

The logo for the Music Teachers National Association (MTNA) is displayed in white, serif capital letters within a dark red rectangular box. The background of the entire page is a gradient of light to dark pink, decorated with white musical notes, treble clefs, and glowing bokeh lights.

MTNA

2024
MEMBER SURVEY
Summary Data & Insights

Dear MTNA Member,

We're excited to share the results of the **2024 MTNA Member Survey**! Between October and December, 2,719 members participated in this important project. Like a live performance, you'll find this survey captures a moment in time, offering you **valuable insights** into the music teaching profession and informing us about how we can better serve you.

This is the third MTNA survey of its kind, following previous ones completed in 2005 and 2020. Many questions from 2020 were repeated to identify trends, and all data was collected following **Federal Trade Commission** guidelines. Where relevant, we've included **comparison data to track trends**.

A project like this wouldn't be possible without the work of volunteers and staff, so I extend my gratitude to Past President Karen Thickstun and Director of Membership Development Ryan Greene for developing and implementing this survey and to all our members who participated in this vital research.

You can find the full results, along with past surveys, in the [Business Resources](#) section of the MTNA website. MTNA will continue conducting these surveys, and we encourage you to participate each time—your voice helps shape the future of our profession!

Thank you for being a part of the MTNA community!

Sincerely,



Brian Shepard

Chief Executive Officer

About the Survey

This is a benchmarking survey designed to provide valuable and current relevant information on the music teaching profession. A total of 2,719 MTNA members completed the survey. All data was collected anonymously in compliance with Federal Trade Commission guidelines. When applicable, comparison data is shown from the 2005 and 2020 member surveys to indicate relevant changes and/or potential trends.

Three tracks were created to capture the most common teaching situations among teachers. Members were instructed to complete all tracks relevant to them, since they may teach in more than one setting:

- **Track 1 Independent Studio** (2,815 responses): Teacher receives payment directly from parent or student (examples: home studio, students' homes, independent studio in commercial location, independent studio in non-commercial location, online, other).
- **Track 2 Higher Education** (311 responses): College, university, junior/community college, online institution.
- **Track 3 Teaching Staff** (295 responses): Paid employee or independent contractor (examples: music school/academy/community school of arts, music/piano store, public or private K–12 setting).

Results of the 2024 Member Survey are available in a shorter [22-page "Highlights & Insights" document](#) and a more comprehensive 84-page "Summary Data & Insights" document.

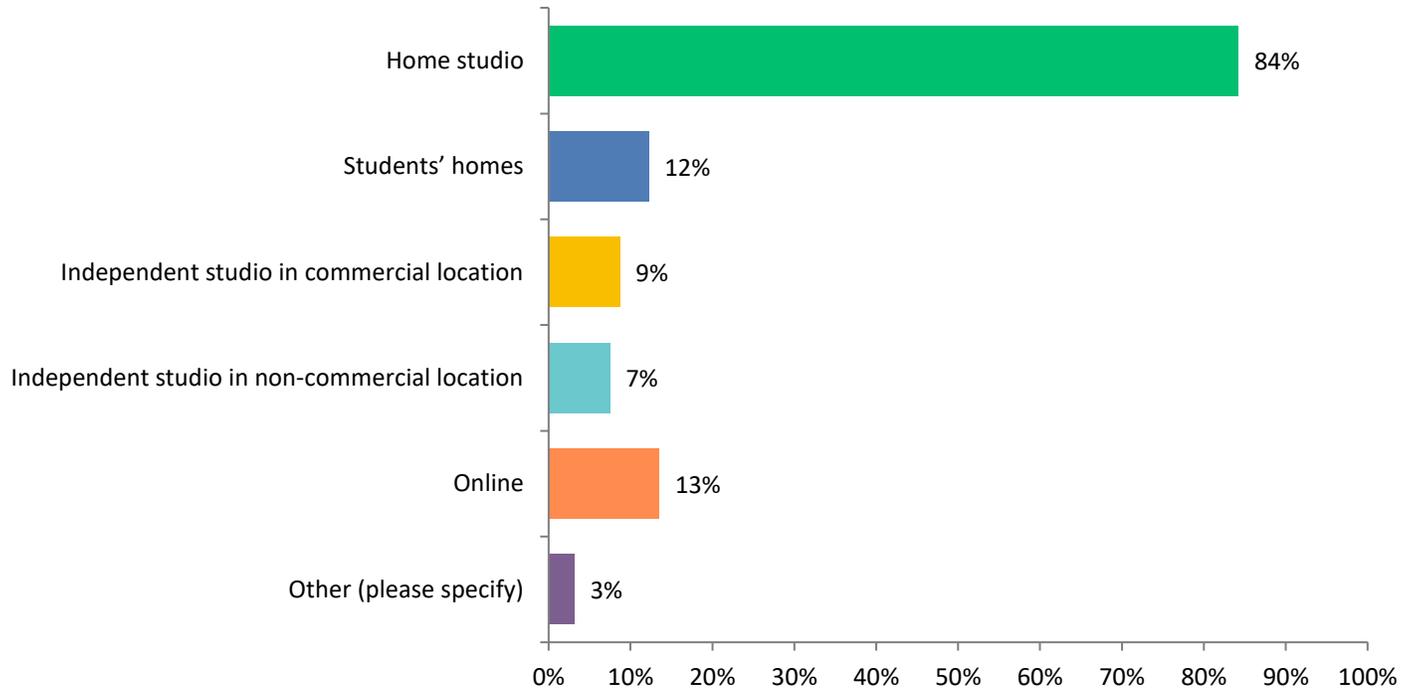
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Track 1: Independent Studio

ABOUT YOUR STUDIO

In which teaching locations did you receive payment directly from parents/guardians or students? Select all that apply.

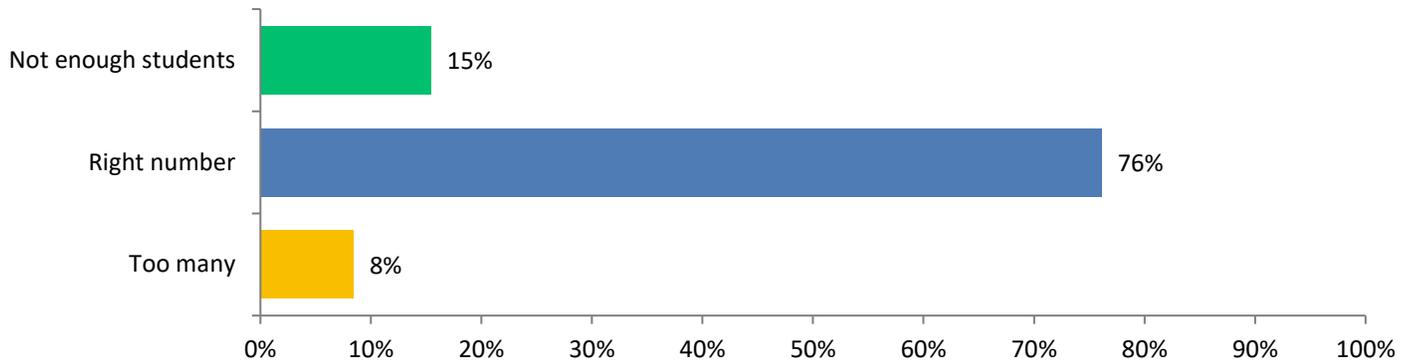


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Home studio	85.21%	84.19%	
Students' homes	14.28%	12.21%	↓
Independent studio in commercial location	8.89%	8.71%	
Independent studio in non-commercial location	8.89%	7.48%	
Online	10.84%	13.49%	↑
Other (please specify)	3.21%	3.15%	

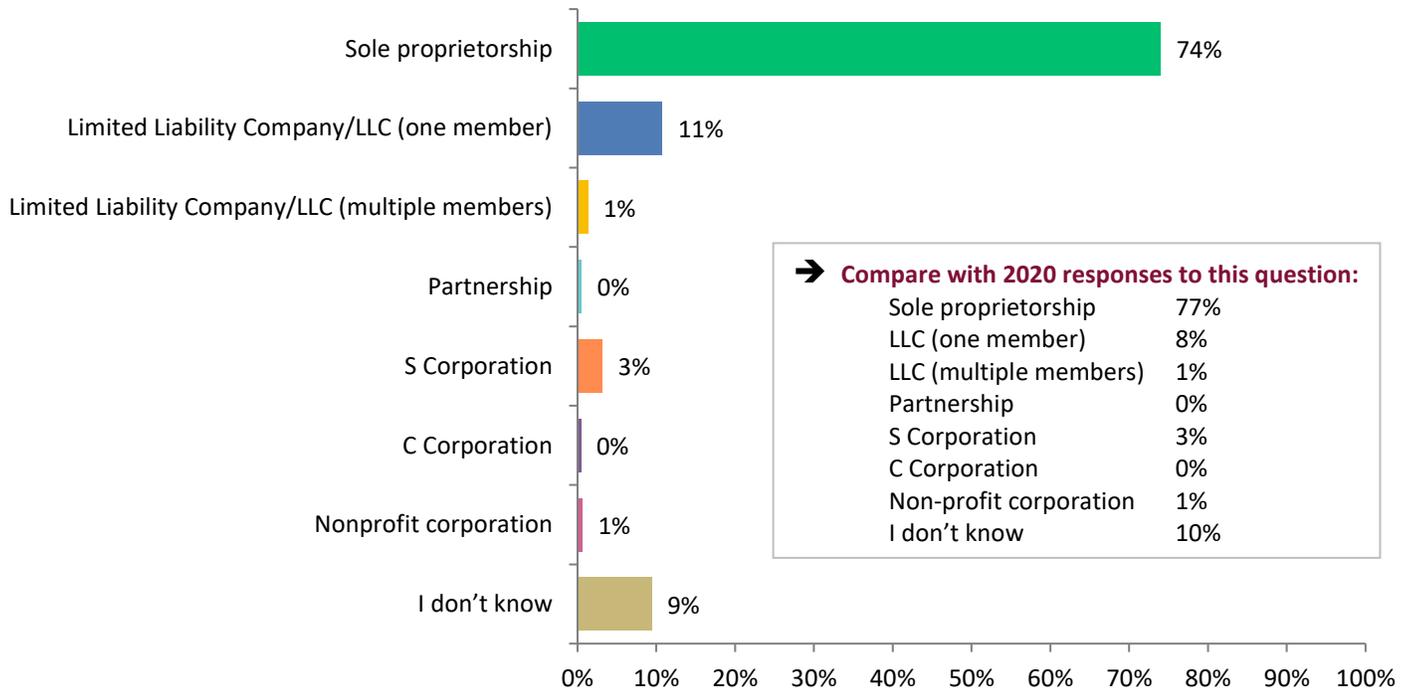
Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

How would you describe your teaching load for Track 1?



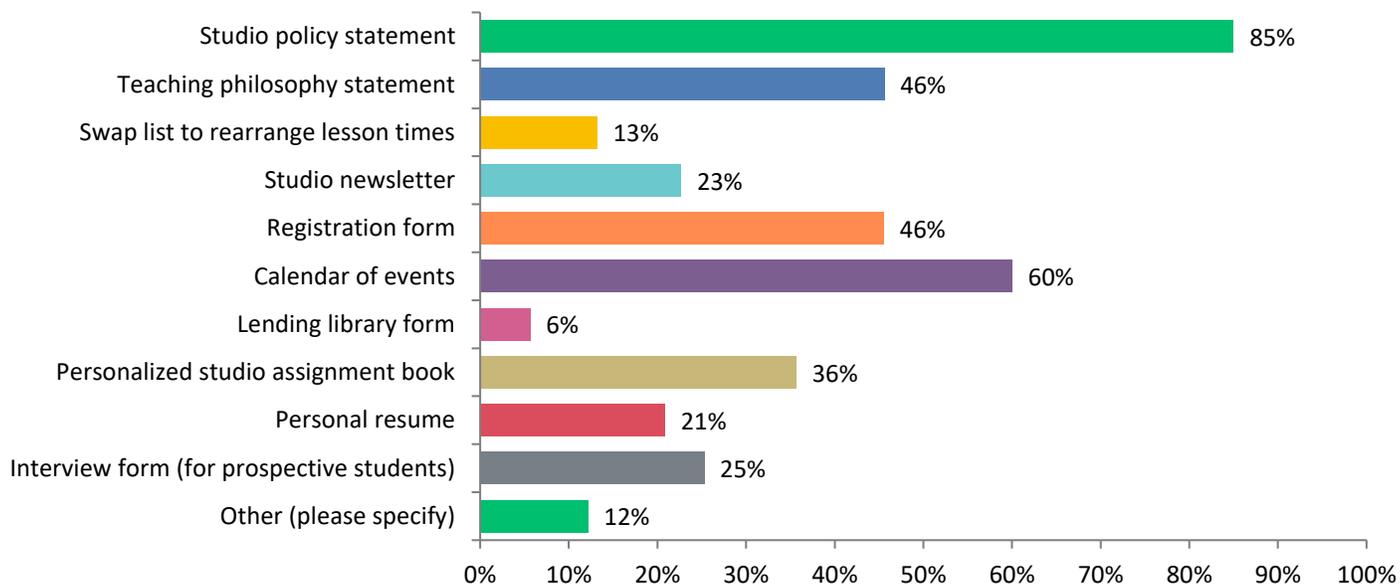
What type of business is your studio?



Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

In the 2023–2024 academic year, what studio documents did you use, either in paper form, on a website or through an app? Select all that apply.

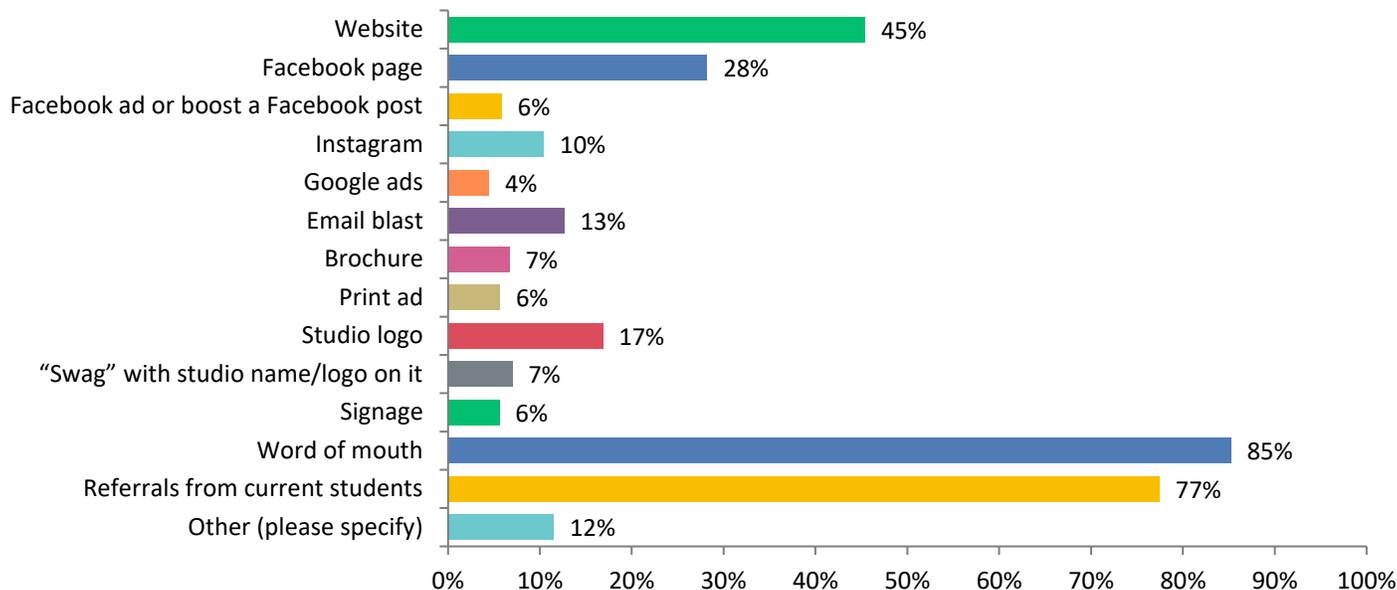


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Studio policy statement	89.81%	84.98%	↓
Teaching philosophy statement	45.12%	45.59%	
Swap list to rearrange lesson times	15.77%	13.20%	
Studio newsletter	22.80%	22.65%	
Registration form	49.06%	45.54%	↓
Calendar of events	58.46%	60.02%	
Lending library form	5.52%	5.66%	
Personalized studio assignment book	37.42%	35.65%	
Personal resume	18.37%	20.83%	
Interview form (for prospective students)	28.81%	25.26%	↓
Other (please specify)	7.76%	12.16%	

Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

In the 2023–2024 academic year, which studio marketing materials/strategies did you use? Select all that apply.

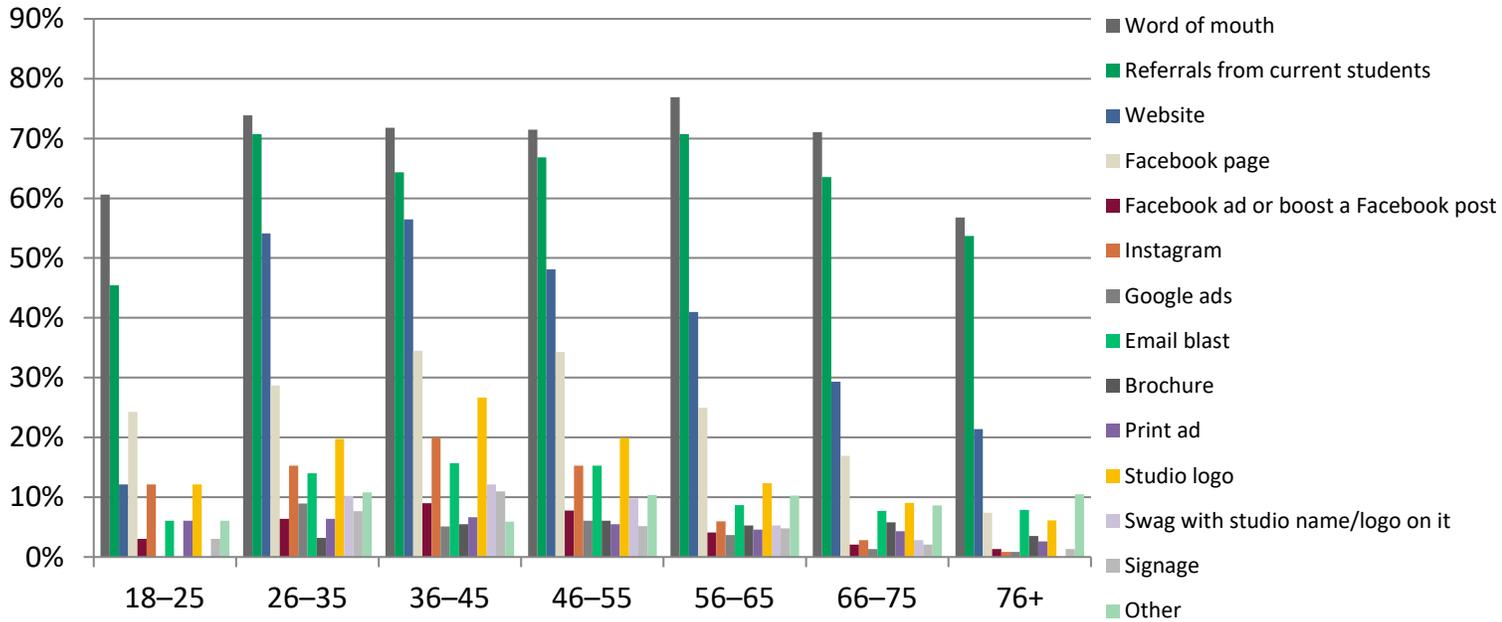


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Website	39.68%	45.40%	↑
Facebook page	27.24%	28.21%	
Facebook ad or boost a Facebook post	11.75%	5.86%	↓
Instagram	7.11%	10.44%	↑
Google ads	4.93%	4.48%	
Email blast	9.00%	12.65%	↑
Brochure	15.04%	6.70%	↓
Print ad	4.76%	5.66%	
Studio logo	23.17%	16.84%	↓
"Swag" with studio name/logo on it	4.53%	6.99%	↑
Signage	5.79%	5.61%	
Word of mouth	86.81%	85.23%	
Referrals from current students	74.20%	77.45%	↑
Other (please specify)	10.67%	11.52%	

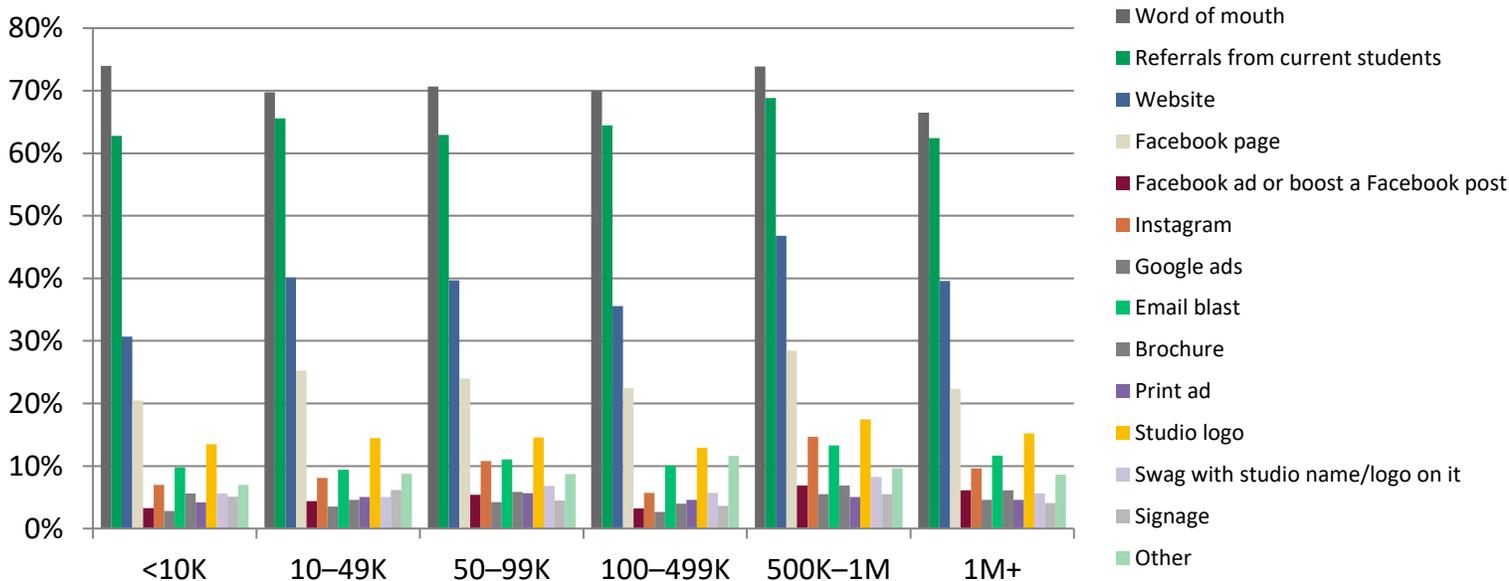
Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

Comparing Age vs. Studio Marketing Strategies



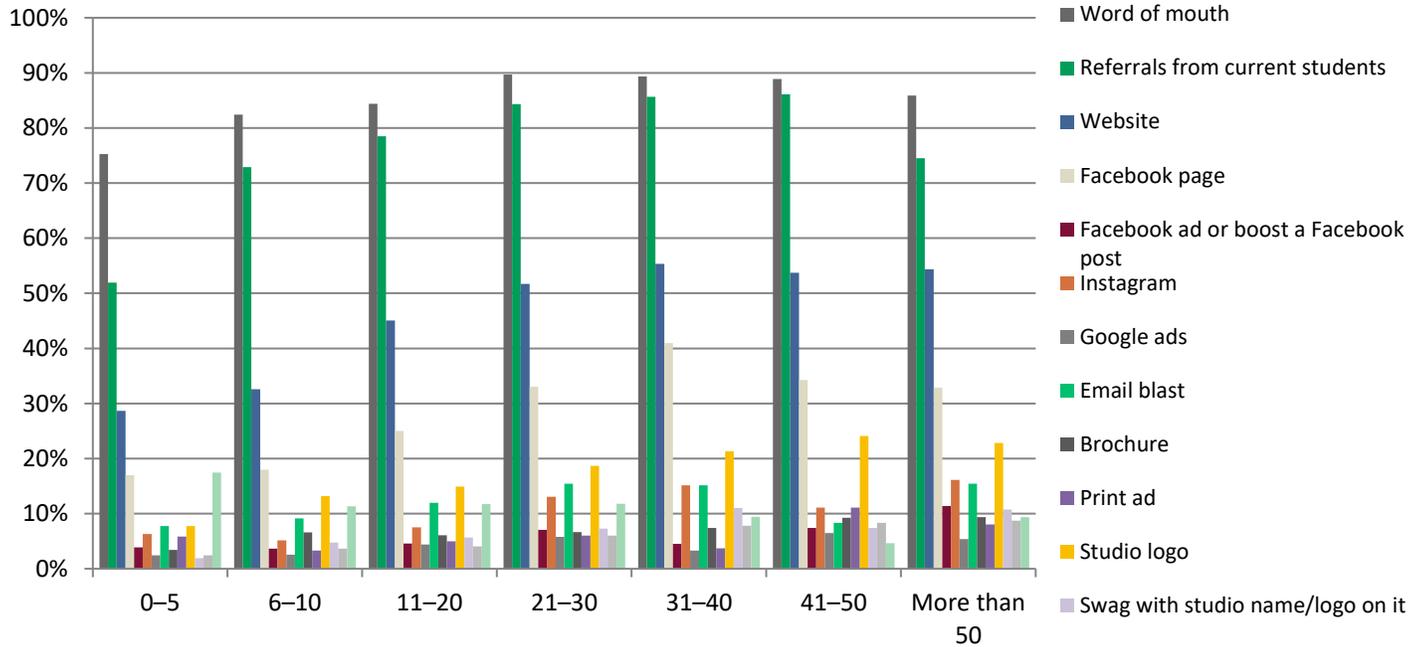
Comparing Community Size vs. Studio Marketing Strategies



Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

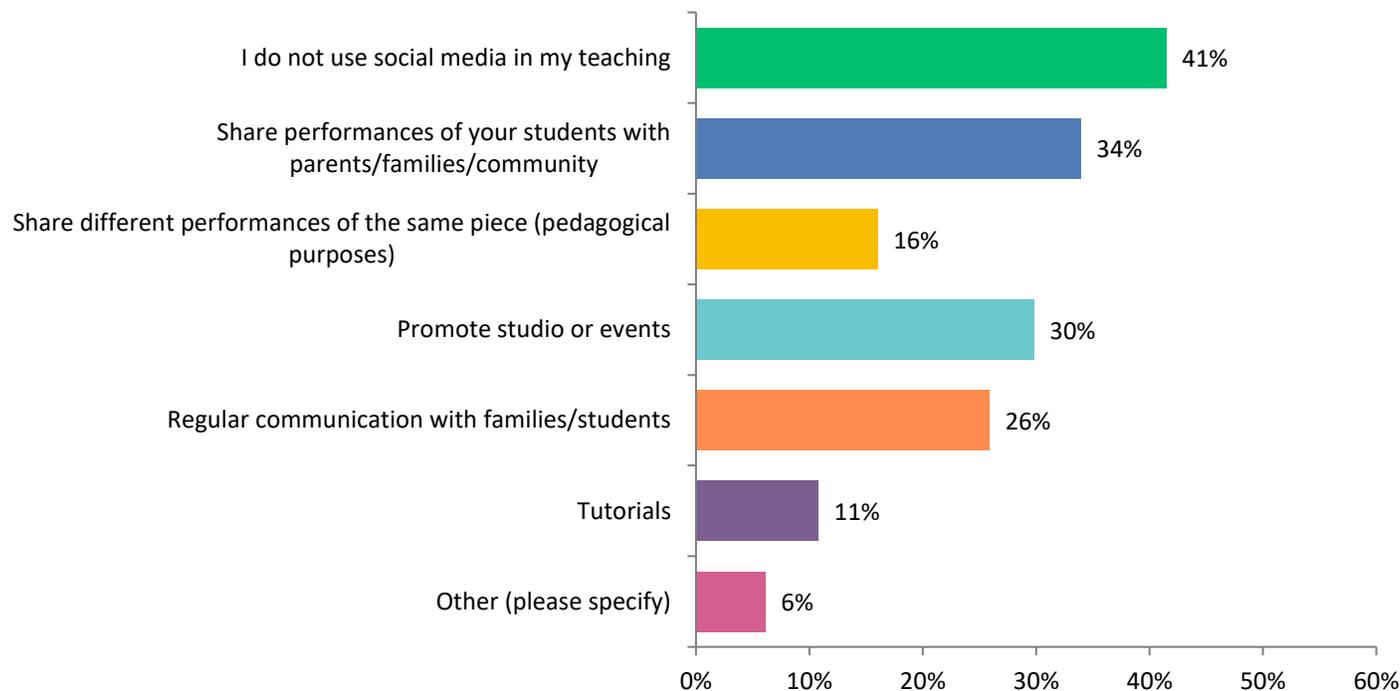
Comparing Studio Size (Individual Students) vs. Studio Marketing Strategies



Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

How do you utilize social media in your teaching? (Including, but not limited to, Facebook, Instagram, Tiktok and YouTube.) Select all that apply.

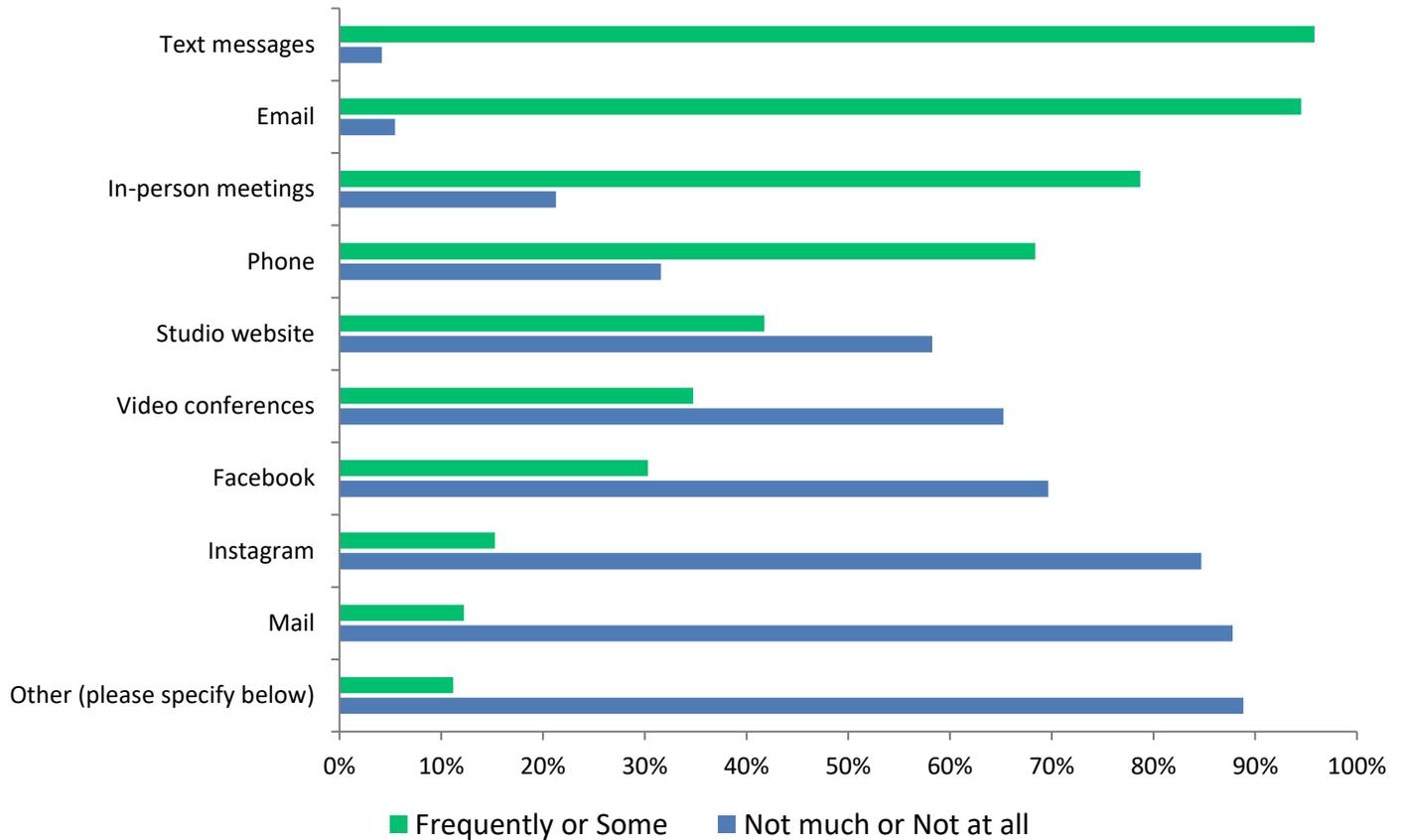


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
I do not use social media in my teaching	19.2%	41.46%	↑
Share performances of your students with parents/families/community	28.02%	33.92%	↑
Share different performances of the same piece (pedagogical purposes)	23.5%	16.00%	↓
Promote studio or events	17%	29.79%	↑
Regular communication with families/students	Not Reported	25.85%	
Tutorials	12.2%	10.78%	
Other (please specify)	0.03%	6.11%	

Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

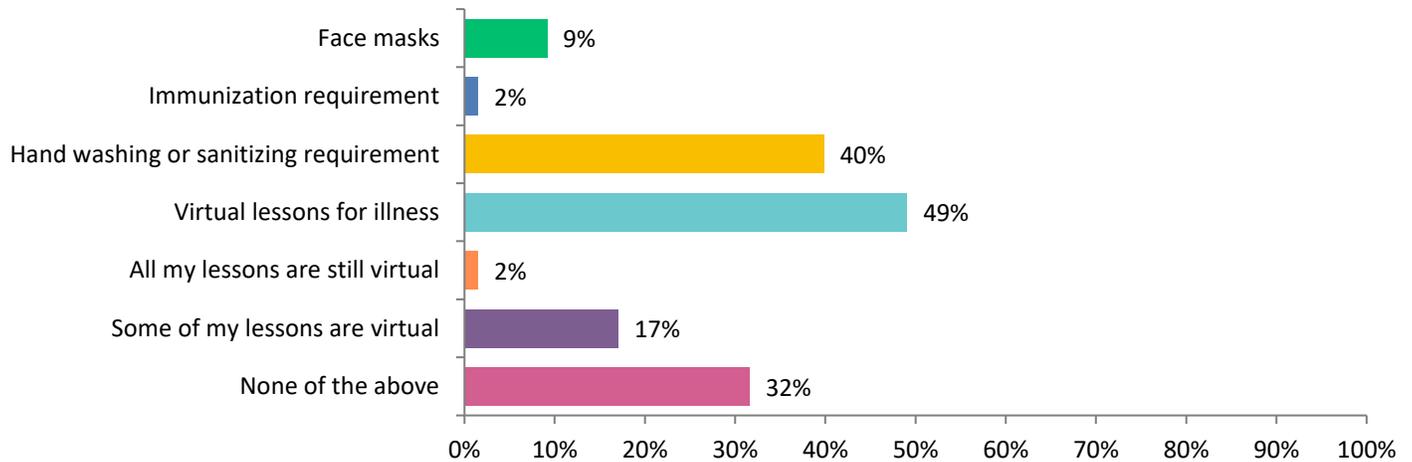
In the next few years, how much do you expect to use the following to communicate with colleagues, students and parents/guardians?



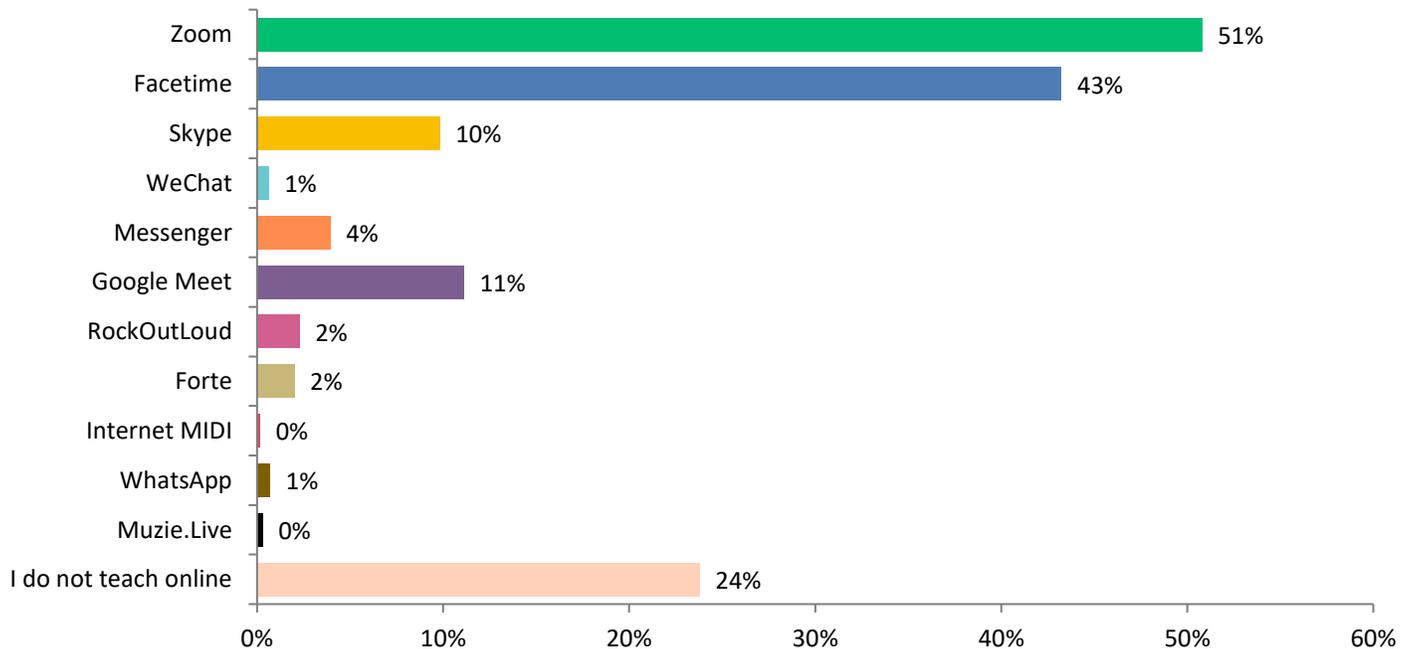
Track 1: Independent Studio

ABOUT YOUR STUDIO (Continued)

What technologies or studio policies due to COVID-19 are you still using?



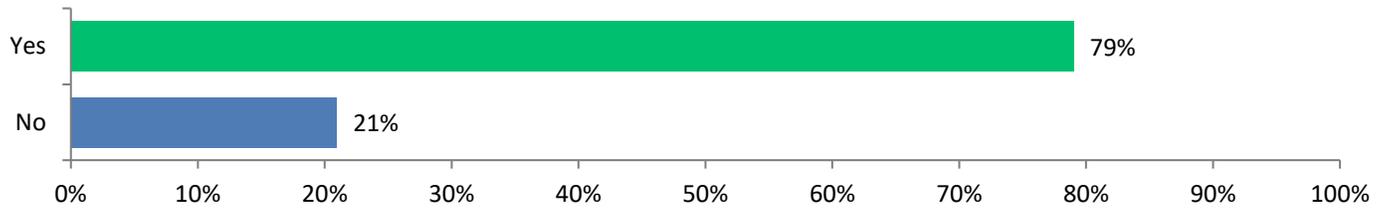
If you teach any lessons online, which of the following do you use? Select all that apply.



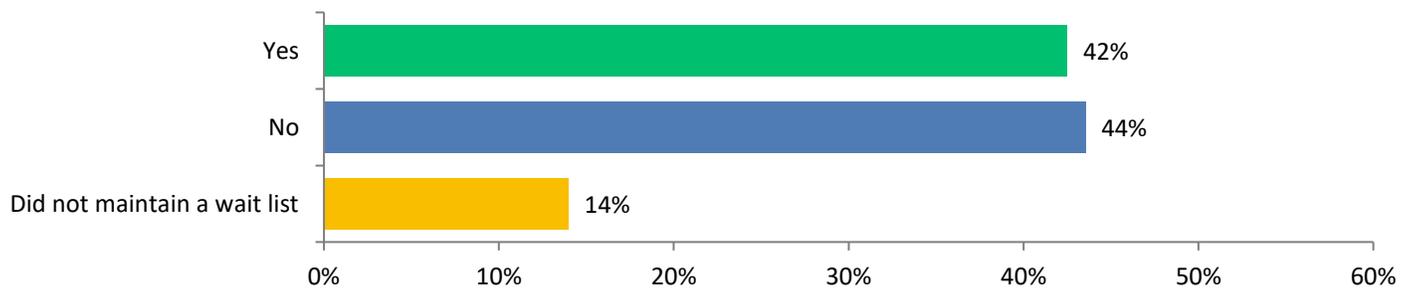
Track 1: Independent Studio

POLICIES AND PROCEDURES

In the 2023–2024 academic year (Fall 2023–Spring 2024), did you interview prospective students before accepting them?



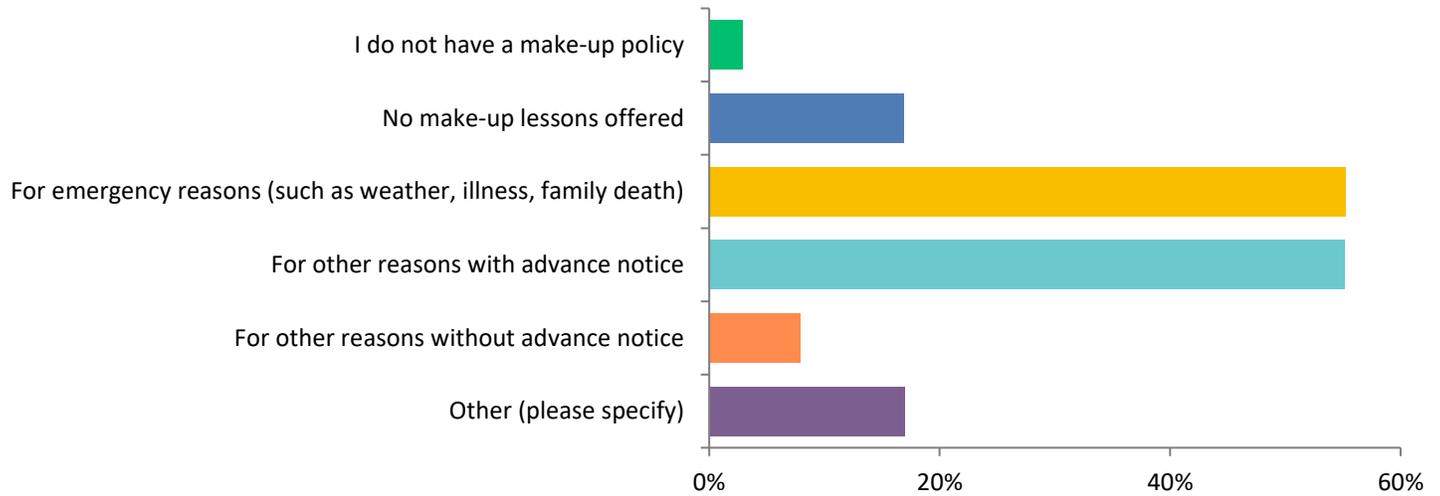
In the 2023–2024 academic year, did you have students on a wait list?



Track 1: Independent Studio

POLICIES AND PROCEDURES (Continued)

In the 2023–2024 academic year, what was your policy concerning make-up lessons? Select all that apply.

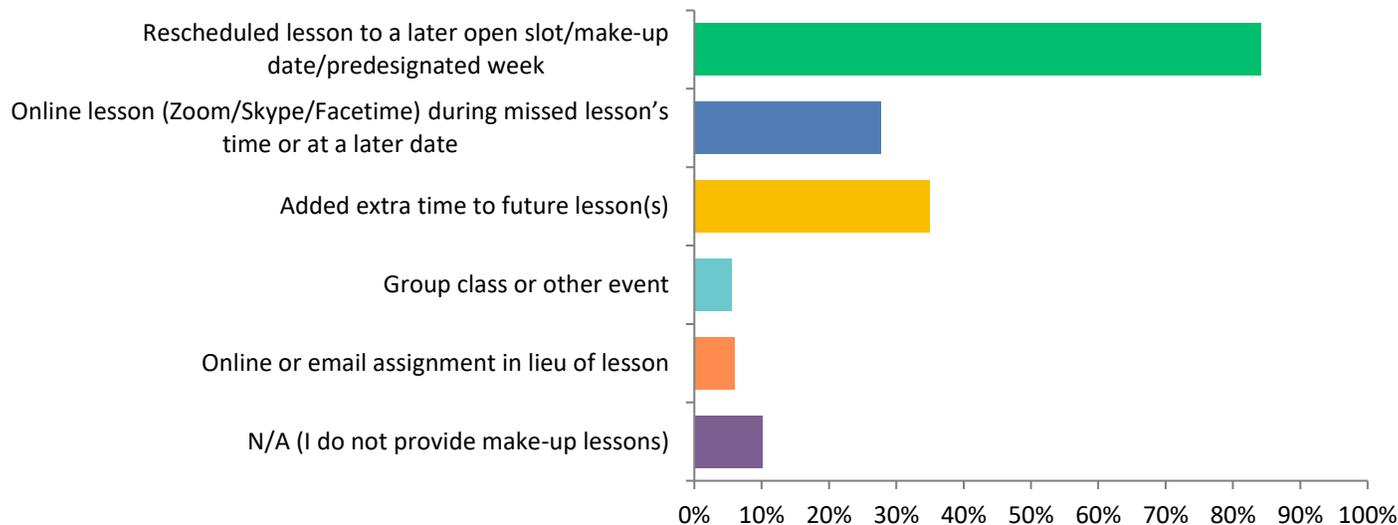


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES
I do not have a make-up policy	4.19%	2.90%
No make-up lessons offered	17.26%	16.84%
For emergency reasons (such as weather, illness, family death)	58.31%	55.19%
For other reasons with advance notice	58.66%	55.15%
For other reasons without advance notice	8.89%	7.93%
Other (please specify)	7.51%	16.99%

Track 1: Independent Studio

POLICIES AND PROCEDURES (Continued)

In the 2023–2024 academic year, how did you provide make-up lessons? Select all that apply.

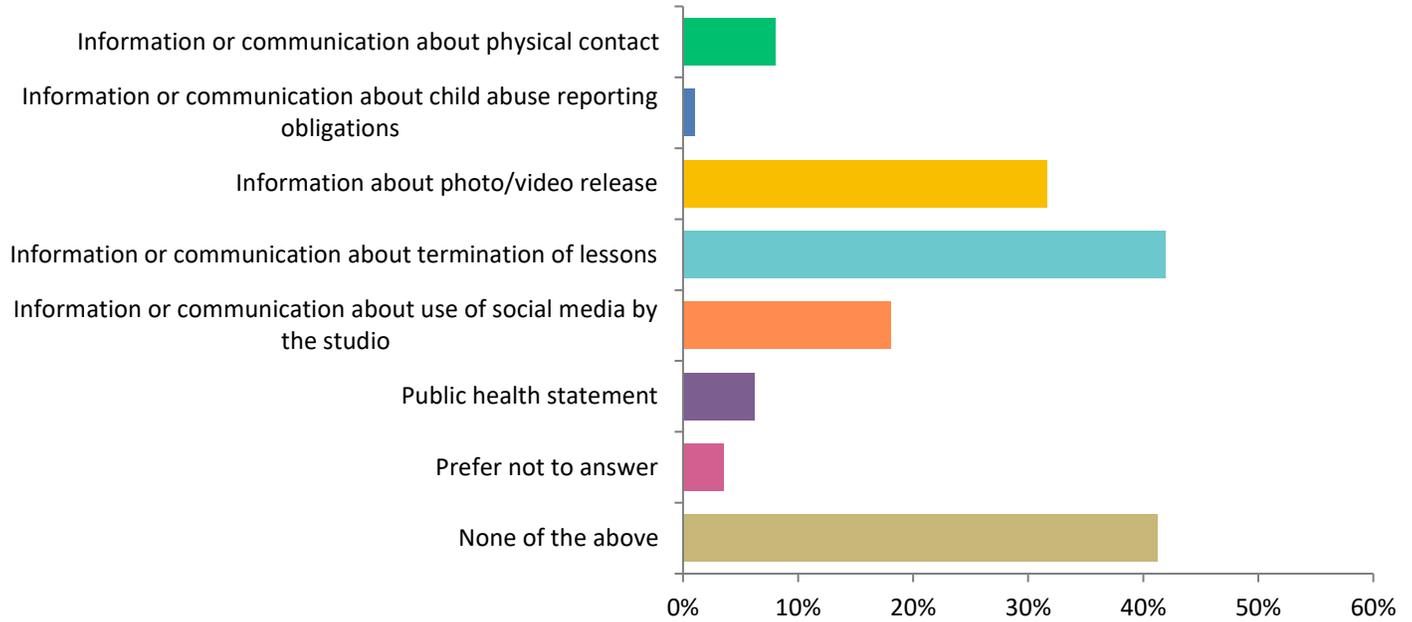


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Rescheduled lesson to a later open slot/make-up date/predesignated week	87.28%	84.24%	↓
Online lesson (Zoom/Skype/Facetime) during missed lesson's time or at a later date	19.34%	27.69%	↑
Added extra time to future lesson(s)	38.16%	34.95%	↓
Group class or other event	4.02%	5.48%	
Online or email assignment in lieu of lesson	3.24%	5.99%	↑
N/A (I do not provide make-up lessons)	5.78%	10.13%	↑

Track 1: Independent Studio

POLICIES AND PROCEDURES (Continued)

In the 2023–2024 academic year, which of the following (if any) were addressed in your studio policies and/or procedures? Select all that apply.

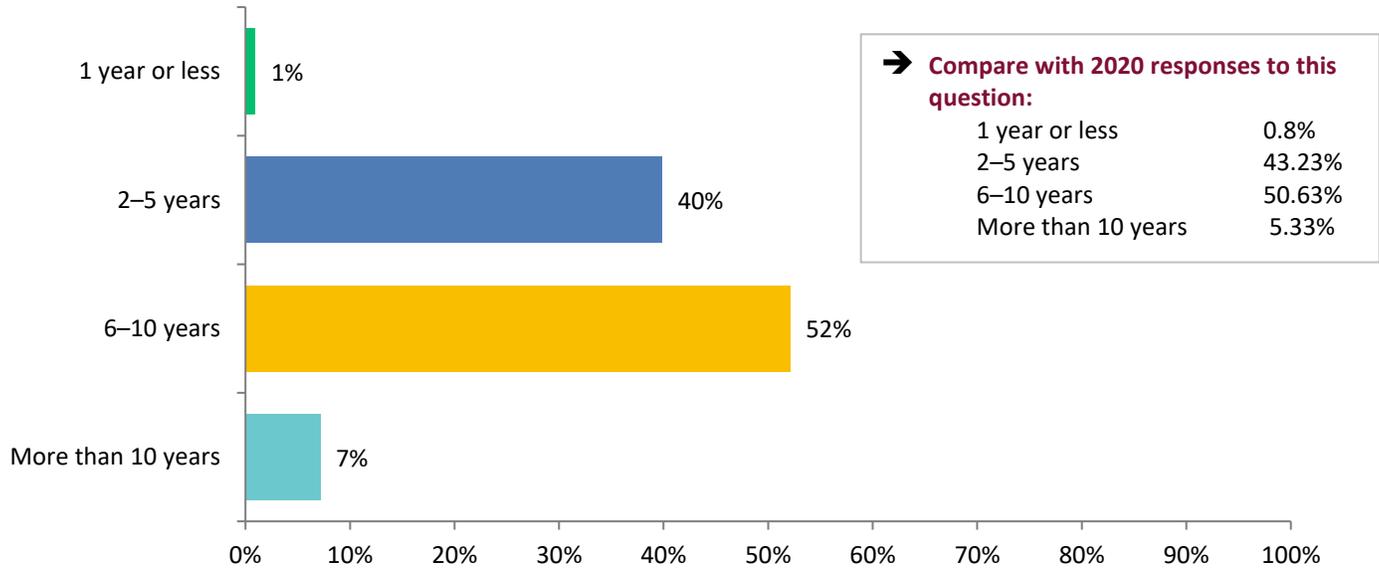


ANSWER CHOICES	2023 RESPONSES	2020 RESPONSES	KEY TRENDS
Information or communication about physical contact	11.35%	7.98%	↓
Information or communication about child abuse reporting obligations	1.66%	1.03%	
Information about photo/video release	36.07%	31.66%	↓
Information or communication about termination of lessons	48.34%	41.95%	↓
Information or communication about use of social media by the studio	22.53%	18.02%	↓
Public health statement	4.42%	6.20%	
Prefer not to answer	5.39%	3.55%	
None of the above	33.08%	41.21%	↑

Track 1: Independent Studio

ABOUT YOUR STUDENTS

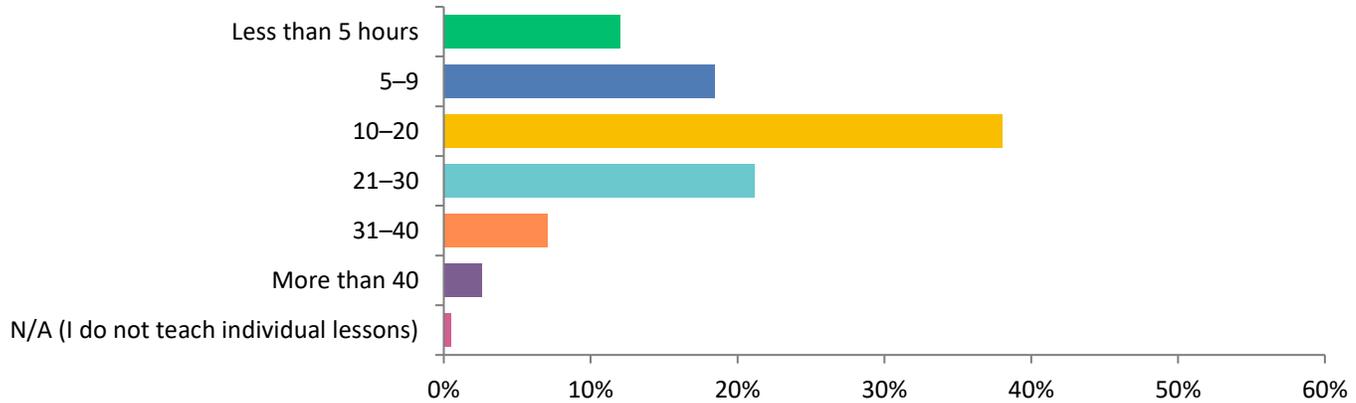
How many years does an average student study with you?



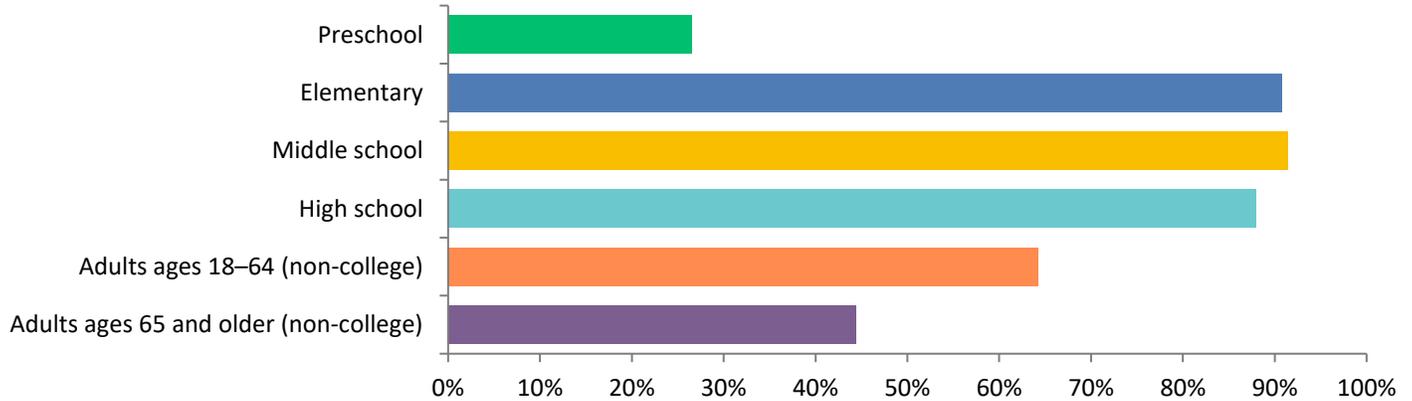
Track 1: Independent Studio

– Individual Lessons –

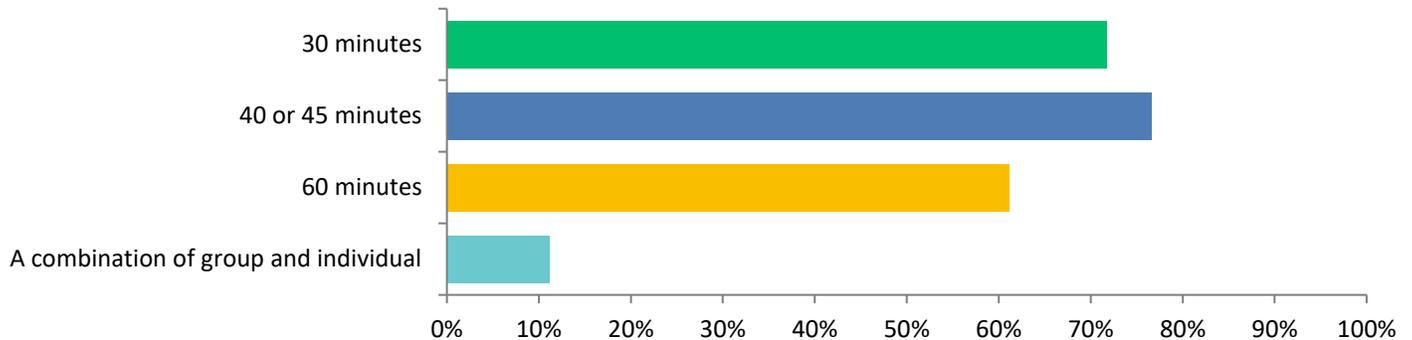
How many hours per week did you provide individual lessons during 2023–2024 academic year?



Which ages did you teach? Select all that apply.

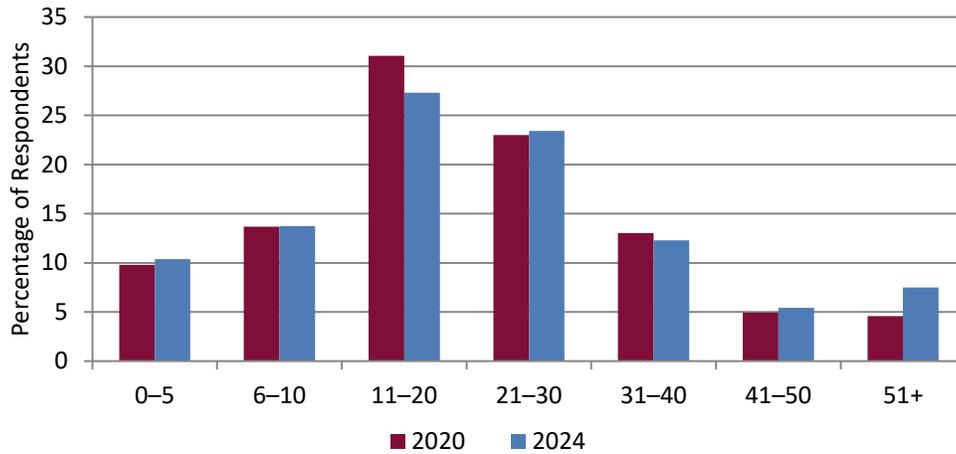


What lesson length(s) did you teach during the 2023–2024 academic year? Select all that apply.



Track 1: Independent Studio

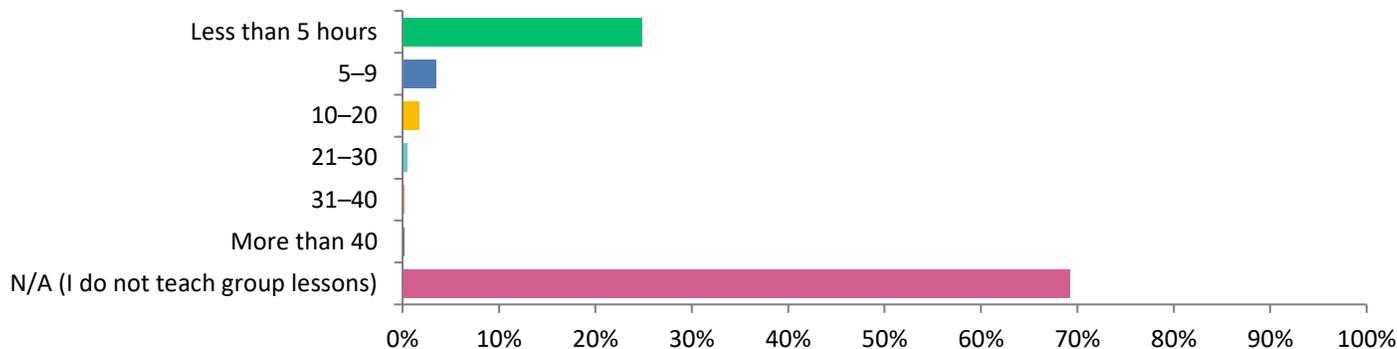
How many individual lesson students did you teach during the 2023–2024 academic year?



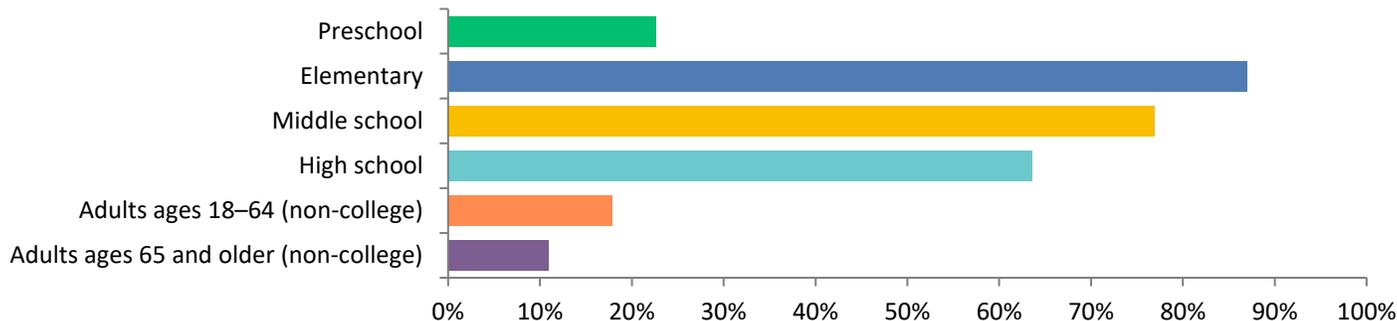
Track 1: Independent Studio

– Group Lessons –

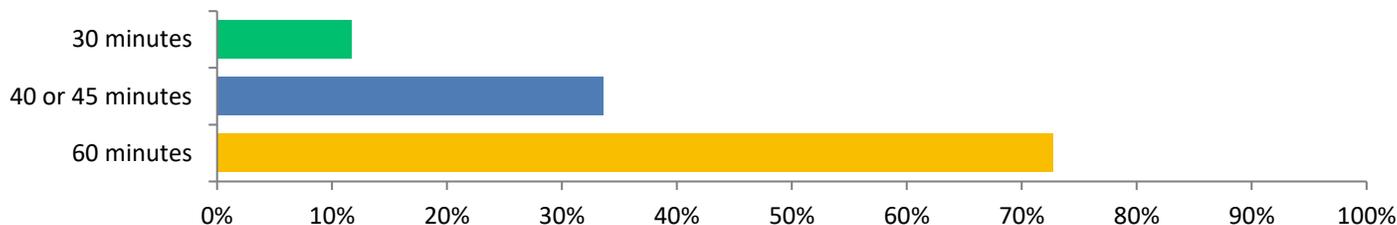
How many hours per week did you provide group lessons during the 2023–2024 academic year?



Which ages did you teach in group lessons? Select all that apply.



For GROUP lessons: What lesson length(s) did you offer? Select all that apply.



How many students were in a typical group lesson during the 2023–2024 academic year?

- Average number of students in a typical group lesson: 6.2*

How many group lesson students (total of all students in group lessons) did you teach during 2023–2024 academic year?

- Average number of students (total of all students in group lessons): 17.5*

*averages include responses from teachers of larger ensembles

Track 1: Independent Studio

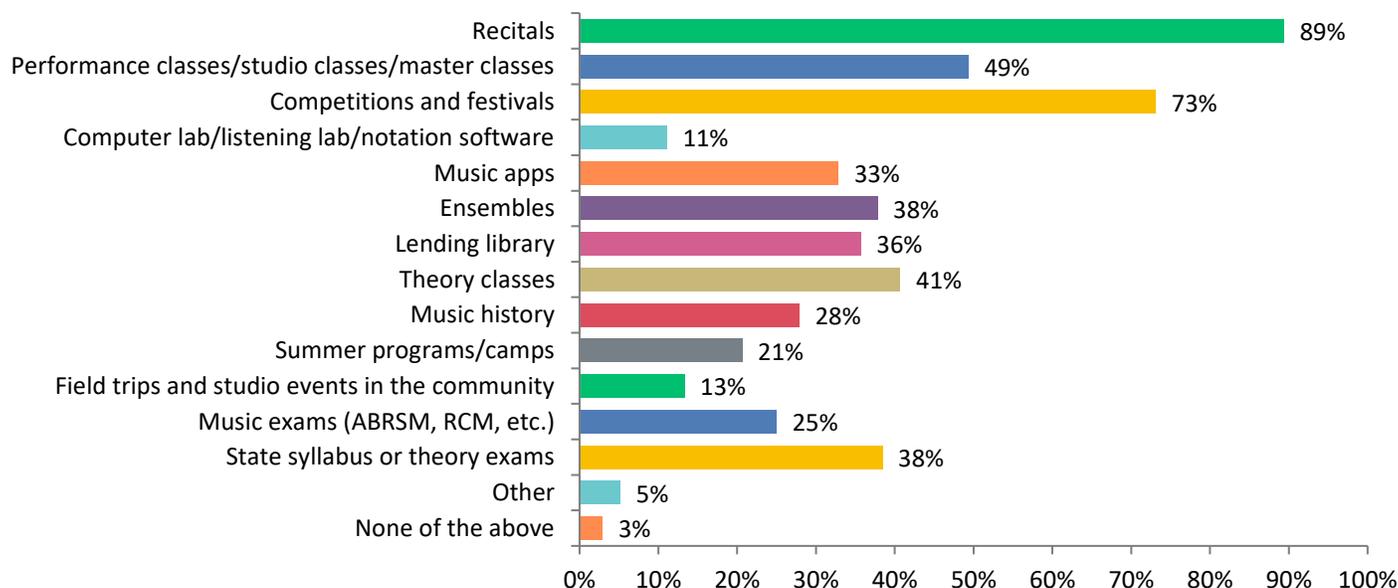
ABOUT YOUR STUDENTS (Continued)

In the past five years, please estimate what races or ethnicities have been represented in your students:

	LESS THAN 1%	1–10%	11–25%	26–50%	MORE THAN 50%	PREFER NOT TO ANSWER
White	2.70%	6.90%	7.01%	15.57%	58.74%	9.08%
Hispanic or Latino	41.93%	33.52%	9.39%	3.56%	0.61%	10.99%
Black or African American	44.93%	33.41%	7.80%	2.16%	0.78%	10.92%
Asian	17.33%	27.30%	15.78%	14.01%	16.11%	9.47%
American Indian or Alaska Native	80.12%	5.00%	1.15%	0.54%	0.34%	12.85%
Middle Eastern or North African	64.51%	16.63%	4.24%	1.83%	0.20%	12.59%
Native Hawaiian or Pacific Islander	77.35%	7.93%	1.28%	0.40%	0.13%	12.90%
Other	61.18%	8.00%	3.41%	1.88%	1.53%	24.00%

STUDIO BUSINESS

Please indicate which of the services below were offered at your studio during the 2023–2024 academic year. Select all that apply.



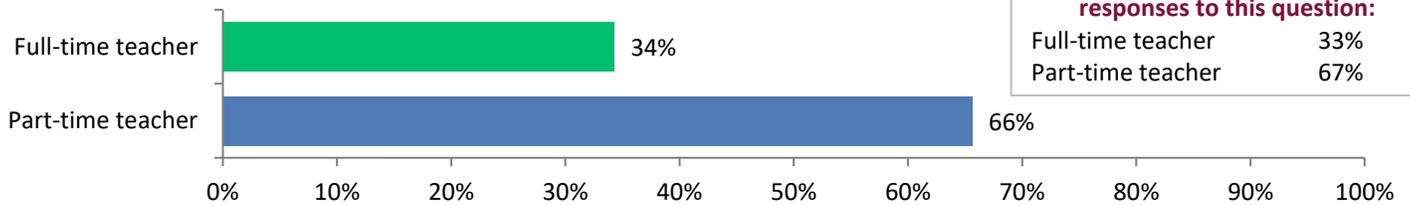
Track 1: Independent Studio

STUDIO BUSINESS (Continued)

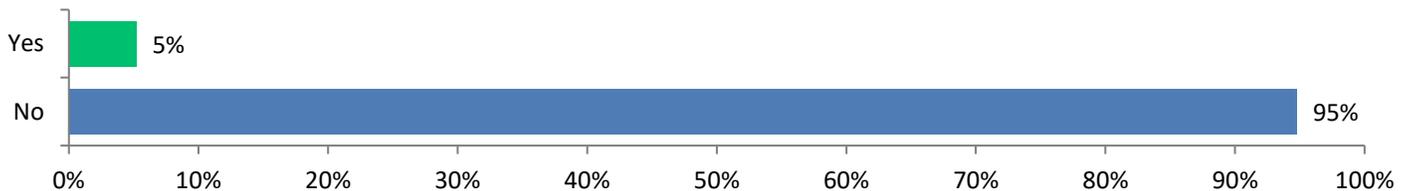
Track 1 Average Hours Per Week

Average time spent per week on the services listed on the previous question:	4.4 hours
Average time spent per week on studio-related bookkeeping and other business tasks:	2.8 hours
Average time spent per week preparing for lessons:	3.8 hours
<u>Average time spent per week teaching lessons and/or classes:</u>	<u>16.6 hours</u>
TOTAL average time spent per week working on the tasks above	27.6 hours

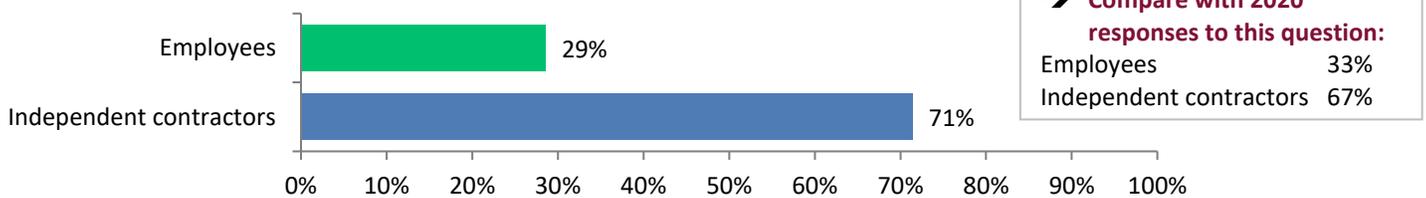
The IRS considers “full-time” to be 30 or more hours per week, and “part-time” to be fewer than 30 hours. Before completing this section of the survey, would you have identified yourself as a full-time or part-time teacher?



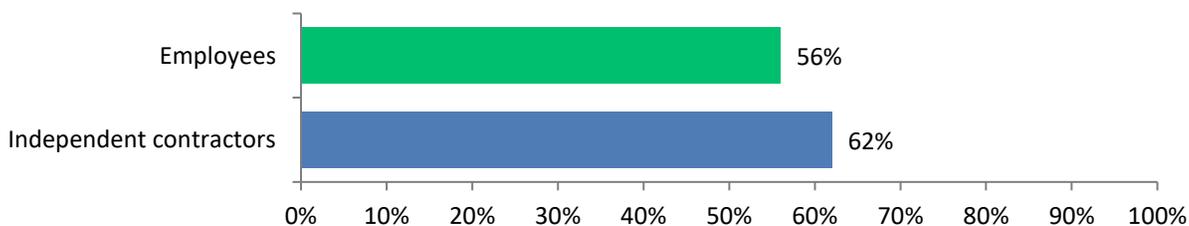
Do you have other teachers working for you?



If yes, are they employees or independent contractors



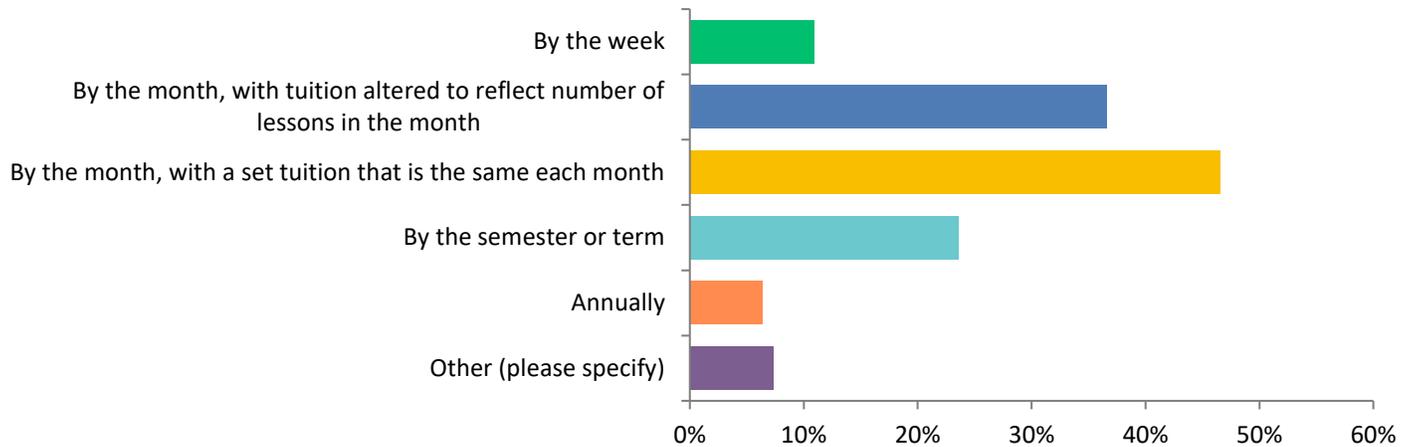
Percentage of lesson fee paid to teachers working for you:



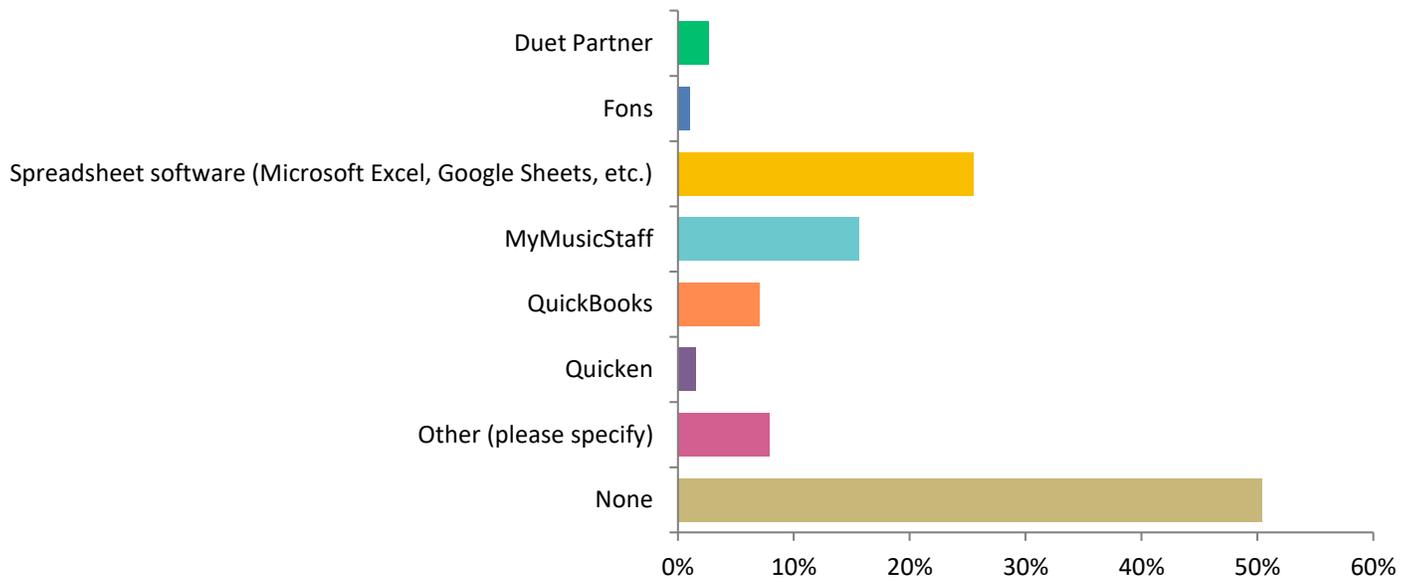
Track 1: Independent Studio

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, how did you bill for lessons? Select all that apply.



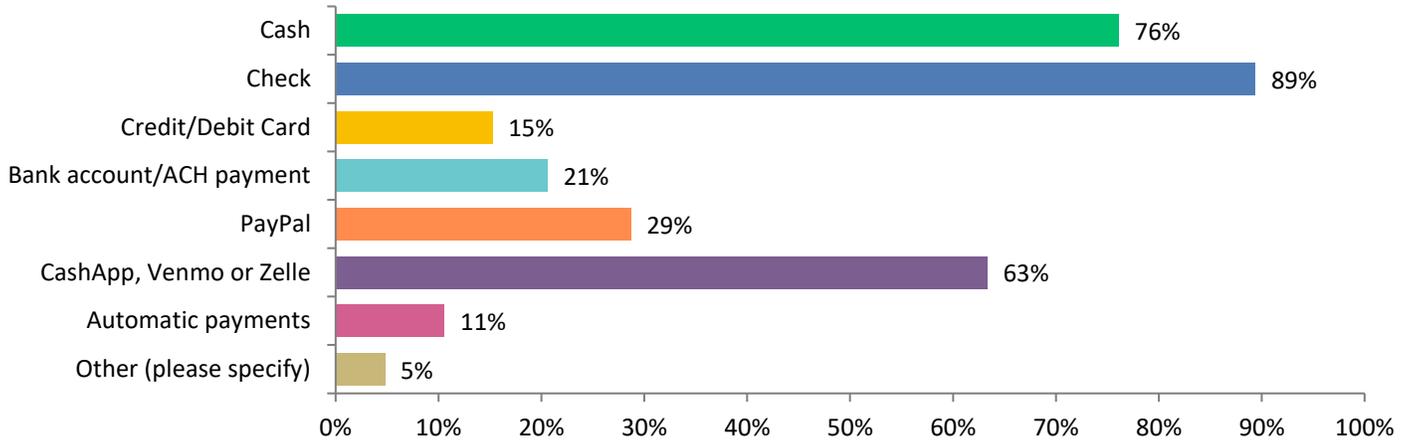
Did you use any of the following studio management services? Select all that apply.



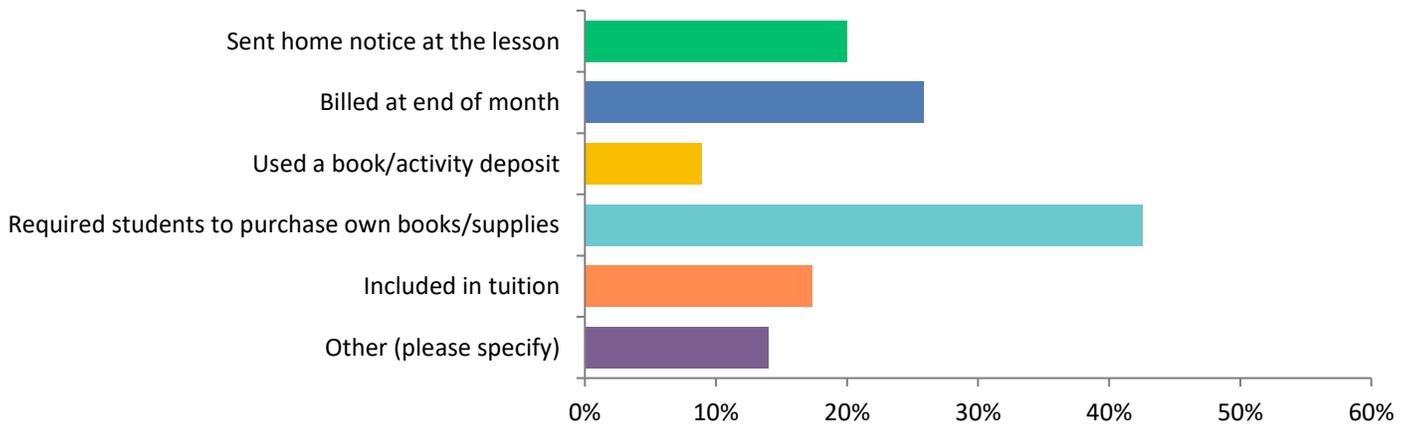
Track 1: Independent Studio

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, what payment methods did you offer parents/guardians? Select all that apply.



In the 2023–2024 academic year, how did you bill for books/supplies/fees? Select all that apply.

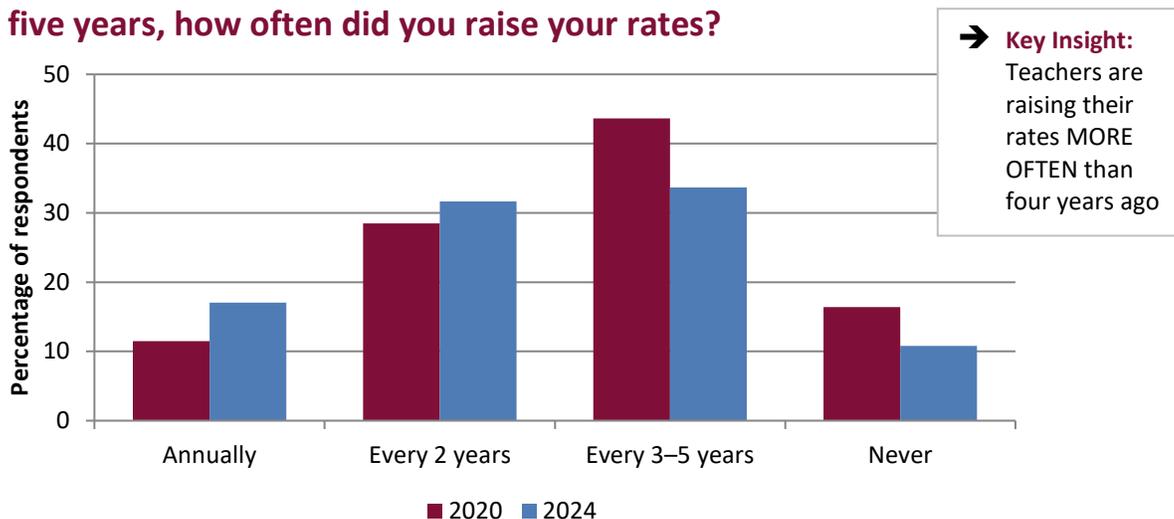


ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Sent home notice at the lesson	21.44%	20.02%	
Billed at end of month	28.84%	25.82%	↓
Used a book/activity deposit	10.55%	8.89%	↓
Required students to purchase own books/supplies	37.67%	42.52%	↑
Included in tuition	13.70%	17.32%	↑
Other (please specify)	9.81%	14.00%	

Track 1: Independent Studio

STUDIO BUSINESS (Continued)

Over the past five years, how often did you raise your rates?



Tuition Discounts

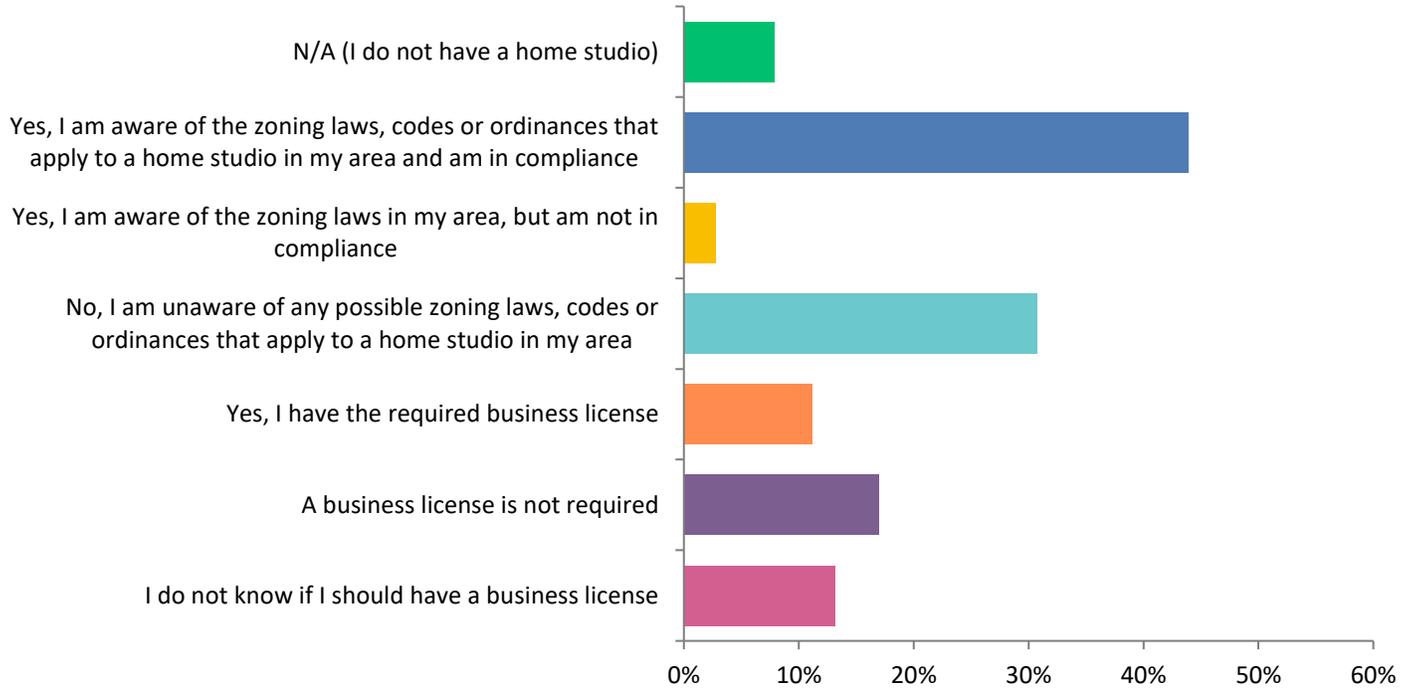
The following datapoints were collected from teachers who offered discounts to students in their studio:

- **22.5%** offered reduced rates for siblings, while **77.5%** did not.
- **32%** offered reduced rates for students with financial need, while **67%** did not.
- For teachers who gave discounts based on financial need, **97%** relied on the parent/guardian’s expression of need, while **9%** also used participation in a school lunch assistance program, tax returns, or other financial documents to demonstrate financial need.

Track 1: Independent Studio

STUDIO BUSINESS (Continued)

Are you aware of the laws pertaining to zoning, codes and ordinances, and business licenses that apply to a home studio in your area? Select all that apply.



ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES
N/A (I do not have a home studio)	7.34%	7.88%
Yes, I am aware of the zoning laws, codes or ordinances that apply to a home studio in my area and am in compliance	48.28%	43.92%
Yes, I am aware of the zoning laws in my area, but am not in compliance	3.33%	2.81%
No, I am unaware of any possible zoning laws, codes or ordinances that apply to a home studio in my area	28.67%	30.72%
Yes, I have the required business license	11.75%	11.13%
A business license is not required	17.55%	16.94%
I do not know if I should have a business license	14.51%	13.20%

Track 1: Independent Studio

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, what did you charge for a 60-minute individual lesson? (Even if you charge by the month and not the hour, or do not offer 60-minute lessons, please compute an hourly fee so that an average can be tabulated.) Please remember this is an anonymous survey. Responses cannot be traced to you and will help provide valuable statistics.

Average: The sum of all values in a dataset divided by the number of values.

Median: The middle number of a dataset sorted smallest to largest

Overall Average: \$65.72

Overall Median: \$60

Overall Range: \$0 to \$310

Adjusting for Inflation using the U.S. Bureau of Labor Statistics CPI Inflation Calculator:

\$43 in 2005 → \$69.54 in 2024

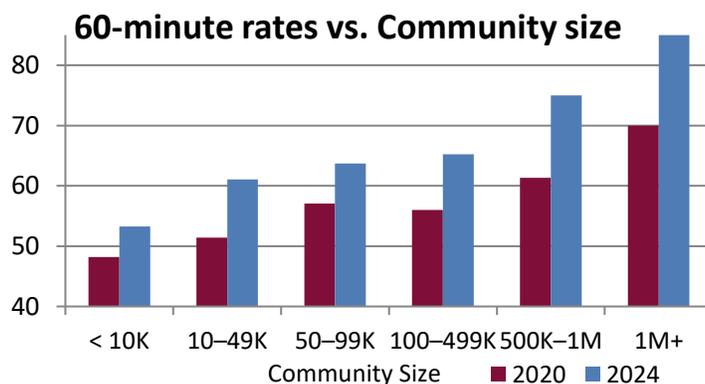
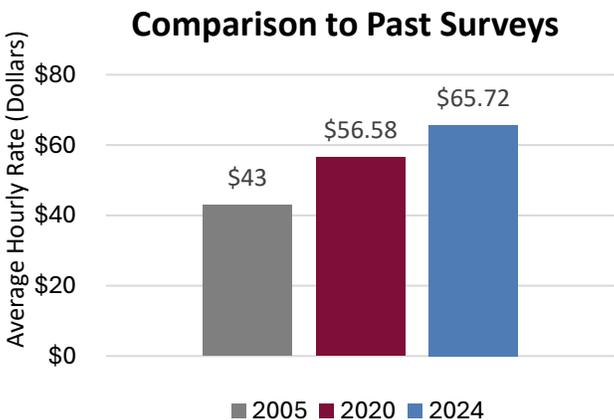
\$56.58 in 2020 → \$67.64 in 2024

Average from the 2024 survey: \$65.72

By Division

Eastern	Med: \$70	Avg: \$73
East Central	Med: \$58	Avg: \$60
Northwest	Med: \$60	Avg: \$66
Southern	Med: \$62	Avg: \$69

South Central	Med: \$60	Avg: \$65
Southwest	Med: \$65	Avg: \$70
West Central	Med: \$55	Avg: \$57



➔ **Key Insight:** MTNA teachers adjust their rates regularly to almost keep up with inflation

Track 1: Independent Studio

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, what did you charge for a 60-minute individual lesson? (Even if you charge by the month and not the hour, or do not offer 60-minute lessons, please compute an hourly fee so that an average can be tabulated.) Please remember this is an anonymous survey. Responses cannot be traced to you and will help provide valuable statistics.

State Average Sorted High to Low

District of Columbia	\$92	Pennsylvania	\$62.82
Hawaii	\$89	Michigan	\$62.28
Rhode Island	\$87.50	Alaska	\$62
California	\$86	Mississippi	\$62
New Jersey	\$83.31	Minnesota	\$61
Virginia	\$83	South Carolina	\$61
Massachusetts	\$79.40	Indiana	\$58
Maryland	\$78.74	Ohio	\$58
New Mexico	\$77	Tennessee	\$57.08
New York	\$75	Louisiana	\$57
New Hampshire	\$72	Oklahoma	\$56
Delaware	\$71	Iowa	\$56
Arizona	\$70	Missouri	\$56
Kentucky	\$70	Alabama	\$55.39
Connecticut	\$69.71	Arkansas	\$55
North Carolina	\$69.42	Idaho	\$55
Illinois	\$69.01	Utah	\$54
Washington	\$69	North Dakota	\$52.96
Nevada	\$68.95	Wisconsin	\$52.61
Oregon	\$68.81	Kansas	\$52
Maine	\$68.72	Montana	\$49
Vermont	\$68.67	Nebraska	\$49
Texas	\$68.46	South Dakota	\$43.09
Florida	\$66	West Virginia	\$45
Georgia	\$63	Wyoming	\$44.71
Colorado	\$62.96		

Track 1: Independent Studio

STUDIO BUSINESS (Continued)

If you offered group lessons in the 2023–2024 academic year, what did you charge per student per hour for a group lesson? (If you offer a different length of group lesson, please compute an hourly fee per student so that an average can be tabulated.)

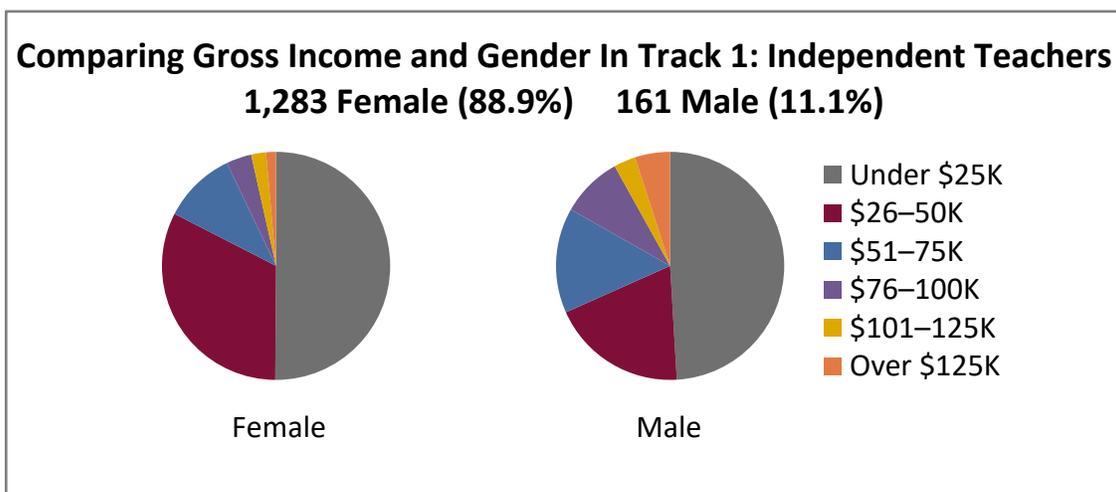
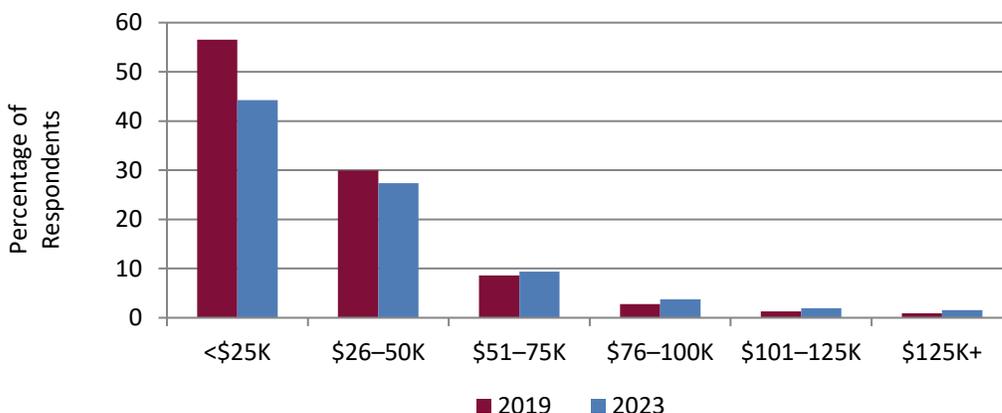
Overall Average: \$38.12

Overall Median: \$30

Overall Range: \$0 to \$250

INCOME AND FINANCE

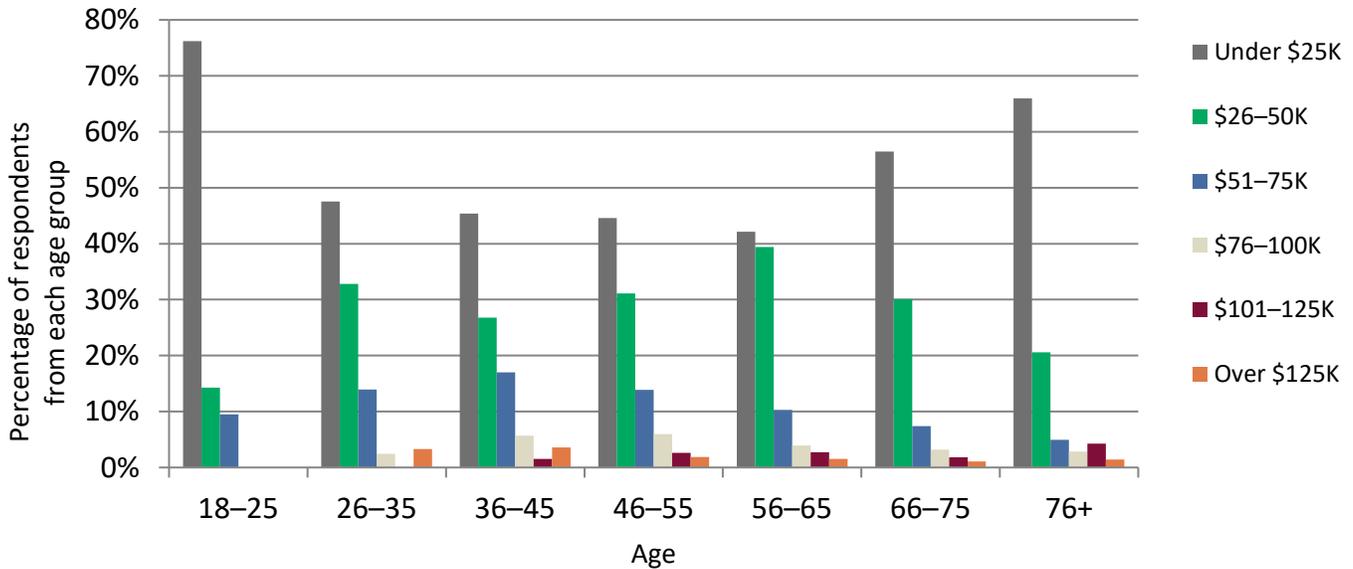
In the 2023 tax year (ending December 31, 2023) what was your GROSS annual income from Track 1 teaching? (Gross income from other areas will be listed later. Gross annual income is the total of all income made in a year before deductions are taken out for taxes and expenses.)



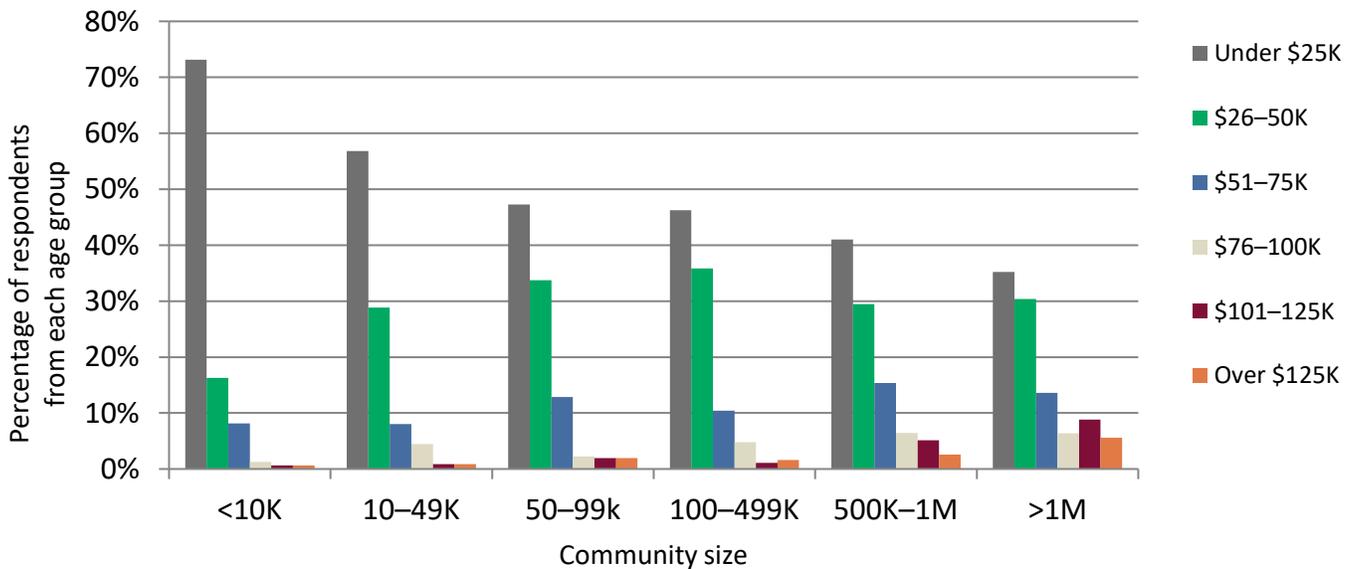
Track 1: Independent Studio

INCOME AND FINANCE (Continued)

Comparing Age vs. Gross Annual Income



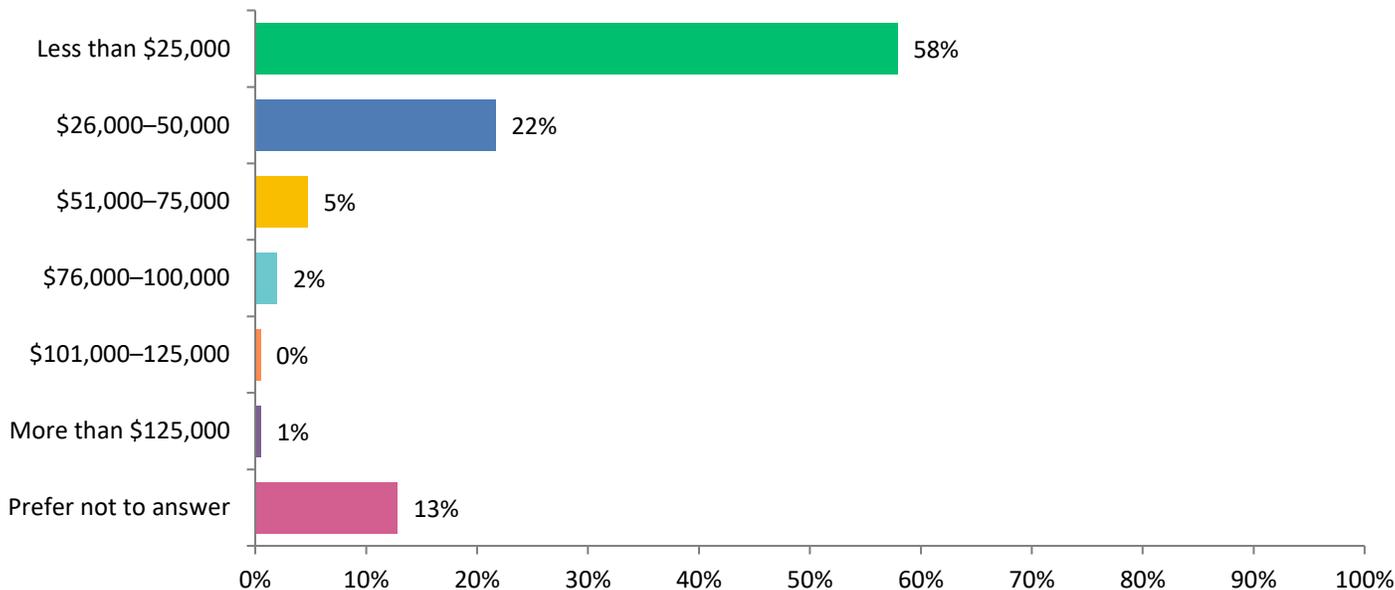
Comparing Community Size vs. Gross Annual Income



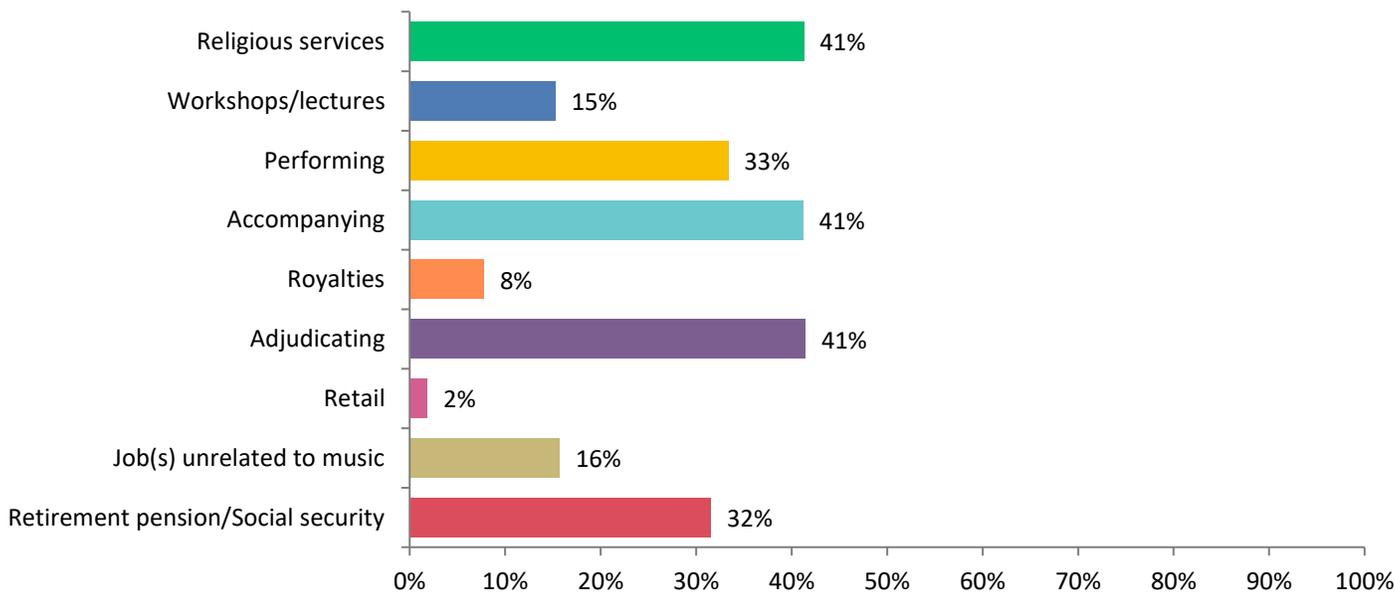
Track 1: Independent Studio

INCOME AND FINANCE (Continued)

In the 2023 tax year, what was your NET annual income from teaching? (Net income is the total income made in a year after deductions are taken out for taxes and expenses.)



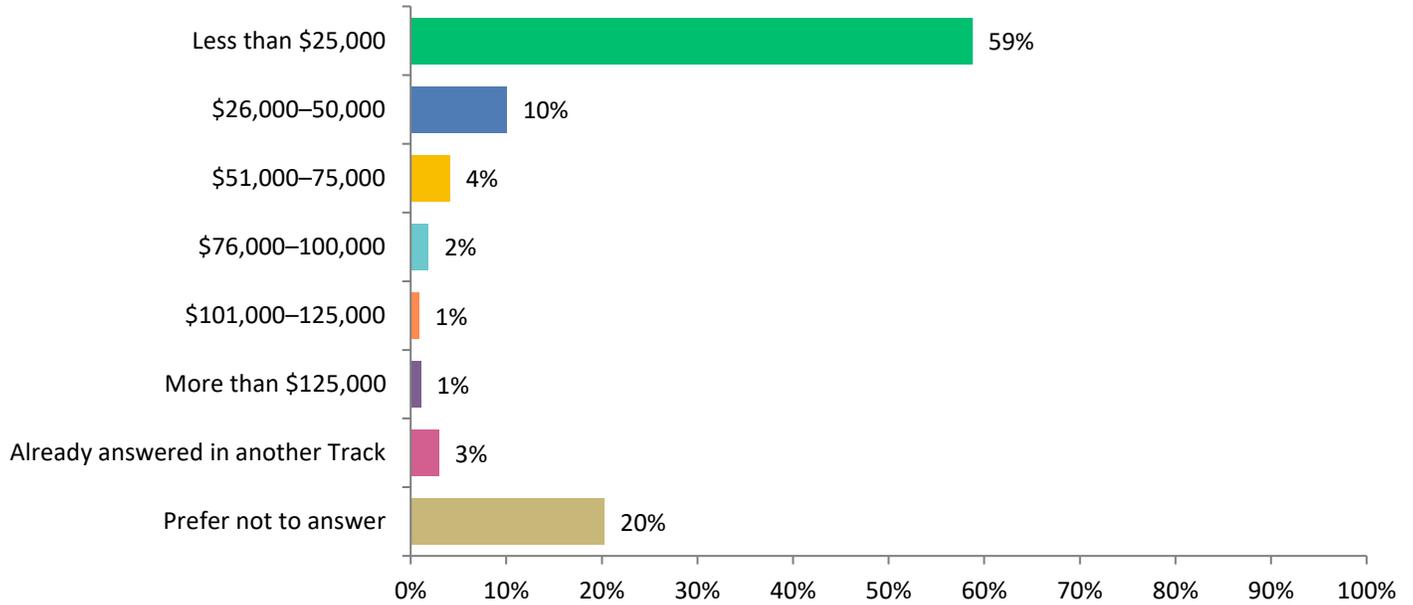
Did you earn income from any of these non-teaching areas? Select all that apply. (Please skip this question if already answered in another track.)



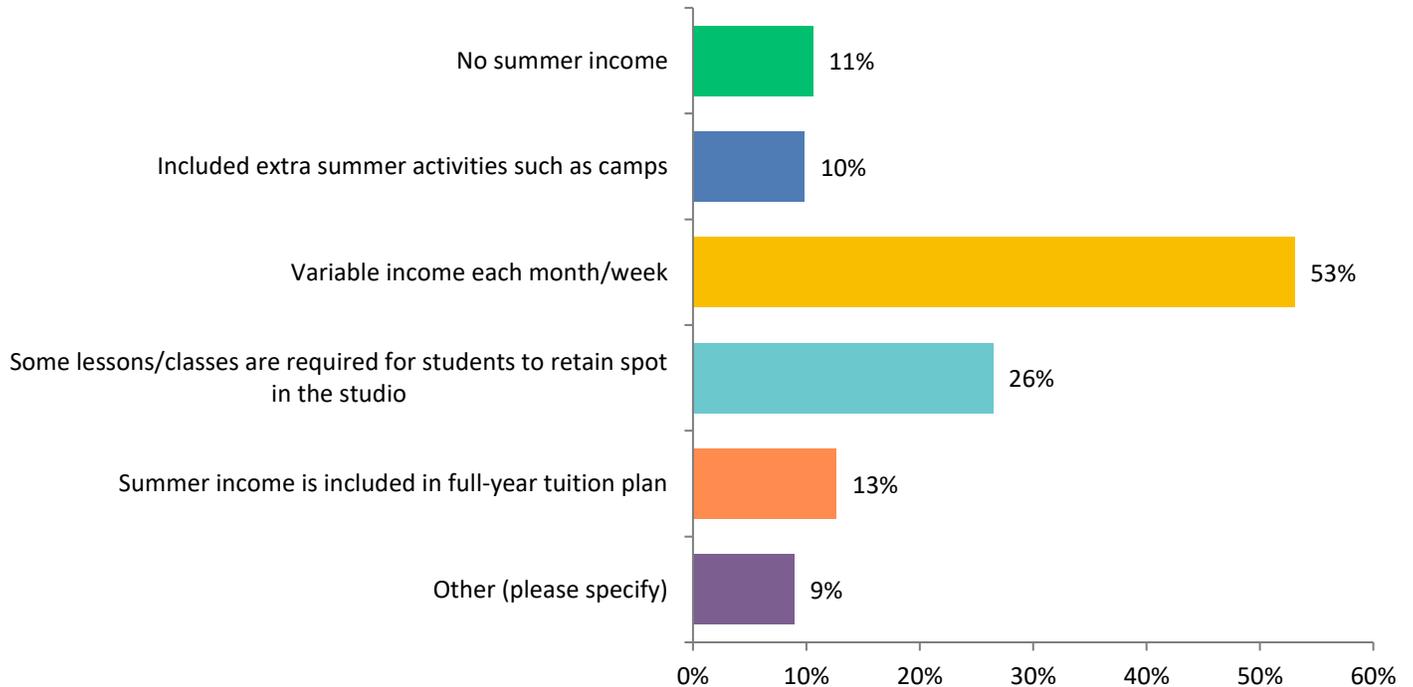
Track 1: Independent Studio

INCOME AND FINANCE (Continued)

In the 2023 tax year, what was your total gross annual income from non-teaching areas?



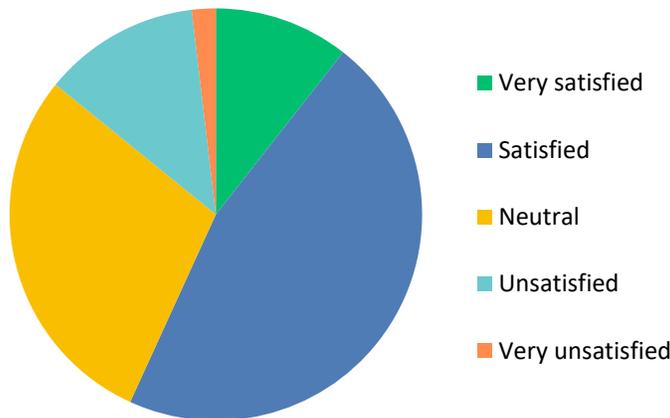
Describe your summer income. Select all that apply.



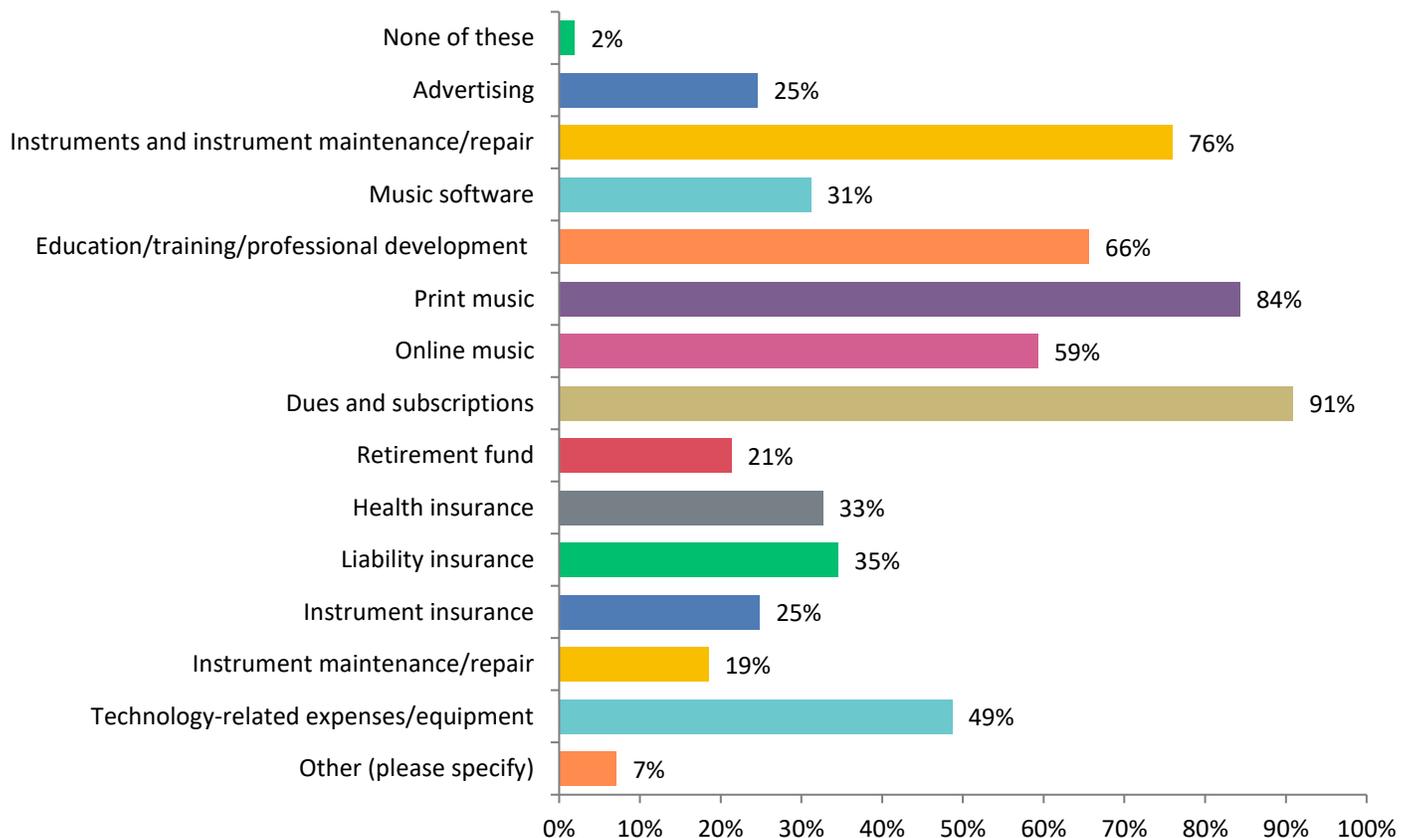
Track 1: Independent Studio

INCOME AND FINANCE (Continued)

How do you feel about your total 2023–2024 income?



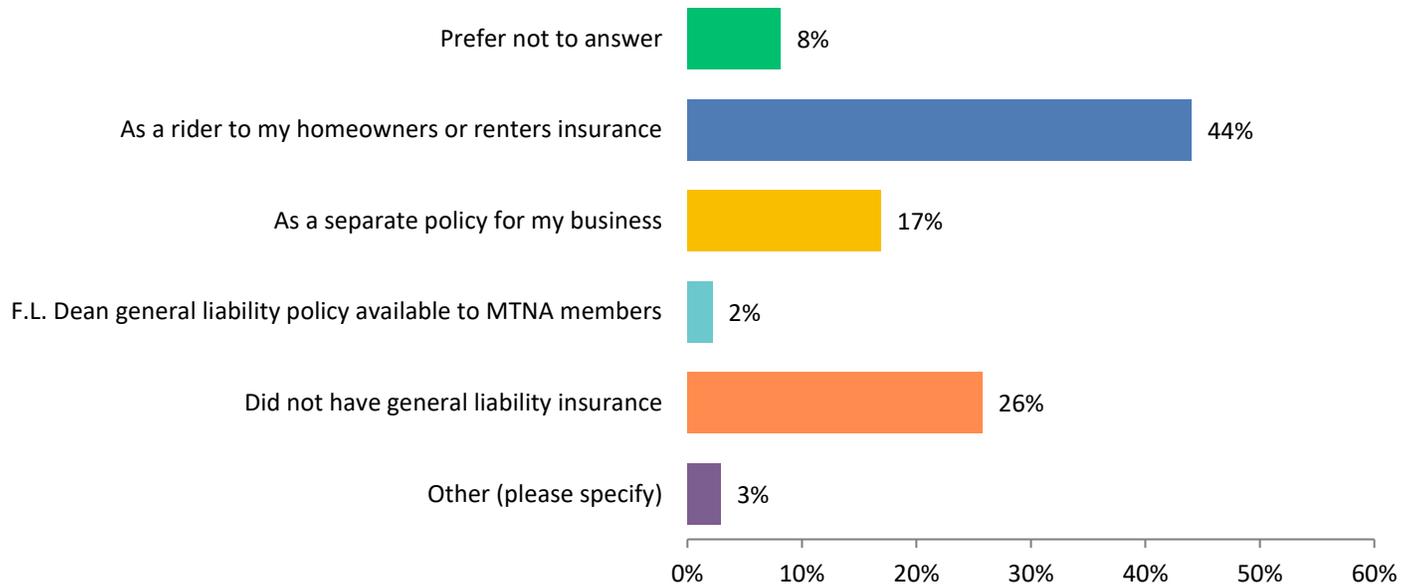
In the 2023 tax year, which of the following types of business expenses did you incur? Select all that apply.



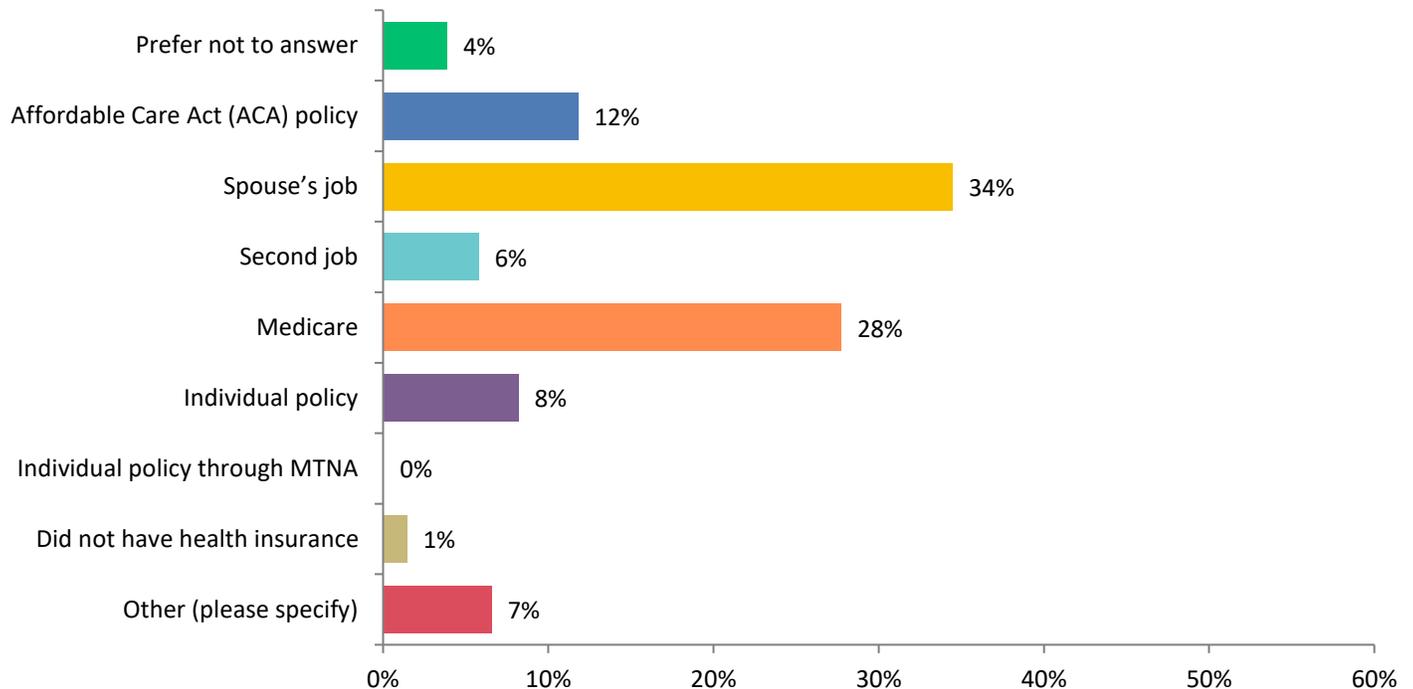
Track 1: Independent Studio

INCOME AND FINANCE (Continued)

In the 2023–2024 academic year, how did you obtain general liability insurance?



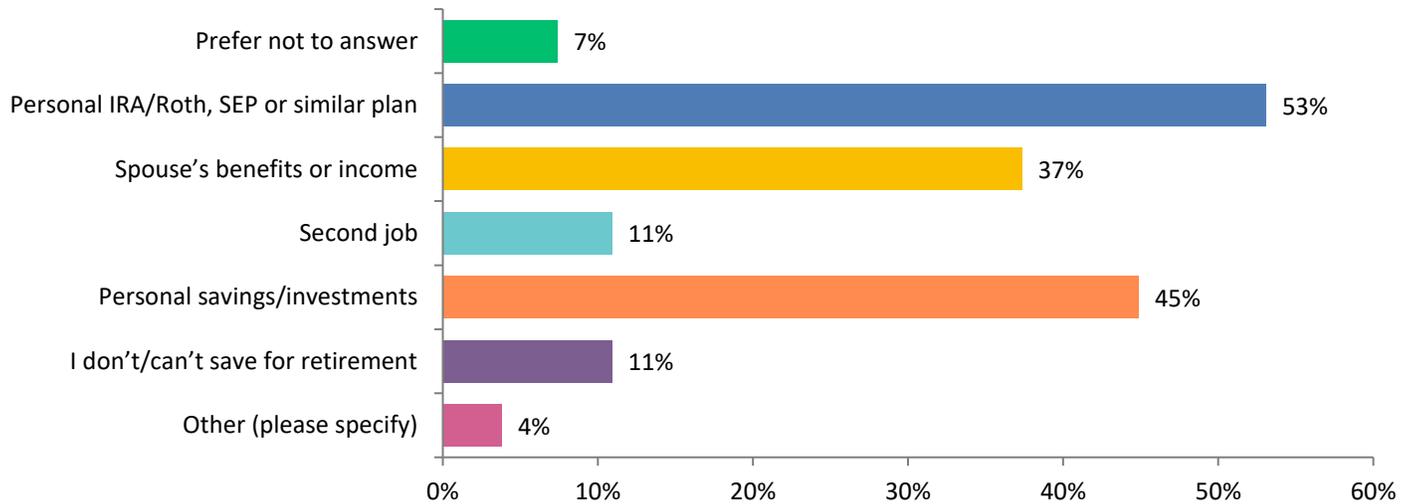
In the 2023–2024 academic year, how did you obtain health insurance?



Track 1: Independent Studio

INCOME AND FINANCE (Continued)

In the past five years, how have you saved for retirement? Select all that apply.



Profile of a Track 1 Studio

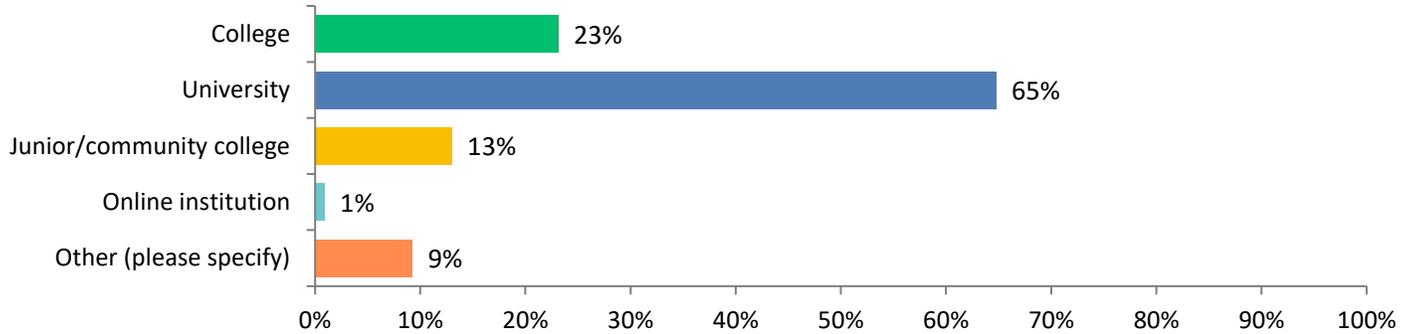
This is a hypothetical example of a typical Track 1 studio based on the 2024 survey results. This is not intended to represent best practices for all independent studios; this is simply a snapshot of characteristics among the 2024 Survey Participants.

- Home studio with about 20 students, age elementary through high school
- Recruits by word of mouth and referrals from current students
- Operates as a sole proprietorship
- Has a studio policy and offers makeup lessons
- Uses a variety of repertoire with students, including classical, holiday/seasonal music, jazz, blues, movie music, popular music, and musical theater
- Technique, sightreading, and ear training are included in the curriculum
- Prospective students are interviewed before being accepted by the studio
- Offers group lessons (about 30% of Track 1 teachers offer some kind of group lessons)
- Part-time teacher
- Offers 30, 45 and 60-minute lessons
- \$65 hourly rate, and rates are increased every three years
- Additional income is generated from playing for religious services and accompanying

Track 2: Higher Education

ABOUT YOUR POSITION

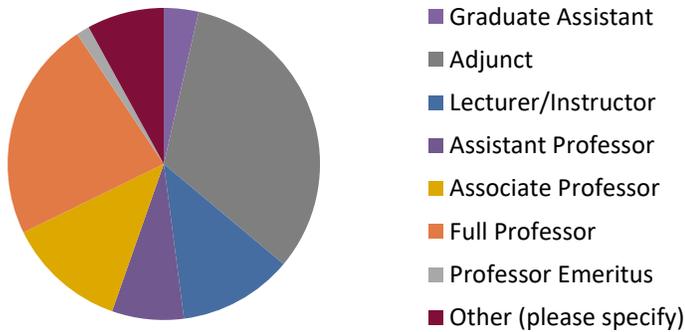
For the 2023–2024 academic year (Fall 2023–Spring 2024) which Higher Education environments did you teach in? Select all that apply.



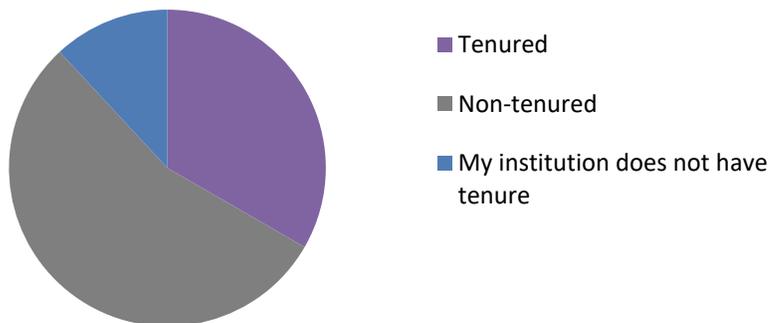
In the 2023–2024 academic year, did you teach full-time or part-time at an institution of higher education?

- **50.6%** teach full-time and **49.4%** teach part-time at their institutions.
- From the 2020 member survey, **55%** reported teaching full-time and **45%** part-time.

What was your rank during the 2023–2024 academic year? Select all that apply.



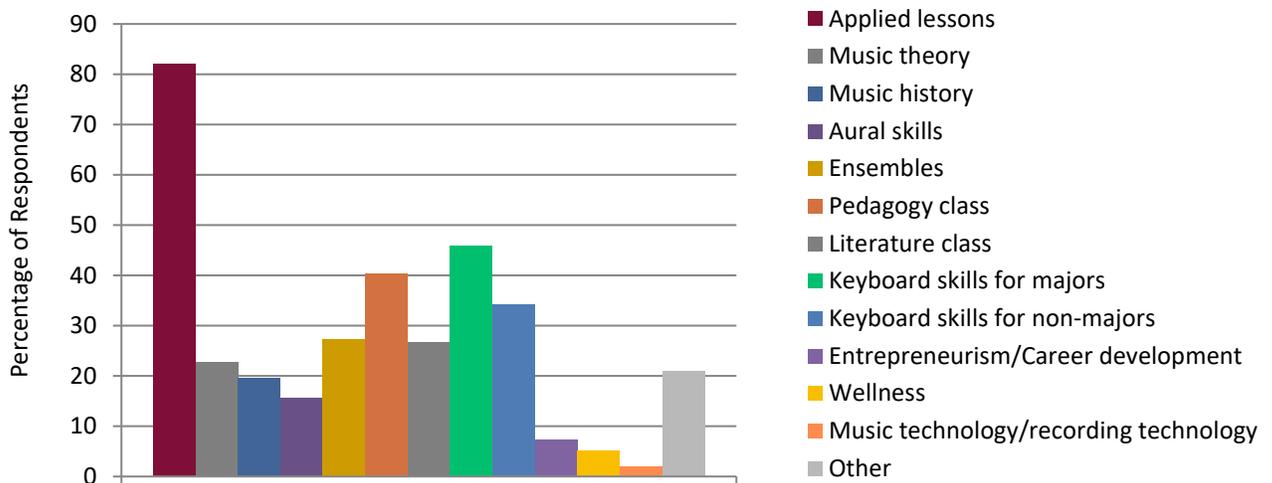
Which applies to you? Select all that apply, since you may teach at multiple colleges.



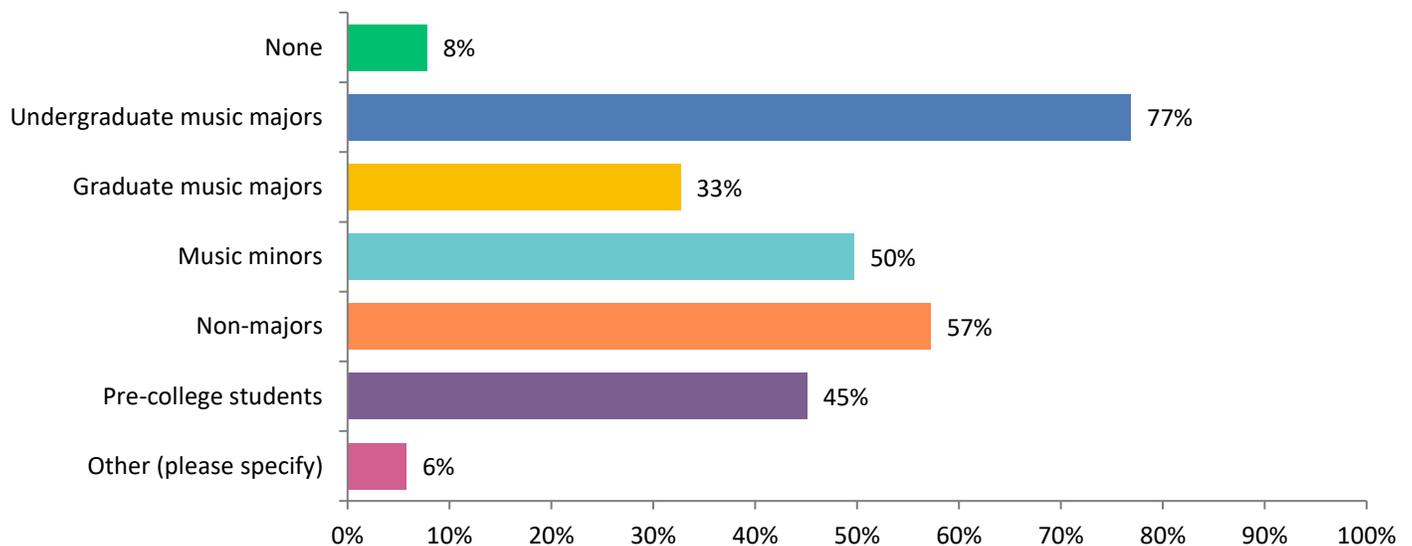
Track 2: Higher Education

ABOUT YOUR POSITION (Continued)

What courses have you taught in the past five years? Select all that apply.



In the past five years, to whom did you give applied lessons? Select all that apply.



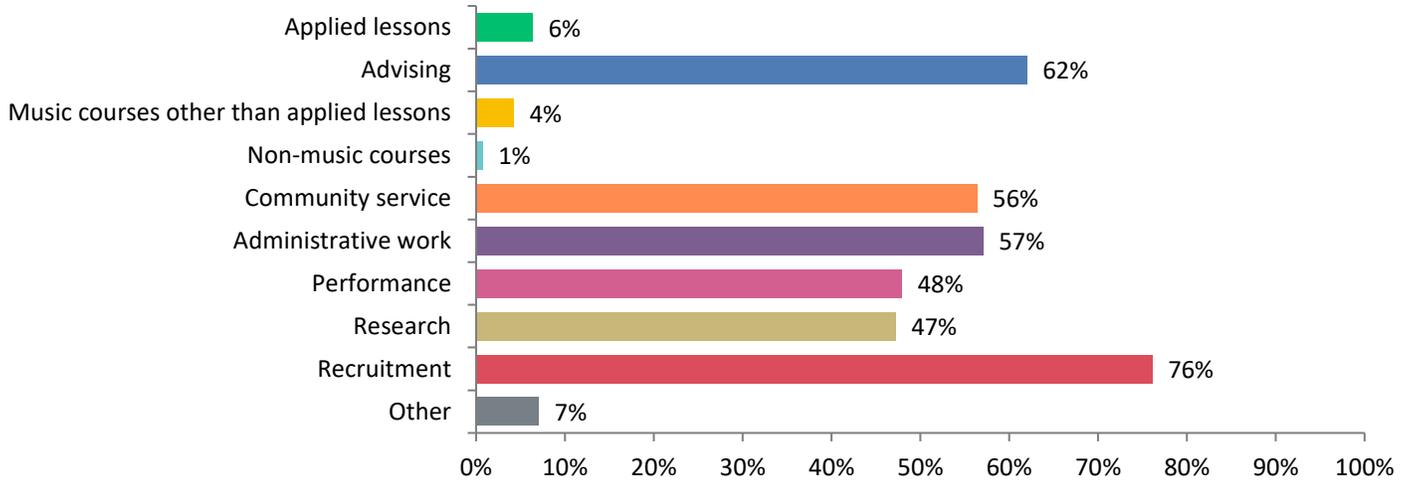
If you taught applied lessons during 2023–2024, approximately what percentage of your applied lessons were taught online?

On average, respondents indicated 7% of their applied lessons were taught online.

Track 2: Higher Education

ABOUT YOUR POSITION (Continued)

Which of the duties listed below were expected to be performed without load? Select all that apply.



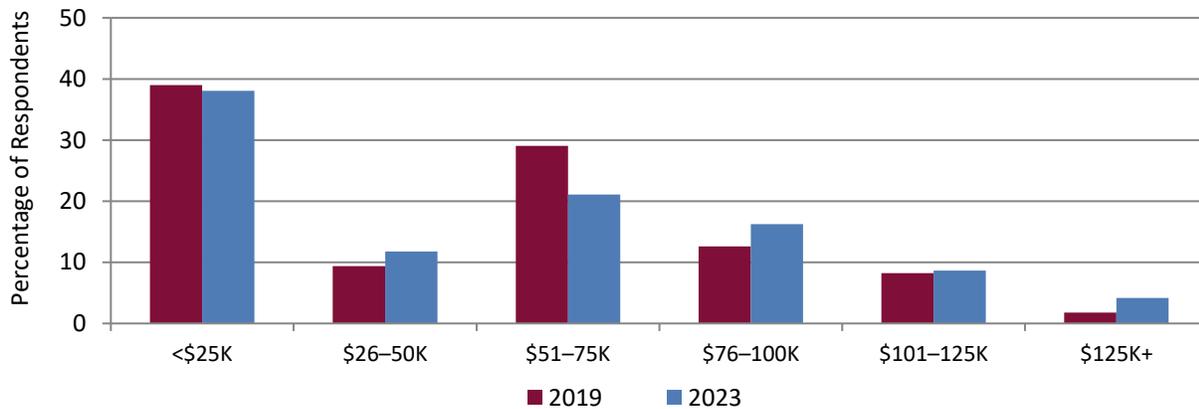
In the past five years, please estimate what races or ethnicities have been represented in your lessons and/or classes:

	LESS THAN 1%	1–10%	11–25%	26–50%	MORE THAN 50%	PREFER NOT TO ANSWER
White	0.92%	6.12%	7.34%	18.35%	57.19%	10.09%
Hispanic or Latino	20.00%	40.65%	17.10%	9.35%	1.94%	10.97%
Black or African American	23.51%	42.63%	13.17%	8.46%	1.25%	10.97%
Asian	10.83%	34.08%	18.79%	13.06%	12.74%	10.51%
American Indian or Alaska Native	68.95%	13.72%	2.89%	0.72%	0.36%	13.36%
Middle Eastern or North African	61.84%	21.91%	2.83%	0.35%	0.00%	13.07%
Native Hawaiian or Pacific Islander	74.10%	9.71%	1.80%	0.72%	0.00%	13.67%
Other (specify below)	57.14%	6.02%	2.26%	0.00%	0.75%	33.83%

Track 2: Higher Education

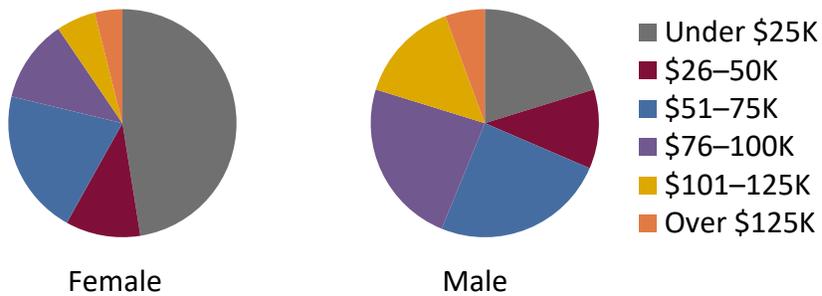
INCOME AND FINANCE

What was your gross annual income from your higher education position(s) for the 2023 tax year (ending December 31, 2023)? Gross income from other areas will be listed later. (Gross annual income is the total of all income made in a year before deductions are taken out for taxes and expenses.) Please remember this is an anonymous survey. Responses cannot be traced to you and will help provide valuable statistics.



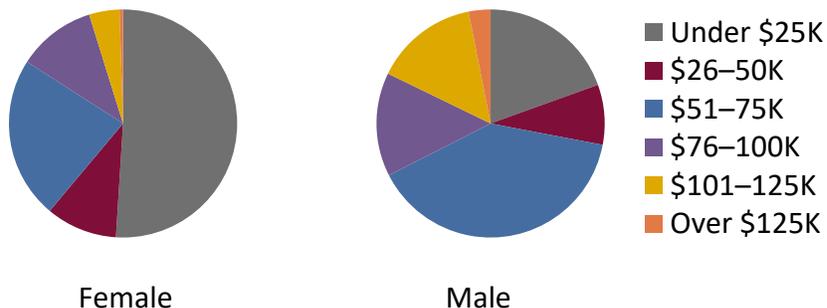
2023 Gross Income vs. Gender In Higher Education Teachers

179 Female (66.8%) 89 Male (33.2%)



2019 Gross Income vs. Gender In Higher Education Teachers

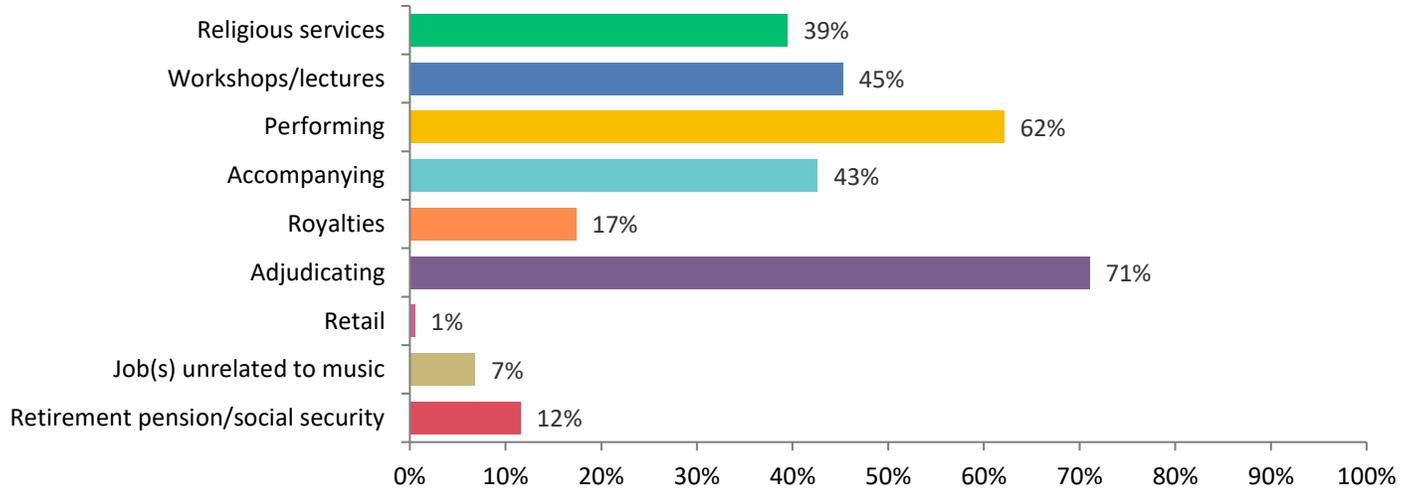
208 Female (61.7%) 129 Male (38.3%)



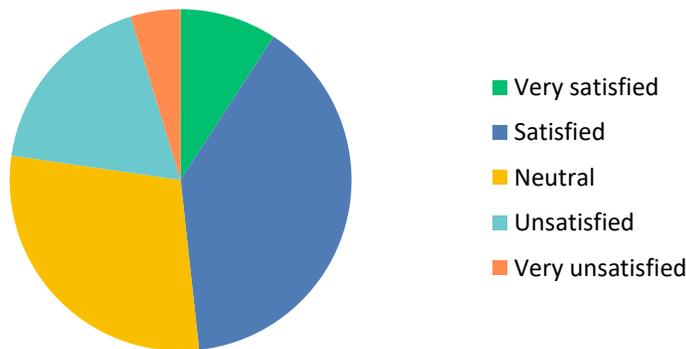
Track 2: Higher Education

INCOME AND FINANCE (Continued)

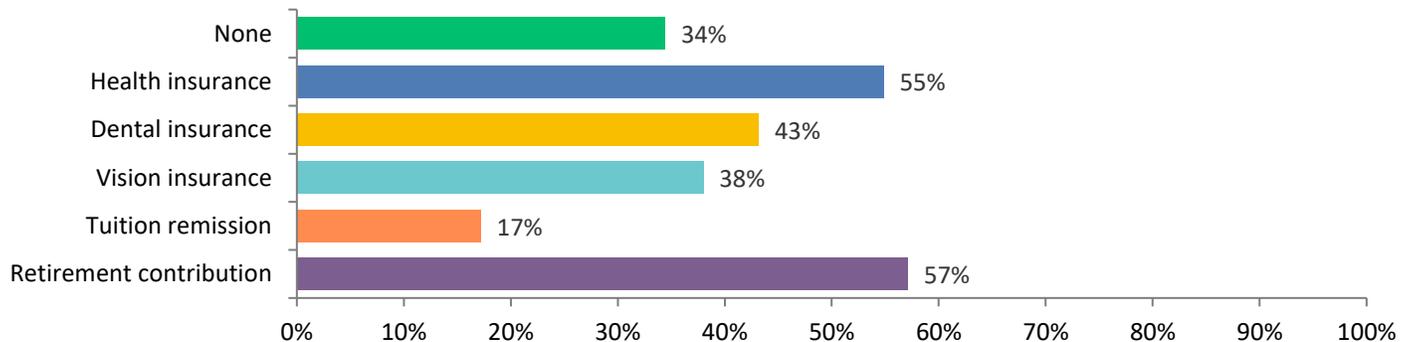
From which of the following non-teaching areas did you earn income in 2023–2024? Select all that apply. (Please skip this question if already answered in another Track.)



How do you feel about your total 2023–2024 income?



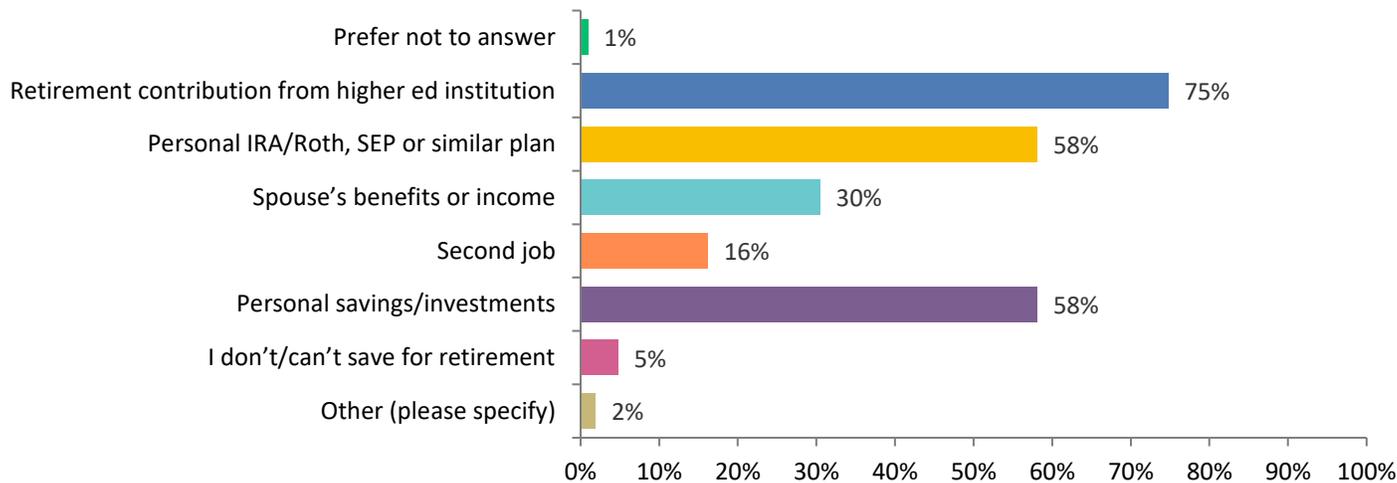
In the 2023–2024 academic year, what benefits did you receive from your institution? Select all that apply.



Track 2: Higher Education

INCOME AND FINANCE (Continued)

In the past five years, how have you saved for retirement? Select all that apply.



Profile of a Track 2 Teacher

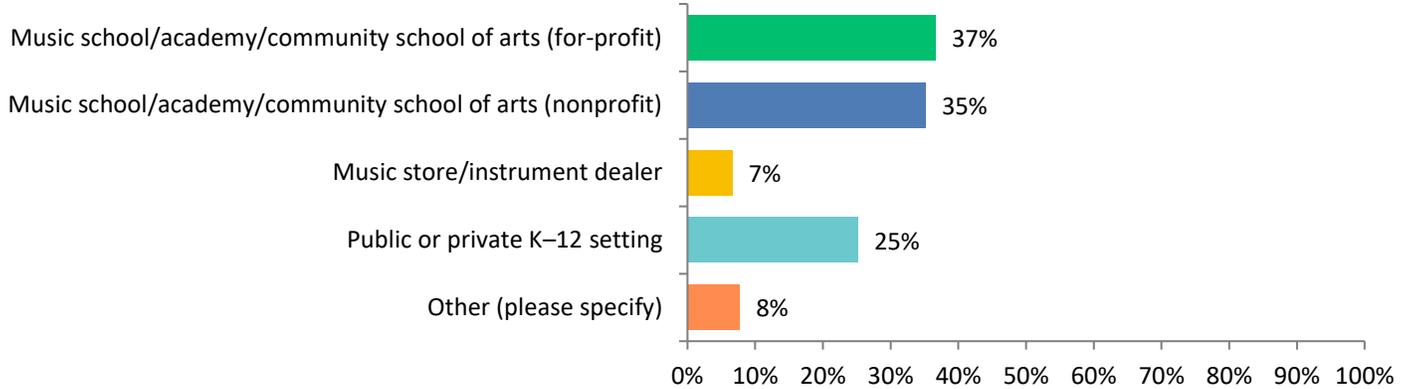
This is a hypothetical example of a typical Track 2 teacher based on the 2024 survey results. This is not intended to represent best practices for all higher education teachers; this is just a snapshot of characteristics among the 2024 Survey Participants.

- Teaches full-time as a non-tenured faculty at a university
- Teaches in-person with minimal online instruction
- Teaches mostly undergraduate students with some graduate students
- Teaches applied lessons and a few other courses in the school of music like keyboard skills and literature
- Receives health, dental and vision insurance through their university
- Receives matching retirement contributions from the university
- Earns additional income from performing and adjudicating

Track 3: Teaching Staff

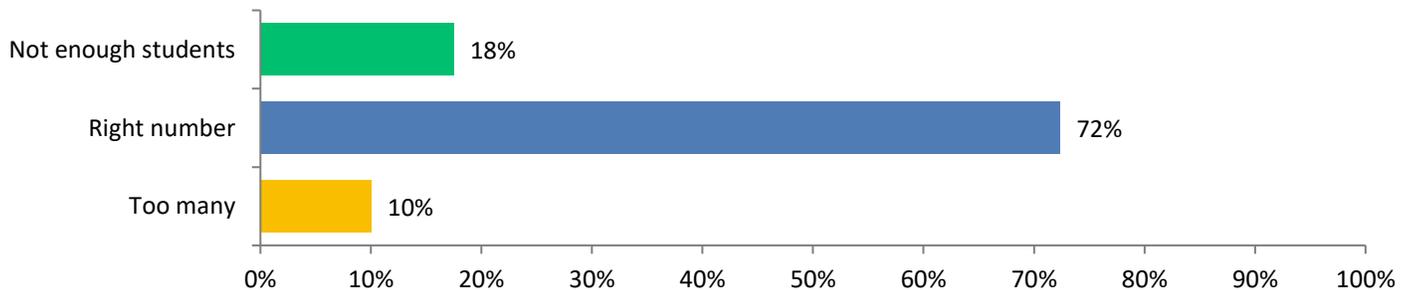
ABOUT YOUR STUDIO

In which organizations were you a member of a Teaching Staff (paid employee or independent contractor)? Select all that apply.



ANSWER CHOICES	2020 RESPONSES	2024 RESPONSES	KEY TRENDS
Music school/academy/community school of arts (for-profit)	28.41%	36.67%	↑
Music school/academy/community school of arts (nonprofit)	26.14%	35.19%	↑
Music store/instrument dealer	8.33%	6.67%	
Public or private K-12 setting	27.65%	25.19%	
Other (please specify)	9.47%	7.78%	

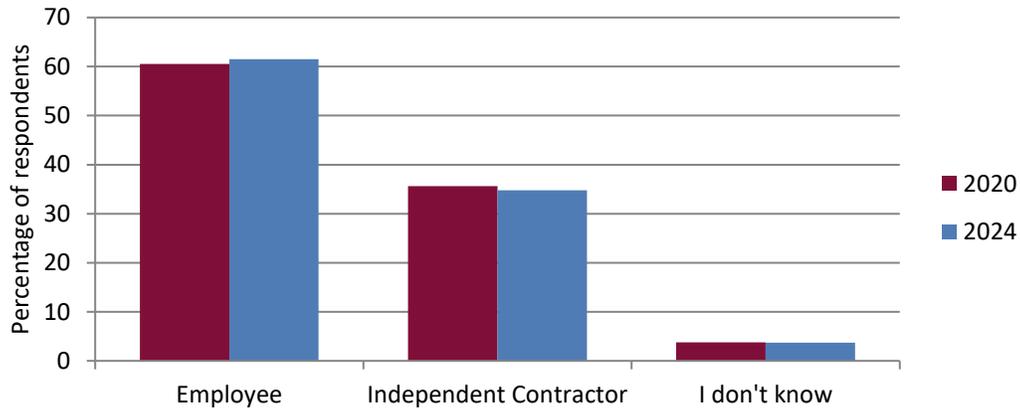
How would you describe your teaching load for Track 3?



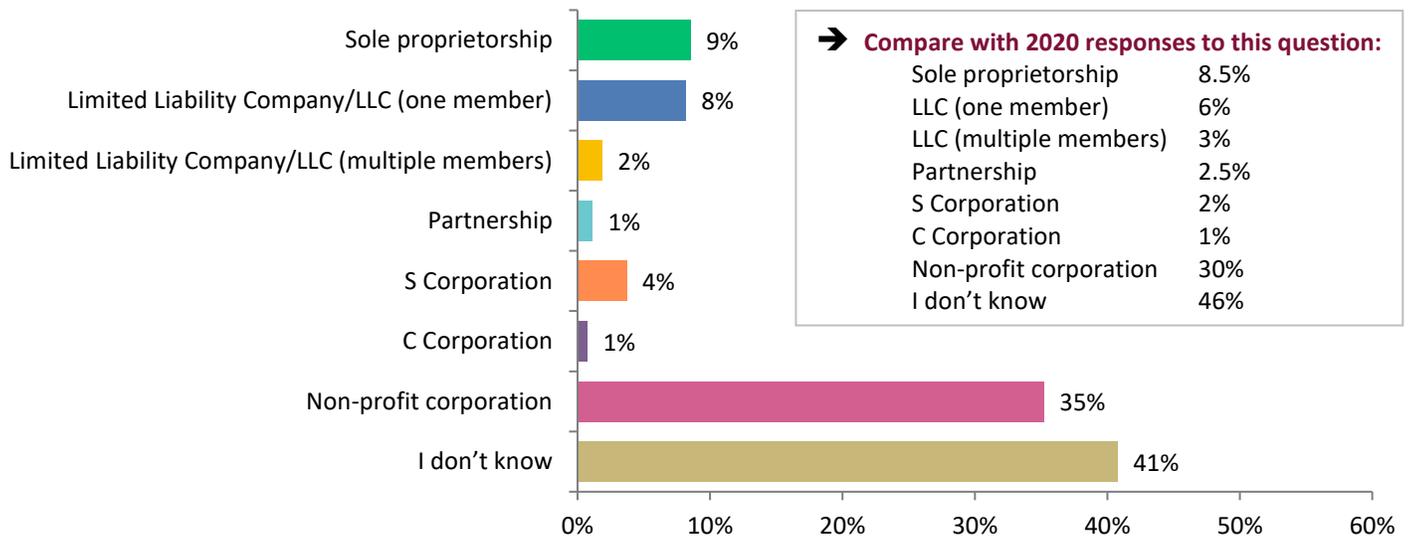
Track 3: Teaching Staff

ABOUT YOUR STUDIO (Continued)

Are you an employee or independent contractor? (If employee, you receive a W-2 form from your employer. If independent contractor, you receive a 1099 form from your employer.)



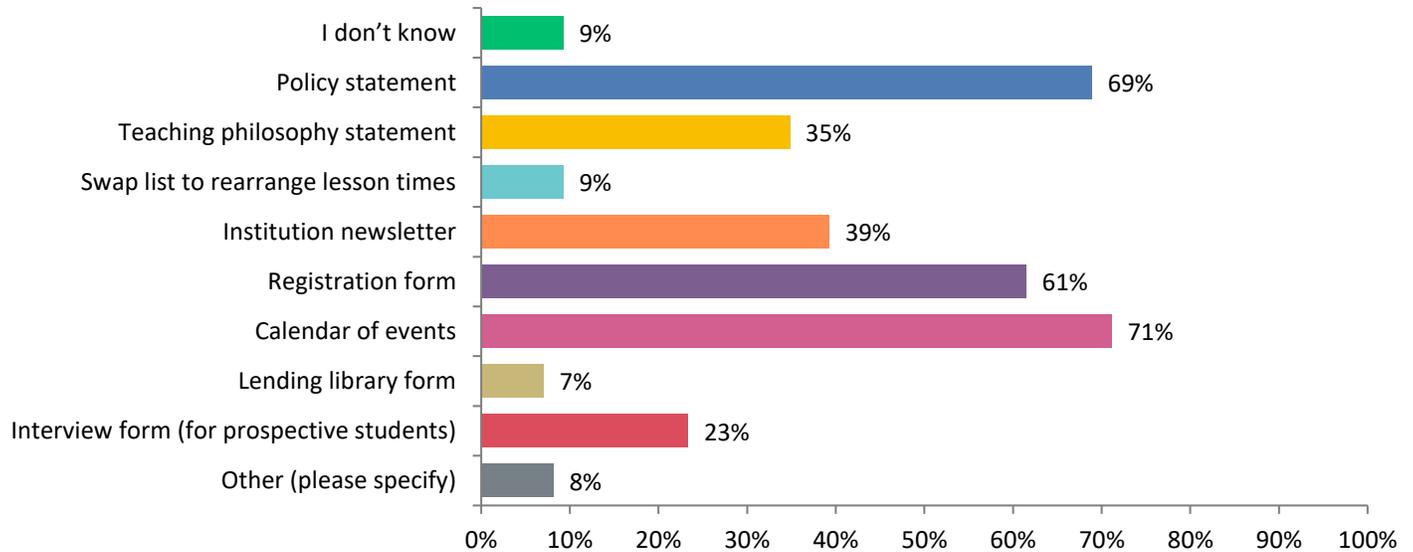
What type of business is the institution?



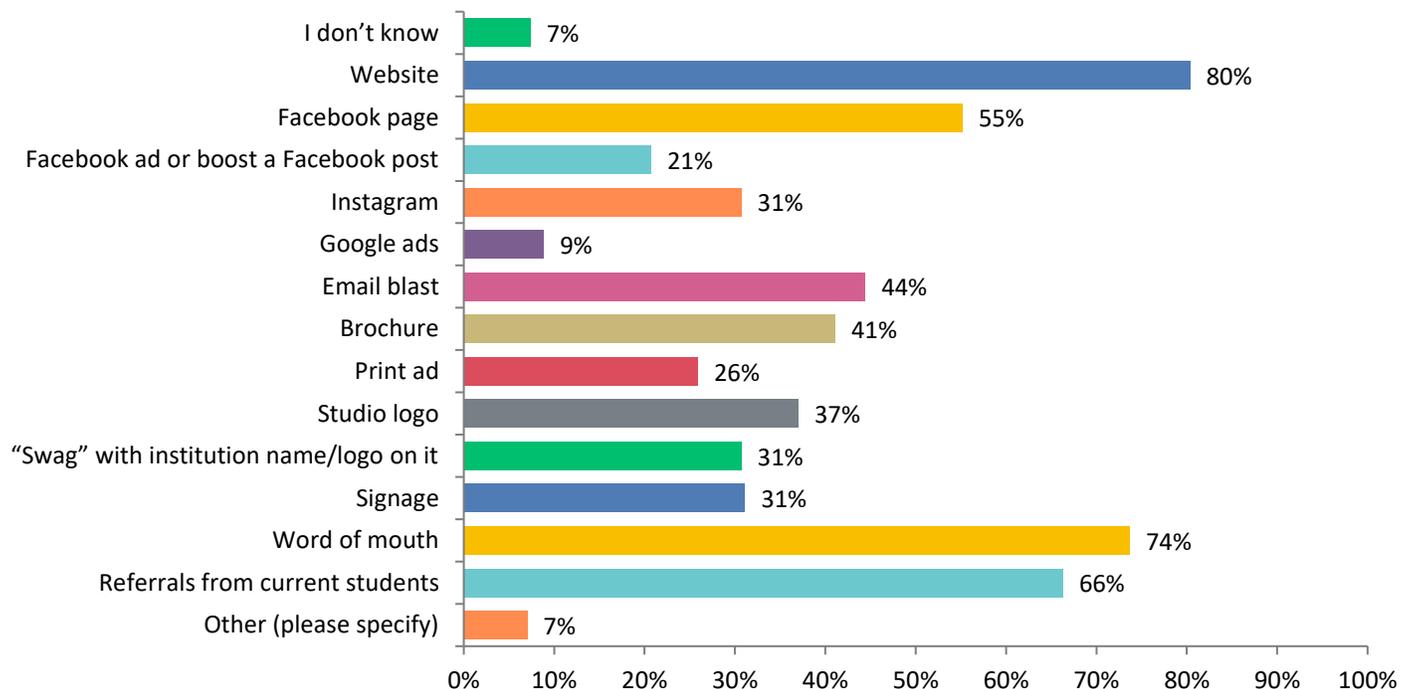
Track 3: Teaching Staff

ABOUT YOUR STUDIO (Continued)

In the 2023–2024 academic year, what materials did you or your institution use? Select all that apply.



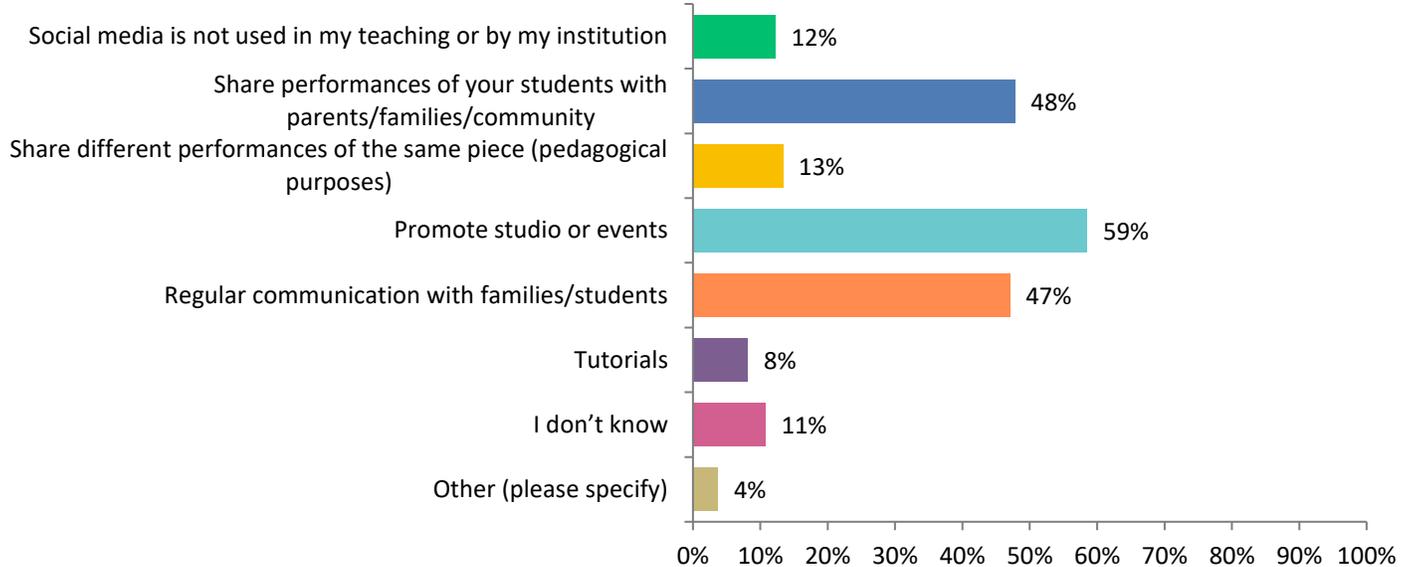
In the 2023–2024 academic year, which marketing materials/strategies did you or your institution use? Select all that apply.



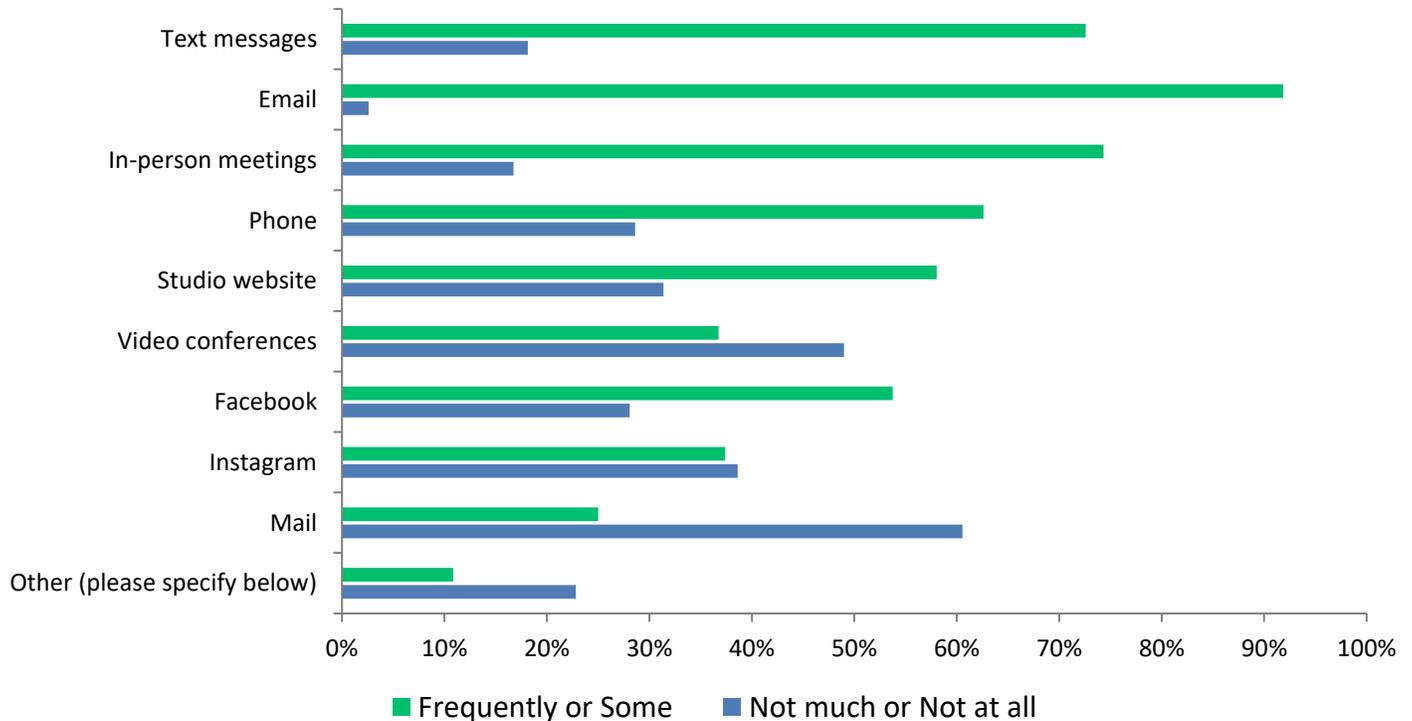
Track 3: Teaching Staff

ABOUT YOUR STUDIO (Continued)

How do you or your institution utilize social media in your teaching? (Including, but not limited to, Facebook, Instagram, TikTok and YouTube) Select all that apply.



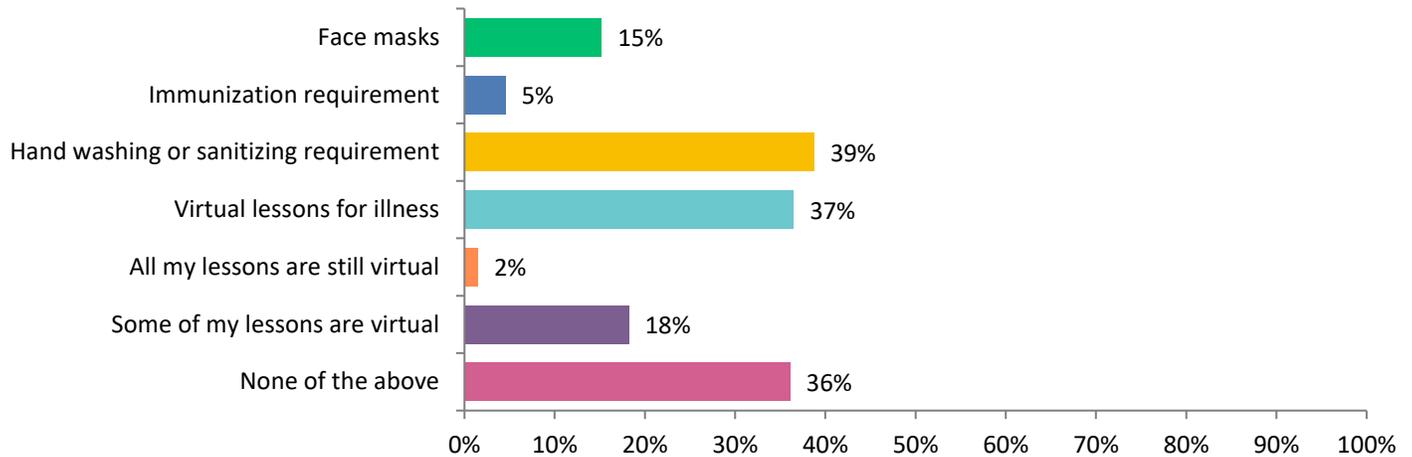
In the next few years, how much do you or your institution expect to use the following to communicate with colleagues, students and parents/guardians?



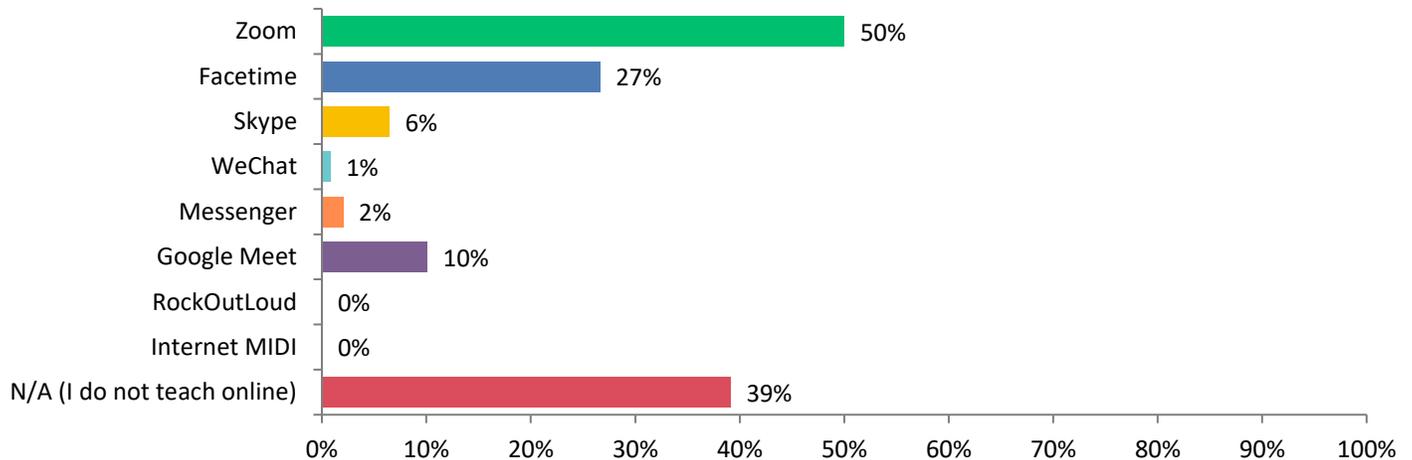
Track 3: Teaching Staff

ABOUT YOUR STUDIO (Continued)

What technologies or studio policies due to COVID-19 are you or your institution still using?

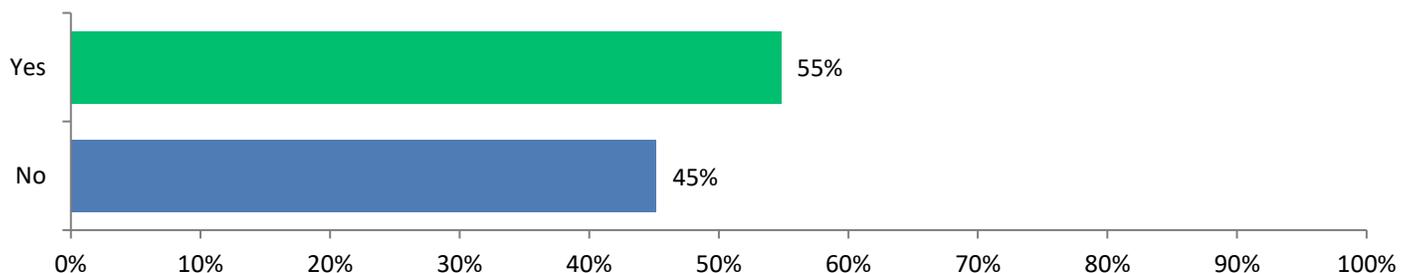


If you teach any lessons online, which of the following do you use? Select all that apply.



POLICIES AND PROCEDURES

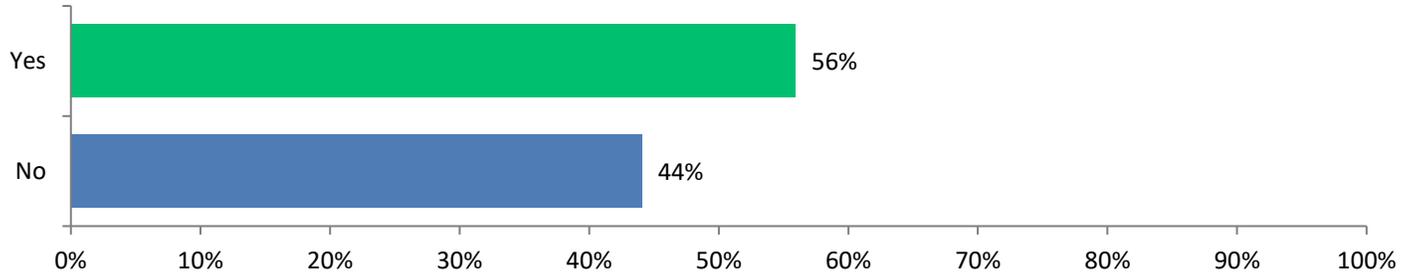
Do you interview prospective students before accepting them?



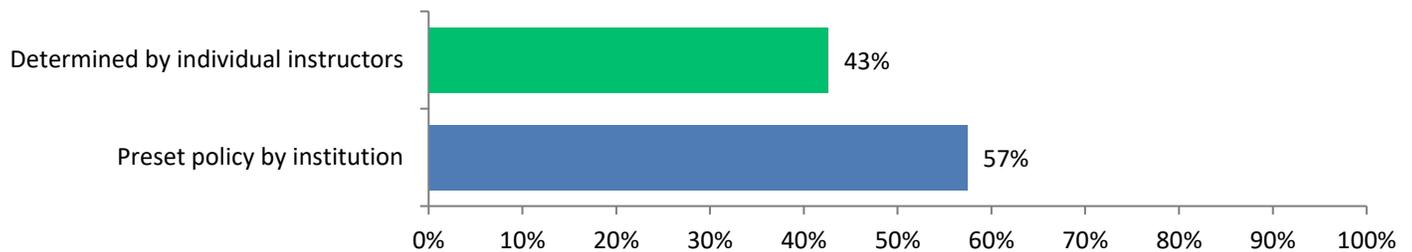
Track 3: Teaching Staff

POLICIES AND PROCEDURES (Continued)

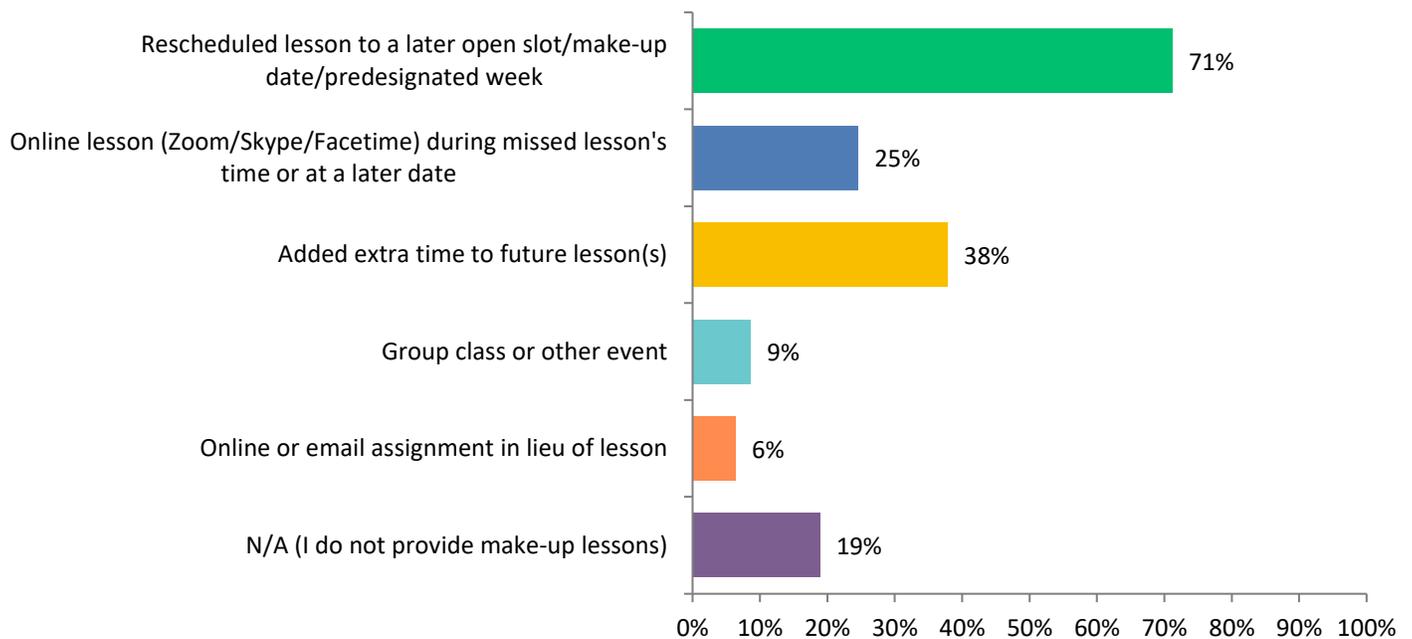
For the 2023–2024 academic year (Fall 2023–Spring 2024), did you or your institution have a wait list?



In the 2023–2024 academic year, how did your institution determine if make-up lessons would be given?



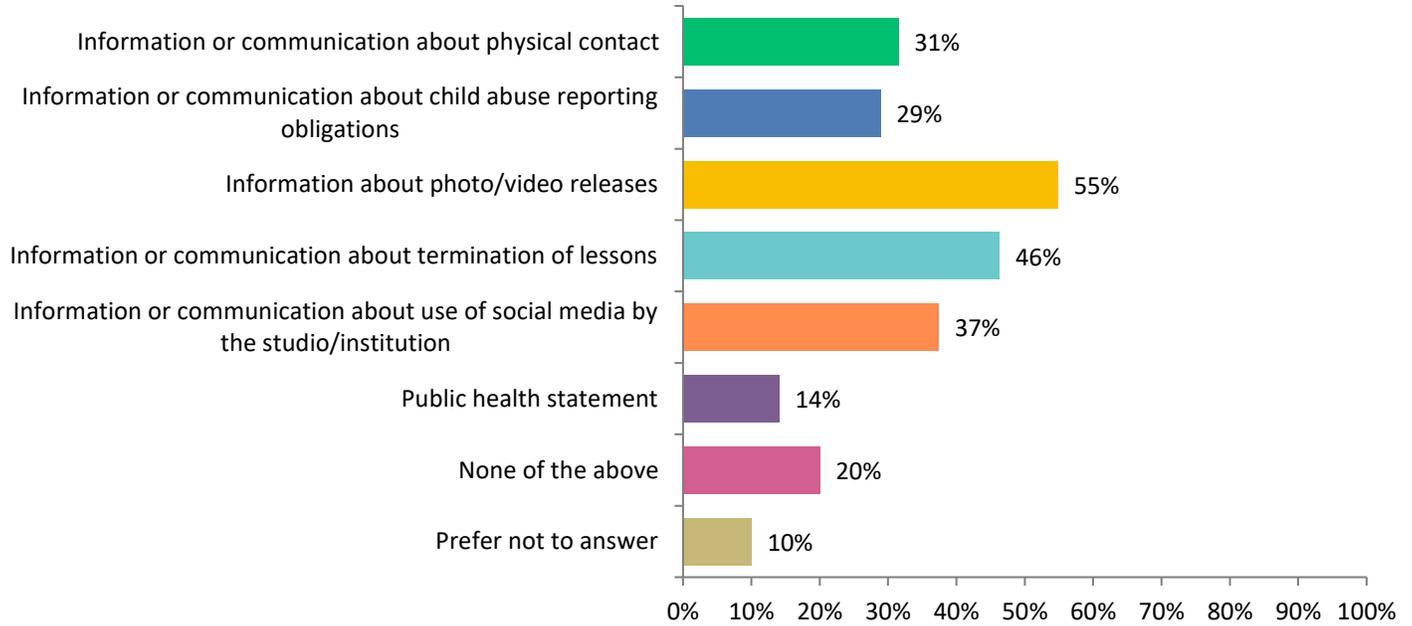
In the 2023–2024 academic year, how did you provide make-up lessons? Select all that apply.



Track 3: Teaching Staff

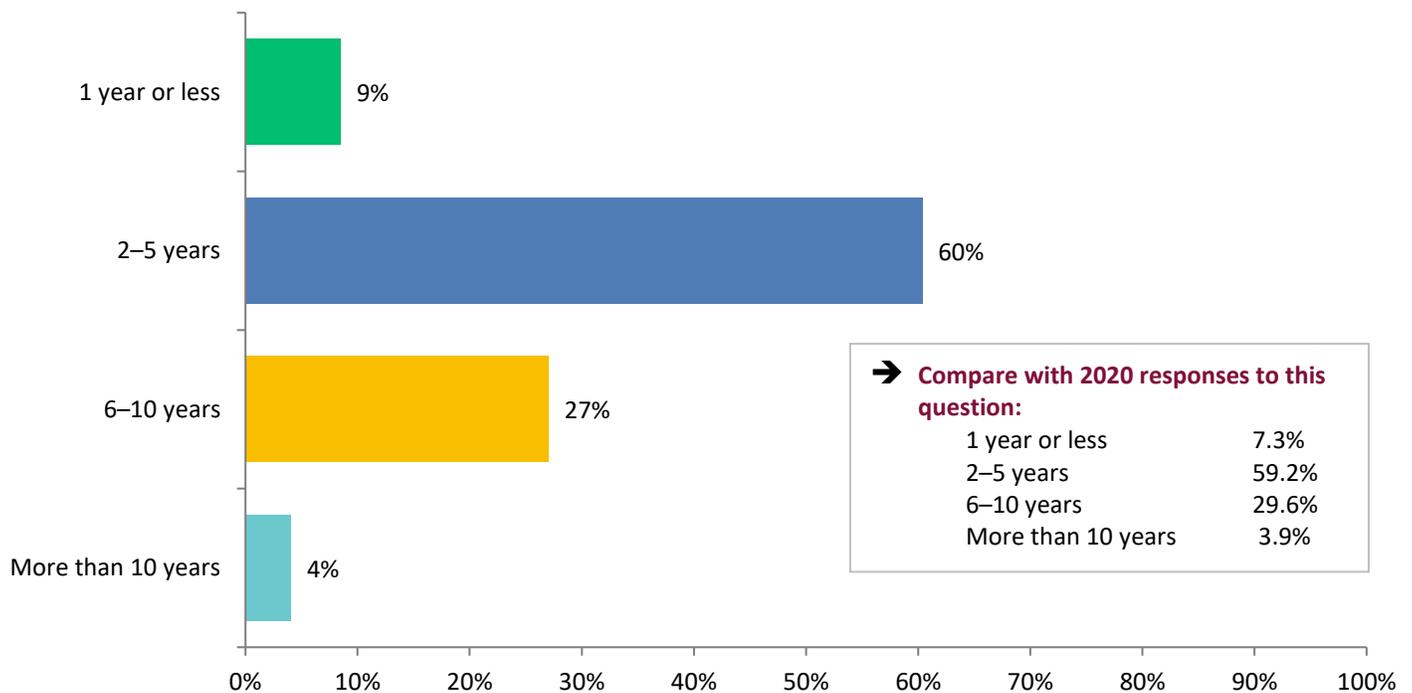
POLICIES AND PROCEDURES (Continued)

In the 2023–2024 academic year, which of the following (if any) are addressed in your studio or institution's policies and/or procedures? Select all that apply.



ABOUT YOUR STUDENTS

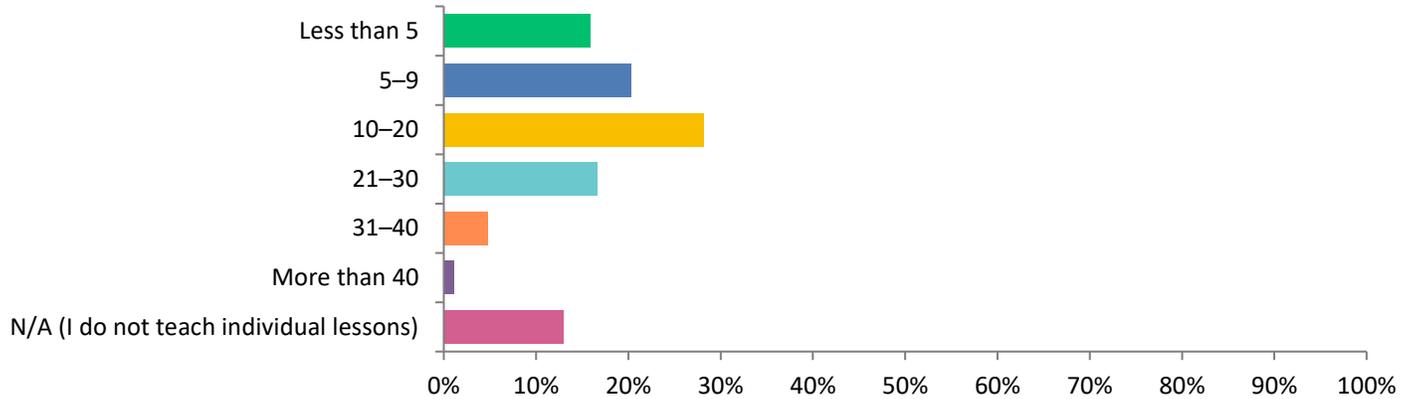
How many years does an average student study with you?



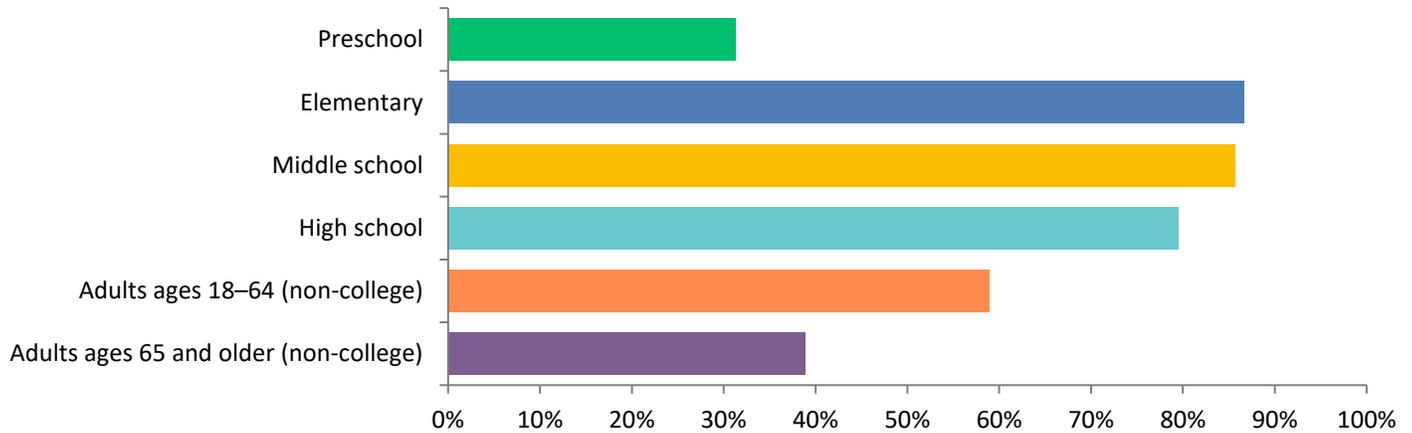
Track 3: Teaching Staff

– Individual Lessons –

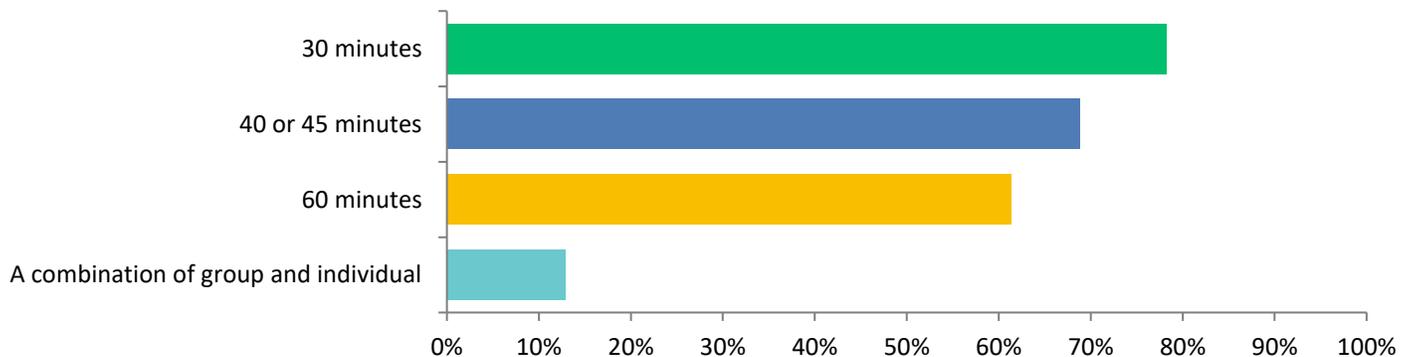
How many hours per week did you provide individual lessons during 2023–2024 academic year?



Which ages do you teach? Select all that apply.

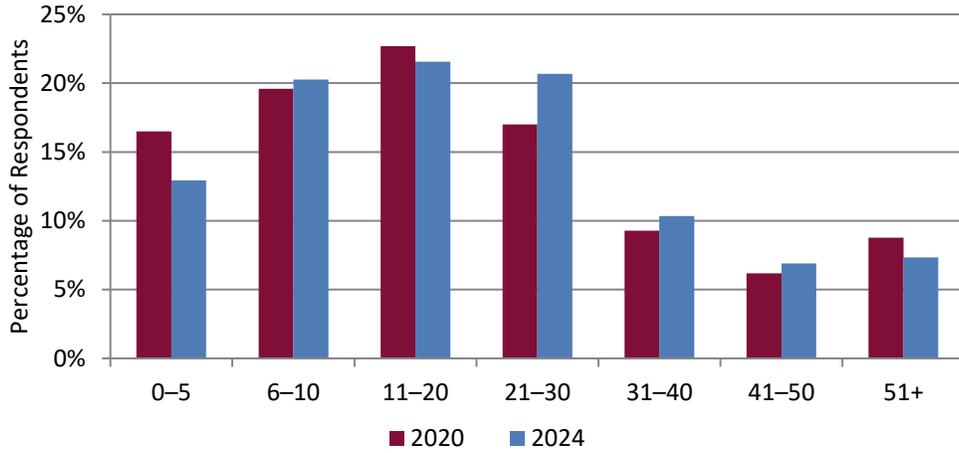


What lesson length(s) did you teach during the 2023–2024 academic year? Select all that apply.



Track 3: Teaching Staff

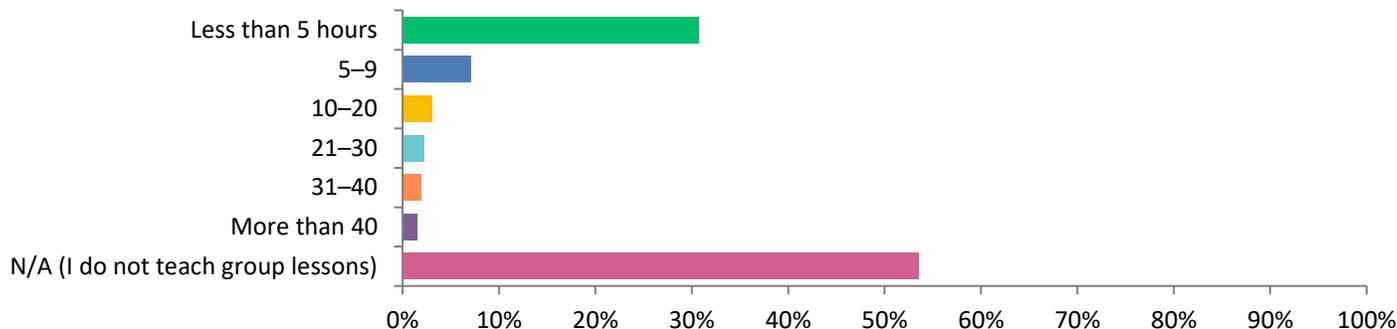
How many individual lesson students did you teach during the 2023–2024 academic year?



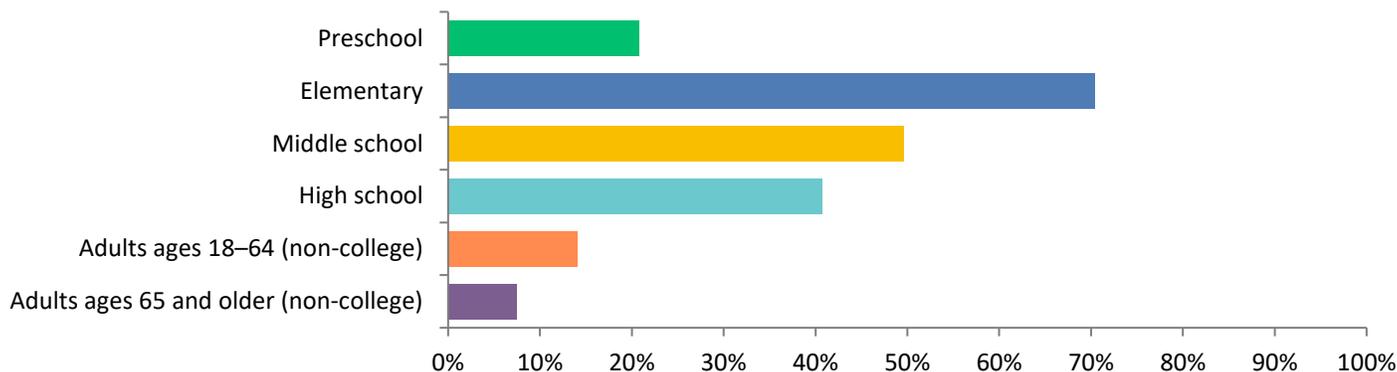
Track 3: Teaching Staff

– Group Lessons –

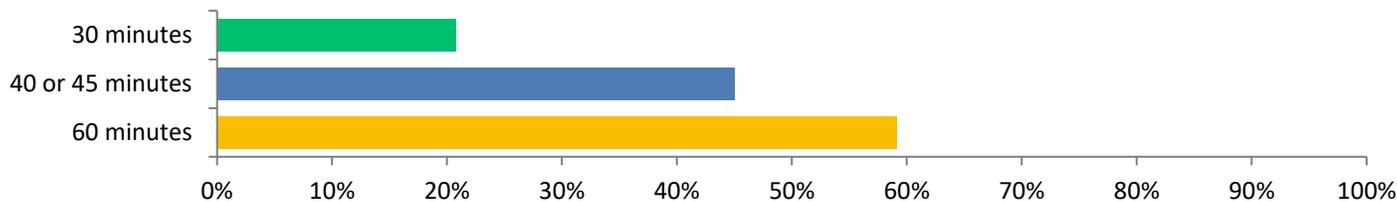
How many hours per week did you provide group lessons during the 2023–2024 academic year?



Which ages did you teach in group lessons? Select all that apply.



What lesson length(s) of group lessons do you offer? Select all that apply.



How many students were in a typical group lesson during the 2023–2024 academic year?

- Average number of students in a typical group lesson: 9

How many group lesson students (total of all students in group lessons) did you teach during 2023–2024 academic year?

- Average number of students (total of all students in group lessons): 40

*averages include responses from teachers of larger ensembles

Track 3: Teaching Staff

ABOUT YOUR STUDENTS (Continued)

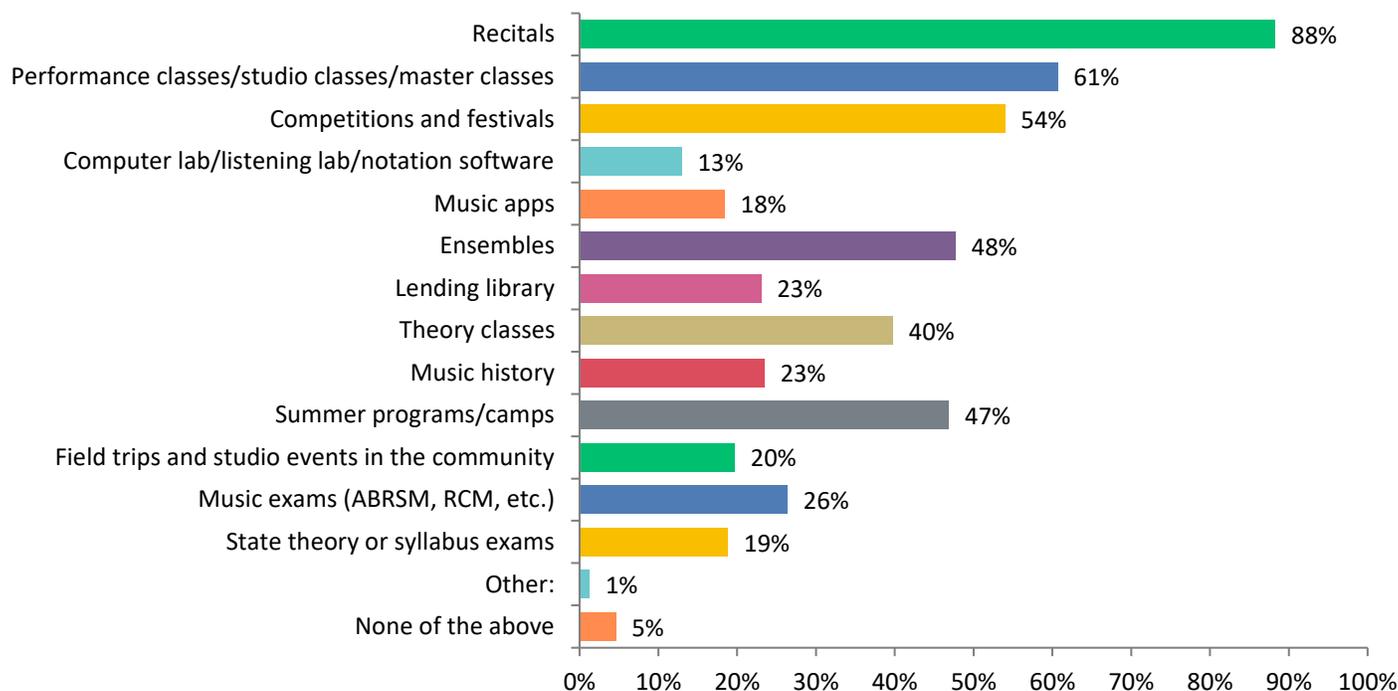
In the past five years, please estimate what races or ethnicities have been represented in your students:

	LESS THAN 1%	1–10%	11–25%	26–50%	MORE THAN 50%	PREFER NOT TO ANSWER
White	2.98%	5.11%	6.81%	21.28%	51.49%	12.34%
Hispanic or Latino	28.57%	32.26%	12.90%	6.91%	4.61%	14.75%
Black or African American	28.25%	39.91%	11.66%	4.04%	2.24%	13.90%
Asian	15.72%	25.33%	20.09%	17.03%	9.17%	12.66%
American Indian or Alaska Native	72.82%	7.69%	2.05%	0.51%	0.00%	16.92%
Middle Eastern or North African	52.22%	23.65%	5.42%	1.97%	0.49%	16.26%
Native Hawaiian or Pacific Islander	70.50%	9.50%	2.50%	1.50%	0.00%	16.00%
Other (specify below)	48.86%	5.68%	3.41%	2.27%	1.14%	38.64%

Track 3: Teaching Staff

STUDIO BUSINESS

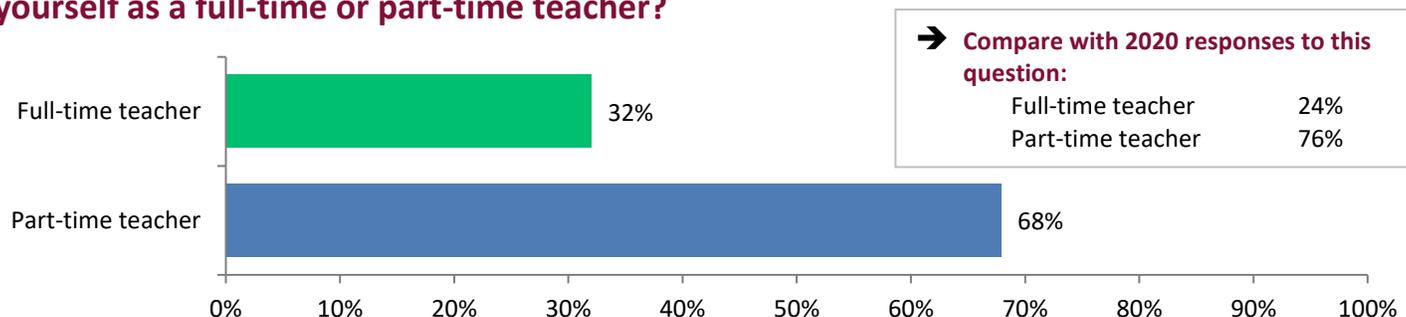
Please indicate which of the services below were offered at your institution during the 2023–2024 academic year. Select all that apply.



Track 3 Average Hours Per Week

Average time spent per week on the services listed on the previous question:	5.24 hours
Average time spent per week preparing for lessons:	3.7 hours
Average time spent per week teaching lessons and/or classes:	14.36 hours
TOTAL average time spent per week working on the tasks above	23.3 hours

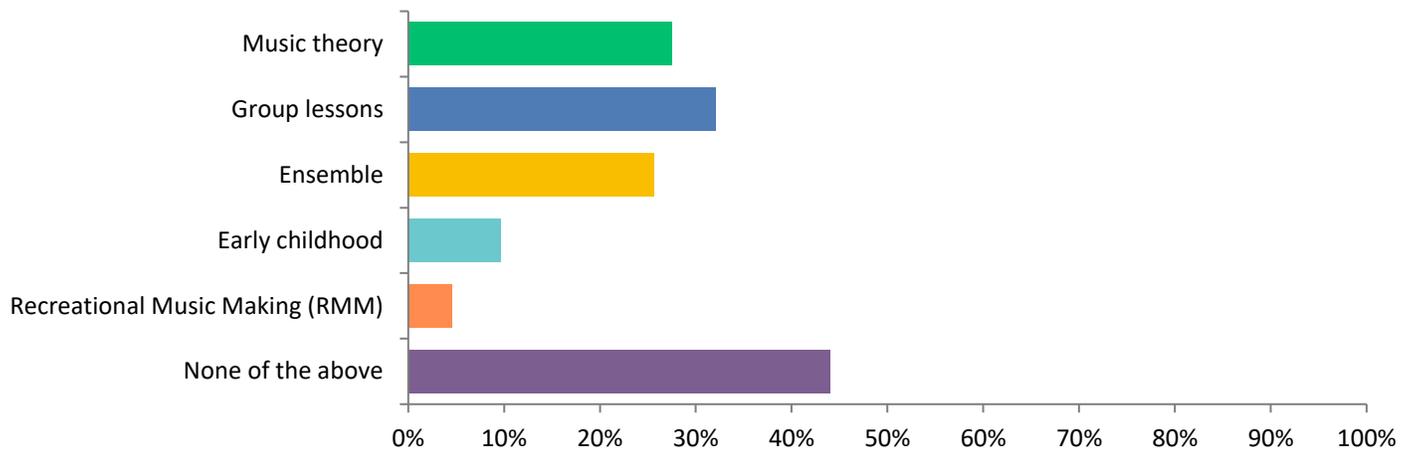
The IRS considers “full-time” to be 30 or more hours per week, and “part-time” to be fewer than 30 hours. Before completing this section of the survey, would you have identified yourself as a full-time or part-time teacher?



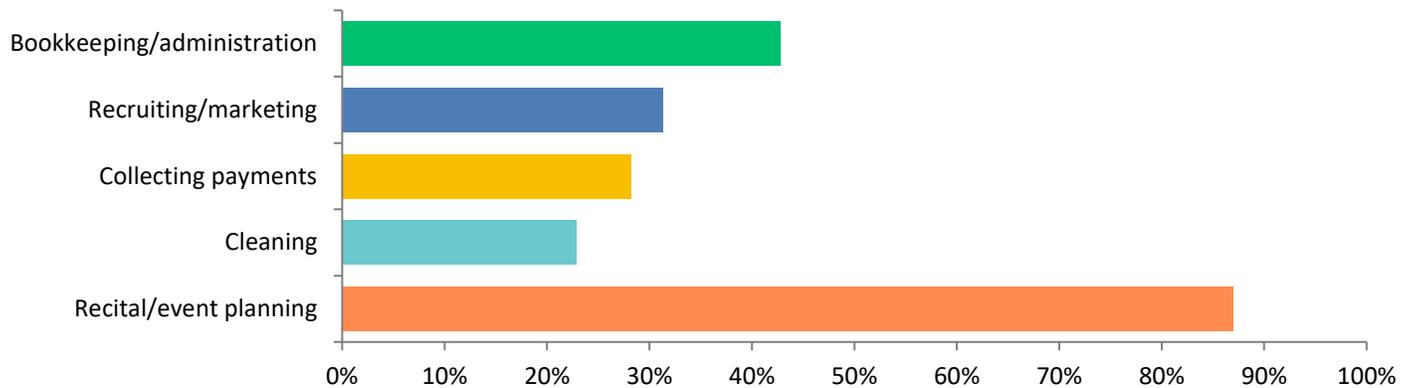
Track 3: Teaching Staff

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, did you teach anything other than applied lessons at this institution? Select all that apply.



In the 2023–2024 academic year, were you responsible for any non-teaching duties at this institution? Select all that apply.



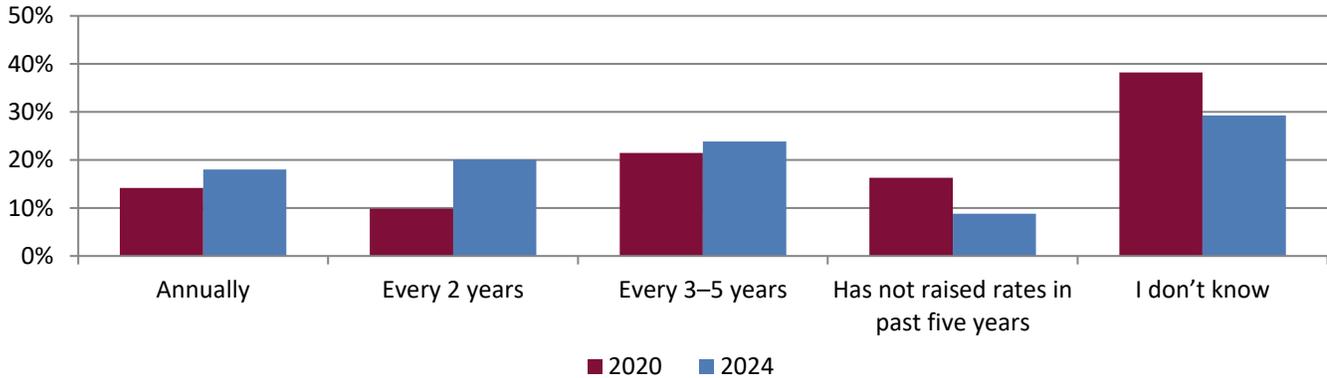
In the 2023–2024 academic year, what percentage of the lesson fee did you receive?

- Average fee received was **63%**
- Average fee received as reported from the 2020 survey was **69%**

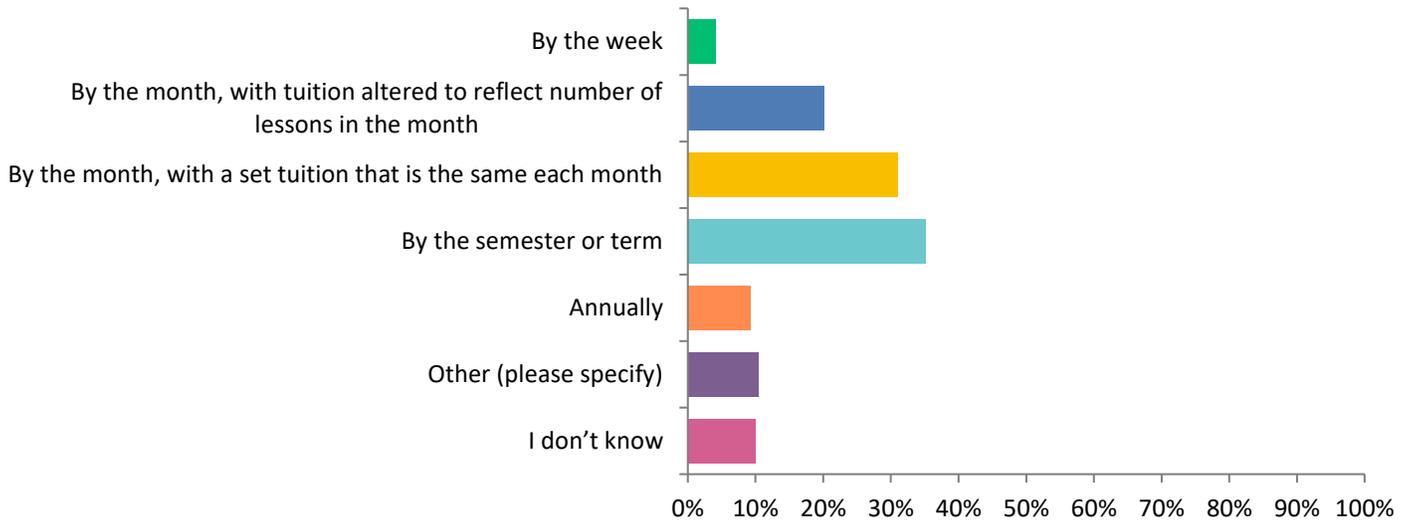
Track 3: Teaching Staff

STUDIO BUSINESS (Continued)

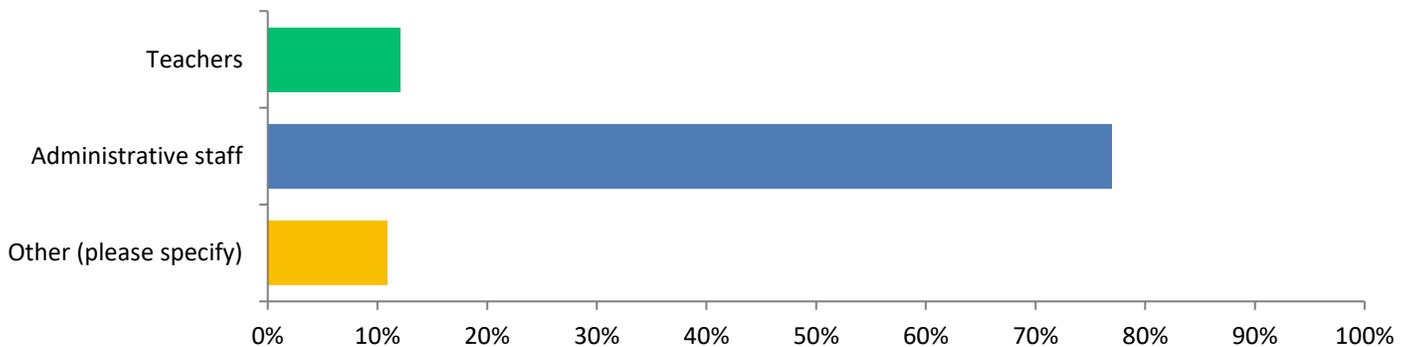
Over the past five years, how often did your institution raise its rates?



In the 2023–2024 academic year, how did your institution bill for lessons? Select all that apply.



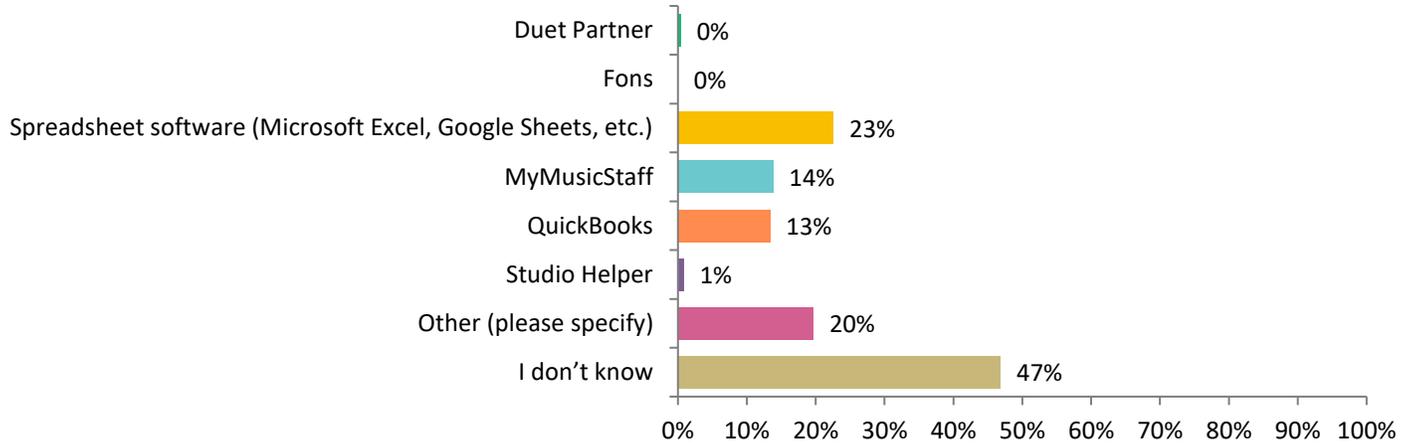
Who was responsible for billing?



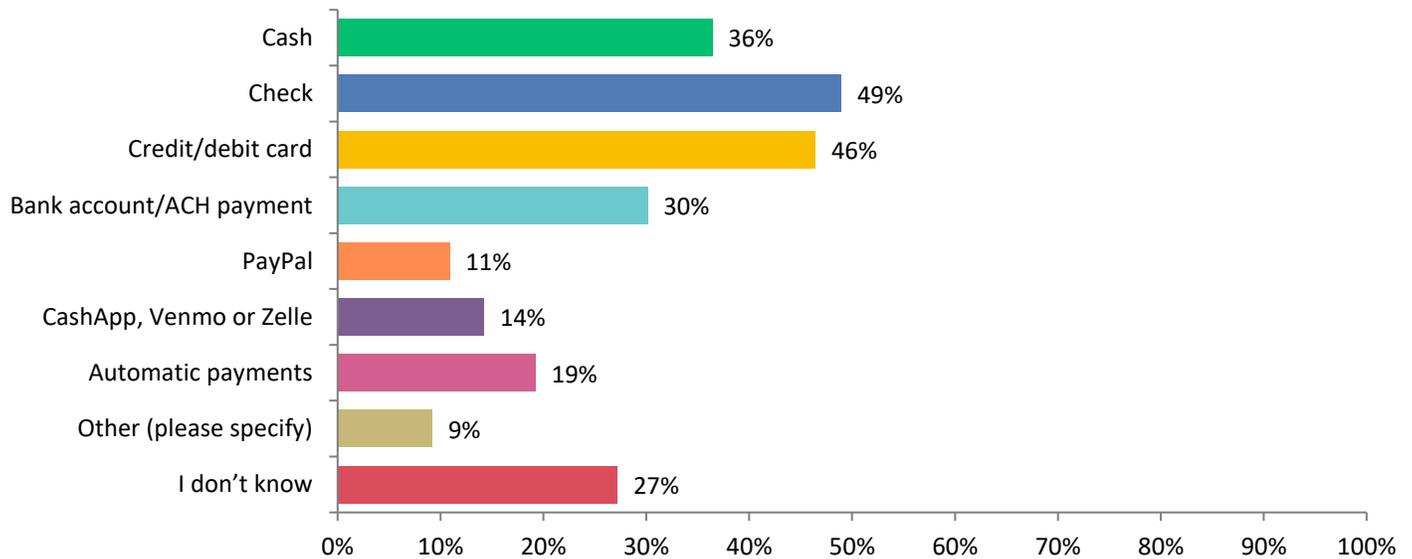
Track 3: Teaching Staff

STUDIO BUSINESS (Continued)

Did your institution use any of the following studio management services? Select all that apply.



In the 2023–2024 academic year, what payment methods did your institutions offer parents/guardians? Select all that apply.



Tuition Discounts

The following datapoints were collected from teachers whose institutions offered discounts to students in their studio:

- 20.5% offered reduced rates for siblings, 41.84% did not, and 37.66% were not sure.
- 48.54% offered reduced rates for students with financial need, while 18% did not, and 33.47% were not sure.

Track 3: Teaching Staff

STUDIO BUSINESS (Continued)

In the 2023–2024 academic year, what did your institution charge for a 60-minute individual lesson (for the instrument that you teach)? (Even if the institution charged by the month and not the hour, or does not offer 60-minute lessons, please compute an hourly fee so that an average can be tabulated.)

Average: The sum of all values in a dataset divided by the number of values.

Median: The middle number of a dataset sorted smallest to largest

Overall Average: \$80

Overall Median: \$65

Overall Range: \$0 to \$616

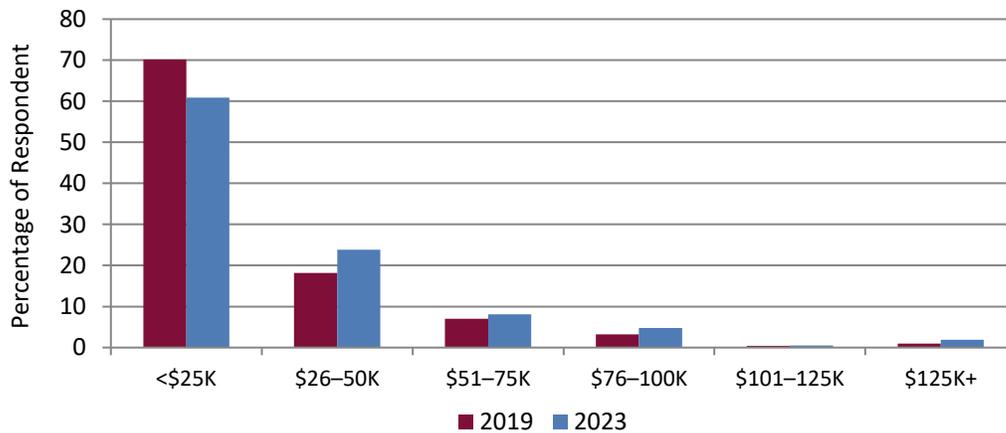
Adjusting for Inflation using the U.S. Bureau of Labor Statistics CPI Inflation Calculator:

\$66.87 in 2020 → \$81.78 in 2024

Average from the 2024 survey: \$80

INCOME AND FINANCE

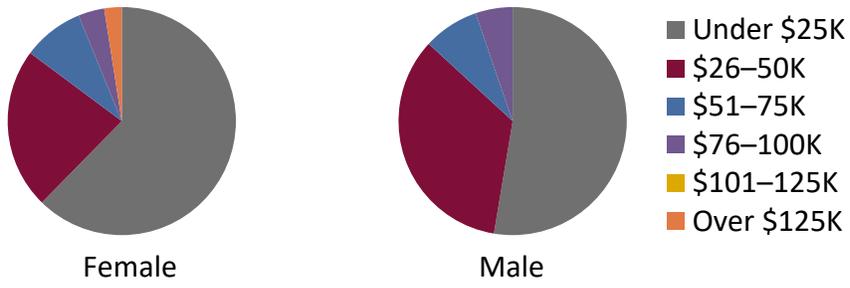
In the 2023 tax year (ending December 31, 2023), what was your GROSS annual income from teaching at this institution(s)? Gross income from other areas will be listed later. (Gross annual income is the total of all income made in a year before deductions are taken out for taxes and expenses).



Track 3: Teaching Staff

Comparing Gross Income and Gender In Track 3: Teaching Staff

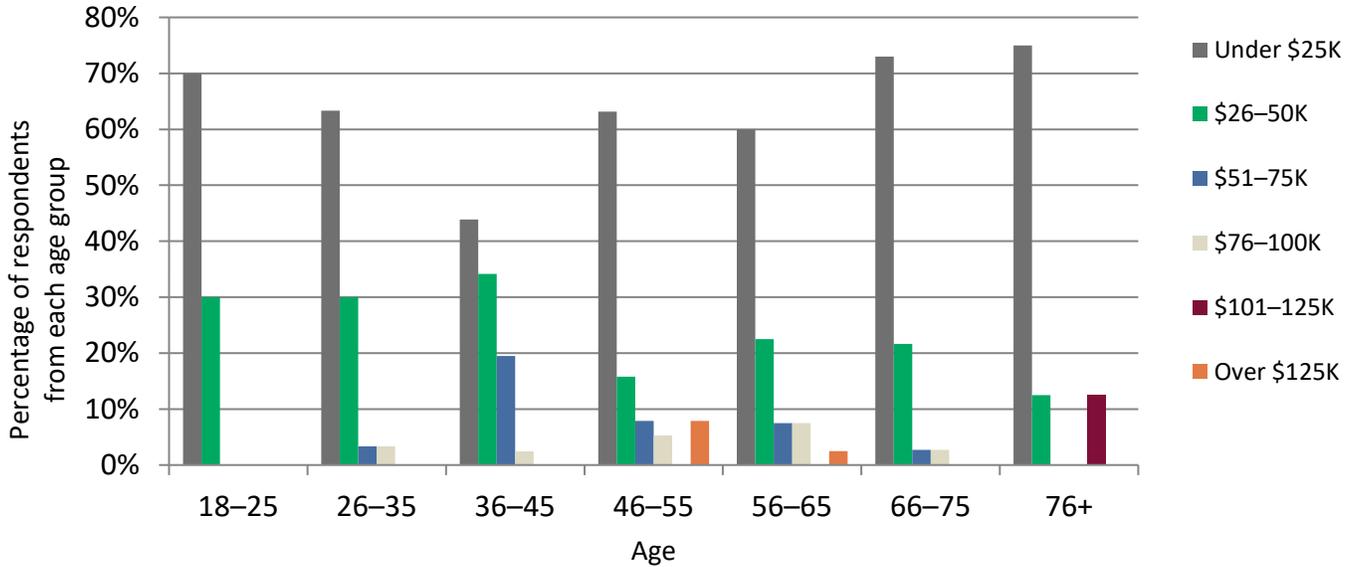
162 Female (81%) 38 Male (19%)



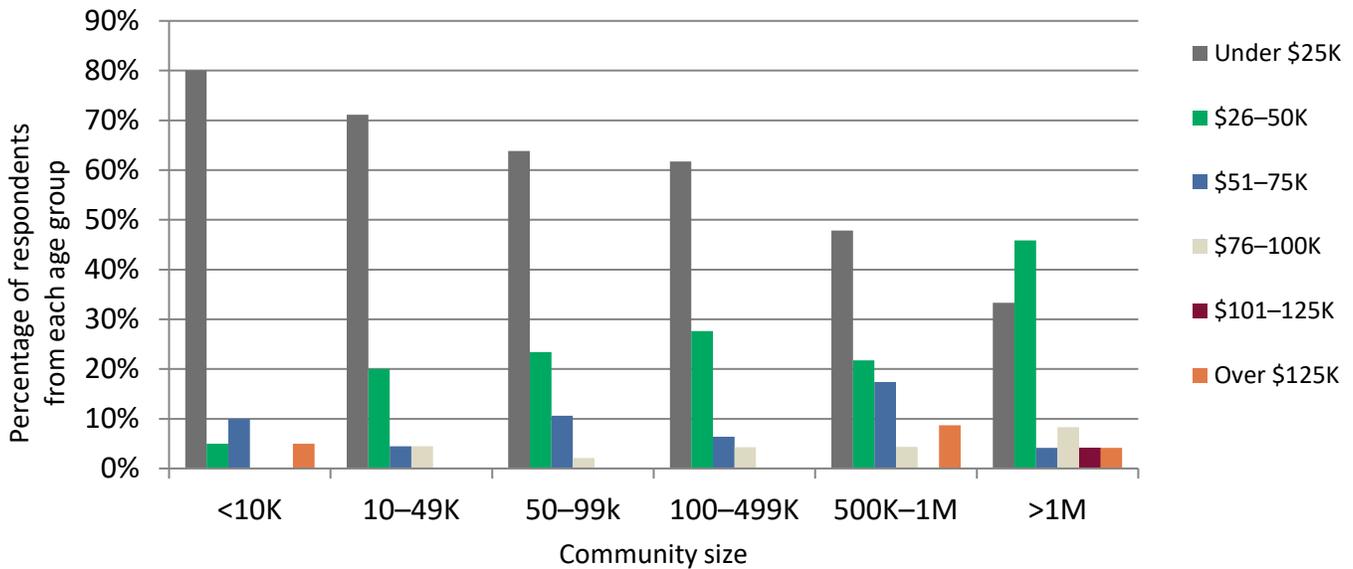
Track 3: Teaching Staff

INCOME AND FINANCE (Continued)

Comparing Age vs. Gross Annual Income



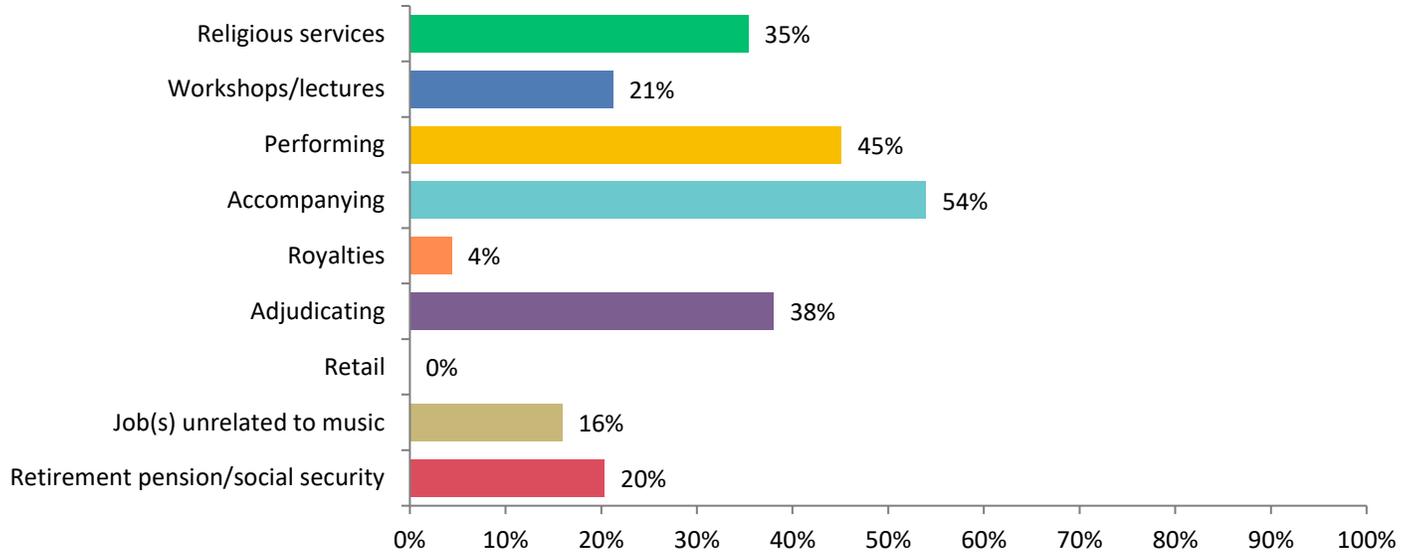
Comparing Community Size vs. Gross Annual Income



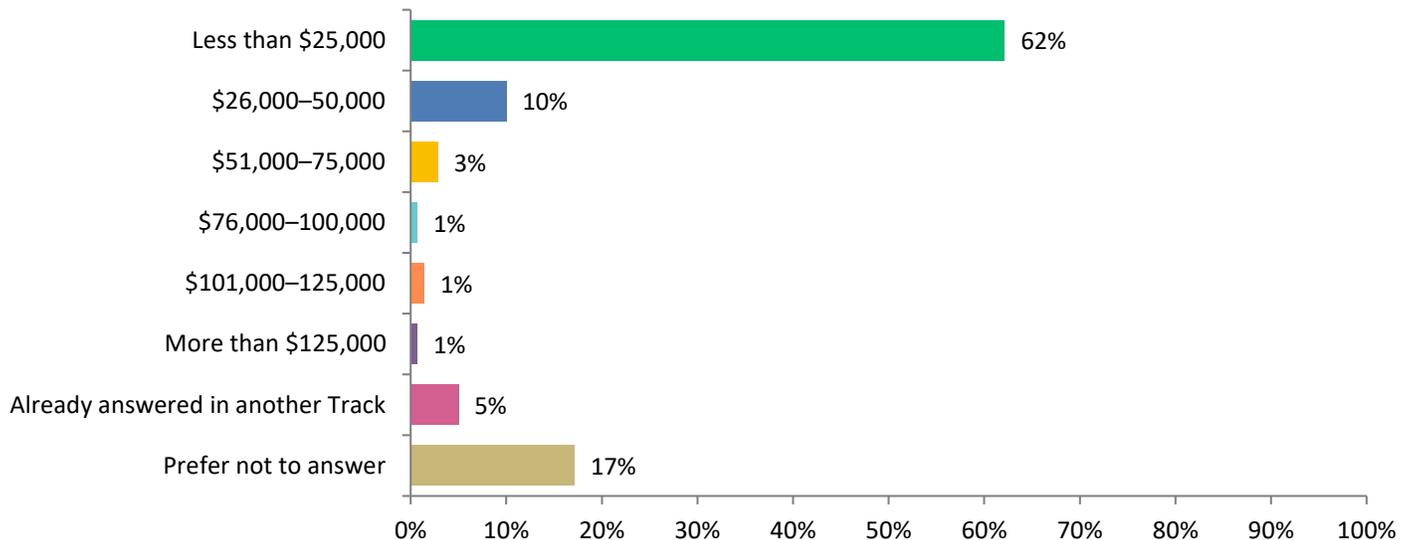
Track 3: Teaching Staff

INCOME AND FINANCE (Continued)

Did you earn income from any of these non-teaching areas? Select all that apply. (Please skip this question if already answered in another track.)



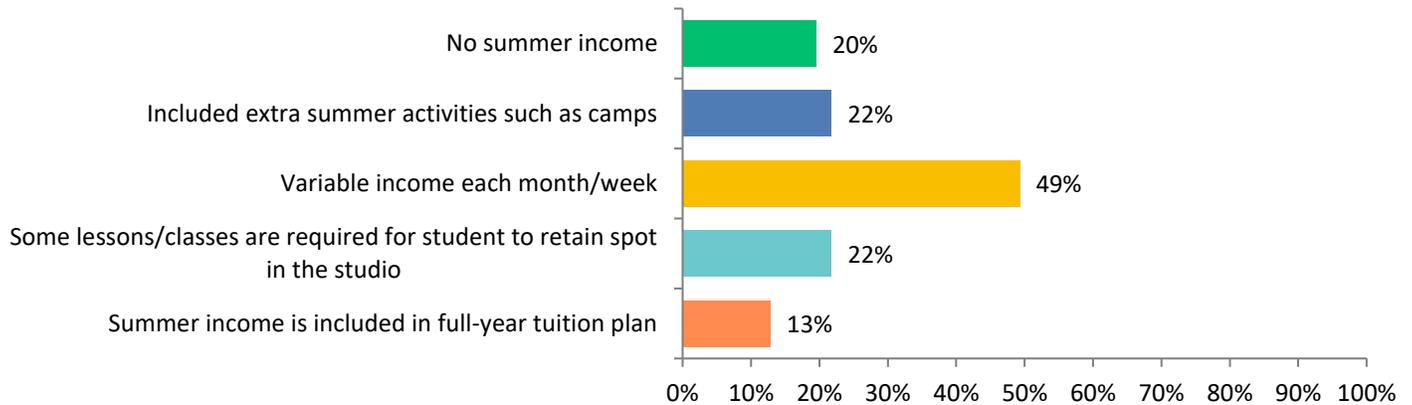
In the 2023 tax year, what was your total gross annual income from non-teaching areas?



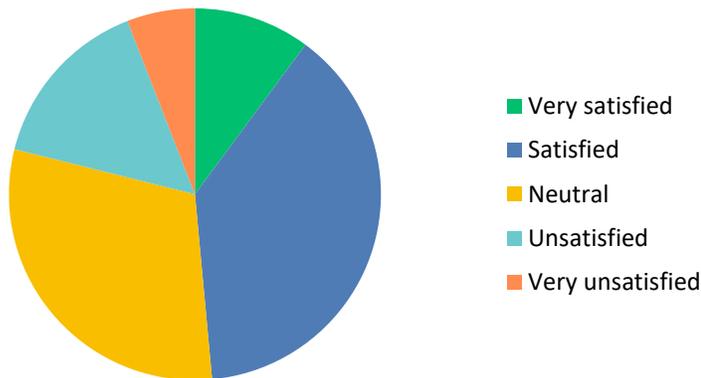
Track 3: Teaching Staff

INCOME AND FINANCE (Continued)

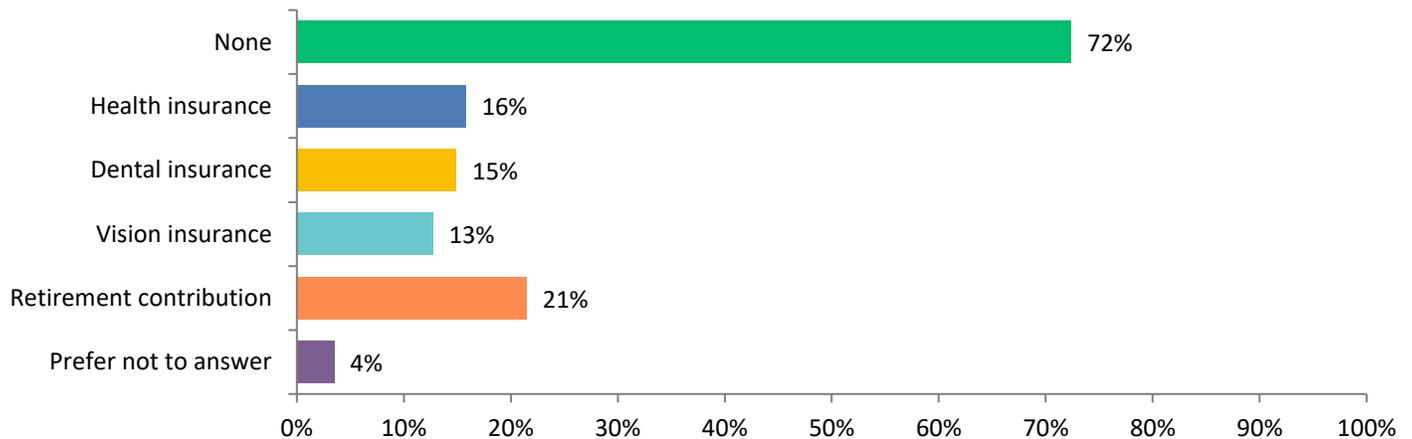
Describe your summer income. Select all that apply.



How do you feel about your total 2023–2024 income?



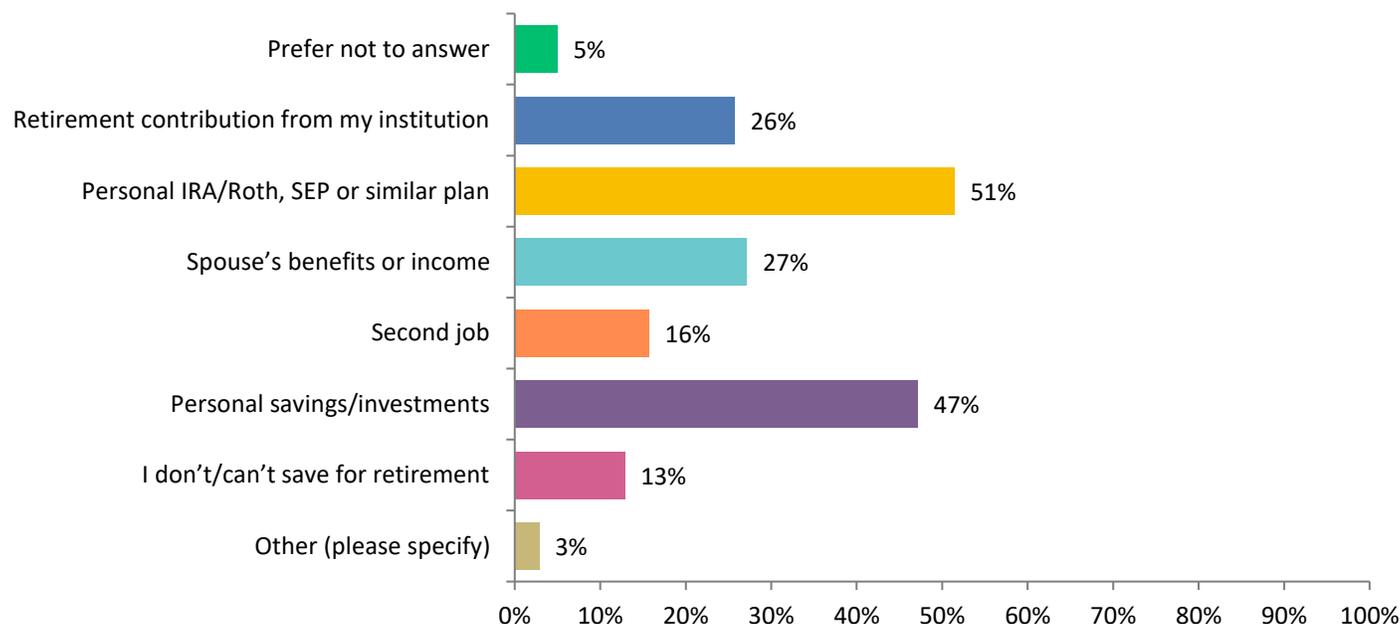
In the 2023–2024 academic year, what benefits did you receive from your institution? Select all that apply.



Track 3: Teaching Staff

INCOME AND FINANCE (Continued)

In the past five years, how have you saved for retirement? Select all that apply.



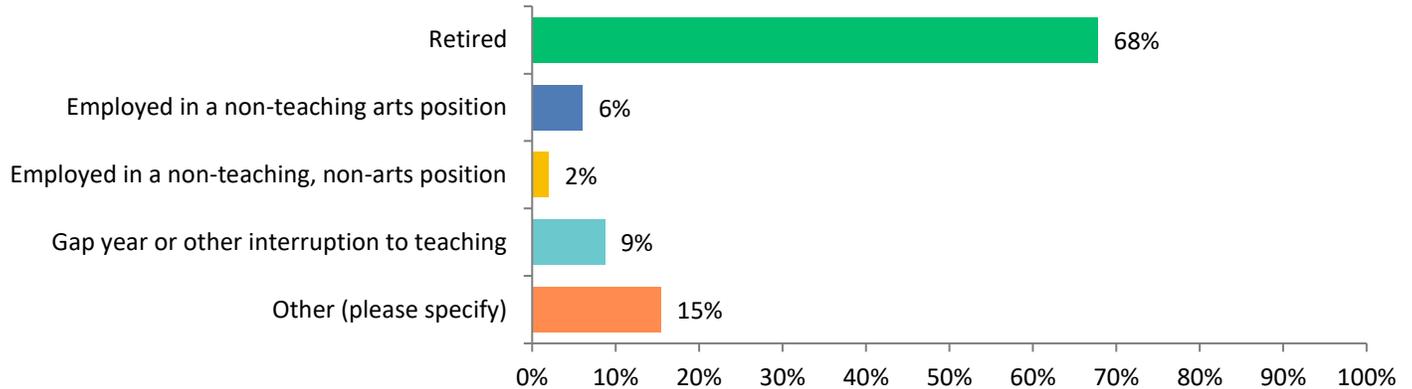
Profile of a Track 3 Teacher

This is a hypothetical example of a typical Track 3 teacher based on the 2024 survey results. This is not intended to represent best practices for all teaching staff; this is just a snapshot of characteristics among the 2024 Survey Participants.

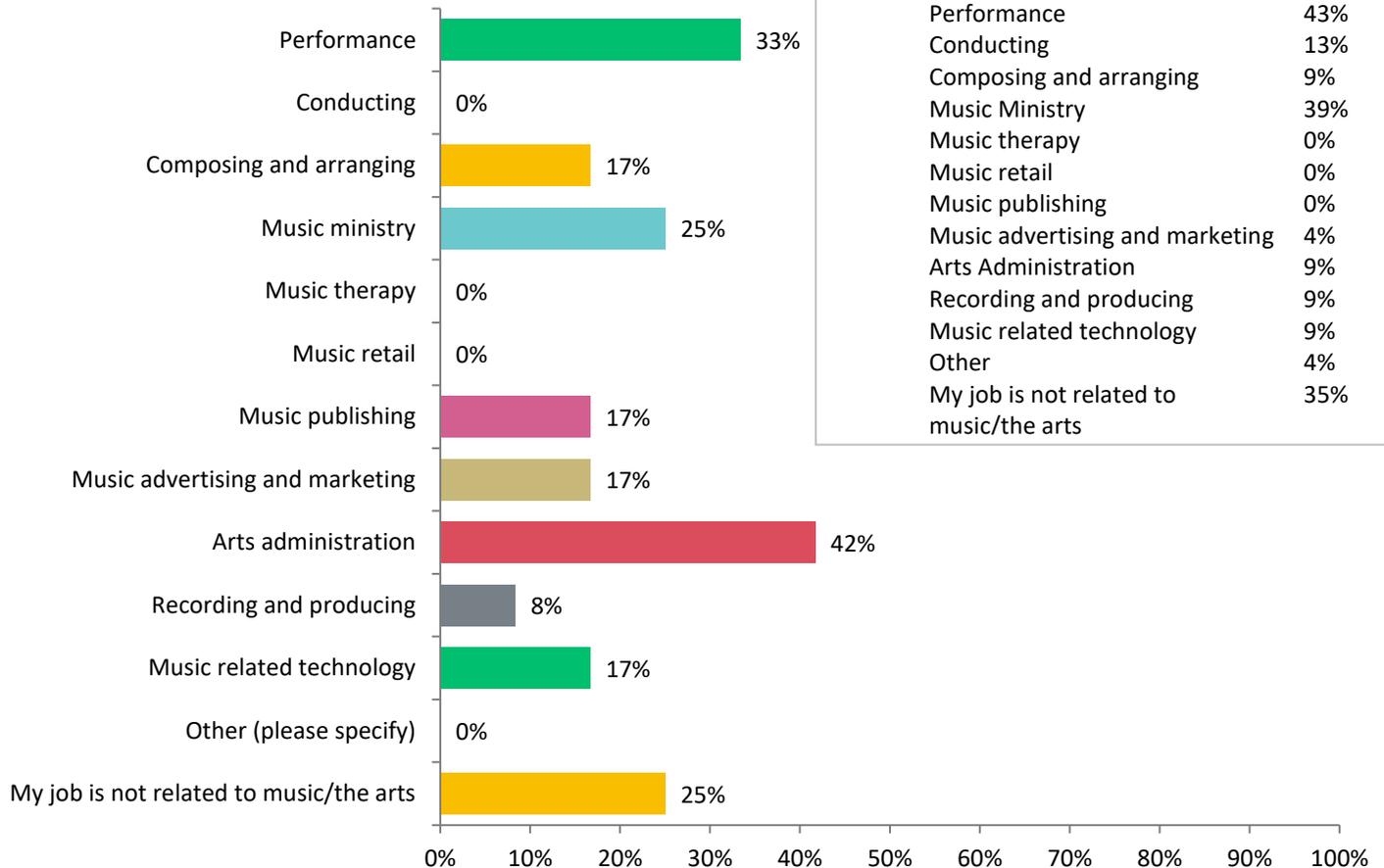
- Teaches about 20 students, age elementary through high school
- Teaches at a music school/academy/community school for the arts
- Uses the school's studio policy and offers makeup lessons
- Uses a variety of repertoire with students, including classical, holiday/seasonal music, jazz, blues, movie music, popular music, and musical theater
- Offers lessons both in-person and online via Zoom
- Interviews prospective students before accepting them
- Teaches at an institution that offers recitals, performance classes, festivals, ensembles and summer camps
- Teaches mostly 30-minute and 45-minute lessons
- Is compensated with about 63% of the tuition collected by the school
- Does not collect tuition, the school staff manages all billing
- Earns additional income from performing and accompanying

Retired from Teaching

Which of these best describes your current employment situation?



If you currently work in a non-teaching position related to music/the arts, please select all that apply to your current employment:

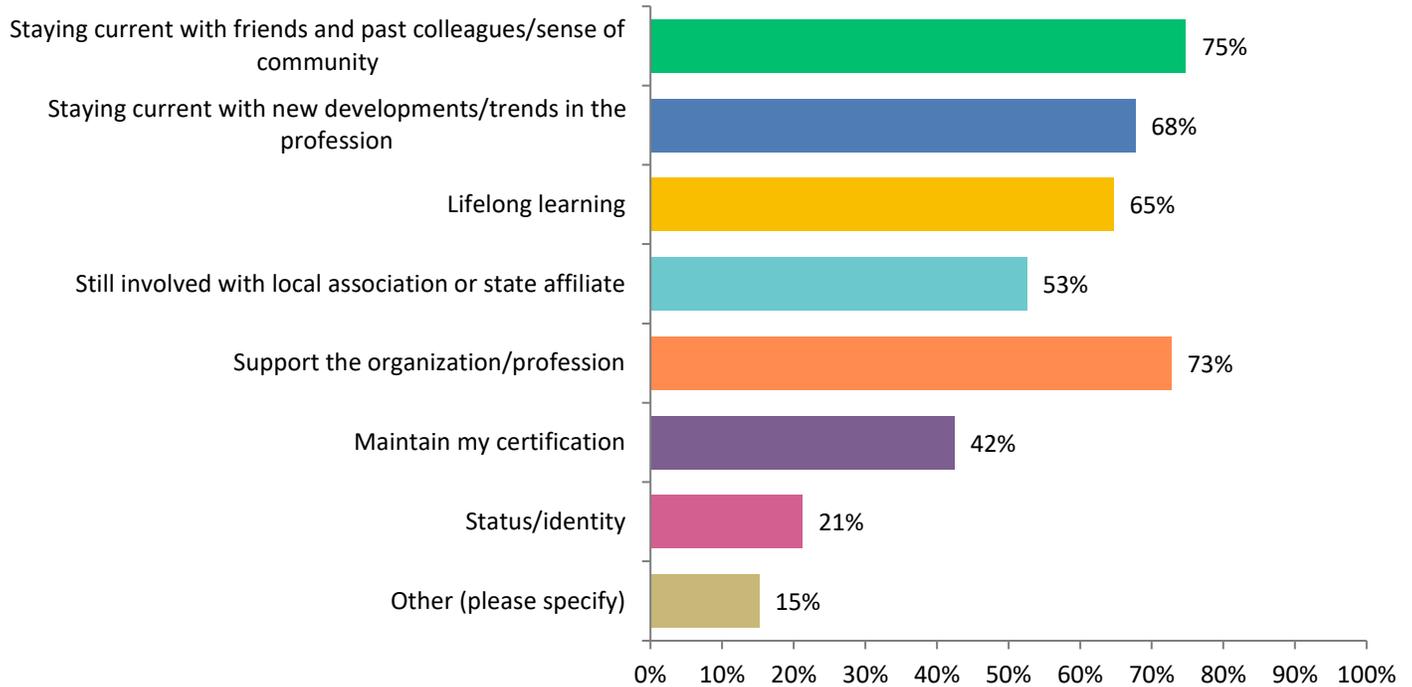


→ Compare with 2020 responses to this question:

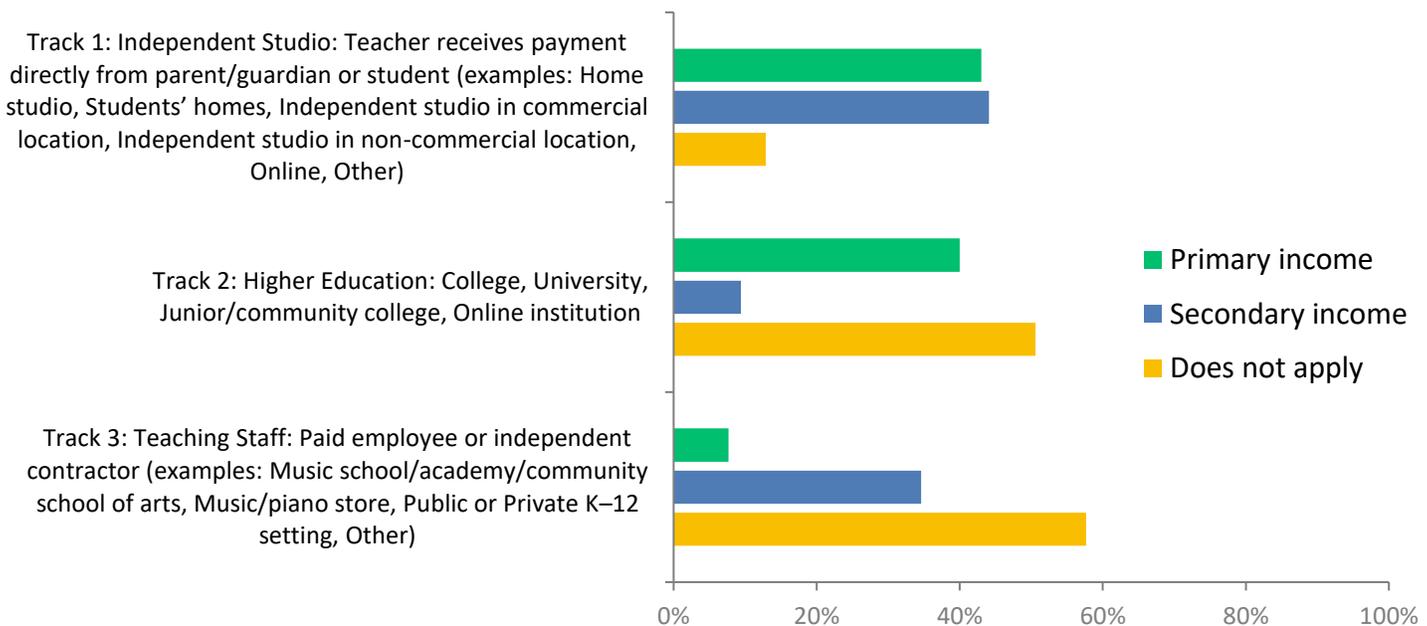
Performance	43%
Conducting	13%
Composing and arranging	9%
Music Ministry	39%
Music therapy	0%
Music retail	0%
Music publishing	0%
Music advertising and marketing	4%
Arts Administration	9%
Recording and producing	9%
Music related technology	9%
Other	4%
My job is not related to music/the arts	35%

Retired from Teaching

As a retiree, why have you decided to continue as a MTNA member? Select all that apply.

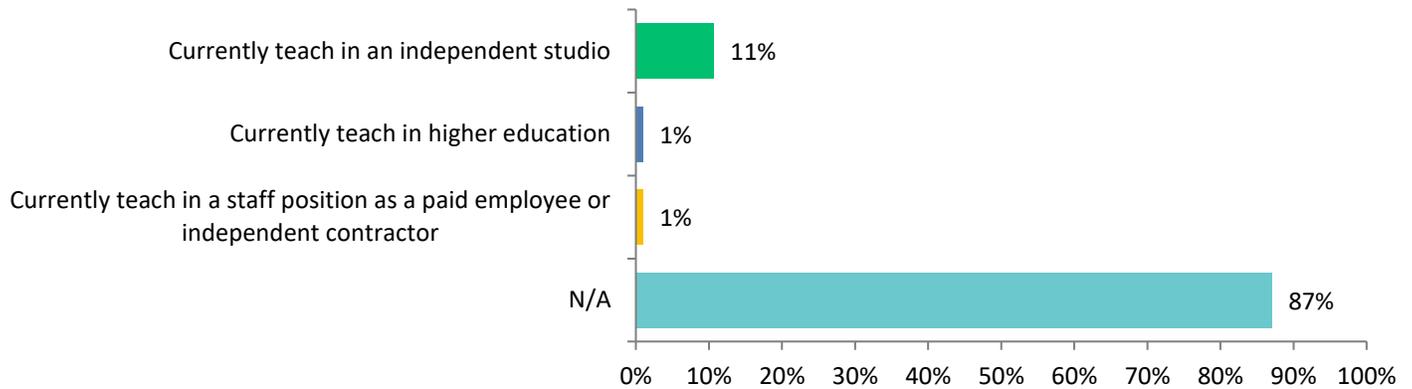


If you are retired from a teaching career, identify the tracks below as a former primary source of income, former secondary source of income, or does not apply.

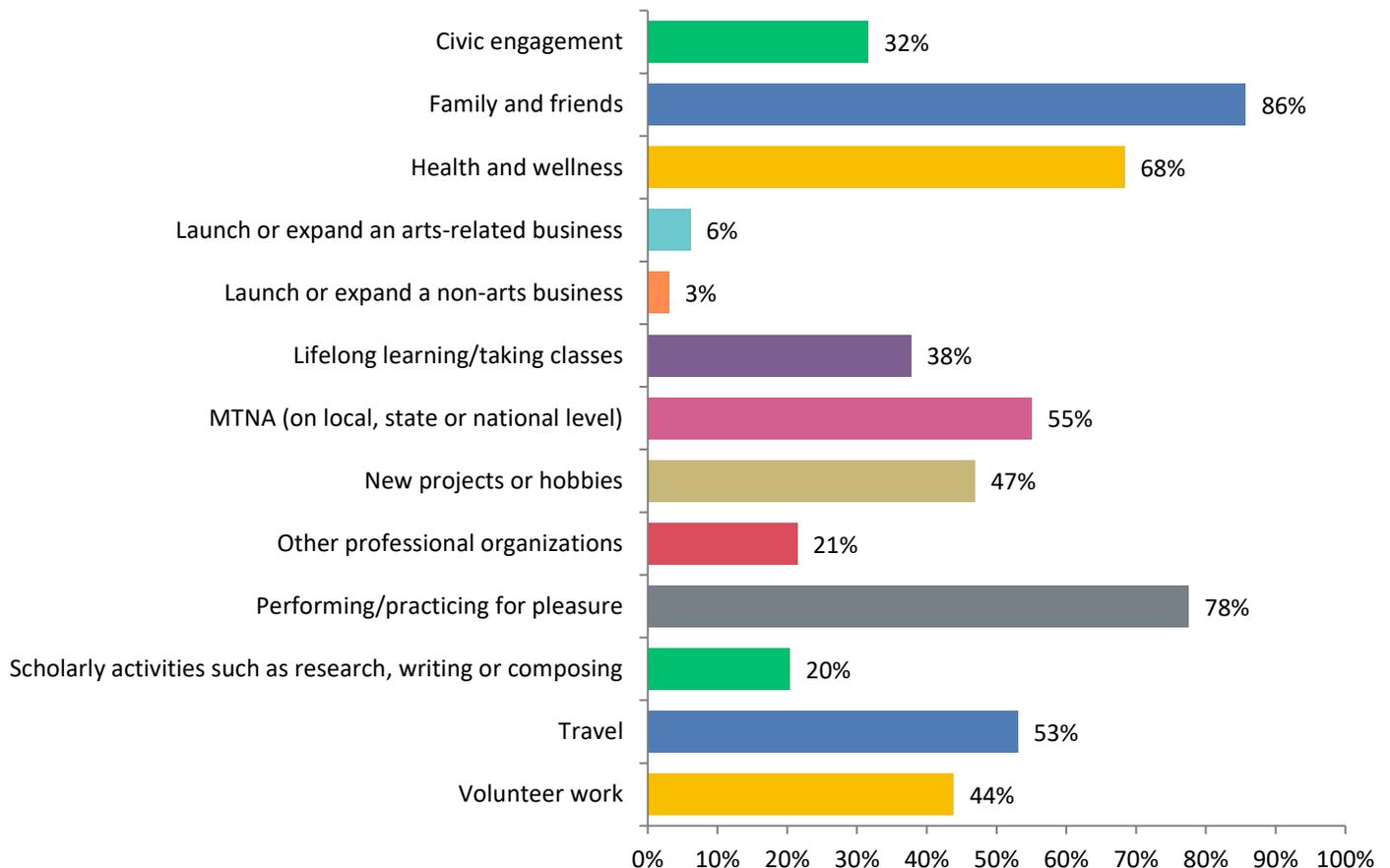


Retired from Teaching

If you are retired from a teaching career, but continue to teach part-time, select all that apply:

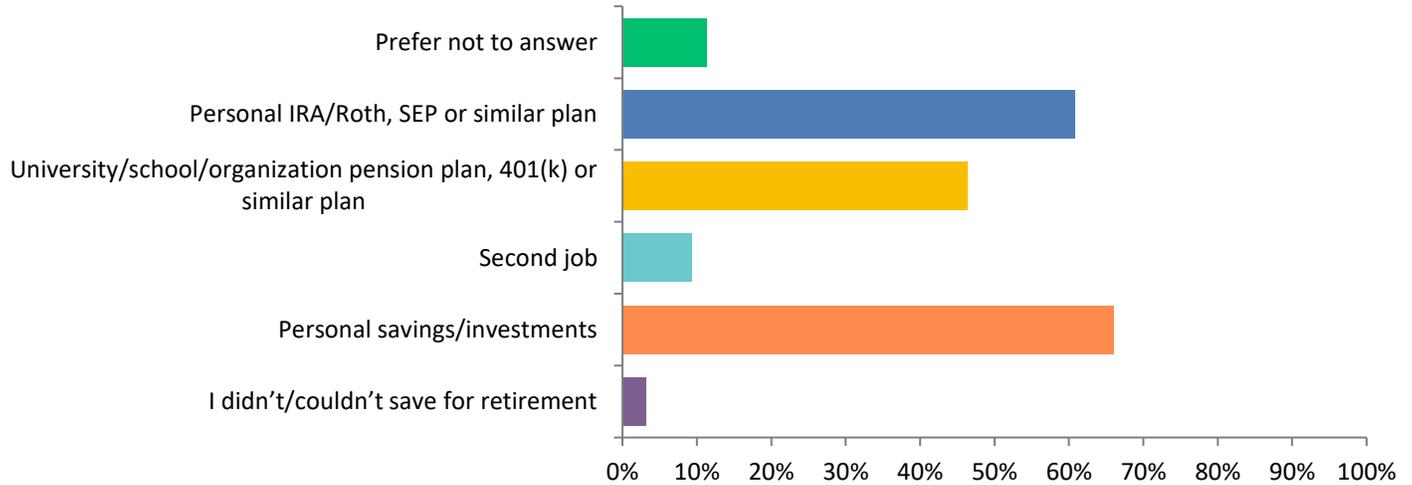


Which of the following activities are you actively involved in? Select all that apply.

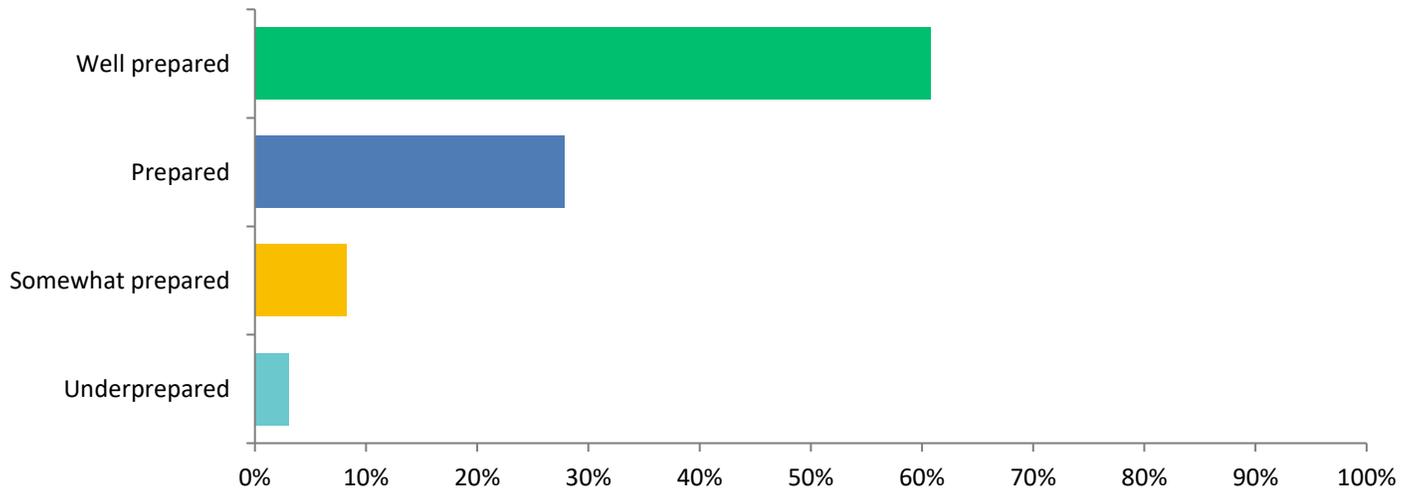


Retired from Teaching

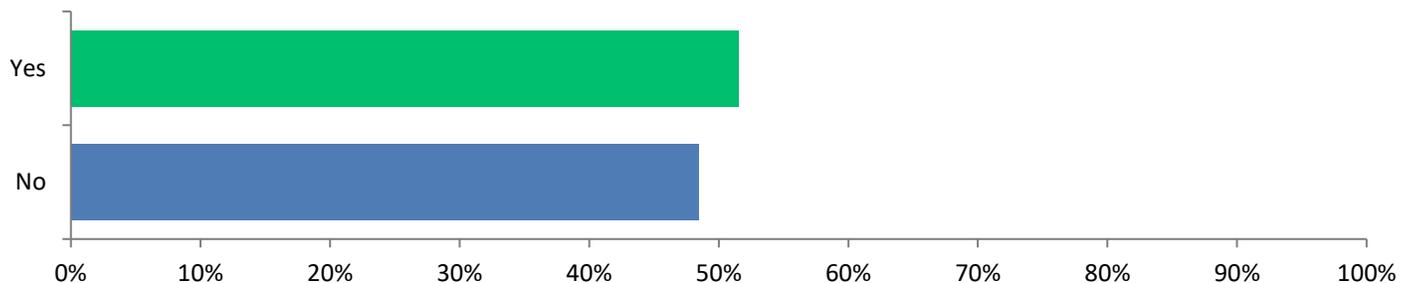
How did you prepare for retirement? Select all that apply.



How financially prepared were you for retirement?

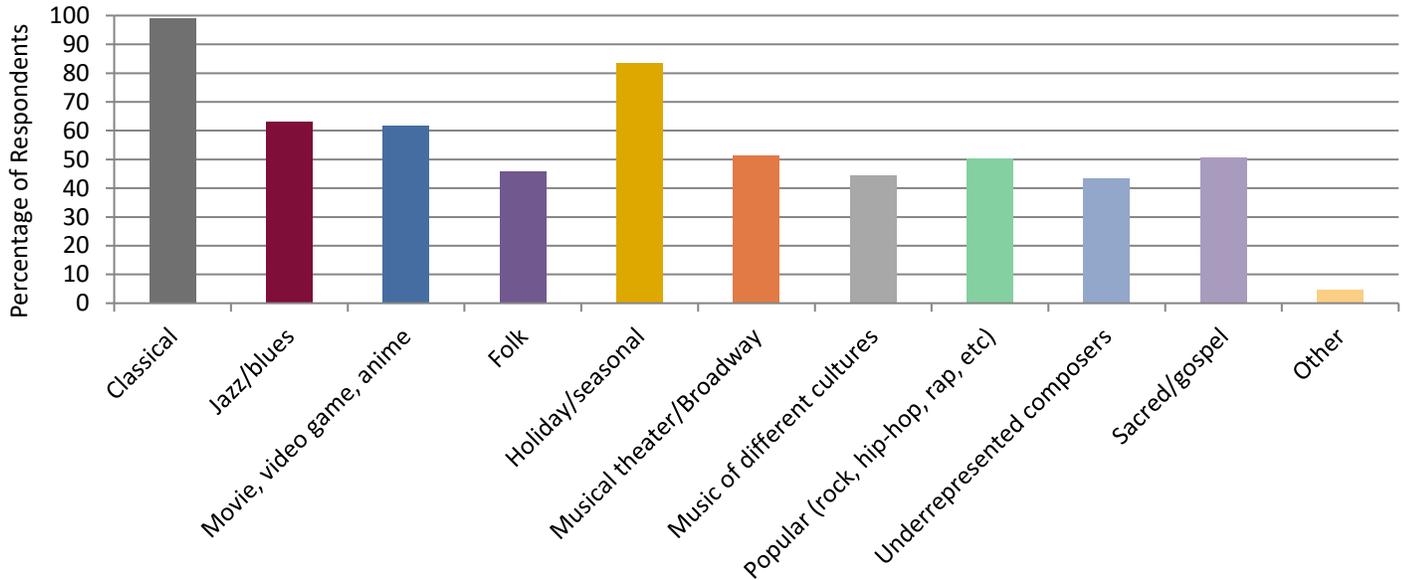


Are you aware of MTNA's retired membership category?

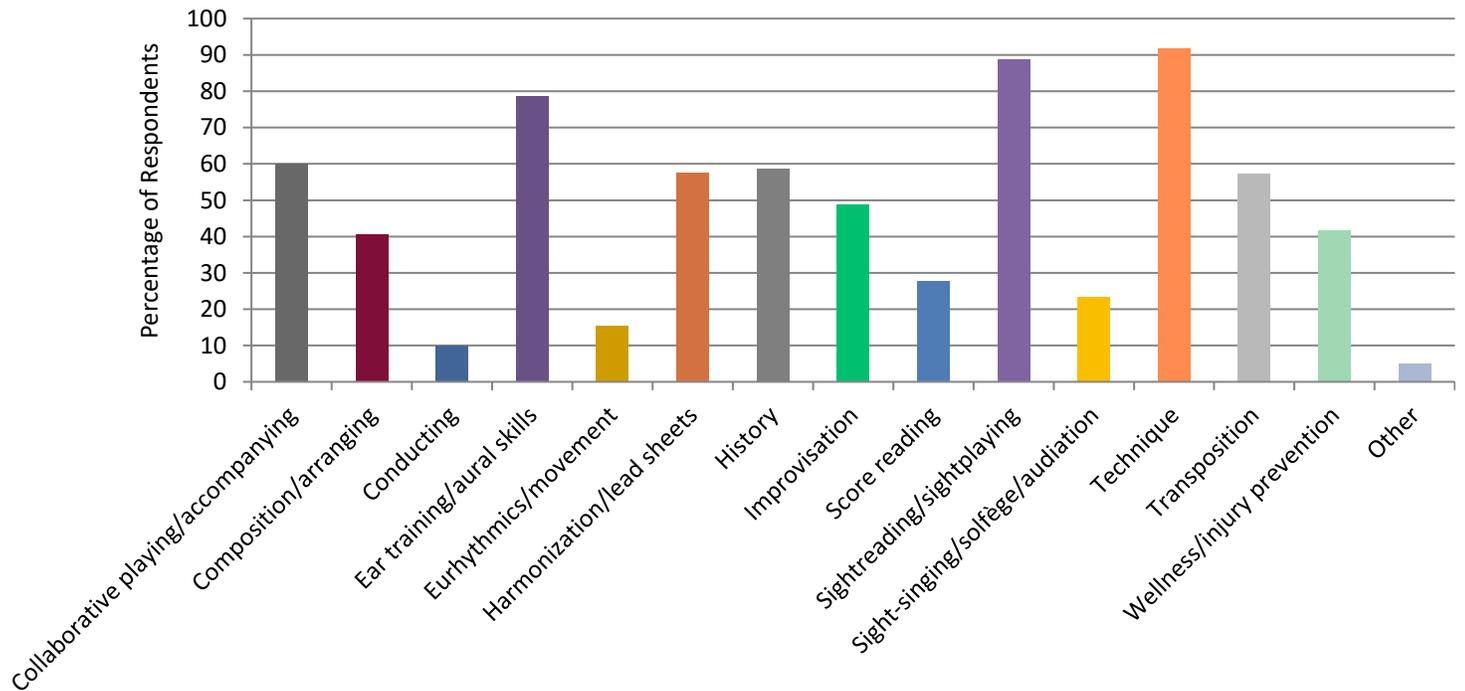


Current Trends

What types of repertoire do you teach? Select all that apply.

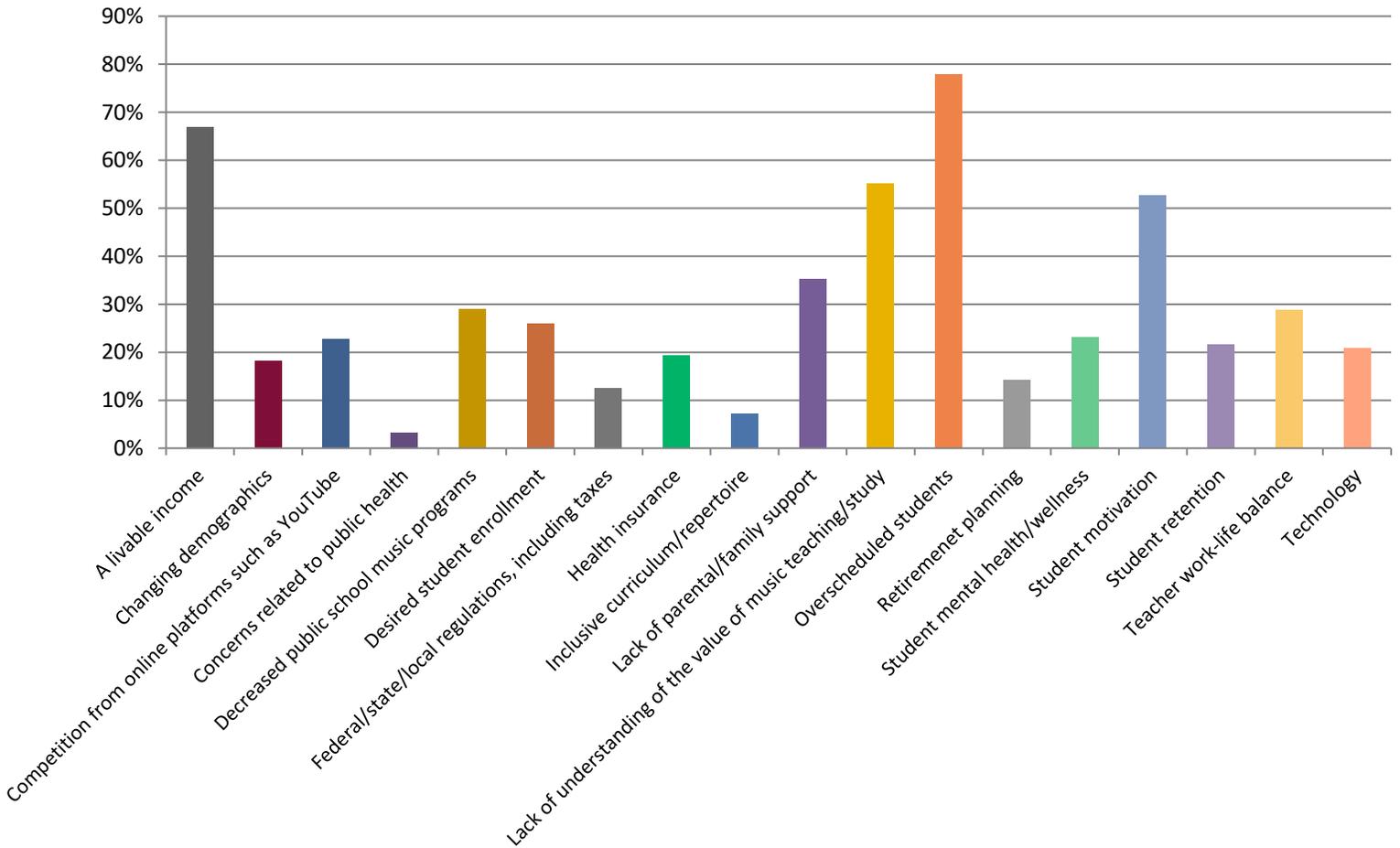


In addition to repertoire, what do you include in your teaching? Select all that apply.



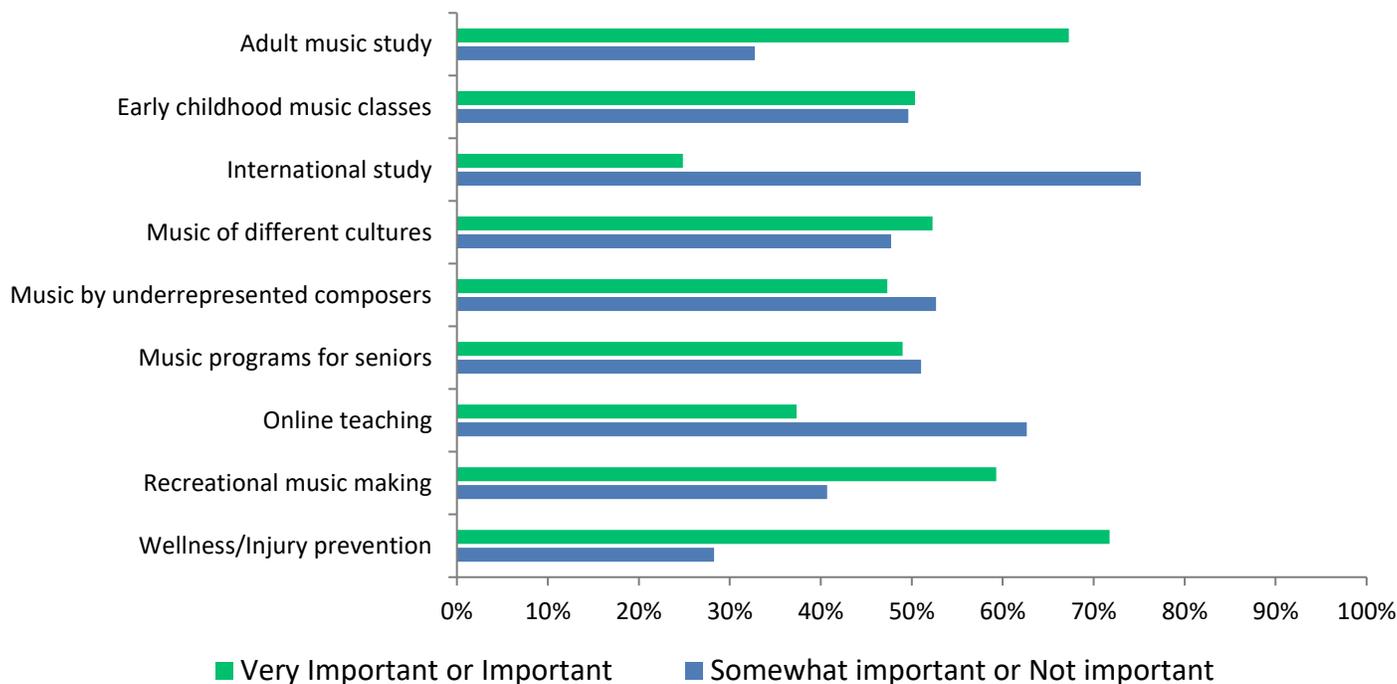
Current Trends

Which of the following challenges will be most important to independent music teaching in the next five years? Select your top five choices.

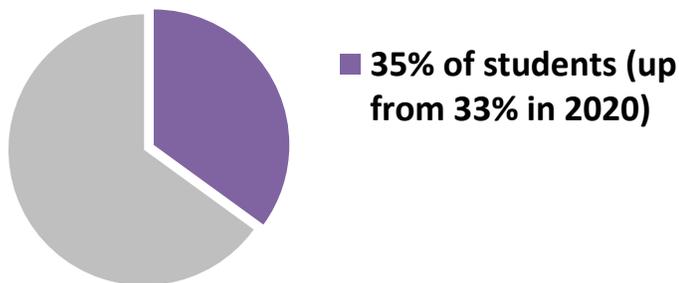


Current Trends

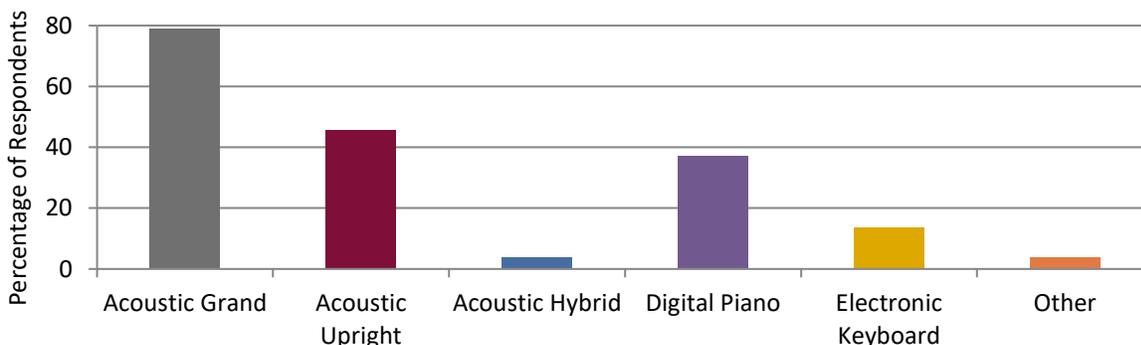
Please rate the following in terms of their importance to you and/or your studio/students:



If you teach keyboard/piano, what percentage of your students use a digital piano or electric keyboard as their primary instrument for practicing between lessons?

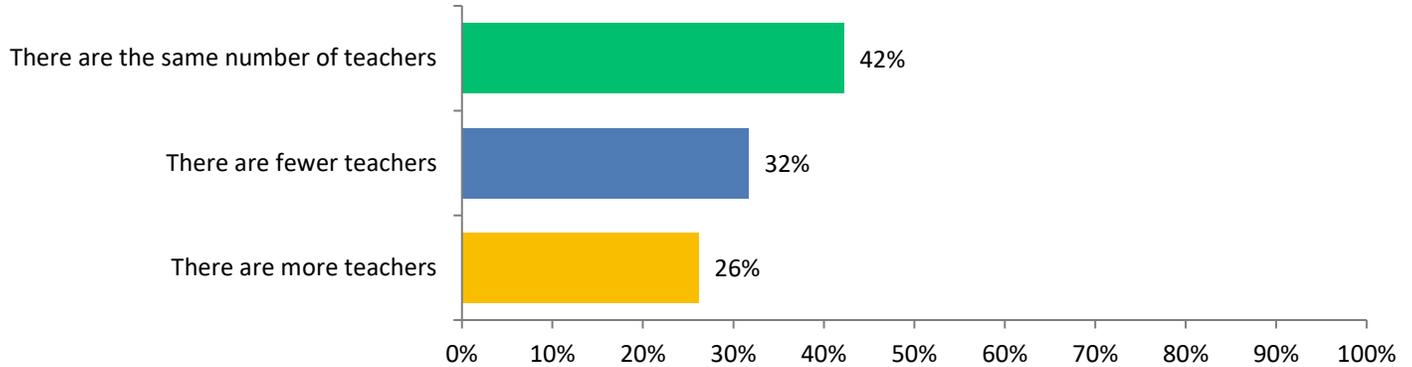


If you teach keyboard/piano, which of the following instruments do you utilize in your teaching? Select all that apply.

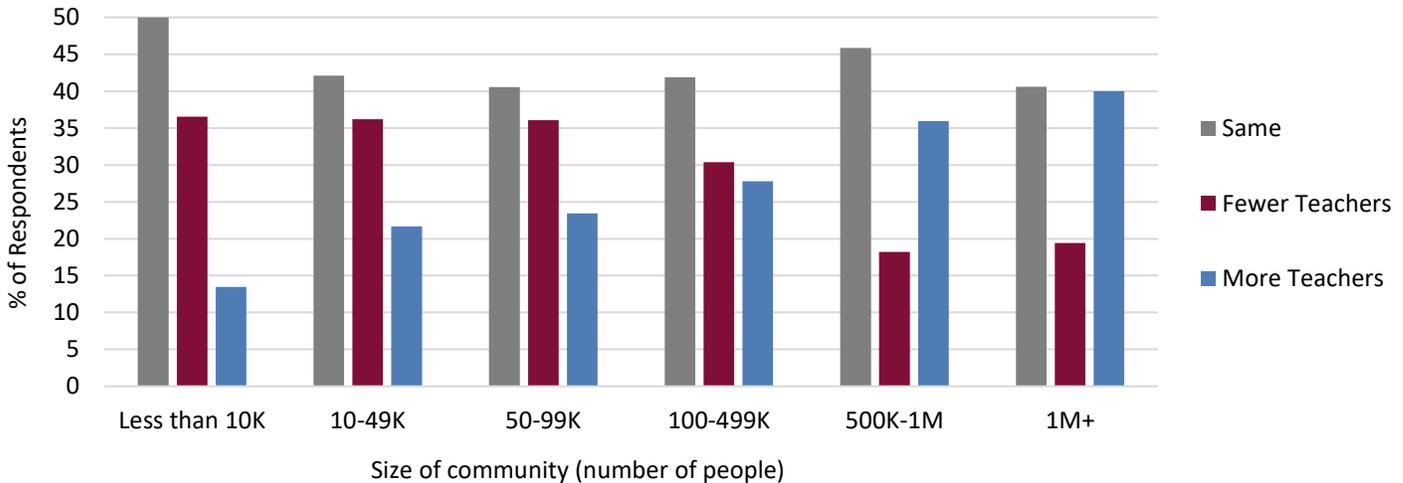


Current Trends

What is your best estimate of how the number of teachers of your instrument in your community/town/city has changed in the past five years?

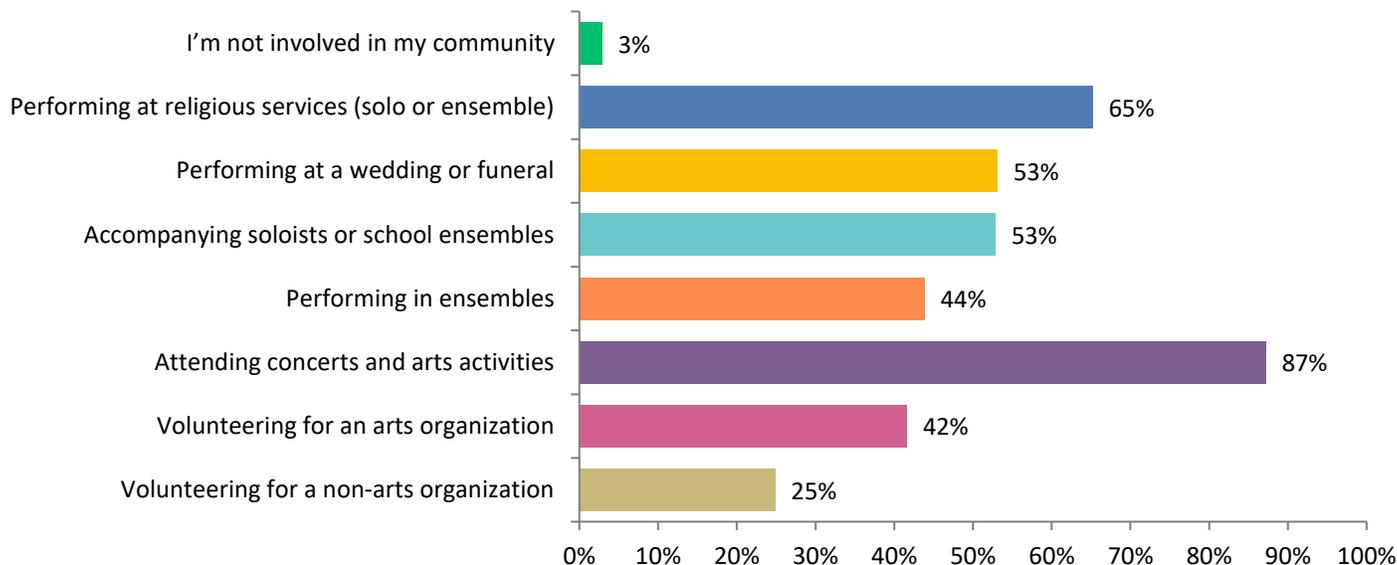


Change in number of teachers in your community/town/city over the past five years compared to reported community size

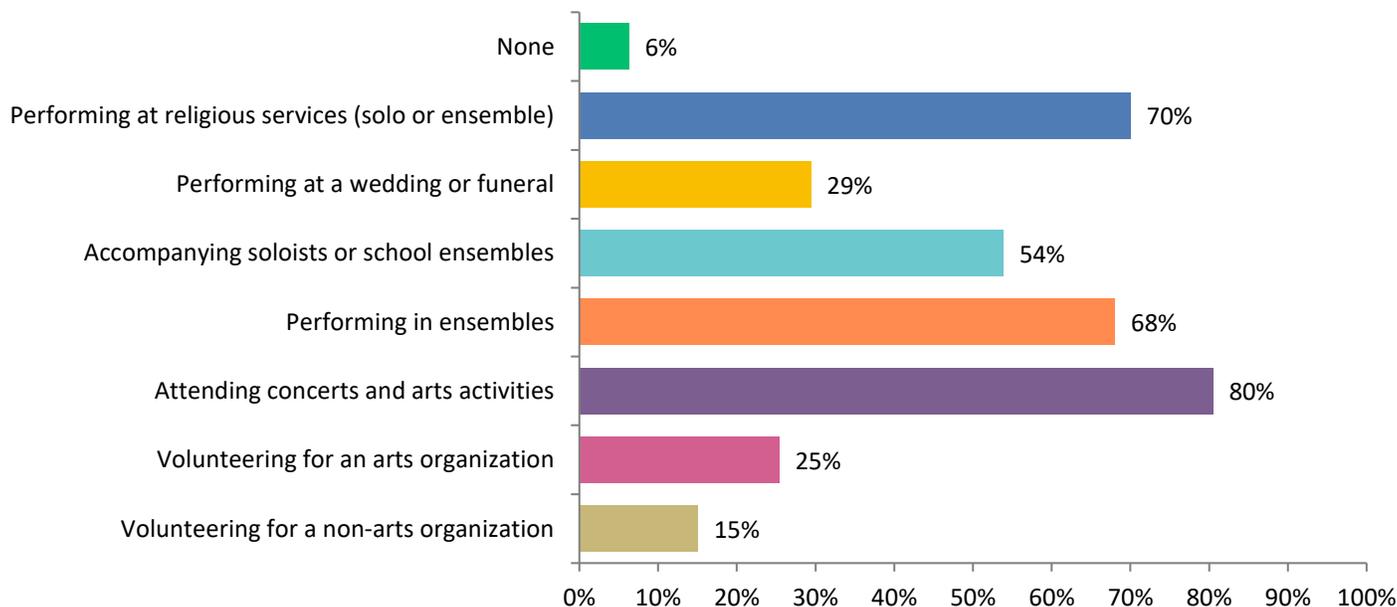


Community Engagement & Advocacy

Over the past five years, how have you been involved in your community? Select all that apply.

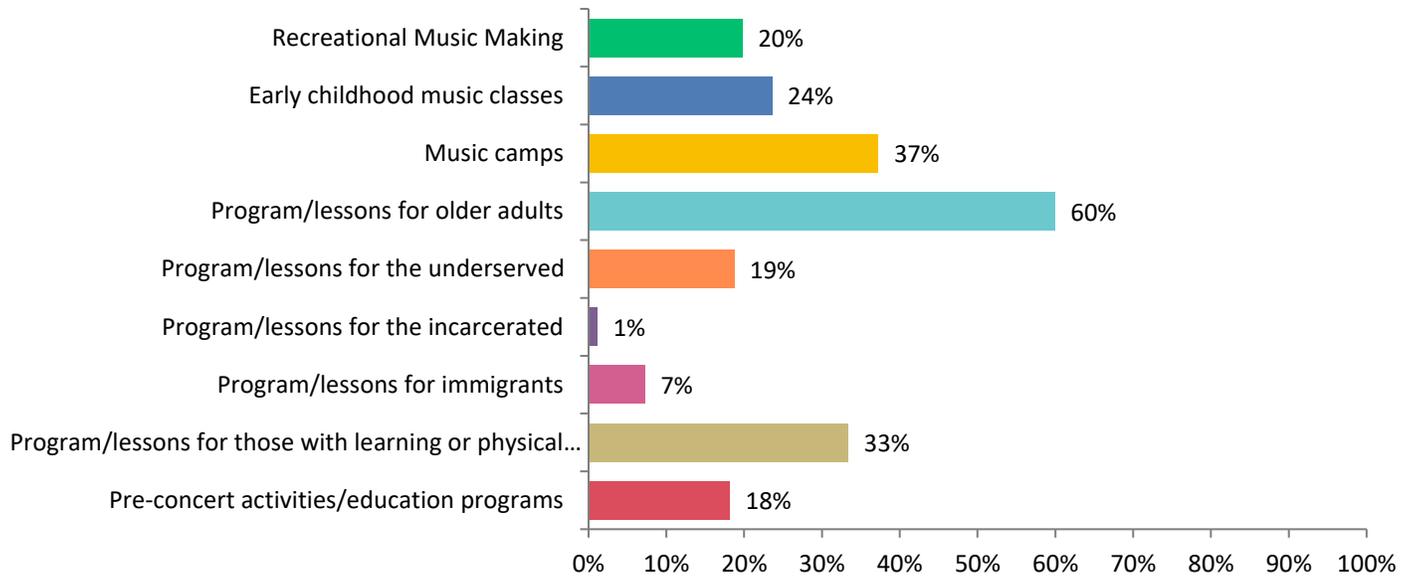


Over the past five years, did you encourage your students (and teach them how) to be involved in the community in any of these ways? Select all that apply.

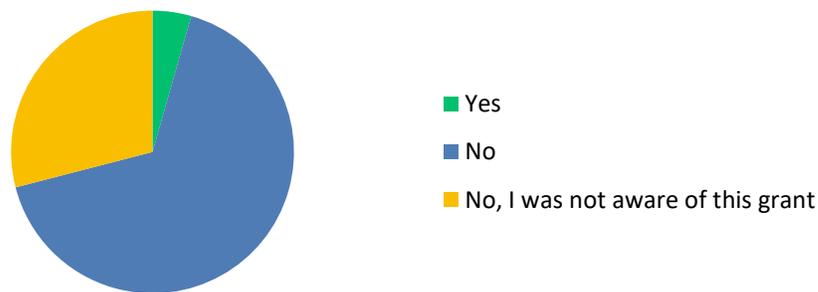


Community Engagement & Advocacy

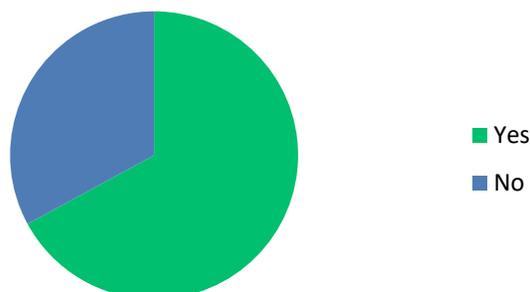
Over the past five years, have you developed or worked for a music program that reached community clientele beyond the traditional K–12 or college studio such as the following? Select all that apply.



Have you ever applied for an MTNA Community Engagement grant?

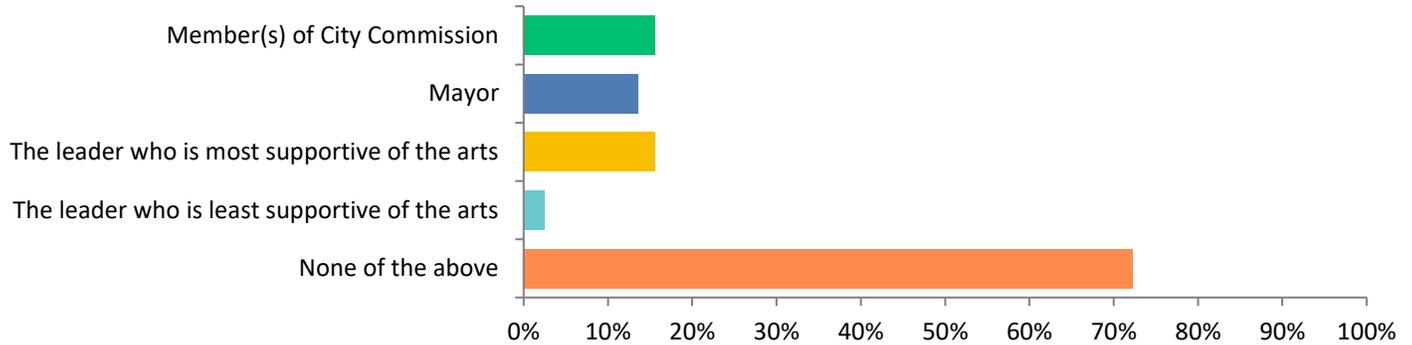


Over the past five years, did you share the value of music study on social media, emails, newsletters or communications with students/parents/guardians?

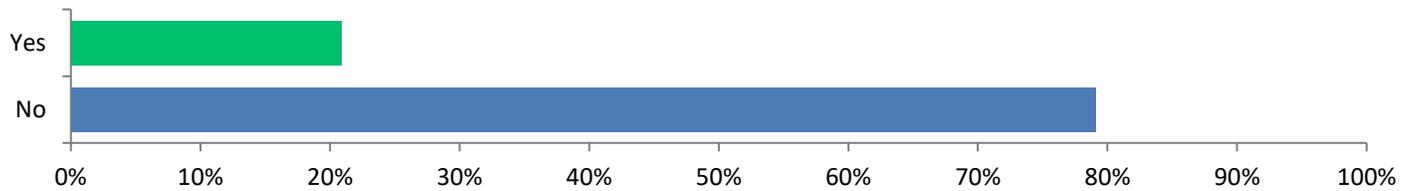


Community Engagement & Advocacy

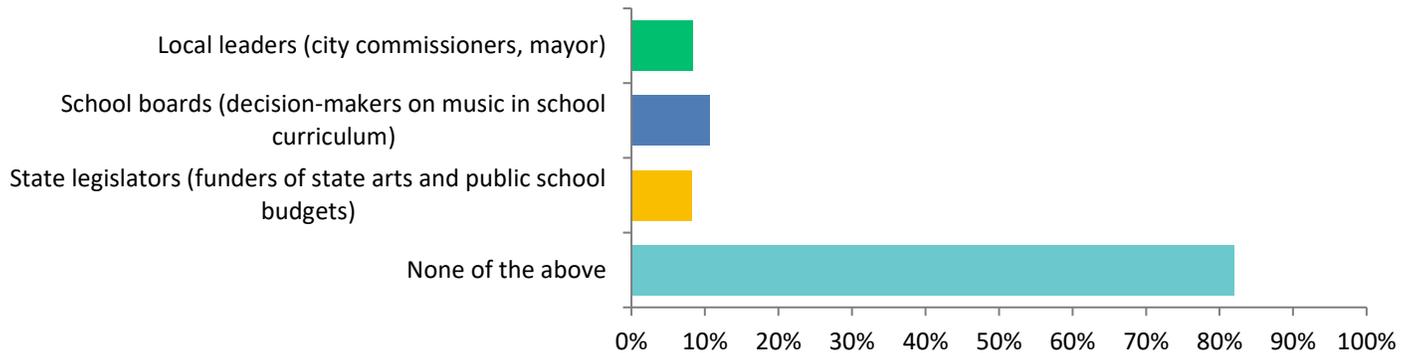
Do you know your community leaders personally, including:



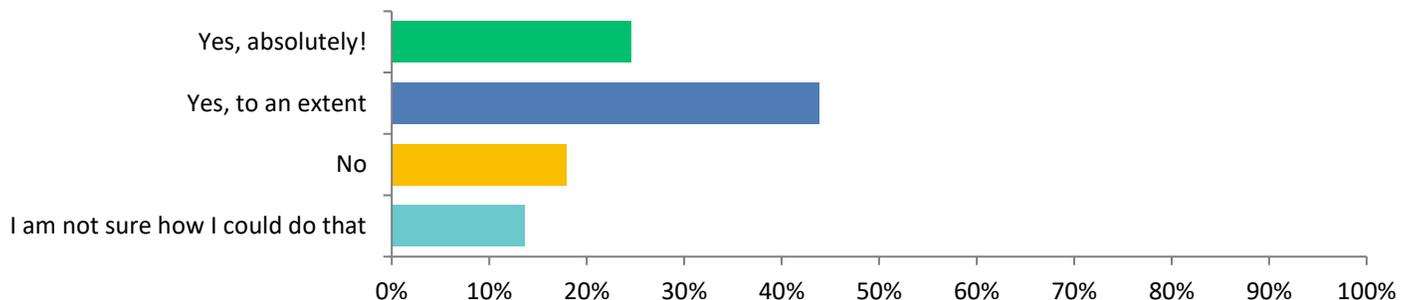
Are you aware of the process by which your state legislature funds the arts?



Have you ever lobbied on behalf of the arts to any of the following?

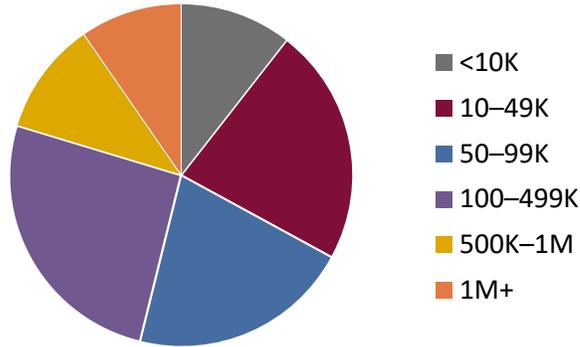


Do you see yourself as playing a significant role in supporting the arts in your community?

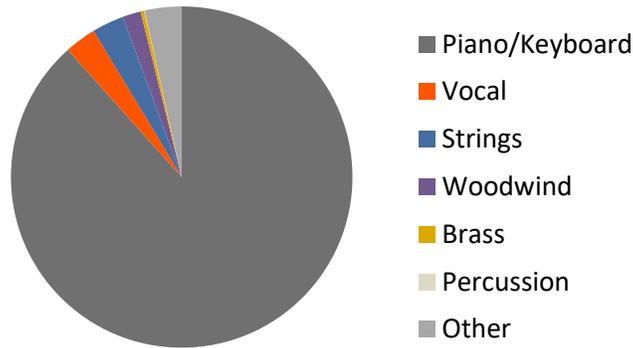


Demographics

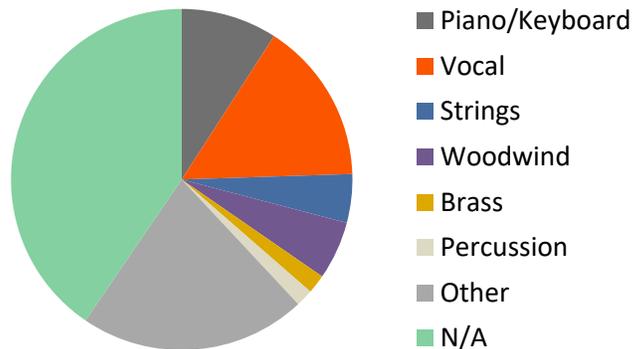
What is the size of the community where you live?



Please select your primary teaching area. If retired, what was your primary teaching area?

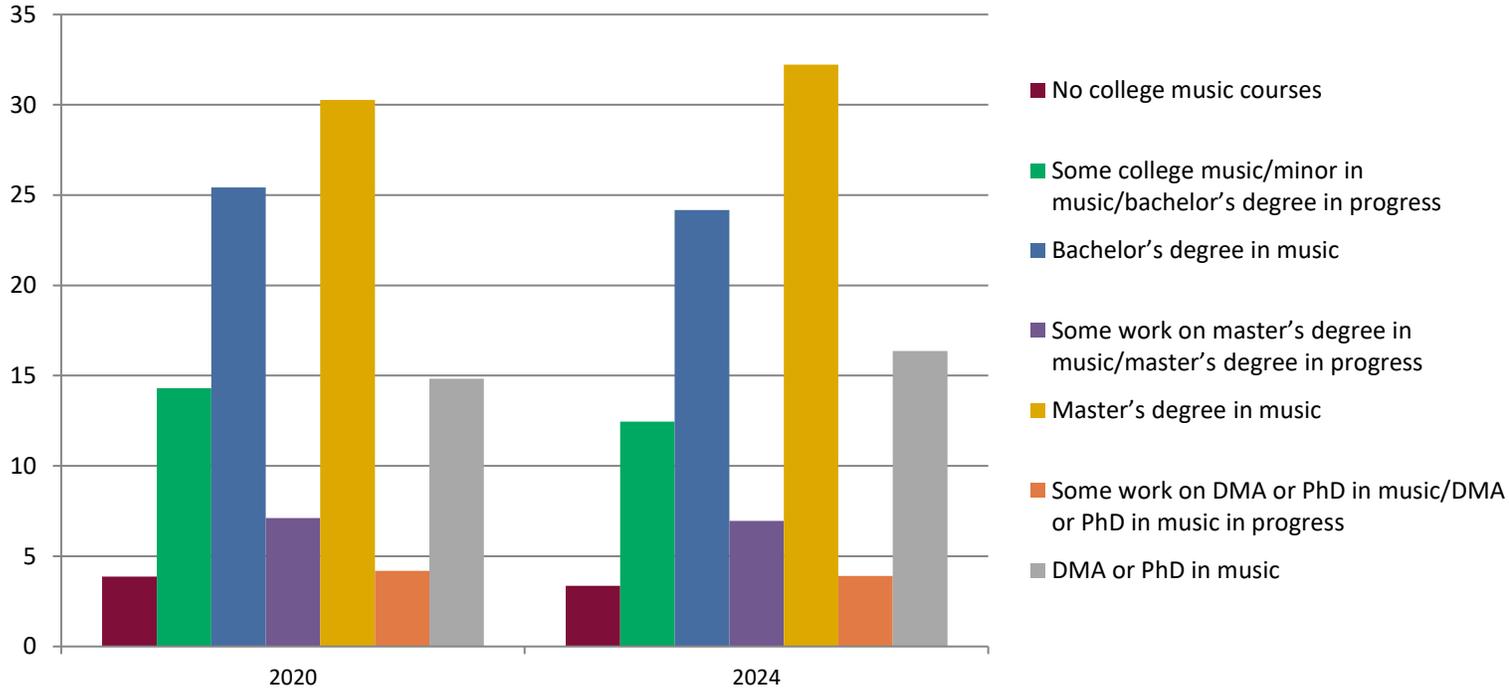


What are your secondary teaching area(s)? If retired, what was your secondary teaching area(s)? Select all that apply.

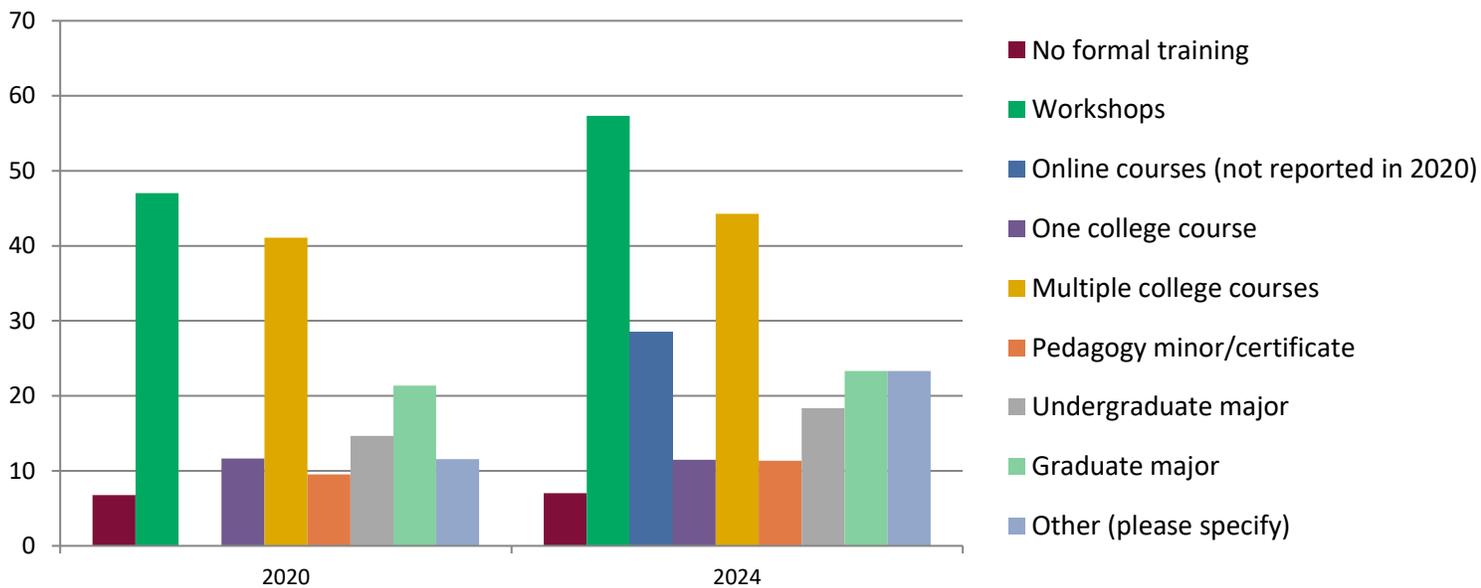


Demographics

What is your highest level of music-related education?

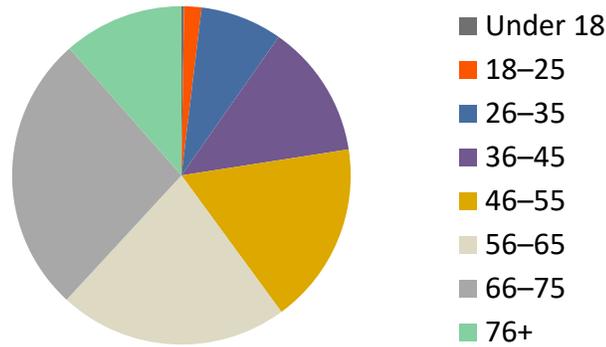


What formal pedagogy training do you have? Select all that apply.

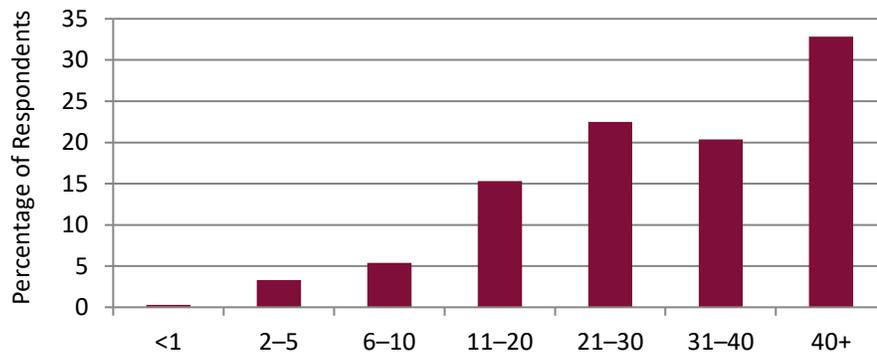


Demographics

Age

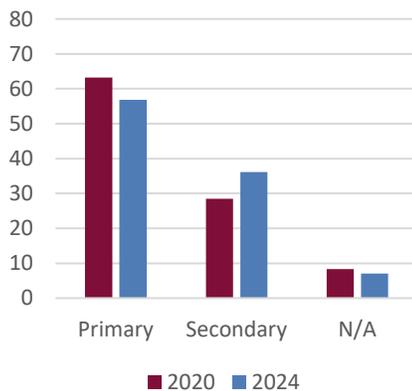


How many years have you been teaching? If retired, how many years did you teach?

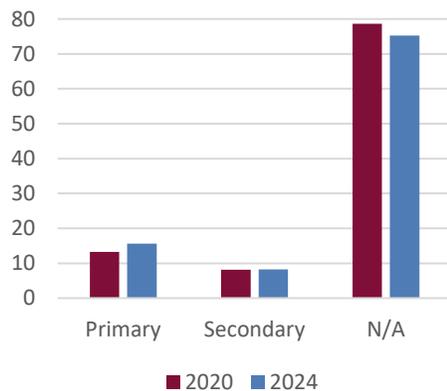


Source of Income

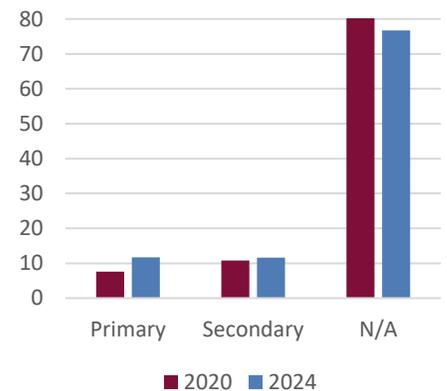
Independent Studio



Higher Education

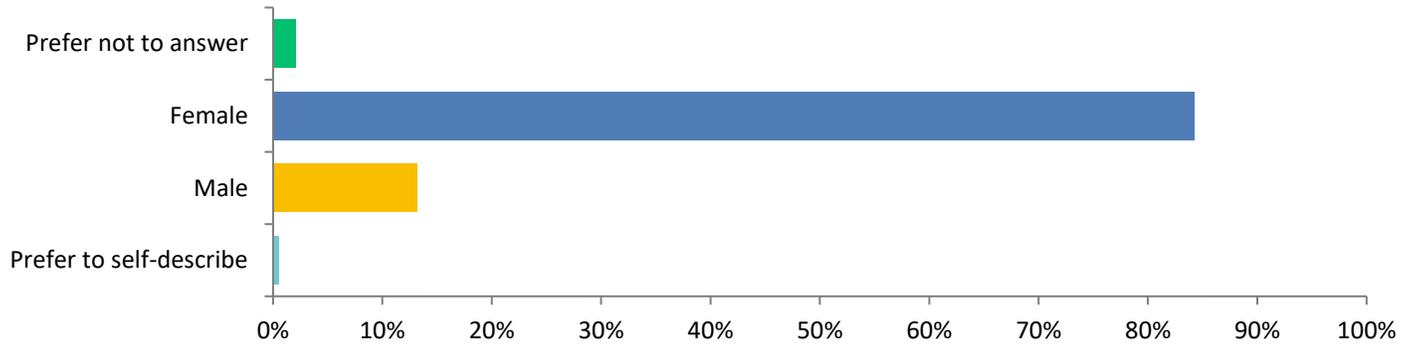


Teaching Staff

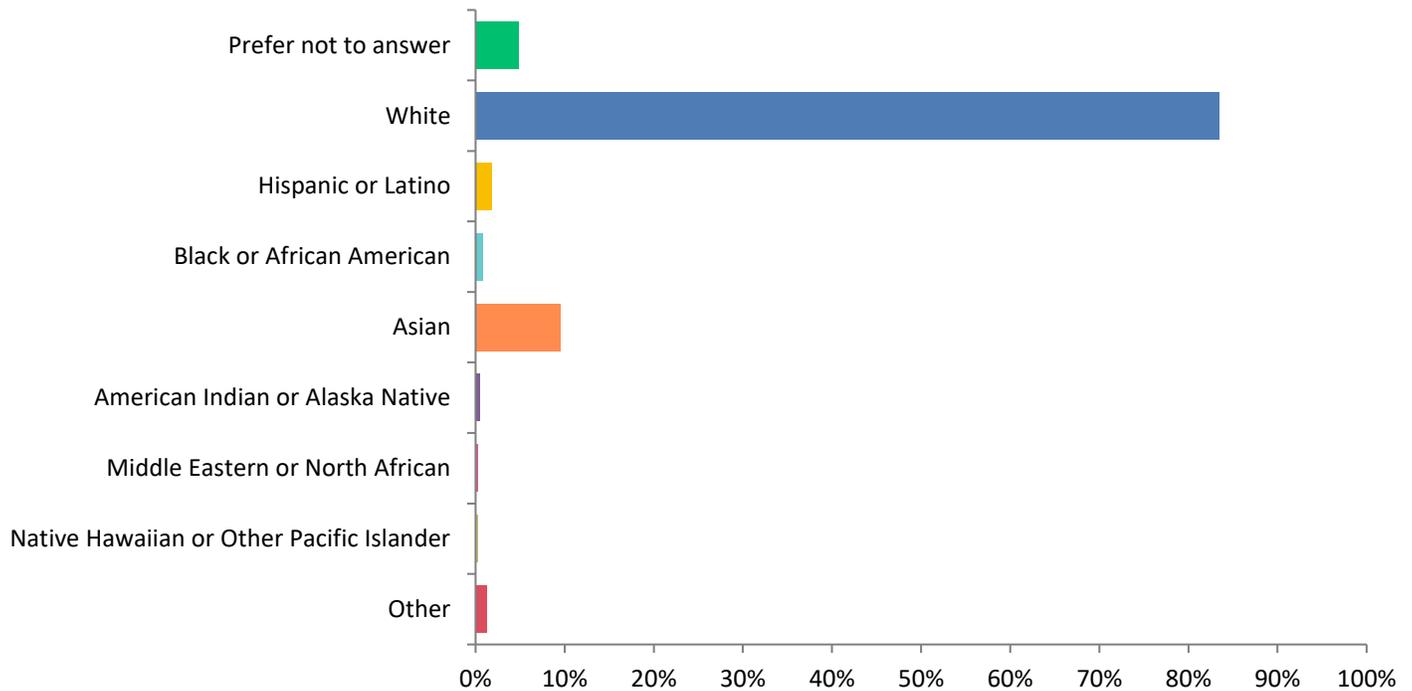


Demographics

To which gender do you most identify?



What is your race or ethnicity? Select all that apply.



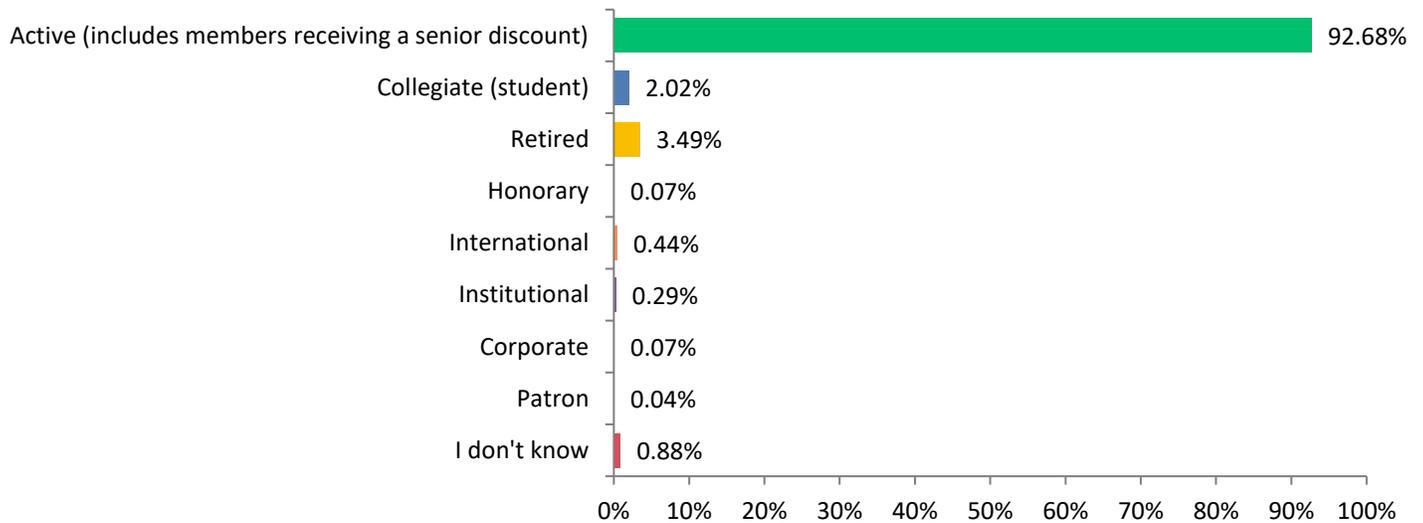
MTNA Membership, Programs & Services

Insights

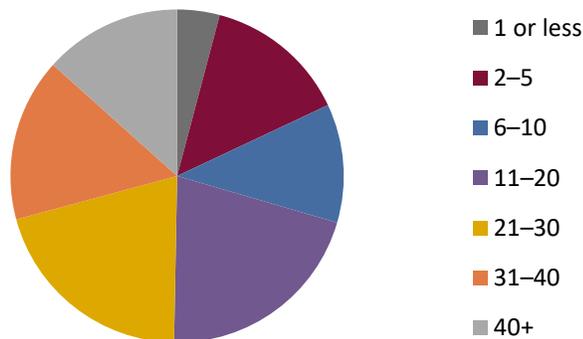
33.4% of survey respondents were nationally certified (NCTM) and **66.6%** were not certified.

95.5% of survey respondents currently teach full-time, part-time or as a student teacher, and **4.5%** are not currently teaching

Which MTNA membership category describes your current membership status?

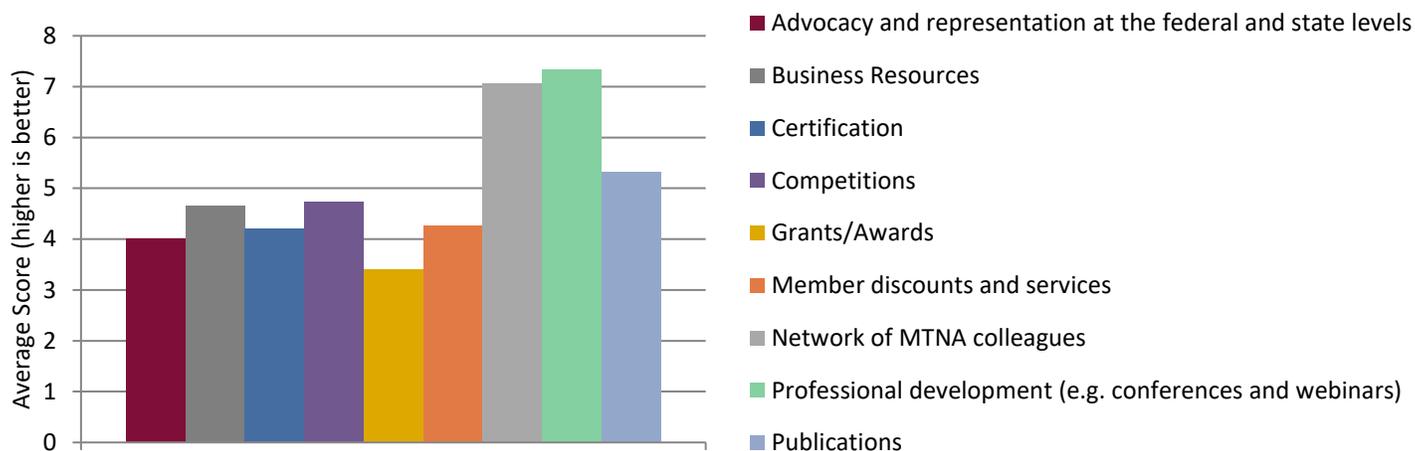


How many years have you been a member of MTNA?



MTNA Membership, Programs & Services

Realizing that individuals may belong to an association for a variety of reasons, please arrange the following reasons for belonging to MTNA, with the reasons that are most relevant to you at the top of the list (position 1) and the least relevant at the bottom (position 9).



Highest rated MTNA **Member Programs**

1. *American Music Teacher* magazine
2. Local Music Teachers Association Meeting or Workshop
3. State Conference

(the same top 3 were reported in 2020)

Highest rated MTNA **Member Benefits**

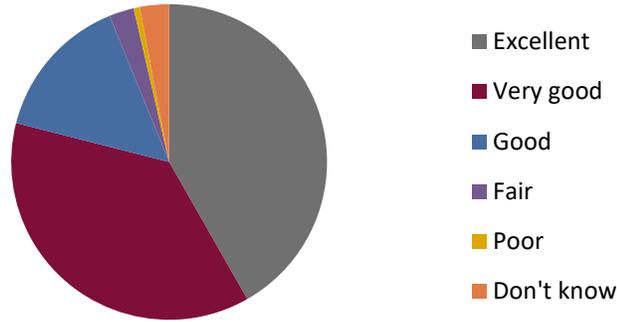
1. Office Depot/Office Max discounts
2. Sheet music discounts

Highest rated MTNA **Business Services**

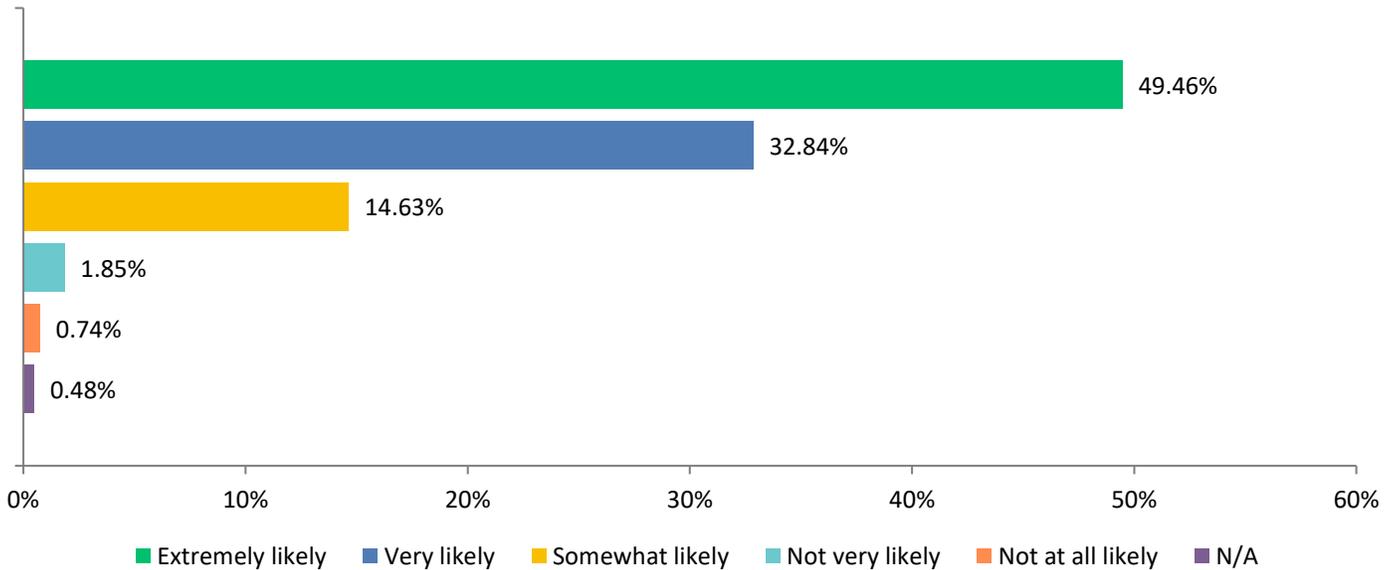
1. Membership surveys and results
2. *A Brief Tax Guide for the Independent Teacher*

MTNA Membership, Programs & Services

How would you rate the overall quality of MTNA's programs?

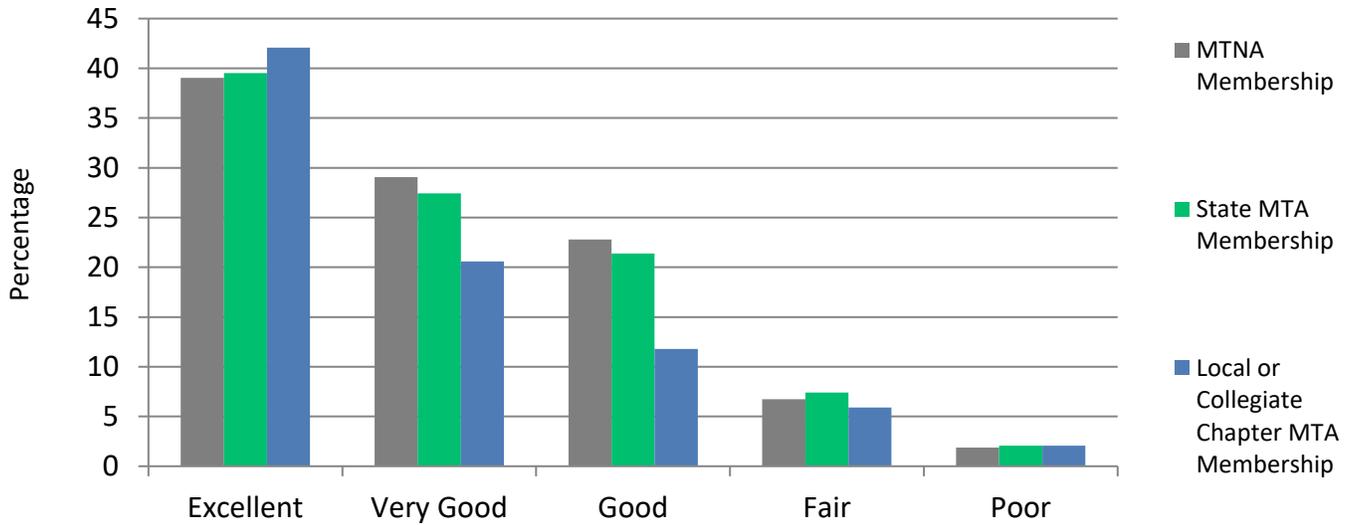


If someone in your profession were to ask your advice on belonging to a professional association, how likely would you be to recommend MTNA?



MTNA Membership, Programs & Services

How would you rate the overall value of your memberships?



General Feedback

Thank you to the 411 members who spent additional time to share personal and professional concerns. Comments and suggestions related to specific programs will be shared with the appropriate chairs. Many members expressed gratitude for the ideas that the survey gave them for their studios/careers and shared personal perspectives on the profession. Members also commented that they were unaware of all that MTNA offers.

General comments are aggregated below into common concerns and key themes.

Common Concerns:

- **Volunteer culture:** There were several concerns over the willingness of younger generations to volunteer for Local and State Board positions. Suggestions included training for leaders, providing models for dividing positions with a high number of volunteer hours into multiple smaller positions and membership fee discounts or other incentives to entice volunteers.
- **Too much focus on classical piano:** MTNA has a heavy focus on classical piano teachers and should work to be more inclusive of both other genres and other instruments—through conference sessions and webinars as well as *American Music Teacher* magazine.
- **Dues too expensive:** Several comments were made on the cost of combined local, state and national MTNA dues being too expensive. Comments suggested they could not justify the expense or that it was just too much for them to afford. Suggestions were offered such as a discount for recent graduates and newly established teachers as well as the option to join a State/Local without paying National dues.
- **Survey too long:** Many reported the overall length of the survey as too long.
- **Challenges in the music teaching profession:** Respondents highlighted the struggle to earn a sustainable income, the difficulty of engaging students in focused music study in the digital age, decline of music in the schools, fewer live performances, lack of understanding by parents about the value of music study and a sense of burnout among teachers.
- **Challenges with students:** Respondents highlighted overscheduled students, noting how busy their students have become, missing lessons or performances because of other school or extracurricular activities taking priority as well as the lack of motivation/engagement, changes in mental health and the need to provide more lesson options/strategies for adult students, retirees, early childhood students, neurodiverse students and students who are solely studying online.

Other selected comments:

- **Long-time members:** Many comments explained they had been teaching and members of MTNA for multiple decades, with some having been members for 50 years or more. These long-time members stay involved to support MTNA's mission and because of the decades of value they've gained through local, state and national MTNA events.
- **More collaboration:** Several comments encouraged more collaboration with other arts organizations including the NATS, ASTA, CMS, Suzuki Association of America, MTAC, Frances Clark Center/Piano Inspires, NAMM, NAFME, and others.
- **MTNA Certification:** There were suggestions that more awareness of the MTNA Certification program was needed among parents/families in the community. An MTNA Certification webinar was suggested to build awareness among members and explain the process. There were several comments about the required renewal fee, suggesting that ongoing fees should not need to be paid after a credential was earned. Others commented on the academic verification process, citing that it was unfair to the non-college teachers who had to complete the projects.
- **MTNA State and National Conferences:** MTNA events generally received positive feedback. The events were depicted by respondents as important social and educational aspects of members' professional development. The high cost of attending the national conference was cited by many as a barrier for attendance.
- **Music school owners:** Several respondents suggested a track of survey questions be developed to address this small, but growing, career model of a multi-teacher music school.
- **Effects of the pandemic:** Many teachers explained the effect the pandemic had on their studios, with some still working to get back to pre-pandemic levels of students and activities. Certain Local and State associations' activities also remain in "recovery" mode, striving to attain pre-pandemic levels of volunteerism and engagement.