senior	89	29.33/10.87	7.24/5.62	33.27/7.77
5th Year	16	28.94/9.54	7.08/4.48	33.56/8.53
6th Year	3	23.67/13.48	11.33/13.57	34.67/10.02
Total	320	29.48/10.43	7.53/6.27	32.39/7.74

Table 5: Means and standard deviations for emotional exhaustion, depersonalization, and personal accomplishment by primary instrument.

	N	EE Mean/SD	DEP Mean/SD	PA Mean/SD
Voice	75	29.54/10.57	6.30/6.34	32.85/7.35
String	24	29.62/10.56	8.32/6.96	32.21/7.91
Woodwind	81	29.87/8.85	7.55/5.57	31.03/7.67
Brass	60	29.91/11.02	8.27/6.91	32.10/8.13
Piano	13	25.23/10.76	5.80/6.47	31.62/8.75
Percussion	19	30.95/11.31	8.24/5.31	33.79/7.53
Multiple Instruments	48	28.68/11.69	8.27/6.39	34.05/7.69
Total	320	29.48/10.43	7.53/6.27	32.39/7.74

Table 6: Means and standard deviations for emotional exhaustion, depersonalization, and personal accomplishment by teacher licensure endorsement area.

	N	EE Mean/SD	DEP Mean/SD	PA Mean/SD
Instrumental	172	29.17/10.60	7.82/6.17	32.17/7.96
Vocal/Choral	67	30.35/10.37	7.24/6.44	33.33/6.92
Instrumental and Vocal/Choral	78	29.62/10.15	7.26/6.43	31.93/7.83
Other	3	29.48/10.43	4.33/5.86	35.67/11.68
Total	320	29.48/10.43	7.53/6.27	32.39/7.74

Table 7: Means and standard deviations for *DDF* variables

	Mean	*SD*
Number of credits per semester	16.20	3.86
Hours of lessons per week	1.82	2.75
Hours of ensembles per week	7.41	4.24
Hours of classes per week	17.00	9.26
Hours of homework per week	9.44	6.46
Hours of practice per week	9.45	6.38
Hours of exercise per week	1.85	2.14
Hours of sleep per week	42.18	8.80
Hours of work per week	8.56	9.78
Hours of relaxation per week	9.33	8.50

Interview Results

I conducted interviews with four participants to further understand why burnout occurs in undergraduate music education students and what strategies students use to combat burnout. Participants were selected based on extreme responses to the electronic survey (Creswell & Plano-Clark, 2011). Two interview participants, Yvette and Jimi, scored in the "low" categorization for all three burnout components; two participants, Janie and Ingram, scored in the "high" categorization for all three components (see Table 2). Interviews with each participant explored: (a) factors they perceive to contribute to burnout; (b) examples of emotional exhaustion, depersonalization, and lack of personal accomplishment; and (c) strategies they use to combat burnout (see Appendix C for interview protocol).

Table 8. Positive relationships between burnout, personal, and academic variables.

Variables	Strength of relationship	Level of significance
Emotional exhaustion and depersonalization	Moderate ($r = .52$)	$p < .01$
Hours of class and credits per semester	Weak ($r = .22$)	$p < .01$
Hours of class and hours of ensembles	Weak ($r = .21$)	$p < .01$
Hours of exercise and if the participant is pursuing a minor course of study	Weak ($r = .20$)	$p < .01$
Credits per semester and hours of ensembles	Very weak ($r = .17$)	$p < .01$
Hours of lessons and hours of practice	Very weak ($r = .17$)	$p < .01$
Hours of homework and hours of exercise	Very weak ($r = .17$)	$p < .01$
Hours of exercise and personal accomplishment	Very weak ($r = .16$)	$p < .01$
Hours of class and hours of homework	Very weak ($r = .15$)	$p < .05$
Whether or not the participant was student teaching and personal accomplishment	Very weak ($r = .14$)	$p < .05$
Hours of sleep and hours of relaxation	Very weak ($r = .14$)	$p < .05$
Hours of work and depersonalization	Very weak ($r = .14$)	$p < .05$
Credits per semester and hours of homework	Very weak ($r = .13$)	$p < .05$
Hours of sleep and personal accomplishment	Very weak ($r = .13$)	$p < .05$

Factors contributing to burnout. Four primary contributors to burnout permeated interviews: academic overload, work, financial issues, and extracurricular overload. Yvette and Janie often felt a heavy burden from the amount of coursework for which they were responsible each semester. Moreover, they experienced a sense of being pulled in many different directions and that the need to prioritize became an overwhelming burden that led to feelings of emotional exhaustion. Yvette described this feeling: "I think it was last semester . . . that was the most exhausting for me. That semester was when everything just piled on. I don't know if there was a

specific instance when I felt drained, just that whole entire semester." Additionally, Jimi, Janie, and Ingram all indicated that having to work while attending school added a new stressor to their collegiate lives. This contributed to a sense of emotional exhaustion and sometimes depersonalization. Ingram expressed, "If I didn't work through school, I'm almost certain I wouldn't have experienced any burnout." Yvette also stated that she observed significantly higher levels of stress and burnout symptoms in her peers who worked in addition to pursuing their degree and that she was lucky she did not have to be concerned with financial burdens. Yvette, Janie, and Ingram reported that participation in extracurricular activities contributed to emotional exhaustion because their time is stretched too thin and at times they are in a position where they have to prioritize non-school work over their coursework. In a discussion about the pressure to always be busy with school or extracurricular work, Janie voiced, "We all want to really put time and effort into the activities and organizations we're in, but so often . . . we're told, "Hey that's not your priority right now." . . . There's a conflict of interest when it comes to different organizations."

Table 9. Negative relationships between burnout, personal, and academic variables.

Variables	Strength of relationship	Level of significance
Emotional exhaustion and personal accomplishment	Weak (r = -.34)	$p < .01$
Hours of ensembles and hours of sleep	Very weak (r = -.16)	$p < .01$
Hours of work and hours of relaxation	Very weak (r = -.16)	$p < .01$
Hours of practice and hours of sleep	Very weak (r = -.15)	$p < .01$
Credits per semester and hours of work	Very weak (r = -.12)	$p < .01$
Hours of ensembles and hours of exercise	Very weak (r = -.13)	$p < .05$

Other factors contributing to burnout arose throughout the interviews including taking more than four years to graduate, availability of college prep resources in high school, family and personal issues, and traumatic experiences. Janie indicated, "the people I see that always [experience] burnout are the people who decide to take more than four years to do their degree." Yvette spoke extensively about how the availability of college prep resources in high school (e.g., Advanced Placement and dual enrollment courses) helped her avoid academic overload once she got to college, but that her peers who did not have those resources are struggling to balance both music school requirements and university requirements. She said, "I was lucky. I got [my general university requirements] done within the first two years, . . . so I got to get to my music classes straight away. . . . I didn't have that added stress." Yvette and Janie both noted that dealing with family or personal issues while maintaining a high academic standard is also difficult and led to feelings of depersonalization in them and in many of their peers. As individuals struggled to cope with loss of a loved one or other non-academic issues, their relationships with their peers and friends were strained and everyday interactions became more of a struggle. Moreover, whenever any traumatic experience occurred—academic or non-academic—it was often accompanied by a feeling of lack of personal accomplishment.

Strategies to combat burnout. Throughout interviews two themes emerged that outlined strategies participants used to combat burnout: independent strategies and collaborative strategies. All participants discussed two independent strategies they developed: time management and prioritization skills. Yvette expressed that without practiced time management and prioritization skills, her experiences would have been completely different and that she expects she would have experienced higher levels of burnout symptoms. Moreover, Janie described experiences where she was able to overcome high levels of emotional exhaustion

through calculated prioritization strategies that included "trying to pick what tasks need to be done right now, rather than what tasks do I want to do right now." Additionally, the majority of respondents indicated that having clear expectations of classes and coursework was essential to combatting burnout symptoms. Jimi stated that having a clear concept of what was expected of him, and also what he expected of every class and assignment, would have helped him avoid low levels of personal accomplishment throughout his college career. He explained, "It's the end of my second year . . . [and] I feel that I haven't gotten . . . as far as maybe I expected."

All participants acknowledged that taking time to destress with other people was a key collaborative strategy to use to combat burnout symptoms. Furthermore, spending time with other people allowed all of the participants the opportunity to sympathize and empathize with their classmates and friends, which helped relieve feelings of emotional exhaustion and lack of personal accomplishment. Jimi believed that "conversations with friends . . . [and] sympathizing with one another, other students, [helped combat symptoms of burnout]. Another collaborative strategy that Janie used was accessing counseling services at the university counseling center. Working with another person to better understand herself as an individual encouraged her to be more aware of her feelings, develop a more positive attitude toward herself, and apologize to herself for mistakes. Those skills she developed with her counselor helped her combat burnout symptoms more successfully. In describing her experience with the university counseling center and burnout, Janie said, "Counseling has definitely changed my life and I think it could really help improve the lives of others."

Summary

Results from the survey revealed significant differences in emotional exhaustion by primary instrument, with percussion exhibiting the highest levels of emotional exhaustion and piano

exhibiting the lowest levels. Furthermore, there were significant differences in personal accomplishment by year in school, with third year students (juniors) exhibiting the lowest level of personal accomplishment and sixth year students exhibiting the highest. Correlations between perceived burnout, academic, and personal variables showed relationships among burnout and exercise, sleep, work, and student teaching, but not among burnout and other academic or personal variables.

Results from interviews revealed several primary factors contributing to burnout including academic overload, work, financial issues, and extracurricular overload. Additionally, interview participants discussed both independent and collaborative strategies for combatting burnout.

These results should be interpreted with caution because data was collected voluntarily from members of one organization and the sample size is small for a national survey. However, this study may be useful to those developing undergraduate music education curricula and to help undergraduate music education students reduce burnout.

Implications for Music Teacher Education

The most significant conclusion from the combination of both the quantitative and qualitative phases of the study is that while there are similarities between survey data and participants' accounts, each participant had a unique experience with burnout during their time in college. Each interview provided a different viewpoint into an undergraduate music education student's life; subsequently, there is not a singular prescription for a response to burnout. Based on survey results that indicated "high" levels of emotional exhaustion and "moderate" levels of personal accomplishment, in addition to survey participants' reports burnout happening in their lives and those of their music education peers, it appears that including strategies for combating burnout in

undergraduate music education curricula would be beneficial. Whether strategies are derived from previous studies (e.g., Bernhard, 2005; Cai, 2000; Deckro, et. al, 2002; Cheek, Bradley, Parr, & Lan, 2003) or from the current study, it is apparent that action would be a positive step toward combating and preventing burnout in undergraduate music education students.

While it may not be feasible to add specific courses regarding combating and preventing burnout into the existing music education curriculum, it is reasonable to expect that universities can offer short courses or seminars that target burnout-related issues in college students. It is also imperative that college professors encourage and model positive academic and health practices in order to support undergraduate music education students as they navigate their college career. It is much easier for students to emulate and replicate best practices when they are exemplified by the professors with whom they consistently interact.

Most importantly, this study encourages increased awareness regarding burnout among undergraduate music education students. It is a significant positive step forward for students, professors, and administrators to acknowledge that burnout is occurring and to at least begin a dialogue surrounding the "crisis of overworked and disillusioned [students]" (Vandenberghe & Huberman, 1999, p. 1).

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Appendix A

College Student Survey (*CSS*)

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

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How Often 0-6 Statements:

CSS1 (Emotional Exhaustion)

1. _____ I feel emotionally drained from school.
2. _____ I feel used up at the end of the school day.
3. _____ I feel fatigued when I get up in the morning and have to face another day of school.
4. _____ Working with people all day is really a strain for me.
5. _____ I feel burned out from school.
6. _____ I feel frustrated by school.
7. _____ I feel I am working too hard at school.
8. _____ Working with people puts too much stress on me.
9. _____ I feel like I am at the end of my rope.

CSS2 (Depersonalization)

1. _____ I feel I treat some friends and classmates as if they were impersonal objects.
2. _____ I have become more callous toward people since I started college.
3. _____ I worry that school is hardening me emotionally.
4. _____ I do not really care what happens to some friends and classmates.
5. _____ I fell friends and classmates blame me for some of their problems.

CSS3 (Personal Accomplishment)

1. _____ I can easily understand how my friends and classmates feel about things.
2. _____ I deal very effectively with the problems of my friends and classmates.
3. _____ I feel I am positively influencing other people's lives through my work at school.
4. _____ I feel very energetic.
5. _____ I can easily create a relaxed atmosphere with my friends and classmates.
6. _____ I feel exhilarated after working closely with my friends and classmates.
7. _____ I have accomplished many worthwhile things in college.
8. _____ At school, I deal with emotional problems very calmly.

Appendix B
Demographic Data Form (*DFF*)

1. In which of the following states do you attend school?

__ AL __ AK __ AZ __ AR __ CA __ CO __ CT __ DE __ FL __ GA

__ HI __ ID __ IL __ IN __ IA __ KS __ KY __LA __ ME __ MD

__ MA __ MI __ MN __ MS __ MO __ MT __ NE __ NV __ NH __ NJ

__ NM __ NY __ NC __ ND __ OF __ OK __ OR __ PA __ RI __ SC

__ SD __ TN __ TX __ UT __ VT __ VA __ WA __ WV __ WI __ WY

2) In what year of your undergraduate music education career are you?
__ 1 (Freshman)
__ 2 (Sophomore)
__ 3 (Junior)
__ 4 (Senior)
__ Other: _____

3) Are you completing a second or third major? If so, please indicate below by checking all appropriate boxes and filling in the text entry box with the title of each major(s).
__ I am not completing a second or third major.
__ Second Major: _____
__ Third Major: _____

4) Are you completing a minor? If so, please indicate below by checking all appropriate boxes and filling in the text entry box with the title of each minor(s).
__ I am not completing a minor.
__ First Minor: _____
__ Second Minor: _____
__ Third Minor: _____

5) In what endorsement area will you be licensed to teach?
__ Instrumental
__ Vocal/Choral
__ Other: _____

6) What is your primary instrument? If you have more than one primary instrument, select all that apply.

__ Voice	__ Violin	__ Viola
__ Cello	__ Bass	__Flute
__ Oboe	__ Bassoon	__ Clarinet
__ Saxophone	__ Trumpet	__ French Horn
__ Trombone	__ Euphonium/Baritone	__ Tuba
__ Guitar	__ Harp	__ Piano
__ Organ	__ Percussion	__ Other: _____

7) Are you student teaching in the Spring 2016 semester?
__ Yes
__ No

8) _____ In how many official credit hours are you enrolled for the Spring 2016 semester?
9) _____ How many official credit hours have you completed through the Fall 2015 semester?
10) _____ On average, how many hours do you spend in applied lessons on your primary instrument per week?
11) _____ On average, how many hours do you spend in ensembles per week?
12) _____ On average, how many hours do you spend in class per week? (do not include applied lessons or ensembles)
13) _____ On average, how many hours of homework do you complete per week? (do not include practicing on your primary instrument)
14) _____ On average, how many hours do you practice on your primary instrument per week?
15) _____ On average, how many hours do you exercise per week?
16) _____ On average, how many hours do you sleep per week?
17) _____ On average, how many hours do you complete paid or volunteer work per week?
18) _____ On average, how many hours do you relax or socialize per week?

Appendix C
Interview Protocol

<u>Key Interview Questions:</u>

Tell me about your experiences with burnout.

Tell me more about your experiences with emotional exhaustion.

Tell me more about your experiences with depersonalization.

Tell me more about your experiences with a feeling of a lack of personal accomplishment.

What has changed in your experience over time?

Tell me about your experiences with burnout compared to your peers.

What strategies have you have used to combat burnout?

<u>Probes to Follow Key Questions:</u>

Can you give me an example?

Can you tell me more?

Can you explain your answer?