

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Recruitment Strategies and Factors Influencing Participation in Beginning Band Programs in North Carolina

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Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>Abstract</b> .....	<b>3</b>
<b>Chapter 1 - Introduction</b> .....	<b>4</b>
<b>Chapter 2- Literature Review</b> .....	<b>9</b>
<b>Chapter 3 - Method</b> .....	<b>18</b>
<b>Chapter 4 - Results</b> .....	<b>21</b>
<b>Chapter 5 - Conclusion</b> .....	<b>42</b>
<b>References</b> .....	<b>51</b>
<b>Appendix</b> .....	<b>53</b>

Abstract

The purpose of this study is to investigate strategies effective in recruiting new beginning band students to band programs within North Carolina. The research will examine factors including geographical area, director satisfaction, and social economics as they relate to recruitment. A survey will be used to gather data from middle school band directors and will clarify the effects, if any, that recruitment strategies have on the size of band programs. The research will continue to examine outside influences, beyond the control of the band director such as number of students that attend the school, parent support, and administrative support. Measuring the effectiveness of these variables will provide insight and answers to help create larger band programs and break past barriers that have hindered band directors from accomplishing the goal of creating a larger band program.

Chapter I

**Introduction**

Numerous factors contribute to a successful band program. Perhaps the most important factor in this process is the recruiting of new students to the art of playing an instrument. Band directors use both direct and indirect strategies to recruit students to band programs. Direct strategies are face-to-face meetings that incorporate mouthpiece demonstrations where students watch other students or the director demonstrate how to play an instrument. Also among the direct strategies are instrumental rental meetings where parents can receive information on how to obtain an instrument resulting in director and student interaction; and instrumental fitting sessions where students are able to produce sounds from instruments and learn the physical aspects of an instrument. Indirect strategies utilize tools that do not require direct contact with students. These include calls to parents, taking groups to perform at feeder schools, advertising via school marquee, communicating via E-mail and sending letters home. Many music directors use marquees, which advertise to students and families and have the advantage of easy and frequent updates. These band director driven activities require planning and monetary commitment.

Knowing the circumstances that motivate the band director to recruit is important. This knowledge can assist in understanding if band directors can positively influence the number of students in the band program. External circumstances come from outside sources such as administrators and are either negative or positive. Negative external circumstances can come from administrators and parents who are demeaning, micromanaging, or having little interest in the school band program. Positive external circumstances come from verbal praise, recognition,

and a school climate supportive of the arts. Similar to negative external circumstances, positive external circumstances are initiated by school personnel and parents. Understanding the external circumstances that parental support offers, Brian M. Melody states in his study that survey results indicated that parental support for the subject matter, attribution of success, and self-efficacy were the most influential factors considered by students and their parents regarding band enrollment (Melody, 2009, p. iv).

As indicated above parental support is a key role in band enrollment. Some students join band because of the external circumstances of parental support. Internal circumstances include motivation, and encompass the inspiration behind the director's approach to his or her job (going beyond duties or simply collecting a pay check). Internal circumstances come from the band director himself and can include his or her goals or aspirations. These external and internal factors can have effects on the band director and alter key decisions regarding recruitment.

Richard Miles concludes in *Teaching Music Through Performance in Beginning Bands* that students choose to take band for multiple reasons. In his research, reasons for students to join band include; "having a brother or sister in band", "Liking the sound of the instruments", "wanting to learn to play an instrument", "thinking it is cool and fun to be in the band", "loving to play music", "learning something new", and "wanting to play in the band" (Miles, 2008, p. 6).

These reasons for students to join band show little affect for directors to influence a student's choice to be in band. A band director could have a successful band program to make characteristic sounds. However, this is still an indirect method to recruit students.

Current research differs on reasons for the success of band director driven methods to attract students to band programs. Bob Fischer and Dave Hamburg explain in *Improving Student Participation in Beginning Band Programs through the Use of Effective Recruiting Techniques*

their intervention in a beginning band program and concluded, “the results of the intervention indicated a slight decrease in the percentage of students joining the [band] program” (Fischer & Hamburg, 2001, p. 1). These intervention strategies include playing concerts for feeder schools, sending information letters to parents, visiting students in their school, and allowing students to try instruments. However, even while a decrease was present in this research “classroom teachers indicated...low participation may have been due to higher than normal percentage of “low achieving” students in the targeted class” (Fischer & Hamburg, 2001, p. 1). There are many ways band directors may be able to influence participation in beginning band. While reviewing Miles’ action research data, one intriguing find is that 2<sup>nd</sup> and 3<sup>rd</sup> year band students cited on two separate occasions the teacher as a reason to continue band. Knowing that the band director is important to keep students in band, the intervention described in Fischer and Hamburg’s includes open communication between student and band director and allow for students to meet and interact with the band director. The research did not analyze the type of interaction and due to the nature of each band director’s personality this should be considered when examining the data. The personality of the band director could be a reason why students quit or not sign up for band. Provided that the band director has a positive liaison with his or her students Miles suggests that if band directors have a larger influence in the process of recruiting band students, it will positively affect the number of students that join band.

Miles further implies that starting to forge relationships early in a child’s musical life will better the chances they will choose music when they get older (Miles, 2008, pp. 6-7). There are several ways this relationship starts. Associations with current band students and by public appearances, including elementary concerts, are two examples of these liaisons. While a concert for the entire elementary schools, directors are using recruitment strategies such as reinforcing

the idea of joining band and peer pressure. Peer influence continues with this strategy when the band director leaves. Studies show the more popular an instrument is the more students make that their first choice. It is exactly this peer pressure that can also attract students to a particular instrument and to a band program. As bands begin to recruit more members they tend to create a larger presences in the community and by nature are connected to a more diverse population. In theory these programs should become larger.

Parent involvement in their children's lives is a significant factor influencing whether or not that child joins band. Dr. Stewart L. Ross suggests that "directors need to recruit families, while it is true that students recruit students, it is also evident that music parents recruit other music parents" (Ross, 2010, retrieved from <http://www.keynotesmagazine.com/article/?=219>). Many students in band have parents that were in band as well. Many parents want their child in band but do not have the funds to support their interests. Daniel Albert in "Socioeconomic Status and Instrumental Music" addresses the impact of socioeconomics on band recruitment. Albert states, "to address [students' lack of access to instruments], a district may lend instruments to those families who cannot afford to rent or buy them" (Albert, 2006, p. 24). He also suggests that programs should hold donation drives for a tax-deduction and admits, "without proper funding and administrative support, the probability of creating a musically rich environment is unlikely" (Albert, 2006, p. 43).

By focusing on band directors and how they influence students to join band this thesis will give optimism to band directors with small band programs and their endeavor to grow larger band programs by addressing what recruitment strategies work, if any, to influence student participation. These findings will consider socioeconomics, director satisfaction, influence of school support, director relationship and the effects these have on the number of students that

join band. Current literature suggests that peer pressure and open communication with parents, can influence their children to join band both of which come from a relationship. If the band director holds meetings to speak with parents and students, these meetings could be the catalyst to build relationships that could contribute to larger class sizes. If band directors show excitement, are open to suggestions, go find students to recruit, become active in their community, and keep communication open, the program should grow. Larger band programs have more students to choose from thus giving better opportunities for all that participate.

With Many factors that contribute to the success of a band program it is no surprise band directors use many methods to attract students. Using direct and indirect methods to do so have been standard practices through out the field of music education. The uses of mouthpiece demonstration, rental, and instrumental fitting sessions have been used in the research stated above and have been proven effective by some. In some instances these strategies have also provided minuscule results. Calling parents of potential band students, performing concerts for elementary schools, advertising via school marquee, communicating via E-mail and sending letters home are also other strategies used with mixed results. As stated before, many of these band director driven activities require planning and monetary commitment. This research investigates which strategies work the best



Chapter 2

**Literature Review**

This study will investigate the effectiveness of various recruitment strategies and how band directors influence students to join middle school bands. The study will examine the indirect influences and how this effects the number of students in middle school band. Although there is little empirical data in this area of music education, what does exist has helped guide the current research. Most research on recruitment strategies has a limited number of study participants or includes an intervention plan for a particular school. Much of the research available is specific to a contained geographical location; make one wonder if the results can be applied to other areas of the country. The period of time which most of these studies were conducted calls into questions the validity due to economical situations that occurred at the time of those studies. The economical times includes the current recession.

The review of literature is divided into four different sections and each section focuses on questions pivotal to the subject area of band recruitment. The first section focuses on students' and their readiness and willingness to join band. The next section addresses the impact of administrative support on beginner band programs. The band directors' roles and influences on recruitment strategies are the third section. The final section addresses other miscellaneous reasons or factors that influence beginning band participation.

Student

Students join band for a number of reasons. Such as peer influence, parent influence, internal desire, and because the student has a favorable opinion of the band. Rebecca Bracken states, "the most effective methods in recruiting students were the ability for band directors to

instill personal motivation and to build rapport with band students and parents” (Bracken, 2005, pg iii). In her thesis *Recruitment, Retention and Attrition of Band Programs in Pennsylvania Rural School Districts*, Bracken breaks down areas of recruitment, retention, and attrition into six main areas including “pull-out programs, internal school scheduling, external over-scheduling of children in extra-curricular activities, intrinsic motivation of students, financial circumstance and transitioning between grade levels” (Bracken, 2005, p. 9). This literature also suggests that the period of time the majority of students drop out of band programs do so during transitional years. Even though this research examines attrition in band programs, it also raises questions about whether beginning band should start during a transitional year, for example the year of transition from elementary to middle school.

Students do not always stay in band for the same reason they signed up for band. Retentions of students in band programs is important. Understanding why students stay in band gives band directors a glimpse of what they could attempt to model for beginner band students in their endeavor to attract more students to join bands. In *Student and Parent Attitudes Regarding Enrollment in Middle School Band*, Brian M. Melody’s research explain that 62.3% of students play in the band because they have friends in the band (Melody, 2009, p. 52). His research also indicated that 86.6% of students would not drop out of band if their friends decided to drop out of band (Melody, 2009, p.40). He later concludes that peer influence plays a role in students’ continued enrollment in band programs and that students enjoy having their friends in band. When parents were asked the same question, an overwhelming majority agreed they would not support the decision of their child to drop out just because their friends do so. This would indirectly imply that parental involvement in these circumstances would encourage students to fulfill their obligation to beginner band programs. A logical conclusion can be inferred that if

students stay in band because they have friends in band, students also join band because they have friends joining the band.

Many directors will profess that they are mindful of student instrumentation while they are recruiting. In *The Procedure by which Teachers Prepare Students to Choose a Musical Instrument*, Jonathan G. Bayley surveys teachers to better understand their role in the recruitment process. According to Bayley, most teachers rarely try to influence students in their instrument choices. However, band directors need a balanced group to make a strong band program. Fischer and Hamburg state “[an] important and immediate set of factors that many students indicate as a reason for their joining the [band program] is that being in the band looks like fun” (Fischer & Hamburg, 2001, pp 34-35). In order to look like fun, directors must incorporate fun music. To help better accomplish this, directors must influence students to play instruments that are in need to produce a more balanced ensemble. This balanced ensemble will open the group to playing a more diverse musical repertoire. Bayley, Fischer, and Hamburg all agree that having a group that sounds good results in more participation.

#### Administration

Occasionally, band directors encounter a problem with support at the administrative level. Administrative support for band programs varies widely in all schools. Susan Bruenger explains in *School-wide goal environment and continuing motivation in music*, her experience in what she calls an “extreme case sampling” (Bruenger, 2009, p. 6). Through interviews she explains the importance of music at this school. One principal comments, “I believe the arts are important... wanted to get the right combinations and I decided to hire my specialist in Music, P.E. and Art first...so I decided to build my staff around them.” (Bruenger, 2009, p. 11). Also at

this school, assemblies are scheduled at all times of the school day to minimize interruptions from electives. In this article, the music teacher's willingness to justify and educate her administrator is not overshadowed by the administrator's willingness to listen.

To help better understand the impact of successful music programs and study the effects that social economics has on the success of music programs, Christopher Johnson and Jenny Memmott explains that success has little to do with social economics. The study in Examination of relationships between participation in school music programs of differing quality and standardized test results examines schools with high quality band programs and poor quality chorus programs and vice versa. Johnson and Memmott explain that economical disadvantaged students can be part of a high quality music program. However, "regardless of socioeconomic background, students involved in music had significantly higher standardized test scores than students not involved in music" (Johnson & Memmott, 2006, p. 11). Since this study asserts that socioeconomic does not hinder student success in music, it attempts to disprove the common assumption that poor schools harbor poor music programs, including band programs. However, the findings did not examine the ratio of economically disadvantaged students and does not answer if this true for a school with many economically disadvantaged students. Since students want to be part of successful programs and groups, poor programs could be hindering enrollment.

Students typically lose interest when they know they will be apart of a deficient music programs and, therefore, do not join. Gini Ford concluded that the more students who wanted to play a trombone, attracted other students to play a trombone. Ford discusses in *Recruitment and Retention Methods for Low Brass Instrumentalists to Beginning to Middle-level Band Programs*, since larger band sections attract more students, perhaps more students join band due to the

larger band program. Directors of small band programs must overcome the reoccurring pattern of low number of students in their program because small and non-successful programs attract a limited number of students to band programs. The policies set by administrators, like scheduling, arts focused schools, program's funding, and testing, are the policies which band directors must accept regardless of negative or positive impact.

#### Band Director

This research is focused on what band directors do to attract students to join band. Many areas outside of the influence of the director are the relationship with students, parents, and administrative staff. Relationships help guide students in band, therefore band directors should try to interact with band students before they are eligible to join the band (Miles, 2008). Ideas of interaction include the band director meeting students and family, being accessible, public performances, and concert at schools. In the current literature, the scope of interaction is placed on simple ideas like performing a concert for the upcoming class of new students or just attending a rental meeting. During a rental meeting students typically meet the band director as well as obtain an instrument for band class. Even with the lack of studies surrounding band directors' techniques, the majority of approaches have been reactive instead of proactive, or have occurred during the economic recession which began in 2007. Scott Philips writes, "lower [Social economic status] students may not be able to afford registration fees, instrumental rentals, private lessons, and other costs associated with participation in a school music ensemble" (Philips, 2003, p. 115). During harsh economic times, more students fall into the category of lower social economic status. Enrollment in activities where money is involved, like band, may negatively affect recruitment efforts of beginning band programs.

Current literature suggests that band programs that perform at their feeder schools have no true benefit of recruiting more students to band programs. At a feeder school the majority of those students who attend that school rise together and continue their education at another school. Miles concludes that performing for students when they are younger (second through fourth grade) helps prepare them for the decision to join band in later years. This might help explain why families tend to have more than one member in band programs. Dr. Ross states in his article "Some Thoughts Regarding Recruitment and Retention of Instrumental Students" that "directors need to recruit families" (Ross, 2010, retrieved from <http://www.keynotesmagazine.com/article/?=219>). While understanding that this article is of Dr. Ross's opinion, this could be expanded to the school family as well. As mentioned before in Miles data, students sign up for band because their siblings are in the band. The family effect may help explain why band programs at the center of communities have such large programs.

Increasing hands-on activities and other methods to increase student awareness of band programs is part of active communication that may help recruit new students to band programs. Bayley comes to the following conclusion:

Teachers' increased attention to the inclusion of all three activities would encourage a richer understanding of each instrument's unique timbral, musical, and physical qualities. Therefore, students must have increased opportunities to produce sounds on a wide range of musical instruments. (Bayley, 2004, p. 30)

Bayley also concludes that students would benefit from listening to examples and increased communications from feeder programs. These techniques could be used by the band director with permission and cooperation between the director and the feeder school.

The personality of a band director is a contributing factor to student recruitment; Jonathan Tesser shares his notes from an interview with Mr. Ames in "Perfect Accompaniment". Mr. Ames is the band director in a rural part of Indiana and one of the lowest socioeconomically counties in the state. Tesser states, "ultimately, it's those one-on-one relationships that form the basis of everything Bryan Ames has accomplished" (Tesser, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=68>). Mr. Ames explains that he visits classrooms and talks to students individually to find out why they did not sign up for band. If he finds that they do in fact want to play in the band, he finds a way to circumvent whatever conflict exists. He calls this "gathering the lost sheep" (Tesser, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=68>). These suggestions from this article are Mr. Ames opinion and appear to work at his school.

#### Other Factors

Locations of band programs can be classified geographically and can be the culture of an area. Some programs are large in number because they have always been large or because the community expects that and puts a stress on art programs to be highly successful. This tends to be in wealthy or well-established areas that have had the same band director for many years. High expectations from band programs happen mostly in communities with a strong urge to have favorable reputations among the academic field. Another classification could be rural, urban or suburban, successful and non-successful band programs exist equally through out these locations. The success of a band program could satisfy the band directors career goals and create a sense of accomplishment and satisfaction in his or her job. This satisfaction may help create an environment more conducive to recruiting.

Gary Barton in "Teaching Can be Just as Rewarding when Conditions Aren't Perfect" mentions in his opinion article that the teaching profession has changed and music teachers move jobs just as much as other teachers (Barton, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=125>). This article illustrates ways for current band directors to stay at their current job and make their job more satisfying. Literature currently does not address professional experience or the amount of time that teachers stay at their current job before long-term goals are met. The suggestions of being prepared, emphasis on tone-building, scales, fundamental counting, and excitement on the podium can help the overall pleasure of the director's job. These suggestions also help create a successful band program and inadvertently recruit students. (Barton, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=125>). Barton shows that scheduling problems and staffing present problems in teaching band. Although he admits that high schools are starting to return to more traditional schedules such as 7 period school days which benefit band programs, middle schools are not and continue on less than desirable schedules. He explains ways for students to become more engaged. These suggestions instill pride in students, and as addressed earlier directors need to become familiar with families, not just students (Ross, 2010, retrieved from <http://www.keynotesmagazine.com/article/?=219>).

Some band directors have found that competitions within band programs have sparked new interest in students and some students do not respond well to this strategy. Barton says "The ultimate competition should be to get the most for your students in whatever setting [you are teaching]" (Barton, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=125>). Establishing a sense of pride in students for band programs is important and any strategy that fosters this pride should be used. Many band programs are competing with other programs such



as art, multiple foreign languages, computer apps and other programs deemed by our schools to be necessary. Taking into account scheduling difficulties that allow students to only take one elective or drop band to take computer applications, it is no wonder some school band programs are deteriorating and participation is dwindling. No matter the problem your program must gather the lost sheep (Tesser, 2010, retrieved from <http://www.keynotesmagazine.com/article/?uid=68>).

**Chapter 3****Method**

This thesis investigates strategies effective in recruiting new beginning band students to band programs within North Carolina. A survey was used to gather information from participants and their opinion of and compliance with those around them as it relates to recruitment of beginning band students. Areas of focus include demographics, program details, strategies used to recruit new beginner band students, and areas of policies enforced by administrators. The survey also ends with three open ended questions to help gather a better understanding of what the participants were lacking as it pertains to recruitment of beginning band students as well as questions dedicated to strategies not listed on the survey. The survey instrument is located in the Appendix.

Participants were chosen at random during the 2010 North Carolina's Music Educators Conference located annually in Winston-Salem, North Carolina. This conference offers sessions to help continue the education of upcoming, current, and retired members in the field of education. Participants gave consent by taking the survey and handing the survey back to the researcher. The consent form can be found in the Appendix. All participants were asked if they taught beginning band. Some respondents indicated that they were not beginning band teachers and, therefore, were omitted from the study.

Some surveys were handed back with "HS Band Director" handwritten on the top of the survey. The average numbers of students in each of the 7 omitted surveys is 1543. Most middle schools in the state of North Carolina hold no more than 1000 students. These surveys also

indicated that the band program contained a marching band. These three reasons determined that the surveys, in fact, were from music teachers not teaching beginning band.

This thesis is centered on the perceptions of band directors as it pertains to beginning band recruitment strategies, as well as the factual articulation of recruitment strategies. This study addresses demographic location and current approximate levels of student participation to aid in comparing responses. A five point Likert scale was used and included 21 questions regarding the frequency of recruitment strategies. Three open-ended questions conclude the survey. These questions addressed answers not necessarily covered in the bulk of the survey.

The survey was completed and authorized by the Institutional Review Board (IRB) at the University of North Carolina at Pembroke on October 27, 2010. The survey was administered November 6<sup>th</sup> through the 8<sup>th</sup>, 2010 at NCMEA Conference. This conference attracts support and participation from band directors all over the state of North Carolina and is deemed an appropriate base for this research. This was the only time the survey was administered to band directors. As a result, 51 band directors took the survey, 7 surveys were omitted.

Limitations of this study include unwanted surveys from non-beginning band teachers, limited participants, and lack of clarity when asking about beginner band size. Although participants were asked verbally if they indeed taught beginning band 7 surveys were turned in that proved to be from non-beginning band teachers. The lack of participants has also proved to be inadequate for the statistical analysis used in this research. This research should have included over 150 participants, however, given the conference that this survey was administered this number would have been impossible to obtain. The survey questioned, "At what grade level do your students begin band?" and then

“In the above grade level, approximately how many students are enrolled at your school?” these two questions appeared from data results to be inaccurate. Many of the participants answered above expectable limits. So entire band program size was used for this research instead to provide accurate data.

**Chapter 4****Results**

Band directors attending the 2010 North Carolina Music Educator Conference held annually in Winston Salem, North Carolina were eligible to complete the survey. Out of 51 directors surveyed, 7 were not qualified to take the survey and were omitted because they are not current beginning band teachers. Therefore, only 44 surveys have been calculated in the results of this research. The sum of the teaching experience for all of those surveyed is 424 years with the average years of experience being 9.64 years. The least experienced teacher surveyed has less than 1 year of teaching experience, and the most experienced teacher has 32 years of teaching experience. The average teacher has been in his or her current position for 5.39 years. Of those that participated, 22 have fewer than 5 years at their current school while 22 participants have greater than five years at their current school. The average number of years that teachers in this study have taught beginning band is 7.68 years. Of those teachers, 18 participants have fewer than 5 years of experience teaching beginning band, 15 participants have between 5 and 10 years of experience teaching beginning band, and 11 participants have taught beginning band 11-25 years.

The survey asks at what type of school the participants work. The eligible responses are rural, suburban, and urban. These classifications are not defined on the survey. For this survey, "urban" is classified as a city with a large population within a small amount of land. "Suburban" is classified as a city with a larger land mass and smaller population than urban. "Rural" is classified as an area containing a large number of people and a large amount of landmass. Of those surveyed, 17 state that they teach at a rural school, 17 state that they teach at a suburban

school, 9 teach at an urban school, and 1 teaches at a school labeled other. It is possible that this school is a military school, charter school, or another form of selected population school. The average number of students attending the schools surveyed is 753 students, while the average number of students taking band at these schools is 150 students. The average number of students taking band in relation to the number of students in the schools surveyed is 19.9%.

Teachers with more experience tend to work at schools with larger band programs. The years of experience as it relates to the percentage of students in band is shown in Table 4.1. As illustrated in Table 4.1, the bands with more students have more experienced teachers than those of smaller band programs. In order to prevent one statistic from exaggerating the overall survey question results, the information provided by the teacher with 32 years of experience is omitted and provides for a natural breakdown of the statistics to be included in the average of 3.4%-13%, which is found in Table 4.1. From table 4.1 it appears that the more experience a teacher has, the larger the band program. This could be due to a number of reasons including that the more experienced teachers are, the more likely they are to get hired for more prominent job openings. This could also mean that teachers with more experience understand recruiting students; thus they have larger band programs.

Table 4.1  
Average Percentage of Students in Band Compared to Whole Student Population

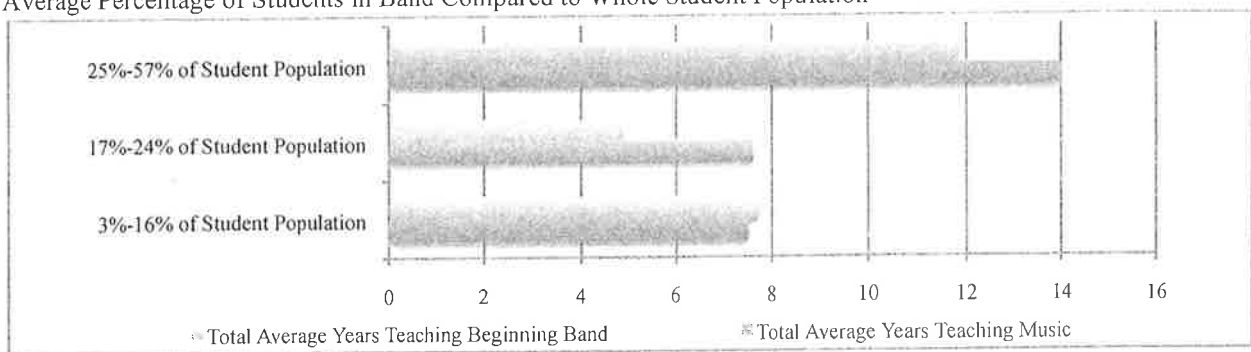
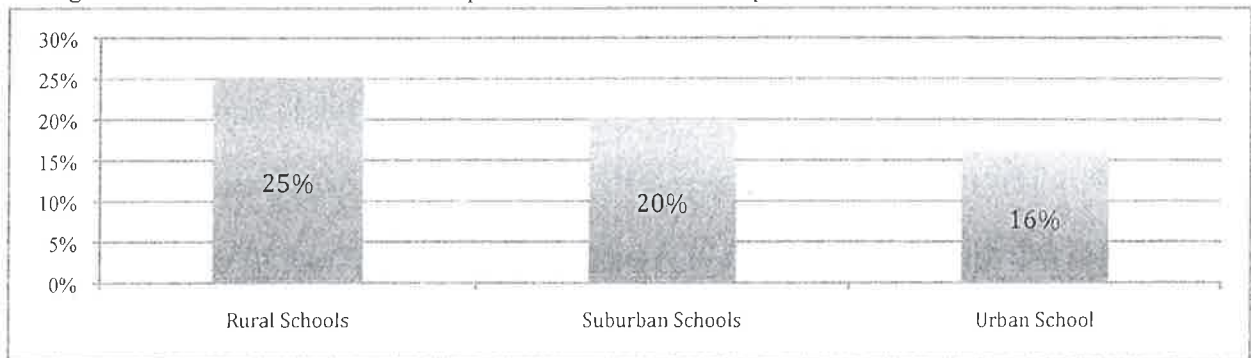


Table 4.2 illustrates the average number of students in band when compared to the whole student population. Out of the 17 rural schools, the average number of school participation in band is 25%. In 17 Suburban schools, the average number of school participation in band is 20%. In the 19 urban schools, the average is 16%. From the data in Table 4.2, it appears that the location of the school directly affects the size of the band program. This could be due to most rural locations having 1 or 2 high schools that service the entire county.

Table 4.2

Average Number of Students in Band Compared to Whole Student Population



According to the teachers surveyed, the majority of schools in North Carolina start beginning band in 6<sup>th</sup> grade. However, five schools start beginning band in 7<sup>th</sup> grade. One school starts beginning band in 5<sup>th</sup> grade. One school starts beginning band in both 6<sup>th</sup> and 7<sup>th</sup> grade. One school starts beginners in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade.

In this study, the average number of students that join beginning band is 74. Table 4.3 shows the average number of students that join band and how it relates to the teacher's years of experience. This includes whole years teaching music as well as years teaching beginning band.

Table 4.3

Average Number of Students in Band

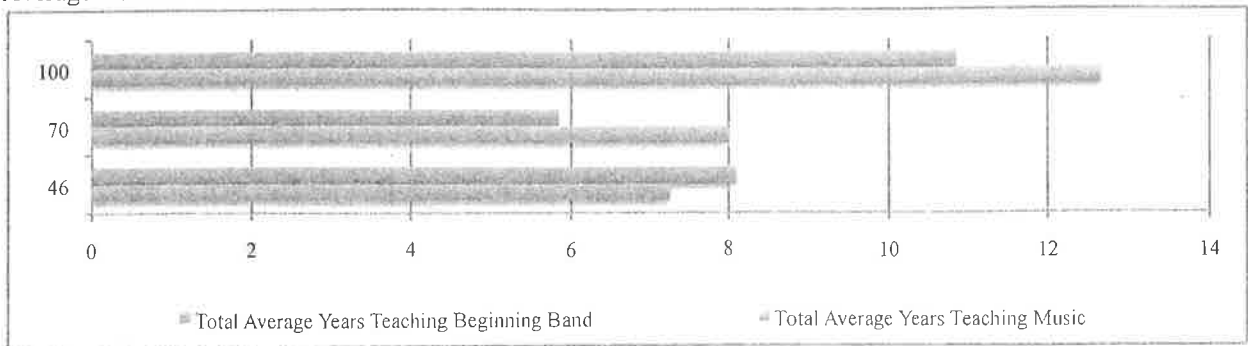
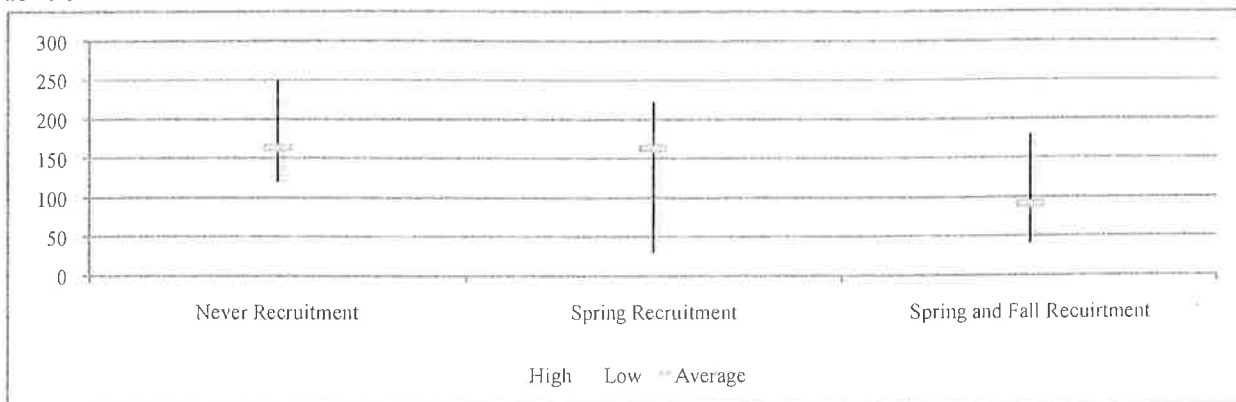


Table 4.4 illustrates the time of year that the band director recruits students to join the beginning band program. Out of the teachers who responded, three have never recruited students. The range of this group is 120-250. The average number of students recruited for those who answered “never” is 163 students. Of the participants, 30 responded that they only recruit during the spring. The range for this group is 30-223. The average number of students recruited for those who answered “only during the spring” is 163 students. Seven participants responded that they recruit during the spring and fall. The range for this group is 40-180. The average number of students recruited for those who answered “during the spring and fall” is 91 students. The other four teachers responded individually with one indicating “spring/summer,” one indicating “winter/spring,” one indicating “fall only,” and one left the question blank. The researcher believes that not enough participants responded to this with the answer above to accurately depict a trend among these groups and as a result has omitted it from the study. Table 4.4 represents the average number of students.



Table 4.4

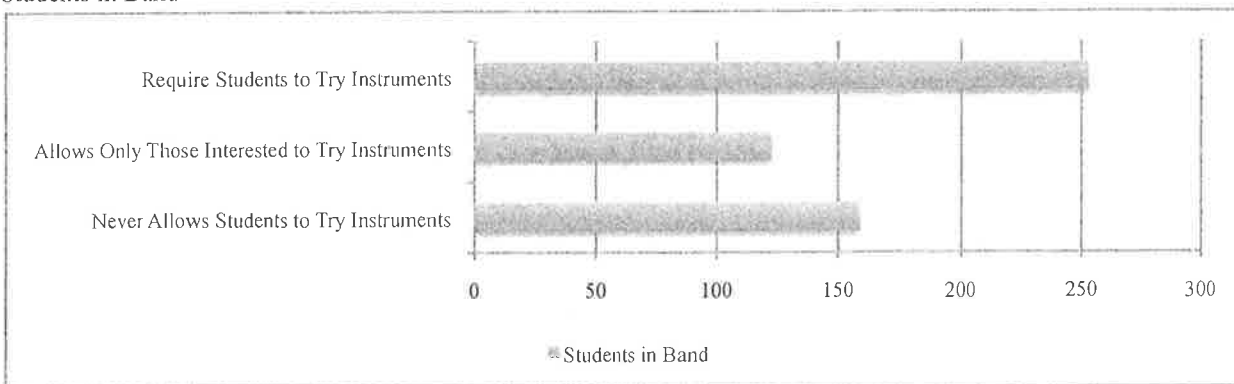
Time of Year Director's Recruit



The response of teachers that require, allow, or never allow students to try instruments is shown in Table 4.5. Six teachers indicate they never allow students to try instruments. The average number of students in the band programs of these six teachers is 159 students. Twenty-two teachers respond that they only allow students to test instruments. The average number of students in the band programs of these six teachers is 123. Eight teachers respond that they require all of their students to try instruments. The average number of students in the band program of these eight teachers is 253 students. In this graph, the researcher omitted seven teachers that did not respond to this question.

Table 4.5

Students in Band



Band Directors rated on a five-point Likert scale their use of different recruiting methods. The following graphs and information is adjusted using a three-point scale so that a chi-squared graph could be properly used. The responses of "frequently" and "always" were combined as well as "never" and "rarely." "Sometimes" was not combined with other responses. The band programs' sizes are categorized as "low," "medium," or "high." The participation for low-sized band programs is 3%-16% of the population. Medium-sized band programs are considered 17%-25% of the population, and a high-sized band program is 25% or more of the school's population. This survey also attempts to determine the number of students enrolled in beginning band; however, the survey instrument does not take into account programs that have multiple years of beginning band and proved to be inconclusive.

The surveyed band directors are asked if they telephone the home of upcoming beginning band students. Of those surveyed, 60% state that they never or rarely use this technique to recruit students into the band program. The survey results indicate that band directors with large number of students in their band programs do not regularly use this tool. The reason for this could be that they do not feel the need to recruit. The band directors of small and medium-sized band programs are more likely to use this technique to reach students. This could show that band directors of small and medium-size band programs are willing to do what is necessary to create a larger program. The data does not suggest that this recruitment strategy will increase the number of students in band programs. A trend study must be done on the schools that answered "frequently" or "always," to ascertain the effectiveness of telephoning the family of students in those band programs. However, the Spearman's Correlation suggests that these results are unlikely to be reproduced and may not be applied to the rest of the population. Refer to Table 4.6.

Table 4.6

I Call the Home of Upcoming Beginning Band Students.

		Percentage of students in band program			Total
		Low	Med	High	
I call the home of upcoming beginning band students.	Frequently or Always	42.9%	57.1%	.0%	100.0%
	Count	3	4	0	7
	Sometimes	30.0%	40.0%	30.0%	100.0%
	Count	3	4	3	10
	Never or rarely	26.9%	42.3%	30.8%	100.0%
	Count	7	11	8	26
	Total	30.2%	44.2%	25.6%	100.0%
	Count	13	19	11	43

Spearman's Correlation= -.178 (p=.253)

The use of automated phone service to call the home of upcoming beginning band students is addressed next. The popularity of this strategy for medium and high percentage band programs is larger than that of calling the home of students. This could be due to the amount of time it takes to personally call each student of larger band programs. The strategy may be preferred over its direct contact counterpart but is still not used often by any group surveyed. The implications are that directors as a whole do not believe in the validity of this strategy, or it might indicate that this strategy is an untapped resource waiting to be utilized by the masses. No correlation between small and large bands can be seen regarding the effectiveness of this strategy while reviewing the data. Based on the results provided by the survey, no clear conclusion can be drawn. Refer to Table 4.7.

Table 4.7

I Use an Automated Phone Service to Call the Home of Upcoming Beginning Band Students.

		Percentage of students in band program			Total
		Low	Med	High	
I use an automated phone service to call the home of upcoming beginning band students.	Frequently or Always	16.7%	58.3%	25.0%	100.0%
	Count	2	7	3	12
	Sometimes	16.7%	66.7%	16.7%	100.0%
	Count	1	4	1	6
	Never or rarely	40.0%	32.0%	28.0%	100.0%
	Count	10	8	7	25
	Total	30.2%	44.2%	25.6%	100.0%
	Count	13	19	11	43

Spearman's Correlation= .127 (p=.419)

Band directors then surveyed as to whether their band performs concerts for the 5<sup>th</sup> grade class at their feeder school. The majority of band directors answer that they use this strategy to recruit students to their band programs. There is no doubt that the majority of band directors favor this strategy in recruiting students. This overwhelming support for this method may strengthen the case to use this strategy in recruiting for band programs. The data also show a small correlation that band programs that use this method do indeed have larger bands. At this time the data are clear that this strategy works and could not be recreated. Refer to table 4.8.

Table 4.8

I Perform a Concert for 5<sup>th</sup> Grade Students at My Feeder Elementary Schools.

		Percentage of students in band program			Total
		Low	Med	High	
I perform a concert for 5 <sup>th</sup> grade students at my feeder elementary schools.	Frequently or Always	28.0%	52.0%	20.0%	100.0%
	Count	7	13	5	25
	Sometimes	33.3%	33.3%	33.3%	100.0%
	Count	3	3	3	9
	Never or rarely	30.0%	40.0%	30.0%	100.0%
	Count	3	4	3	10
	Total	29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= -.049 (p=.753)

The next survey question address the performance options for Kindergarten-forth grade levels at their feeder elementary schools. The group surveyed shows little use of this strategy, and due to the data, no clear conclusion can be made for the success or failure of this strategy.

The data indicate these results would unlikely be recreated in future studies. The same can be applied for directors who only give concerts to students who are interested. Furthermore, this study is too simple to come to a conclusion on the usefulness of performing to kindergarten-fourth graders due to time constraints. This question would be better suited as a time study with multiple schools reporting their band participation over a 4-year to 6-year duration to come to any conclusion about the effectiveness of this strategy. Refer to Table 4.9 and Table 4.10.

Table 4.9

I Perform a Concert for the K-4<sup>th</sup> Grade Levels at My Feeder Elementary Schools.

		Percentage of students in band program			Total
		Low	Med	High	
I perform a concert for the K-4 <sup>th</sup> grade levels at my feeder elementary schools.	Frequently or Always	33.3%	50.0%	16.7%	100.0%
	Count	2	3	1	6
	Sometimes	36.4%	45.5%	18.2%	100.0%
	Count	4	5	2	11
	Never or rarely	25.9%	44.4%	29.6%	100.0%
	Count	7	12	8	27
Total	Count	13	20	11	44

Spearman's Correlation= -.135 (p=.382)

Table 4.10

I Perform a Concert for Just Those Students Who Are Interested in Joining Band.

		Percentage of students in band program			Total
		Low	Med	High	
I perform a concert for just those students who are interested in joining band.	Frequently or Always	0.0%	100%	0.0%	100.0%
	Count	0	1	0	1
	Sometimes	75.0%	0.0%	25.0%	100.0%
	Count	3	0	1	4
	Never or rarely	26.3%	47.4%	26.3%	100.0%
	Count	10	18	10	38
Total	Count	13	19	11	43

Spearman's Correlation= -.170 (p=.274)

Directors were then asked their frequency of using demonstration meetings, where students can hear and view the instruments available to learn. This strategy is widely used among the group surveyed. No clear definition of “demonstration meeting” and “upcoming students” is given to the survey takers. Therefore, too many variables exist to validate these

results due to the inconsistency of the definitions. It may be beneficial to follow up this question and define “demonstration meeting,” but more importantly, to define “upcoming students.” No conclusion can be given with the data provided. Refer to Table 4.11.

Table 4.11

I Have a Demonstration Meeting for My Upcoming Students.

		Percentage of students in band program			Total
		Low	Med	High	
I have a demonstration meeting for my upcoming students.	Frequently or Always	22.2%	52.8%	25.0%	100.0%
	Count	8	19	9	36
	Sometimes	100%	0.0%	0.0%	100.0%
	Count	4	0	0	4
	Never or rarely	25.0%	25.0%	50.0%	100.0%
	Count	1	1	2	4
	Total	29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= .180 (p=.243)

The use of instrument rental meeting habits for upcoming students is the next survey question addressed. Unlike demonstration meetings, we can assume that students attending a rental meeting have decided to join the band and are ready to make the commitment. No further convincing is needed for these students, and one can believe that facilitating an instrument rental meeting provides convenience to students' families who decide to join the band. For this group of participants, holding rental meetings exhibits a small amount of effectiveness in recruiting students. However, evidence indicates that larger band programs get preferential treatment from music companies. Music stores are running a business and expect a higher profit margin; therefore, larger schools with higher band student enrollment may explain the reason for larger programs using this method. Smaller bands may come from smaller communities with less financial resources and a local music store that does not have the resources to help a school recruit students. The results of the study indicate there is a small amount of success using this strategy, while the evidence indicates this data could not be recreated and can only be applied to the group surveyed. Refer to Table 4.12.

Table 4.12

I Have a Rental Meeting for My Upcoming Students.

		Percentage of students in band program			Total
		Low	Med	High	
I have a rental meeting for my upcoming students.	Frequently or Always	18.8%	56.3%	25.0%	100.0%
	Count	6	18	8	32
	Sometimes	100%	0.0%	0.0%	100.0%
	Count	1	0	0	1
	Never or rarely	54.4%	18.2%	27.3%	100.0%
	Count	6	2	3	11
	Total	29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= .233 (p=.128)

The surveyed directors indicate their use of mouthpiece fittings as a means of recruiting more students. The use of this research strategy indicates that mouthpiece fittings are employed by larger band programs and are a marginally successful means of recruiting students. Although the directors are never asked who administered the fitting session, it does imply that students are given a practical, real life opportunity to play and touch the instruments. Also, students are given a minimal amount of actual instruction on how to produce a sound from the instruments they select. This instruction is provided by the band director and allows for individual communication between the prospective student and the director. Whether the band director is present or not, this allows for communication with other people, students, or teachers that are interested in ensuring that band is a socially accepted activity where students are allowed to experience new and exciting things not provided in the regular classroom setting. Refer to Table 4.13.

Table 4.13

I Have a Mouthpiece Fitting for My Upcoming Students.

		Percentage of students in band program			Total
		Low	Med	High	
I have a mouthpiece fitting for my upcoming students.	Frequently or Always	21.1%	42.1%	36.8%	100.0%
	Count	4	8	7	19
	Sometimes	44.4%	33.3%	22.2%	100.0%
	Count	4	3	2	10
	Never or rarely	26.7%	60.0%	13.3%	100.0%
	Count	4	9	2	15
	Total	27.9%	46.5%	25.6%	100.0%
	Count	12	20	11	43

Spearman's Correlation= .186 (p=.232)

The marquees at elementary schools that feed middle school beginner band programs are not often used to enhance recruiting. The lack of marquee use can be attributed to the band director's limited relationship with the elementary school's administrative staff. The limited relationship can be the reason that band directors are reluctant to inquire as to the availability of using the marquees at the elementary schools that feed their beginning band program. Band directors know and understand the amount of work that is required of the position of an elementary school principal and therefore are often reluctant to add to the amount of work already required of that position. Most band recruiting is done in the spring during the school year when elementary schools are experiencing their most rigorous testing along with other year closing activities. It is possible that these directors feel as if they would place a burden on those individuals responsible by asking to use their facilities, even if only requesting the use of a marquee. Little results can be determined by the data provided as to whether this strategy works. Refer to Table 4.14.



Table 4.14

I Have Utilized the Marquee of my Elementary Feeder Programs.

		Percentage of students in band program			Total	
		Low	Med	High		
I have utilized the marquee of elementary feeder programs.	Frequently or Always	Count	20.0%	80.0%	0.0%	100.0%
			1	4	0	5
	Sometimes	Count	50.0%	50.0%	0.0%	100.0%
			2	2	0	4
	Never or rarely	Count	28.6	40.0%	31.4%	100.0%
			10	14	11	35
Total		Count	29.5%	45.5%	25.0%	100.0%
			13	20	11	44

Spearman's Correlation= -.181 (p=.239)

The use of E-mail communication can be associated with larger band programs. Many band programs with medium and high enrollment use E-mail communication as an effective recruiting technique. The impact that this strategy appears to be insignificant and could be due to many reasons including the lack of Internet availability of students and teachers, deficiency in experience using digital communication, and the necessary time and financial resources to create a digital presence. Most band programs have recently entered the digital era by creating websites for their programs and employing e-mail services as a means of mass communication. These communication resources become integral as the size of the organization grows so as to provide a larger base of support for groups such as band booster clubs or fans. Refer to Table 4.15.

Table 4.15

I Use E-mail to Communicate with Prospective Students/Parents

		Percentage of students in band program			Total	
		Low	Med	High		
I use E-mail to communicate with prospective students/parents.	Frequently or Always	Count	10.0%	60.0%	30.0%	100.0%
			2	12	6	20
	Sometimes	Count	66.7%	16.7%	16.7%	100.0%
			4	1	1	6
	Never or rarely	Count	41.2%	35.3%	23.5%	100.0%
			7	6	4	17
Total		Count	30.2%	44.2%	25.6%	100.0%
			13	19	11	43

Spearman's Correlation= .251 (p=.105)

Most band directors feel that their schedule does not hinder their band program. Larger band programs have more desired schedules in place than those of their smaller counterparts.

The majority of larger band programs could be from large schools; as a result, they may offer multiple course options for band or other programs within the school to give students more options instead of making students choose between two classes. Large bands also have more enhanced scheduling for their band programs than those of smaller band programs. In an effort to discover what band directors can change to enhance enrollment, this survey question was given to directors. However, this question would have provided more insight to school schedules coming from students rather than the band directors. The data would unlikely be duplicated and may not reflect all situations. Refer to Table 4.16 and 4.17.

Table 4.16

		Percentage of students in band program			Total
		Low	Med	High	
My school schedule hinders my beginner band recruitment.	Frequently or Always	44.4%	33.3%	22.2%	100.0%
	Count	4	3	2	9
	Sometimes	33.3%	46.7%	20.0%	100.0%
	Count	5	7	3	15
	Never or rarely	16.7%	50.0%	33.3%	100.0%
	Count	3	9	6	18
	Total	28.6%	45.2%	26.2%	100.0%
	Count	12	19	11	42

Spearman's Correlation= -.224 (p=.154)

Table 4.17

		Percentage of students in band program			Total
		Low	Med	High	
My school schedule enhances my beginner band recruitment efforts.	Frequently or Always	9.1%	63.6%	27.3%	100.0%
	Count	1	7	3	11
	Sometimes	26.7%	33.3%	40.0%	100.0%
	Count	4	5	6	15
	Never or rarely	43.8%	43.8%	12.5%	100.0%
	Count	7	7	2	16
	Total	28.6%	45.2%	26.2%	100.0%
	Count	12	19	11	42

Spearman's Correlation= .287 (p=.065)

Directors were then surveyed as to whether or not they offer loaner instruments to each student. Smaller bands report they are able to offer loaner instruments to students that would like to join the band. Smaller bands again indicate that they recognize the need of recruiting

students to band. Larger bands lack the same level of commitment of school-owned instruments for students who otherwise would not be able to participate in the band program. The directors of larger band programs could feel they do not need to offer instruments because they have enough students already in their band program. This could also mean that larger bands do not start students on more expensive, larger sized instruments like the Tuba, Bass Clarinet, F Horn, and Baritone Saxophone. This could be due to the limited amount of teaching time that band directors are given to teach many different instruments. Allowing students to gain experience on a particular instrument may allow them to transfer knowledge to another instrument with little or no director influence. This would allow the band director to focus on the larger groups of standard instruments without sacrificing teaching time. Refer to Table 4.18.

Table 4.18

I am Able to Offer a Loaner Instrument to Each Student Who Would Like to Join Band

		Percentage of students in band program			Total
		Low	Med	High	
I am able to offer a loaner instrument to each student who would like to join band.	Frequently or Always Count	38.5% 5	38.5% 5	23.1% 3	100.0% 13
	Sometimes Count	25.0% 3	58.3% 7	16.7% 2	100.0% 12
	Never or rarely Count	26.3% 5	42.1% 8	31.6% 6	100.0% 19
Total Count		29.5% 13	45.5% 20	25.0% 11	100.0% 44

Spearman's Correlation= -.121 (p=.435)

Principals are an important part of any school, and their support could help in the recruitment of band students. Larger bands are more likely to have a supportive principal than those of smaller bands. However, the definition of support is not categorized. Since principals can offer many different types and degrees of support it is difficult to determine what techniques a director can employ to encourage a positive working relationship with their principals. Examples of different types and degrees of support would include monetary contribution, social encouragement, and classroom management support. The support of the principal is critical to

the recruiting process and can make the difference in the number of students that are in the band program. Refer to Table 4.19.

Table 4.19

**My Principals Are Supportive of My Band Recruitment Efforts**

		Percentage of students in band program			Total
		Low	Med	High	
My principals are supportive of my band recruitment efforts.	Frequently or Always	22.2%	48.1%	29.6%	100.0%
	Count	6	13	8	27
	Sometimes	33.3%	55.6%	11.1%	100.0%
	Count	3	5	1	10
	Never or rarely	57.1	28.6%	14.3%	100.0%
	Count	4	2	1	7
	Total	30.2%	46.5%	23.3%	100.0%
	Count	13	20	10	43

Spearman's Correlation= .271 (p=.079)

Most directors have the support of their local music store. This study shows no conclusive data that having the support of a local music store will help in recruitment efforts.

Refer to Table 4.20.

Table 4.20

**The Local Music Store is Supportive of My Recruitment Efforts**

		Percentage of students in band program			Total
		Low	Med	High	
The local music store is supportive of my recruitment efforts.	Frequently or Always	23.7%	50.0%	26.3%	100.0%
	Count	9	19	10	38
	Sometimes	100%	0.0%	0.0%	100.0%
	Count	2	0	0	2
	Never or rarely	100%	0.0%	0.0%	100.0%
	Count	2	0	0	0
	Total	31%	45.2%	23.8%	100.0%
	Count	13	19	10	42

Spearman's Correlation= .417 (p<.05)

Perhaps the most important recruitment strategy comes from relationships. Directors were asked if they utilize the music teachers at their feeder schools. Current research points to the importance of adult figures and the effects they have on children in decision making. The data suggest that larger band programs gain support from adults already introduced to students; for example, the elementary music teachers that already have a relationship with the students.

The gateway these teachers have in a student's life proves that if utilized properly, the existing relationship could recruit more students in band programs. The use of regular elementary classroom teachers is not as popular as those who use the music teacher on campus. The lack of a working relationship between the band director and the regular classroom teachers can also be a contributing factor. Also, the data is inconclusive and does not show a clear pattern of success while using classroom teachers. Even if this strategy is used this research is unable to gauge the amount of success without asking the teachers for their input in this matter. This question only asked if they are utilized and does little to show how or what training or the elementary teachers' willingness to complete the task of promoting something about which they know very little.

Refer to tables 4.21-4.22.

Table 4.21

I Utilize the Music Teachers at My Feeder Schools for Recruitment

		Percentage of students in band program			Total
		Low	Med	High	
I utilize the music teachers at my feeder schools for recruitment.	Frequently or Always	20.0%	60.0%	20.0%	100.0%
	Count	5	15	5	25
	Sometimes	38.5%	30.8%	30.8%	100.0%
	Count	5	4	4	13
	Never or rarely	50.0%	16.7%	33.3%	100.0%
	Count	3	1	2	26
	Total	29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation = .085 (p = .583)

Table 4.22

I Utilize the Classroom Teachers at My Feeder Schools for Recruitment

		Percentage of students in band program			Total
		Low	Med	High	
I utilize the classroom teachers at my feeder schools for recruitment.	Frequently or Always	23.1%	53.8%	23.1%	100.0%
	Count	3	7	3	13
	Sometimes	31.3%	43.8%	25.0%	100.0%
	Count	5	7	4	16
	Never or rarely	33.3%	40.0%	26.7%	100.0%
	Count	5	6	4	15
	Total	29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= .037 (p=.811)

Student scheduling has long been a problem in high schools since the introduction of Advanced Placement Courses and Honor Courses. Over the past few years, middle schools have started to bear the burden of state mandated testing like the Computer Skills Test. Even though taking this test is recommended for students in the 9<sup>th</sup> grade, some counties are administering this test in the 8<sup>th</sup> grade, which is contributing to the scheduling problems. Larger programs indicate that the person who is in charge of scheduling at their school supports the band in their recruitment efforts. The efforts provided by the administrators responsible for scheduling could help allow more students to participate in band by placing students in band and scheduling testing around the band program to make recruitment easier. Also, these schedules may provide other opportunities to take the state mandated computer skills test. This way parents did not feel they were forced to choose band, a non-tested subject, over computer skills, which is a state, mandated tested subject. These people may present schedules differently and help directors explain to parents that there is time to take certain courses in high school and can be bypassed in middle school or junior high school. Refer to Table 4.23.

Table 4.23

The Person Who Does Scheduling at My School Supports My Recruitment Efforts

		Percentage of students in band program			Total
		Low	Med	High	
The person who does scheduling at my school supports my recruitment efforts.	Frequently or Always	10.3%	62.1%	27.6%	100.0%
	Count	3	18	8	29
	Sometimes	66.7%	22.2%	11.1%	100.0%
	Count	6	2	1	6
	Never or rarely	66.7%	0.0%	33.3%	100.0%
	Count	4	0	2	6
Total		29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= .395 (p<.05)

Most band directors surveyed stated they do not have enough money to support their entire band program. The data provided was inconclusive and does not indicate if money may or may not help in recruiting more students. When comparing results of the directors and their use of loaner instruments, the data illustrates that directors are spending more of what money they have on their beginning band program. The data also suggests that smaller band programs face harder financial difficulties than that of their larger band counterparts. Smaller band programs are more likely to offer beginning band students a loaner instrument but are also more likely to report the lack of funding. With the larger cost of up keeping loaner instruments to beginning band students there is no surprise these groups show a correlation. Refer to Table 4.24 and Table 4.15.

Table 4.24

The Money I Receive is Enough to Support My Entire Band Program

		Percentage of students in band program			Total
		Low	Med	High	
The money I receive is enough to support my entire band program.	Frequently or Always	33.3%	33.3%	33.3%	100.0%
	Count	2	2	2	6
	Sometimes	0.0%	60.0%	40.0%	100.0%
	Count	0	3	2	5
	Never or rarely	33.3%	45.5%	21.2%	100.0%
	Count	11	15	7	33
Total		29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman's Correlation= .156 (p=.311)

Families provide the most influence in a child’s life. Students are more likely to be in the band if their parents or if a sibling has joined the band. Directors were asked about the support of their band parents. The results suggest that band programs with supportive parents are more likely to be medium to large band programs. Smaller band programs tend to have less supportive parents, which could be due to a number of reasons. Smaller band programs have fewer parents to take extra duties such as organize fundraisers or social nights or attend recruitment meetings for their child’s band programs, so it appears to band directors of smaller band programs that their program lacks in parental support. This lack of support in smaller bands could be a reason for their lower enrollment. Refer to Table 4.25.

Table 4.25

The Band Parents Are Supportive of the Band

		Percentage of students in band program			Total
		Low	Med	High	
The band parents are supportive of the band.	Frequently or Always	23.3%	43.3%	33.3%	100.0%
	Count	7	13	10	30
	Sometimes	33.3%	58.3%	8.3%	100.0%
	Count	4	7	1	12
	Never or rarely	100%	0.0%	0.0%	100.0%
	Count	2	0	0	2
Total		29.5%	45.5%	25.0%	100.0%
	Count	13	20	11	44

Spearman’s Correlation= .312 (p<.05)

Student musical achievement plays an important part to the success of a band program. If students are not progressing as expected, one could assume that the band program is not performing well. Since performing in public is expected in most band programs, these poor performances can cause students to be disinterested in becoming a member in the band program in coming years. Most directors with larger band programs reported that they are frequently or always satisfied with their student achievements. It would appear that larger band programs have more dedicated students or that they have better dedicated directors. Also, these programs have more students to create a more competitive environment. Students are constantly



comparing themselves to their peers, and this may be a benefit to larger programs. Band directors of smaller band programs are less likely to be satisfied with their student achievements. The stress of trying to fill a band and fill parts in a band could contribute to this lack of achievement. Smaller band programs may lack full instrumentation and thus create an ensemble sound that is not preferred by the director. Refer to Table 4.26.

Table 4.26

## I am Satisfied with Musical Achievement in My Band Program

		Percentage of students in band program			Total
		Low	Med	High	
I am satisfied with student musical achievement in my band program	Frequently or Always	14.8%	51.9%	33.3%	100.0%
	Count	4	14	9	27
	Sometimes	57.1%	42.9%	0.0%	100.0%
	Count	8	6	0	14
	Never or rarely	50.0%	0.0%	50.0%	100.0%
	Count	1	0	1	2
	Total	30.2%	46.5%	23.3%	100.0%
	Count	13	20	10	43

Spearman's Correlation= .429 (p<.05)

The data were then averaged and placed into two categories. The first categories represent strategies that band directors can use to enroll more students in to their band program. The data suggest that medium to high enrollment band programs use any of these strategies at a 5%-10% more frequent rate than those of smaller band programs. This suggests that band directors who apply more recruitment techniques, no matter their individual success rate, could produce a larger band program. The second category is supportive factors that help influence students to join band. The data suggest that band directors from medium and high band programs are 20% more likely to have a supportive administration, staff, and parents. This identifies that support from outside resources is very important to the recruitment efforts of band programs.

## Chapter 5

**Conclusion**

This study has created a large amount of data that relates to the recruitment of students in beginning band programs in the state of North Carolina. Much of the data used in this study lacks the probable ability to be reproduced. However, much can be learned from the data that has been collected. Of the ten strategies questioned during this survey none of them show the ability of being reproduced. Of the eleven questions deemed as support questions, only three showed the ability of being reproduced and offer a reassurance that this support positively impacts recruitment in beginning band programs. Although every effort to obtain more surveys was made, this study also lacks an adequate number of participants. Even with these shortcomings the data can provide ideas and assurance in the findings provided.

The very idea of recruiting new students brings many different visions together with competing factors to be considered. Bringing different personalities together can create situations that directors cannot anticipate or influence to effect recruitment at his or her school. The director's experience has a direct effect on his or her band program's size. The reason for this is not clear without a follow-up interview. The possibilities for larger band programs attracting more tenured teachers could be due to hiring preferences of individual school systems. The reason for the more experienced teachers to direct at schools with larger band programs could come from the success that they have accumulated over the years or the amount of jobs they have held. According to the data, his group also tends to have the highest retention rate. This retention may come from the director building or inheriting a large band program. A

follow-up interview is needed to confirm this possibility. Whatever the reason, seasoned band directors are more likely to be a part of a large band program.

Other factors that contribute to the success of a band director may come with the location of his or her school. Schools in rural communities have 46% more beginner band involvement than those in urban schools and 20% more than those in suburban developments. One possibility for such differences in participation could be due to choices provided to students. Urban areas have more development than those areas in rural settings, creating a more competitive atmosphere with things like movie theaters, skating rinks, jobs or other non-school activities. This is only a possibility, and no clear conclusion can be made with the data provided.

The time of year that a director recruits can affect the number of students that join a band program. Band directors that never recruit students and directors that only offer recruitment in the spring have the same average number of participation. However, schools that recruit yearlong have smaller number of participants. Small band programs may recruit throughout the entire year because the band director is trying to improve enrollment. However, having a deadline to recruiting could be beneficial to growing a band program. Like marketing, putting a time limit on joining an organization or group attracts customers, and the same recruiting techniques could be applied to beginning band programs. While bands that recruit year round create the image that enrollment can wait until tomorrow, some families fail to take advantage of becoming a part of the band. The time of year for recruiting may not be the decision of the band director and may come instead as a school system initiative.

Directors have used instrument demonstration meetings to give their prospective students an opportunity to see, hear, and in some cases touch and play instruments. Allowing students to touch and play instruments is not as popular a recruiting method as it would initially seem to

indicate. Band programs that encourage students to touch and try instruments have almost twice as many students in their band program when compared to programs that do not offer this resource. There are two reasons that could cause this outcome; allowing students to try instruments may affect the retention in a band program because students become more intimate with their decision before the first class. This allows a student to switch their instrument choice before even deciding to take band, making their participation a more pleasurable experience. Also, requiring students to touch and play instruments allows every child to try something they have never done before, regardless of their feelings about trying new things. Since everyone is required to try an instrument, the intimidation of being the only one selected to try an instrument is alleviated.

Methods to contact families of students eligible to join band is a relatively unpopular recruiting method. The use of automated phone services to contact students is more popular than making a personal phone call and seems to work better for the group surveyed. This is due to the ease of sending out mass messages with this method. Larger band programs use automated phone messages more than those of their smaller counterparts. Smaller bands are more likely to make a personal phone call to eligible beginner band student families. This is a direct result of the time commitment that it takes to call a large number of people. Larger band programs do not have time to call over 100 students and the ease of calling 15-40 students is more manageable for small band programs. There is a small correlation that making phone contact in some form is beneficial while trying to grow a larger band program.

Performing concerts at the elementary schools that feed in to their band program is a tool used by the majority of band directors. However, the students who attend these concerts differ widely among those surveyed. Directors are more likely to perform for the grade level of

students that are preparing to come to their school, rather than the school as a whole. This causes a problem because it fails to expose the students in lower grades to band music. This lack of exposure does little to create an appetite and appreciation of music for students. The reason for their lack of whole school attendance can be given to the administration and teaching staff at feeder schools and the stress that is created by the large amount of testing. This survey does not address the band director's reason for not allowing kindergarten through 4<sup>th</sup> grade to attend concerts given to feeder schools. This could be a valuable option for directors to improve numbers, but a follow up interview of those surveyed would be required to show its effectiveness. This strategy should be observed over a long period of time to give beneficial results. Giving concerts has the ability to attract students to band programs, but whether or not it has the ability to help create a large band program is not supported by the data.

Band directors have used demonstration meetings to introduce students to the art of playing an instrument. Most band directors surveyed indicate they use this strategy to recruit students; therefore, the data are inconclusive as to whether or not this will help recruit more students to beginning band programs. The majority of band directors also use rental meetings to attract new students to their band programs. The data suggest that the use of a rental meeting will help recruit students to beginning band programs. For some schools and families, going into town to rent an instrument can become bothersome. Rental meetings allow parents to stay close to home and alleviate the stress of buying the right instrument and brand. These meetings allow time for families and band directors to interact. This interaction could insure a more balanced band and help create a band environment that is more successful. A successful band creates pride and unity for students to share. To further the rental meetings success as a recruitment tool, large bands also use mouthpiece fittings to allow students to try instruments. These

mouthpiece fittings improve the recruit of students. Like rental meetings, this is a time families get to interact with the band director, but most importantly the students are able to make a sound out of an instrument before their first class, instilling pride and confidence.

Band director's use of their feeder school's marquee is not evident, providing no insight to the usefulness of this strategy. Between having to communicate with other school administrators and the lack of knowing about the idea contribute to low use in this method. Other strategies to gain attention to beginner band programs are e-mail communication. This study suggests the use of e-mail as a viable option to help recruit students. An initial meeting would have to take place to gain access to these e-mail addresses unless provided by a school administrator and even then these addresses could be very unreliable. Band directors indicate that e-mail communication helps recruit students; the ease of this strategy has many variables that should be addressed in the future.

Scheduling has been a problem for bands since the introduction to four-by-four block schedule. School schedules have and always will have an effect on band classes including beginning band classes. If students are unable to join or are coerced into taking another class other than band in the false hope that the student will be more marketable to colleges is also affecting beginner band programs. The director's support from the individuals who make the school schedule can affect the number of students in band programs. Small band programs are more likely to have a school schedule that hinders their recruitment efforts than it is to enhance. This could be due to a number of reasons. As stated, students may have to choose between taking band and a foreign language or computer class that is required. Smaller bands may come from small schools that do not have as many course offerings as those at a larger school. While band directors from larger bands report that they are more likely to have a schedule that enhances

their beginning band programs. The nature of a large band program could be due to the large population school with more students to take band as well as better course offerings, thus minimizing scheduling problems.

The ability to offer loaner instruments indicates no true benefits to student recruitment. Smaller bands are able to offer loaner instruments more frequently than those of larger bands. The reason that larger band programs do not offer loaner instruments could be due to the fact that those band directors do not feel the need to attract more students to their programs. A more comprehensive study would follow bands that offer loaner instruments for three years to find conclusive evidence for the success of this strategy. Small band programs are spending a large amount of money in obtaining these loaner instruments, and it would be beneficial to study the effect this has on the success of the band program. This may cause band programs to lose members over time and in turn cause the program to be undesirable.

Administrative staff plays a large role in recruiting students in beginning band programs. The approval and denial of school band trips, and most importantly band concerts for feeder elementary schools can have a lasting impact on recruitment efforts. Band directors from large and medium sized bands indicate that these bands have almost twice as much support from their principal and the person in charge of schedules than those of smaller band programs. It is clear that the support from administrative and office staff is essential to creating a large band program. These positions accept all responsibility of the school; everything from purchases, field trips, and scheduling must filter through these positions. It is recommended that band directors sit down with the administrative team and come up with a plan to recruit more students. Attending the meeting ready to answer any question that the administrator may ask with urgency and importance of recruiting would be beneficial. The ending result will be administrators and band

directors stressing on the most important aspects of beginning band recruitment. Long term goals and ideas will show the administrator the directors willingness to tackle the problem and how important the issue for the students on the campus.

Utilizing other teachers in beginning band recruitment is a popular strategy. The most utilized teacher is the elementary music teacher. The data indicates that this strategy will aid in recruiting efforts. Band directors also stated that they use core elementary teachers to help in their recruiting efforts. Using core elementary teachers did not show as much promising results as those of music teachers. This could be due to the lack of a relationship between band directors and elementary music teachers and their unwillingness to give up class time to talk about the band. The end of the year during testing does not offer easy sacrifice with "End of Grade" testing scheduled for the last few weeks of school. Music teachers offer a good starting point, and the reason for this is our profession and our mutual overlapping in a common goal, which is music education. The effectiveness of elementary school teachers could be indicated by the relationship that these teachers have established with their students. Again, the suggestion is to have a meeting with the elementary school teachers and outline a desire to grow a band program.

Parental support of the band program is very important to growing a band program. The band directors at larger band programs state that their programs are twice as likely to be supported by parents than those of smaller band programs. Finding every way possible to be recognized is vital and necessary part of their children's education by the parents. Directors should gain recognition by placing praises and accolades in the local newspaper, heavily advertise band concerts, and fundraise for the band or a cause. The more the director is able to move the band program in the spot light, the better chance of parental contact. Speaking with



parents about their communication with other parents about the band program and the success it has given the students would help. Families have the ability to recruit more band families.

No clear connection can be made between local music stores and their ability to help with recruitment efforts. Most band directors indicate that they receive support from their local music store. A few small bands state they did not receive any support. This could be the result of smaller bands not bringing in as much revenue as larger programs. Also, the distance to the nearest music store could be a burden as to why they are not receiving the support needed. Band directors of larger band programs indicate that they are more satisfied with their bands' musical achievement than directors of small band programs. This could be due to the directors of larger bands having more opportunities for a balanced instrumentation in their band, which will in turn create a sense of accomplishment.

Perhaps the largest finding of this study is that the more band directors do to recruit more students to beginning band programs the larger the band will become. Medium and larger bands show a 5%-10% average increase in the use of any or all of the strategies surveyed during this study. No matter what strategies are used, as long as the director frequently uses multiple strategies listed in the survey the number of participants should incline. As the support rises that you receive from schedule makers, administration, office staff, school staff at feeder schools, and parents, the number of students in the beginning band program should grow.

It would be advised that some if not all of these survey questions were reintroduced to a group of band directors and studied over years to test their effectiveness and confirm this research. What can be learned from this study is the importance that others play on band programs. There are steps that band directors can take to increase the number of students in band programs. Some of these steps involve strategies that the band director can implement.

However, the most important is building relationships with everyone involved in the process of recruiting new students to beginner band programs. These relationships can foster shared goals for the band program. Interaction with current and upcoming students is very important and should not be neglected. Visiting the feeder school to meet with prospective students is encouraged as a way to start a relationship with your eligible students as well as make an impression on the elementary school teacher that can reinforce the idea of joining the band. The relationship with principal is also important, as this study has shown that principal support is essential to growing a band program.

This study has effectively illustrated the importance of using strategies to recruit a larger number of students to band programs across North Carolina. The more tools they use to recruit students the more the director becomes present in the lives of their students that are eligible to be in a band academic life. The use of these strategies allows students to be introduced to the art of playing an instrument but more importantly allows them to get to know the director and build a relationship. The support of others is also an essential part in recruiting new students. This support cannot be directly controlled by the band director but if able to attempt to influence decision making at the school. Being friendly and professional when students are not around may help gain support in the efforts to grow band programs. The directors' ability to approach students and parents is also paramount in the effectiveness to recruit students. This relationship is perhaps the most important. The more the director is able to meet and greet students and parents, as well as their ability to sway administrative support, will have a lasting impression on band programs across North Carolina.

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Appendix 1

IRB Study # 10-10-010

Consent Form Version Date: Oct 27, 2010

Title of Study: Recruitment Strategies and Factors Influencing Participation in Beginning Band Programs (in North Carolina)

Principal Investigator Contact Information: Laurence A Harvey  
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(910)309-5829 (c)

You are being asked to participate in a survey involving recruitment techniques for beginning band programs.

This study is being conducted to help discover whether there are substantial correlations between beginning band recruitment techniques and participation in band programs. This survey will take approximately 5 minutes to complete and is completely voluntary and anonymous.

There are no anticipated risks associated with your participation in this survey. There are also no costs involved in this study. Your participation has the potential to benefit music teachers as the results may be published. Participants will not be identified in any report or publication related to this study and no identifying information will be collected.

You have the right to ask, and have answered, any questions you may have about this research. If you have questions or concerns, you should contact the researcher listed at the top of this form.

By filling out the survey you give consent to have your answers included in this research. If you choose to participate please follow the instructions on the survey and return to the investigator. However, if you choose not to participate please leave the survey blank and return to the investigator.

If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the chair of the Institutional Review Board (Dr. Timothy Hayes) at 910.522.5785 or by email to [irb@uncp.edu](mailto:irb@uncp.edu).

Thank you for volunteering to participate in this study.

Appendix 2  
Band Recruitment Technique Survey

How many complete years have you taught music? \_\_\_\_\_  
 How many years have you taught at your current school? \_\_\_\_\_  
 How many complete years have you taught beginning band? \_\_\_\_\_  
 At what type of school do you teach? (Circle one) Urban Rural Suburban Other  
 Approximately how many students attend your school? \_\_\_\_\_  
 Approximately how many students are in your band program? \_\_\_\_\_  
 At what grade level do your students begin band? \_\_\_\_\_  
 In the above grade level, approximately how many students are enrolled at your school? \_\_\_\_\_  
 Approximately how many beginning band students started this school year? \_\_\_\_\_  
 Circle the groups that are offered at your school. Jazz Band Strings/Orchestra Chorus  
 What other programs do you offer at your school? \_\_\_\_\_  
 Circle the time of year you recruit. Spring Fall Summer Never  
 Do you (circle one: require/allow only those interested/never allow) your students to try instruments?

Directions: For the following section please circle the number that best describes how often the following activities occur as they relate to beginning band recruitment.

1 Never.....2 rarely.....3 Sometimes.....4 frequently..... 5 Always

I call the home of upcoming beginning band students.	1	2	3	4	5
I use an automated phone service to call the home of upcoming beginning band students.	1	2	3	4	5
I perform a concert for 5 <sup>th</sup> grade students at my feeder elementary schools.	1	2	3	4	5
I perform a concert for the K-4 <sup>th</sup> grade levels at my feeder elementary schools.	1	2	3	4	5
I perform a concert for <b>just those</b> students who are interested in joining band.	1	2	3	4	5
I have a demonstration meeting for my upcoming students.	1	2	3	4	5
I have a rental meeting for my upcoming students.	1	2	3	4	5
I have a mouthpiece fitting for my upcoming students.	1	2	3	4	5
I have utilized the marquee of my elementary feeder programs.	1	2	3	4	5
I use E-mail to communicate with prospective students/parents.	1	2	3	4	5
My school schedule hinders my beginner band recruitment.	1	2	3	4	5
My school schedule enhances my beginner band recruitment efforts.	1	2	3	4	5
I am able to offer a loaner instrument to each student who would like to join band.	1	2	3	4	5
My principals are supportive of my band recruitment efforts.	1	2	3	4	5
The local music store is supportive of my recruitment efforts.	1	2	3	4	5
I utilize the music teachers at my feeder schools for recruitment.	1	2	3	4	5
I utilize the classroom teachers at my feeder schools for recruitment.	1	2	3	4	5
The person who does scheduling at my school supports my recruitment efforts.	1	2	3	4	5
The money I receive is enough to support my entire band program.	1	2	3	4	5
The band parents are supportive of the band.	1	2	3	4	5
I am satisfied with student musical achievement in my band program.	1	2	3	4	5

What support do you lack in regards to beginner band recruitment?

In what other ways do you recruit beginning band students?

What do you feel is your most effective recruiting method, and why?