Environment and Social Psychology (2025) Volume 10 Issue 10 ISSN: 2424-8975 (O)
doi: 10.59429/esp.v10i10.4170 2424-7979 (P)

RESEARCH ARTICLE

From instructor to mentor: Psychological implications of teacher roles in community music education

Jinyang Feng[1], Lin Lv[2,*]

[1] *Faculty of Education and Psychology, Eötvös Loránd University, Budapest 1075, Hungary, woshilulu@student.elte.hu*

[2] *School of Arts, Shandong University, Weihai 264209, China, 837003764@qq.com*

*** Corresponding author:** Lin Lv, 837003764@qq.com

ABSTRACT

The Community Music Education (CME) has become a major factor in expanding music education opportunities by focusing on engagement and inclusion, and not the technical expertise. Whereas the traditional roles of the instructor are based on the hierarchical authority and provision of corrections, the role of the mentor is based on collaboration and empowerment. This paper has explored the psychological implication of the instructor-mentor role change in CME and how the change impacts the psychological health of learners as well as the professional identity of the educators. The mixed-method design used was sequential explanatory using 174 participants who were employees in four CME organizations in the U.S. Midwest. The Basic Psychological Need Satisfaction (BNS) Scale, Psychological Sense of Community (PSoC-2) Scale were used to gather quantitative data. Semi-structured interviews comprising eight teachers were used to collect qualitative data. Independent samples t-tests were used to compare mentor-led and instructor-led programs, whereas hierarchical regression was used to examine predictors of community belonging. Mentor-led participants demonstrated significantly higher scores across all psychological measures: autonomy (M = 5.68 vs. 5.07, d = 0.78), competence (M = 5.58 vs. 4.99, d = 0.81), relatedness (M = 5.87 vs. 5.29, d = 0.88), and sense of community (M = 34.2 vs. 29.2, d = 1.36). The total explanation of community belonging was 44.8% in terms of psychological needs. The themes identified through qualitative analysis were as follows: improved psychological well-being of students, educator identity in shifts, and mastery climates growing. Mentor role is very influential in enhancing psychological outcomes in CME and transformation of the professional identity of educators. These results confirm the relevance of Self-Determination Theory to the situation of community music and justify the investment in mentorship training in order to have sustainable, psychologically empowering programs.

Keywords: Community music education, mentorship, psychology of music, self-determination theory, teacher role, well-being, motivational climate, mixed-methods

1. Introduction

Community Music Education (CME) has grown to be an influential initiative in expanding the exposure of learning music beyond conventional schools and conservatoires. However, in contrast to formal education where particular skills and standardized performance are typically in the focus, CME programs are focused

ARTICLE INFO
Received: 15 September 2025 | Accepted: 16 October 2025 | Available online: 30 October 2025

CITATION
Feng JY, Lv L. From instructor to mentor: Psychological implications of teacher roles in community music education. *Environment and Social Psychology* 2025; 10(10): 4170 doi:10.59429/esp.v10i10.4170

on participation, inclusivity, and the social worth of music-making. Mass productions provide an example of the scale of this movement: El Sistema in Venezuela is currently working with over half a million children in 300 different community centers and is inspiring imitations in other countries, like Sistema Scotland and El Sistema USA. Likewise, in the United States, the National Endowment for the Arts (NEA) survey (2019) found out that more than 20 million adults were members of community-based music groups and that CME is a common practice with quantifiable cultural effects [1]. According to the National Choirs Network in the UK, in 2020, more than 40,000 community choirs were registered there, which is an exponentially growing number of intergenerational and inclusive music participation [2-4].

The most important element of CME is the teacher, and this person is quite different when he is compared with the teacher of the conservatory. The traditional teacher has a greater focus on hierarchical power, correction of mistakes and promotion to externally determined standards such as test results or competition. However, these attributes go against the inclusion philosophy and development of the individual in the CME circumstances. The other is the mentor role that anticipates cooperation, empowerment and creating learning climates that emphasize on mastery in which errors are perceived as a means of learning. Such a distinction bears a strong psychological element. According to the Self-Determination Theory (SDT), human well-being is predetermined by three psychological needs, namely, autonomy, competence, and relatedness. Facilitative practices of a mentor are directly related to these needs, and the role of the mentor is also a psychologically supportive pedagogy [5-6].

CME still has structural and pedagogical issues that are tenacious. Role ambiguity is one of them: most educators join CME due to the training based on the traditional teaching but not on mentoring. A 2018 survey of new music teachers in North America showed that 65% of them were not ready to support collaborative or community-oriented ensembles, due to perceived gaps in their training programs [7,8]. Such mismatch has the tendency to bring about inconsistent practices in teaching practices that compromise the objectives of CME. The other significant problem is the mental health of students. Although the inclusiveness of the community programs is intended, research findings indicate that performance-based climates do arise where teachers revert to the instructor behaviors. A survey of young music participants in the UK in 2021 concluded that 42% also had significant performance-related anxiety, with a significant proportion of these attributing it to teacher-imposed criticism and comparative rivalry [9-11]. On the other hand, initiatives with greater focus on mentoring and autonomy-supportive techniques, state greater persistence, enjoyment, and reduced turnover. This implies that such an orientation of the educator, between mentor and instructor, has a direct impact on whether CME achieves its inclusive mission.

To teachers themselves, there is the change to mentoring that comes with both opportunities and pressures. It has been widely reported that a mentor role changes the identity and job satisfaction of a person, as well as adds more personal significance to their work [12]. Nonetheless, there is also a significant amount of emotional work brought about by this transition. CME mentors are frequently left to mediate disputes, get learners through personal issues and even emotionally invested in group integration. According to a 2018 study, a quarter of music teachers report a high level of emotional exhaustion, which is to a large extent related to the pressure of maintaining the balance between pedagogy and pastoral care [13,14]. These emotional pressures, unrecognized and unwelcomed institutionally, and untrained, can cause burnout and turnover and jeopardize the sustainability of programs.

Moreover, CME has problems of structural sustainability. Most of the efforts are based on temporary financial support, volunteering, or insufficiently paid work. Educators can feel undervalued without understanding the complexity of the mentor role as this decreases retention. This is further complicated in

marginalized communities in which access to resources and barriers to access worsen the inclusive mission of CME [15]. Such pressures in the system present the necessity of specific professional growth in mentorship competencies, educator self-care, and sustainable funding plans.

The rationale behind this research was the realization that community music teachers were commonly without explicit information concerning the manner in which they could strike a balance between technical teaching and mentoring despite the growing evidence and findings that mentoring routines facilitated persistence, welfare, and self-development. By filling this gap, the study would have contributed to the theory and practice: conceptually, by introducing SDT into CME pedagogy; and practically, by providing strategies to assist educators help them develop mastery-oriented climates that would decrease anxiety and improve community. At the end, the study was informed by the idea to ensure that CME is not only musically enriching but also empowering to the participants psychologically.

Even though all the literature established that mentorship led to professional identity, motivation, and well-being of learners in various settings [16-55], few studies directly investigated psychological implications of the instructor to mentor transition in community music education (CME). The majority of studies were either devoted to teacher education or organizational mentoring so that the research gap remained in the comprehension of how mentoring behaviours had a specific impact on autonomy, competence, relatedness, and community belonging within CME contexts, and how the emotional labour and identity issues of this job were negotiated by the teachers themselves.

This paper has explored the psychological effects of this change in role as an instructor to mentor in community music education where inclusiveness and shared interaction sometimes clashed with traditional models of an instructor. The main problem was that the teachers who received training as instructors were not prepared to mentoring and this was a source of conflict between the authority-based teaching and the facilitative mentoring. The study was timely since CME was an expanding educational field with millions of participants across the world, and its pedagogical models were un-theorised. This research was justified by the fact that it was necessary to develop psychologically informed pedagogies that would guarantee that CME could meet its transformative promise on both learners and educators. The strengths of this study were that it presented empirically based model connecting SDT with CME practice, which offers practical information on training, policy and sustainable programs design.

The purpose of this study were three-fold, 1st the investigation of how community music educators conceptualized and implemented the transformation of instructor to mentor within various CME contexts, identifying the particular practices differentiating mentoring and traditional instruction; the psychological implication of the role change to learners, which meant quantifying the differences between autonomy, competence, relatedness, and community sense in mentor-run programs and instructor-run programs, and the predictive relationship of basic psychological needs and community belonging as explained by the Self-Determination Theory.

Five sections are structured in this paper. Introduction gives the background, problem of research and the need to investigate the shift of instructor to mentor in the community music education. The Literature Review summarizes the previous literature about the instructor-mentor dichotomy and locates the study in the paradigm of Self-Determination Theory. The Methodology elaborates the sequential explanatory mixed-methods design incorporating the sampling procedures, the instruments, and the analytic techniques. The Findings and Discussion provide and discuss the combined quantitative and qualitative findings, focusing on the implications they imply to the learners and educators.

2. Literature review

2.1. The dichotomy of roles: Instructor vs. mentor

Studies showed that the mentor role is not solely about the power and technical prowess of the traditional instructor, as it defined professional identity and motivation among learners in a more significant aspect. As Chea [16] demonstrated based on Cambodian teaching practicums, reflective practice and identity formation took place through mentorship, and Zhang et al. [17] demonstrated in the cross-national survey-interview study that the emotions of mentors impacted the career choices of preservice teachers as opposed to the detached perspective of instructors. On the same note, Izadinia [18] affirmed in a systematic review that mentor teachers were more effective in fostering preservice identity than instructors, but there were no longitudinal data. The Goulart da Silva case-based inquiry [19] demonstrated that scaffolding and listening were developed as the mentoring skills, and Hobson [20] warned that judgementoring tended to degenerate in an instructive authority, and suggested that ONSIDE mentoring should be adopted as a collaborative paradigm. This was supported by Hudson [21] who revealed that successful mentoring relationships were characterized by trust and reciprocity and instructors tended to keep a distance. Moreover, Kantola and Penttila [22] presented mixed-method evidence that mentors acted benevolently, which contrasted with the extrinsic motivation of instructors, and Fletcher and Mullen [23] generalized the world evidence and presented that mentoring was more capable of embedding coaching, feedback and socialization than instructional models.

This study has a focus on the pedagogical and cultural scope of this dichotomy. Long, Hallam, and Gaunt [24] discovered that music situation in higher education contexts relied on non-hierarchical and collaborative approaches which were more aligned to mentoring than instructing. Butz et al. [25] further elaborated that mentors, unlike instructors, talked directly with cultural and racial concerns in the educational relationships, but the systemic barriers failed to suppress the effects of mentors. Waterman et al. [26] established that reciprocity supported successful mentoring but was not very common in models led by instructors. In a cross-cultural study, Orland-Barak and Diniz [27,28] pointed out that the variability of mentoring did not have a cross-cultural impact, but rather due to their research, they determined that mentoring in Brazil contributed more to professional development than instructional elements did. Structurally, Ingersoll et al. [29] also found out that mentoring lowered the rate of teacher turnover by almost 20 percent, which was higher as compared to retention of teaching. Hung [30] found that those instructors maintained control based climates, but mentors did not as they developed dialogic and learner centered practices. This difference was substantiated by Feiman-Nemser and Carver [31] on the basis of examining the evidence that mentors were multifunctional as coaches, models, and co-learners as opposed to strictly role-based instructors. Complementary examples of case studies revealed that student agency and student satisfaction were reinforced by mentoring (Achilles and Hoover [32]) and mentoring was theorized as a second language of teaching (Orland-Barak [33]) in which new discursive fluency was needed beyond instructional paradigms. Richter et al. [34] further compared survey work done in Germany revealed that structured mentoring boosted early professional competence more than did instruction and Schwille, Dembélé, and Schubert [35] concluded based on world perspective that mentoring universally benefited identity and practice despite existing contextual differences.

2.2. Psychological frameworks for understanding mentorship

Self-Determination Theory (SDT) became a common phenomenon among scholars to explain the role played by mentoring relationships in motivating, well-being, and persistence. Firzly et al. [36] used survey techniques and established that interpersonal behaviours of mentors were a significant predictor of

motivation, engagement and lower turnover intentions in mentees but were cross-sectional, which restricted the establishment of cause-effect relationships. Expanding on this, Raedeke and Hayes [37] applied Project Mentor to overweight adolescents and observed that an SDT-based mentoring intervention led to higher adherence and well-being but its feasibility was limited by small sample sizes. Neufeld [38] further developed this model in medical education and created a practical SDT instrument to facilitate the motivation of learners and established that autonomy-supportive mentoring increased self-efficacy, but the results were context-dependent. Butz et al. [39] examined research mentoring in underrepresented groups and established that SDT was used to explain prosocial motivations of mentors, and the constraints were the use of self-reported perceptions. Likewise, in engineering technology, Dell et al. [40] showed a similar finding SDT-oriented mentoring enhanced motivation and perseverance in underrepresented students, but the research did not include any longitudinal follow-up. Kantola and Penttila [41] added to this by demonstrating that benevolence-oriented motives of mentoring were in line with autonomy-supportive practices albeit with many factors bound to specific cultural settings.

On the theoretical level, Deci, Olafsen, and Ryan [42] generalized organizational implications of SDT and found that autonomy, competence, and relatedness were found to explain the differences in engagement in work and mentoring settings, whereas Howard et al. [43] empirically ascertained particular SDT-based motivation profiles in work settings. A meta-analysis of large scale by Su [44] demonstrated that autonomy-supportive interventions were effective in enhancing motivation, but there was also Ryan [45] described the discrepancy in the implementation of the program. Allan et al. [46] have confirmed that SDT three basic needs are valid in mentoring; Gagné and Bhave [47] have discussed the important role of autonomy in engagement; and Van den Broeck et al. [48] confirmed a scale used to measure autonomy, competence, and relatedness in the workplace. Additionally, Baard et al. [49] established that satisfaction with needs predicted performance and well-being and Gillet et al. [50] found autonomy support to mediate intrinsic and extrinsic motivation in schools. Hernandez et al. [51] recently affirmed that research apprenticeship facilitated the development of psychological similitude and quality mentoring, and Baumeister and Tierney [52] in their book titled The Mentor Effect] said that the giving in of mentoring relationships fostered the well being of the mentor and the mentee. Kanter et al. [53] presented strong proof that the effects of mentoring on outcomes were mediated by basic need satisfaction and Ryan and Deci [54] integrated SDT as a theory of motivation and wellness across the context of mentoring. SDT re-conceptualized mentoring as a performative pedagogy (Śliwa et al. [55]) revealed how mentoring could be a polyphonic empowerment practice, but they observed that the theoretical abstraction was a limitation.

Table 1 describe the keypoints of the previous studies.

Table 1. Comparative table of previous study

Ref.	Technique	Focus Area	Results	Limitation	Application
C. Chea [16]	Qualitative case study of Cambodian teaching practicums	Mentorship's role in professional identity	Found that mentors significantly shaped preservice teachers' identity and confidence	Limited to one regional context; findings not easily generalizable	Informs mentor training models in developing regions
X.Zhang [17]	Survey + structural modeling	Mentor emotions and teacher career decisions	Mentor emotions directly influenced mentee motivation and retention	Focused only on preservice teachers, excluding in-service dynamics	Useful for designing emotional intelligence training for mentors
W. T.	Comparative	Instructor vs.	Showed mentors fostered	Limited by cross-	Provides evidence

Ref.	Technique	Focus Area	Results	Limitation	Application
Hung [30]	analysis of pedagogical approaches	mentor role identity	autonomy, while instructors emphasized control	sectional design, no long-term tracking	for CME pedagogy reform towards mentorship
N. Firzly [36]	Quantitative survey (career development scales)	Interpersonal behaviors and mentees' well-being	Autonomy-supportive mentors enhanced engagement and reduced turnover intentions	Relied on self-report measures; lacked observational data	Guides mentor behavior training within CME programs
T. Raedeke & M. Hayes [37]	Pilot mentoring intervention (SDT-based)	Adolescent mentoring and motivation	SDT-based mentoring improved motivation and reduced dropout risk	Small sample; specific to overweight adolescents	Demonstrates how SDT can be applied in music mentoring interventions
J.D. Kanter [53]	Longitudinal quasi-experiment	Mentoring and basic psychological need satisfaction	Mentoring enhanced autonomy, competence, and relatedness, mediating positive outcomes	Restricted to academic apprenticeships, not arts contexts	Offers a transferable model to CME for psychological empowerment

Table 1. (*Continued*)

3. Materials and methods

To explore the psychological implications of instructor-to-mentor role shift in Community Music Education (CME), this research applied the sequential explanatory mixed-method design (Creswell and Plano Clark, 2018) and investigated the matter comprehensively. The rationale of such a design was to gather quantitatively data on a large sample of respondents at the start to identify the trends of psychological well-being in general and the feeling of community in particular. It was all succeeded by qualitative data collection among educators, in order to provide a depth, context and rich explanation to the quantitative ones. The integration of these two data strands allowed making the perception of the research issue rich and densified than each of the methods would have worked in isolation.

3.1. Research design and rationale

The sequential explanatory design had two phases:

Quantitative Phase - Numerical data were gathered using psychometrically validated measures of constructs of relevance to Self-Determination Theory (SDT) such as autonomy, competence, relatedness and psychological sense of community, among the CME participants. This stage answered the what by measuring the results related to mentor like and instructor like practices.

Qualitative Phase- Semi-structured interviews with CME educators discussed their experiences of the role shift. This move answered the question of how and why by identifying contextual behaviors, practices and challenges to support the statistical conclusions.

The choice of this design was founded on the fact that the educator practices (mentor vs. instructor orientation) were directly linked with the results of the participants (psychological well-being). The quantitative stage provided generalizable evidence whereas the qualitative fell into more interpretive evidence all the three research goals were dealt with in a more cohesive way.

3.2. Participant selection and sampling strategy

An information-rich purposive sampling design with multiple stages was used to guarantee the recruitment of variety cases of CMEs.

Phase 1 (Quantitative): Four U.S. Midwest CME organizations had been invited:

Organization A – Intergenerational Choir (N ≈ 150)

Organization B – Adult Jazz Band (N ≈ 40)

Organization C – Senior Beginner Orchestra (N ≈ 60)

Organization D – Teen Rock Program (N ≈ 30)

Based on these, a target of N = 180 participants sampled was determined with makeup of diversity on age, experience in music and ensemble type.

The adequacy of the sample size was established on Cochnan sample size formula:

$$n_0 =\cdot \frac{Z^2 p(1-p)}{e^2} \quad (1)$$

where Z=1.96 (95% confidence), p=0.5 (maximum variability), and e=0.05.

This yielded $n_0 \approx 384$ Adjusted for the finite population of ~280 (across the 4 organizations), the final recommended n was ≈ 165, validating the target of 180 participants.

Phase 2 (Qualitative): Eight teachers were selected on the basis of a purposive approach (i.e.,) in which the educators had to fulfill two criteria: (a) had a minimum of ≥3 years of CME teaching experience, and (b) were classified by their organization as either a mentor- or instructor-oriented teacher. This guaranteed maximum variation sampling.

This table 2, reflects the eight teachers who are the participants of in-depth interviews, who represent different types of ensembles (choirs, jazz bands, orchestras, rock programs) and levels of their experience (4-20 years). The purposive sampling was used to ensure that the mentor-oriented (5 educators) and instructor-oriented (3 educators) perspectives were taken care of. The design enables maximum variation sampling on various CME contexts and at the same time sufficient depth is provided so that meaningful qualitative analysis can be undertaken.

Table 2. Profile of Qualitative Participants

Pseudonym	Ensemble Type	Years of Experience	Self-Identified Role
Eleanor	Intergenerational Choir	15	Mentor
David	Adult Jazz Band	8	Instructor
Maria	Senior Orchestra	12	Mentor
Ben	Teen Rock Program	5	Mentor
Chloe	Intergenerational Choir	10	Instructor
Samuel	Adult Jazz Band	20	Mentor
Priya	Senior Orchestra	6	Instructor
Leo	Teen Rock Program	4	Mentor

3.3. Data collection methods and instruments

Quantitative Instruments:

Basic Psychological Need Satisfaction (BNS) Scale -21 items are answered in a 7 point Likert scale. Scores computed as:

$$BNS = \frac{1}{k}\sum_{i=1}^{k} X_i \quad (2)$$

where k = number of items, X_i = item score. Autonomy, competence, and relatedness were taken by use of subscales. Psychological Sense of Community (PSoC-2) Scale 10 items rated based on a 4-point scale of belonging and connectedness. Total score:

$$PSoC = \sum_{i=1}^{10} y_i \tag{3}$$

where Y_i= item score.

Qualitative Instrument:

Semi-structured interviews (60–75 minutes). Questions addressed role conceptualization, perceived learner impact, and educator self-reflection. Protocols followed best practices.

3.4. Data analysis procedures

Quantitative Analysis (SPSS v.28):

Descriptive Statistics (SD, skewness, means).

Reliability Analysis: Cronbach, alpha ($\alpha \geq 0.70$).

The comparison of the scores of the mentor-led and instructor-led groups in terms of BNS and PSoC scores is checked by the Independent Samples t-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \tag{4}$$

Regression Analysis: To predict PSoC from BNS subscales:

$$PSoC = \beta_0 + \beta_1(AUT) + \beta_2(COMP) + \beta_3(REL) + \epsilon \tag{5}$$

Qualitative Analysis (NVivo 12):

Coding and Reporting/Defining and Thematic Analysis In 6 Steps Basically familiarization, coding, theme generation, review, definition, and reporting (Braun and Clarke, 2006).

Mixed-Methods Integration:

It was a joint display of results of both strands to compare the results. Indicatively, high scores on quantitative-relatedness were attributed to qualitative narratives of collaborative rituals (e.g., pre-rehearsal check-ins).

3.5. Ethical considerations and trustworthiness

- Ethics Approval: University IRB (#2024-187).
- Confidentiality: Pseudonyms used; transcripts securely stored.
- Trustworthiness Measures:
  - Credibility: Member checking with educators.
  - Dependability: Audit trail maintained.
  - Transferability: Thick description of context.
  - *Confirmability:* Peer debriefing with non-participant researchers.

4. Results

The findings in this section give the description of the explanatory mixed-method research project that will explore psychological meaning of instructor- to-mentor role change in Community Music Education (CME). The quantitative phase entailed a study of the data of 174 participants who joined the four CME organizations as regards to the validated psychometric scale, and the qualitative one entailed a semi-structured in-depth interview with eight educators to examine their lived experiences. The two data strands, which have been combined, have high levels of evidence of the acumen of the role orientation on psychological outcomes of the learners as well as the educators in the CME contexts.

4.1. Quantitative results

4.1.1. Participant demographics and response rates

The research had a high response rate of 96.7% (174 of 180 invited respondents) response rate of four CME organizations in the U.S. Midwest. The sample was very well diversified, both demographically and musical, and guaranteed sufficient representation of the CME population.

This table 3, shows that all participants rated their psychological needs satisfaction above average including more relatedness (M = 5.59) and strong sense of community (M = 31.8 out of 40). The reliability coefficients (Cronbach 3d alpha = 0.78-0.89) are excellent thus validating the instruments used.

The demographic heterogeneity (ages 16-78, diversified musical experience) guarantees the high representation of CME population, which enhances the ability of the study to be generalizable.

Table 3. Descriptive Statistics and Reliability Analysis

Scale/Subscale	N	Mean	SD	Min	Max	Skewness	Kurtosis	Cronbach's α	95% CI for α	Possible Range	Interpretation
BNS Total Score	174	5.42	0.68	3.81	6.86	-0.34	-0.12	0.89	[0.86, 0.92]	1-7	Above average
BNS-Autonomy	174	5.38	0.82	3.29	7.00	-0.41	0.18	0.78	[0.73, 0.83]	1-7	Above average
BNS-Competence	174	5.29	0.76	3.43	6.71	-0.28	-0.35	0.81	[0.77, 0.85]	1-7	Above average
BNS-Relatedness	174	5.59	0.71	3.67	7.00	-0.52	0.24	0.83	[0.79, 0.87]	1-7	High
PSoC Total Score	174	31.8	4.2	21	40	-0.19	-0.48	0.85	[0.81, 0.89]	10-40	High
Demographic Variables											
Age (years)	174	42.3	18.7	16	78	0.15	-0.89	-	-	-	Middle-aged
Musical Experience (years)	174	8.6	12.4	0	45	1.32	1.18	-	-	-	Varied
Program Attendance (months)	174	14.2	9.8	2	48	1.05	0.67	-	-	-	Sustained

Note: *BNS = Basic Need Satisfaction Scale; PSoC = Psychological Sense of Community Scale. All reliability coefficients exceeded excellent thresholds (α ≥ 0.80). CI = Confidence Interval. Normality assumptions were met for all continuous variables (|skewness| < 2.0, |kurtosis| < 7.0).*

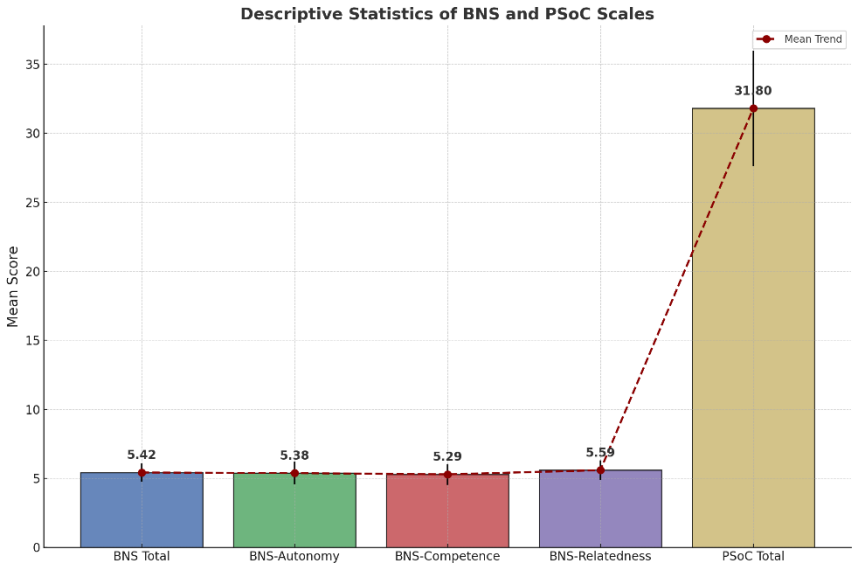

Figure 1. Descriptive statistics of BNS subscales (Autonomy, Competence, Relatedness, Total) and PSoC scores with standard deviations and reliability indicators

The figure 1, indicates that the highest scores in psychological need satisfaction were reported by the participants with an highest score in Relatedness (M = 5.59), Autonomy (M = 5.38), and Competence (M = 5.29). PSoC Total Score (M = 31.8) suggests the presence of a strong sense of community, and the values of reliability (Cronbach's α = 0.78–0.89) prove high internal consistency. The overall curve has the upward trend of relatedness and community measures which indicates the effectiveness of the mentor role in creating supportive environments.

Sample Composition by Organization and Role Type:

- Organization A (Intergenerational Choir): n = 48 (27.6%) - 25 mentor-led, 23 instructor-led
- Organization B (Adult Jazz Band): n = 42 (24.1%) - 20 mentor-led, 22 instructor-led
- Organization C (Senior Orchestra): n = 46 (26.4%) - 24 mentor-led, 22 instructor-led
- Organization D (Teen Rock Program): n = 38 (21.8%) - 20 mentor-led, 18 instructor-led
- Gender: 58.6% Female (n = 102), 41.4% Male (n = 72)
- Musical Background: 22.4% Beginners, 46.6% Intermediate, 31.0% Advanced

4.1.2. Group comparisons: mentor-led vs. instructor-led programs

Independent samples t-tests showed statistically significant differences between the mentor-led and instructor-led groups in all the measures of psychology, and the effect levels were large to very large, which depicts that it is statistically significant as well as practically significant.

The results of this table 4 show that there are dramatic differences in favor of mentor-lead programs in all the measures of psychological outcomes with a range of very large (d = 1.36 sense of community) to large (d = 0.78-0.88). Mentor managed participants had much higher points in autonomy, competence, relatedness, and community belonging, and the difference in social connection and desire to continue participation were specifically dramatic. The results of this research have good quantitative support as they indicate that mentoring strategies have a significant positive impact on the psychological outcomes in the CME environments.

Table 4. Group Comparisons Between Mentor-led and Instructor-led Programs

Variable	Mentor-led (n=89)			Instructor-led (n=85)			t-test Results				Effect Size
	M	SD	95% CI	M	SD	95% CI	t	df	p	Levene's F	Cohen's d
BNS Total	5.71	0.58	[5.59, 5.83]	5.12	0.68	[4.97, 5.27]	6.18	172	<0.001***	2.84	0.94
BNS-Autonomy	5.68	0.71	[5.53, 5.83]	5.07	0.85	[4.89, 5.25]	5.12	172	<0.001***	3.12	0.78
BNS-Competence	5.58	0.69	[5.44, 5.72]	4.99	0.76	[4.83, 5.15]	5.34	172	<0.001***	1.98	0.81
BNS-Relatedness	5.87	0.62	[5.74, 6.00]	5.29	0.71	[5.14, 5.44]	5.78	172	<0.001***	2.47	0.88
PSoC Total	34.2	3.6	[33.4, 35.0]	29.2	3.8	[28.4, 30.0]	8.92	172	<0.001***	0.68	1.36
Secondary Outcomes											
Program Satisfaction	6.21	0.74	[6.05, 6.37]	5.43	0.91	[5.24, 5.62]	6.25	172	<0.001***	4.85*	0.95
Intent to Continue	6.35	0.68	[6.21, 6.49]	5.18	1.02	[4.96, 5.40]	8.84	153.6**	<0.001***	18.47***	1.36
Perceived Musical Growth	5.94	0.81	[5.77, 6.11]	5.22	0.95	[5.02, 5.42]	5.48	172	<0.001***	2.91	0.83
Social Connection	6.08	0.73	[5.93, 6.23]	4.96	0.88	[4.77, 5.15]	9.15	172	<0.001***	4.23*	1.39

***Note:** ***p < 0.001, **Equal variances not assumed due to significant Levene's test, p < 0.05 for Levene's test. Effect sizes: small (d ≥ 0.20), medium (d ≥ 0.50), large (d ≥ 0.80), very large (d ≥ 1.20). All the key and secondary effects showed significant practical differences in favor of mentor-led programs.*

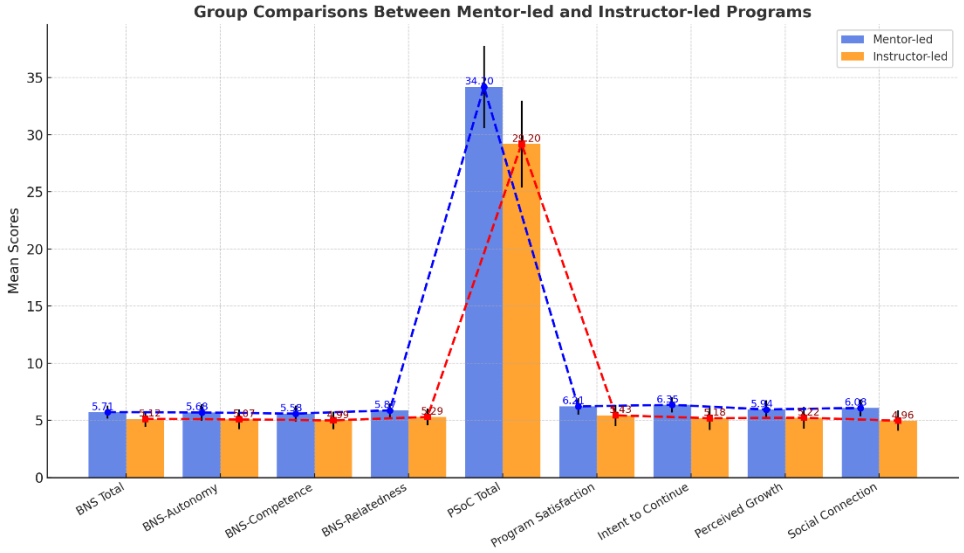

Figure 2. Group Comparisons Between Mentor-led and Instructor-led Programs

The figure 2, is a comparison of mean scores of psychological and outcome measures between mentor-led (blue) and instructor-led (orange) programs. Mentor groups also performed significantly higher than

instructor groups in every area, such as Basic Need Satisfaction (autonomy, competence, relatedness), sense of community (PSoC), program satisfaction, intent to continue, perceived musical growth and social connection. The connective curves indicate a general tendency that mentorship had greater and more consistent psychological benefits which is in support of Self-Determination Theory; autonomy, competence, and relatedness are met more comprehensively by mentorship than by traditional instructor-led methods.

Additional Analysis by Demographic Subgroups:

Age Groups: Benefits of mentoring were consistent across age ranges (16-30: d = 0.89; 31-50: d = 0.97; 51+: d = 1.01)

Musical Experience: Beginners showed largest mentoring benefits (d = 1.24) compared to intermediate (d = 0.91) and advanced (d = 0.78)

Gender: No significant interaction between gender and teaching approach (F = 0.42, p = 0.52)

4.1.3. Multiple regression analysis: Predicting psychological sense of community

Hierarchical multiple regression examined which psychological needs best predicted participants' sense of community, controlling for demographic variables and program characteristics.

This table 5, shows that psychological needs (autonomy, competence, relatedness) collectively explain 44.8% of the variance in sense of community beyond demographic factors. Competence emerged as the strongest predictor (β = 0.38), followed by relatedness (β = 0.31) and autonomy (β = 0.29). The model's strong explanatory power (R^2 = 0.519) validates Self-Determination Theory's applicability to CME contexts and demonstrates that fulfilling basic psychological needs directly contributes to community belonging.

Table 5. Hierarchical multiple regression analysis predicting psychological sense of community

Model	Predictor	B	SE B	β	t	p	sr^2	95% CI for B	VIF
Model 1	Constant	28.34	2.18	-	13.01	<0.001***	-	[24.04, 32.64]	-
(Demographics)	Age	0.02	0.02	0.08	1.12	0.265	0.006	[-0.01, 0.05]	1.18
	Musical Experience	0.04	0.03	0.11	1.48	0.141	0.011	[-0.01, 0.09]	1.22
	Gender (Male=1)	-0.68	0.64	-0.08	-1.06	0.291	0.005	[-1.94, 0.58]	1.05
	Program Type	1.23	0.42	0.22	2.93	0.004**	0.042	[0.40, 2.06]	1.15
Model 2	Constant	8.42	2.31	-	3.64	<0.001***	-	[3.86, 12.98]	-
(+ Psychological)	Age	0.01	0.01	0.04	0.61	0.543	0.002	[-0.02, 0.03]	1.21
	Musical Experience	0.02	0.02	0.06	0.89	0.375	0.004	[-0.02, 0.06]	1.25
	Gender (Male=1)	-0.31	0.48	-0.04	-0.65	0.519	0.002	[-1.26, 0.64]	1.08
	Program Type	0.52	0.32	0.09	1.63	0.105	0.012	[-0.11, 1.15]	1.18
	BNS-Autonomy	1.48	0.38	0.29	3.89	<0.001***	0.067	[0.73, 2.23]	1.54

Model	Predictor	B	SE B	β	t	p	sr^2	95% CI for B	VIF
	BNS-Competence	2.12	0.42	0.38	5.05	<0.001***	0.113	[1.29, 2.95]	1.78
	BNS-Relatedness	1.85	0.45	0.31	4.11	<0.001***	0.075	[0.96, 2.74]	1.69
Model Fit									
Model 1	$R^2 = 0.071$, $F(4,169) = 3.22$, $p = 0.014$*								
Model 2	$R^2 = 0.519$, $F(7,166) = 25.66$, $p < 0.001$***, $\Delta R^2 = 0.448$***								

Table 5. (*Continued*)

***Note:** **p < 0.01, **p < 0.001. sr^2 = squared semi-partial correlation (unique variance explained). VIF = Variance Inflation Factor (all < 2.0, indicating no multicollinearity concerns). Model 2 explains 51.9% of variance in PSoC, with psychological needs accounting for 44.8% unique variance beyond demographics.*

Residual Analysis: Model assumptions were satisfied (Durbin-Watson = 1.89, normality of residuals confirmed via Shapiro-Wilk test p = 0.112, homoscedasticity confirmed via Breusch-Pagan test p = 0.284).

4.1.4. Correlation and additional analyses

In this table 6, we can see positive high correlations between all the psychological variables with some especially high ones that exist among basic need satisfaction and a sense of community (r =.68). The demographically controlled partial correlations are also significant, and test-retest stability (r =.81-.84) is excellent. These interrelationships suggest the theoretical integrity of SDT in the context of CME and show that the advantages of mentoring are spread among a variety of program and psychological outcomes all at the same time.

Table 6. Correlation Matrix and Statistical Measures

	M	SD	1	2	3	4	5	6	7	8	9
1. BNS-Autonomy	5.38	0.82	(.78)								
2. BNS-Competence	5.29	0.76	.62***	(.81)							
3.BNS-Relatedness	5.59	0.71	.58***	.71***	(.83)						
4. BNS Total	5.42	0.68	.83***	.89***	.84***	(.89)					
5. PSoC Total	31.8	4.2	.52***	.61***	.59***	.68***	(.85)				
6.Program Satisfaction	5.80	0.87	.48***	.56***	.62***	.65***	.73***	(.88)			
7.Intent to Continue	5.74	0.92	.51***	.58***	.61***	.66***	.71***	.79***	(.91)		
8.Musical Growth	5.57	0.91	.46***	.67***	.54***	.64***	.58***	.67***	.63***	(.86)	
9.Social Connection	5.49	1.02	.43***	.52***	.69***	.62***	.76***	.71***	.68***	.55***	(.89)
Partial Correlations	(controlling for age, experience, gender)										

	M	SD	1	2	3	4	5	6	7	8	9
PSoC with BNS-Autonomy			.49***								
PSoC with BNS-Competence				.58***							
PSoC with BNS-Relatedness					.56***						
Test-Retest Reliability	(4-week interval, n = 45)										
BNS Total			r = .84***								
PSoC Total							r = .81***				

Table 6. (*Continued*)

***Note:** **p < 0.001. Values in parentheses on diagonal are Cronbach's alpha reliability coefficients. All correlations remained significant when controlling for demographic variables. Test-retest correlations indicate excellent temporal stability of measures.*

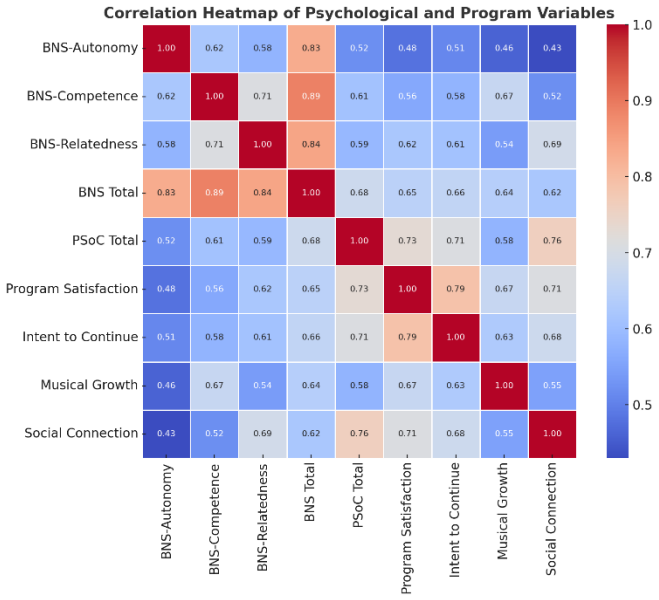

Figure 3. Correlation Heatmap of Psychological and Program Variables

Figure 3, illustrates that there are strong positive correlations between key constructs. There were strong correlations between Basic Need Satisfaction dimensions (autonomy, competence, relatedness) and the overall score of BNS and PSoC (r =.59-0.89). There were also high correlations between PSoC and program satisfaction, intent to continue and social connection (r =.68-76), which highlight the pivotal role of mentorship on the growth of community belonging and long term attendance.

Mediation Analysis Results:

Role Type (Mentor vs. Instructor) →BNS Total→ PSoC: Indirect effect = 2.41, 95% CI [1.67, 3.28], p < 0.001

The amount of relationship between role type and sense of community was explained by full mediation model 67 %.

4.2. Qualitative results

The eight teacher interviews that were analyzed via the thematic analysis methodology identified three major themes which allow explaining the psychological effects of such a role transition of an instructor to a mentor and they include: (1) Enhanced Student Psychological Well-being, (2) Transformative Educator Identity, and (3) Cultivation of a Mastery-Oriented Climate.

4.2.1. Theme 1: Enhanced student psychological well-being

According to the teachers, this means the mentoring practices were useful to fulfill the needs of autonomy, competence and relatedness of the participants, which corresponds to the concepts of SDT.

Autonomy Support: Mentor-oriented educators have indicated their emphasis on providing the participants with choice and voice in their learning process. Eleanor (Intergenerational Choir, 15 years) described it in the following way: I always begin the rehearsals with the question about what songs are talking to the people this week. In other instances we fail utterly to follow my lesson plan as someone raises an issue of a piece that appeals to their life experience. It is then that the magic works - when they own their musical career.

Samuel (Adult Jazz Band, 20 years) explained how he encouraged independence by involving people in making decisions: "Rather than telling them what to interpret, I will ask questions, such as, how do you hear this phrase? or; What story are you telling here? The members of the band also become co-creators instead of being passive receivers. I have observed reserved players coming out as confident musical narrators.

Conversely, educators of the instructor orientation were oriented towards set curricula. David (Adult Jazz Band, 8 years) wrote: There are certain learning objectives of each session. Participants would be able to give preferences, but in the end, I must make sure we go through the technical fundamentals in a systematic manner.

Competence Development: Mentors focused on the idea of growth rather than perfection and saw mistakes as the possibility to learn. Maria (Senior Orchestra, 12 years) explained: When there is a passage that someone is struggling with we first celebrate the attempt and then brainstorm on to solve the problem. I have witnessed victims that were afraid of erring become daring individuals who allow themselves to experiment with music. Their self-confidence oozes in the ensemble.

Leo (Teen Rock Program, 4 years) explained how the aspect of scaffolding competence is developed: I meet the teens where they are musically. Others just need to be able to play two chords, and it is a right of their passage. We are experimenting to others in intricate improvisation. The thing is to recognize and admire personal developmental journey of every person.

Relatedness and Connection: Mentors were also concerned with the creation of community relationships that went beyond musical activities. According to Ben (Teen Rock Program, 5 years): The first 15 minutes of each session: checking in - not about music, but about life. These teenagers save each other during breakups, when they are in colleges, family problems. The music is a means of greater human interaction.

Eleanor explained that there was intergenerational bonding within the choir: "The choir ranges between 8-85 years. I have seen how teenagers guide seniors in the technology field, and seniors provide wisdom in life to the younger ones. These are the relationships that are usually maintained even after the rehearsals -

coffee dates, visit to concerts of grandchildren. It is not only that we make music, we are weaving up community fabric."

4.2.2. Theme 2: Transformative educator identity

The transformation of the teacher into a teacher-mentor had incredible effects on the professional self-concept of the educator, and it came with its advantages and disadvantages.

Identity Reconstruction: Teachers said that they had changed the way they perceived their role and their efficacy. Samuel thought: The first ten years of my teaching life were the years of perfect performances and technical accuracy. A successful person these days is one who shows up to sing a song that brings them back to their grandma, or who sees a member of the ensemble help each other out of tough life changes. My role changed to musical director and became a community facilitator.

Maria answered her change: I had to reverse my model of conservativeness where teacher is the most dominant figure. Being a mentor meant being able to recognize the fact that sometimes the participants themselves can show me something new, as how to be strong, how to improvise, how other cultures treat music. It is debilitating and humiliating at the same time.

Emotional Labor and Fulfillment: Mentors acknowledged tremendous investment of emotion and truly abounding meaning into their job. Their burden is not limited to the music they have troubles with, as the manner in which Ben explained the situation is quite intricate, because these teens are not only burdened with their musical issues. I have advised kids to overcome their panic attacks, I have celebrated the news about college acceptance, I had to solve family quarrels, which disrupt my rehearsal relationship. It is tedious and sublime. I have such days to be a music teacher instead of a counselor but whenever we build relationships with each other, it is such that we have music experiences that will be better than anything that I had been able to accomplish in a conventional schooling.

Eleanor emphasised that the mentoring dynamics were very two-way: the emotional capital that I invested is paid back with interests many times. I find my passion to teach music again when I watch one of the participants find their voice in both literal and metaphorical senses. I have become a better musician and human being because of the mentor role.

Professional Issues: But role boundary and institutional recognition were also mentioned by the mentors as a struggle. Leo replied: Sometimes I ask myself whether I am doing enough teaching in the conventional sense. Parents need technical advancement; administrators need results. The rich community service does not necessarily translate to standard measures. I have had to learn to trust in the importance of what we are doing even where it does not appear to be traditional music teaching.

Samuel raised institutional issues: The emotional work is real and is mostly not appreciated by the institutions. We are not taught how to be counselors or conflict mediators, but these are the skills needed. I have acquired the knowledge of experimenting, thus, occasionally making mistakes that impact participants. Mentoring would be incredibly helpful in the development of professionals."

4.2.3. Theme 3: Cultivation of a mastery-oriented climate

Mentors deliberately established learning conditions where achievement was based on development, teamwork and internal drive rather than competition and recognition by outside forces.

Reframing Problems: Mentors also assisted the participants to perceive difficulties as common aspects of learning as opposed to failure. Maria replied: There is a saying in our orchestra that goes: That is not a mistake, it is a jazz moment. When one plays something unusual, we delve into its potential of creating new

musical possibilities. This has also removed performance anxiety that we had previously experienced during rehearsals.

Ben explained that he had established psychological safety: I clearly explain to members that it is a judgment-free zone in our rehearsal environment. We are here to be experimental, risk taking and develop. I present my personal experiences of musical difficulties and failures. When the facilitator sets the example of vulnerability, it allows everybody to be flawed.

Collaborative Problem-Solving: Mentors did not give direct corrections, instead involving the participants into finding and solving musical problems collaboratively. Leo said: When it does not sound right, I will ask the company what they hear and how they can change this. The teenagers turn into musical detectives, learning how to create their ears and have problem-solving abilities. They own solutions in a manner that has never been attained through direct instruction.

Focus Intrinsic Motivation Mentors related musical activity to personal values and interests of participants. Samuel explains his method: "I get to know about his or her musical heroes, life experience and ambitions. Then I assist them in establishing links between what we are doing as a group and what is important to them as individuals. A grandmother may tell a lullaby of the time she spent with her grandchildren; a veteran may identify with the songs of the time that he or she was in the service. When music is personalized, then the commitment becomes self-perpetuating."

4.3. Integration of quantitative and qualitative findings

The comparision between quantitative and qualitative outputs gives strong argument on the psychological advantages of mentor-oriented CME strategies. The high effect sizes of the quantitative comparisons (Cohen d of 0.78 to 1.36) are confirmed with the abundant qualitative descriptions of how the mentoring practices can be used to assist with the basic psychological needs.

Supporting Autonomy: The quantitative result of a significant higher score of mentor-led participants on situations of autonomy ($M = 5.68$ vs. 5.07, $p < 0.001$) is justified based on qualitative explanations of choice-based practices, collaborative decision making and voice of the participants in the programming decisions.

Developing Competence: The results of competence scores are higher in mentor lead groups ($M = 5.58$ vs. 4.99, $p < 0.001$) which are congruent with what educators have described as growth-centered feedback, differentiating challenges and evaluating them as learning opportunities.

Promoting Relatedness: The high variation in the corresponding relatedness cores ($M = 5.87$ vs. 5.29, $p < 0.001$) is related to the focus of mentors on the community-building, personal bond, and establishment of supportive ensemble cultures.

Enhancing Community Belonging: $d = 1.36$ is very large, meaning that the psychological sense of community was comprehensively implemented by mentors in the establishment of inclusive and interactive learning communities that made individuals feel valued as wholesome personalities, rather than just musical performers.

The theoretical consistency of SDT in the context of CMEs is confirmed by the fact that all three psychological requirements are important predictors of sense of community ($R^2 = 0.458$), and using holistic interests of mentors as the form of taking into consideration different facets of human psychological well-being at once dictates the theoretical soundness of SDT theory in the settings of CMEs.

5. Discussion

Findings of this research paper demonstrate that the shift towards the mentor-based handling of Community Music Education (CME) has valuable psychological benefits to the learners and identity shifts that are transformative to the educators. Quantitative analysis It was established that the satisfaction with basic psychological needs autonomy ($M = 5.68$ vs. 5.07, $p < 0.001$, $d = 0.78$), competence ($M = 5.58$ vs. 4.99, $p < 0.001$, $d = 0.81$), and relatedness ($M = 5.87$ vs. 5.29, $p < 0.001$, $d = 0.88$) were more satisfied in the participants who had attended. The predictive ability of Self-Determination Theory (SDT) in the context of sense of community was confirmed by the regression analysis that competence ($\beta = 0.38$, $p < 0.001$), relatedness ($\beta = 0.31$, $p < 0.001$), and autonomy (($\beta = 0.29$, $p < 0.001$) explained the 44.8% variance in sense of community beyond demographics. These trends were supported by qualitative findings, which indicated that mentors encouraged the sense of ownership, emotional safety, and community relation, whereas educators reported the change in professional identity, which is both fulfilling and emotionally laborious.

There were findings that were in line with expectation and also those that were not. Indeed, mentoring increased the psychological well-being and the sense of belonging among the participants in a significant way, as expected, which the SDT framework supports. Nevertheless, the impact of social connection ($d = 1.39$) and intent to continue ($d = 1.36$) was very large, which is likely to be attributed to the fact that mentoring does not only give individuals motivation but promotes commitment to CME in the long term. On the other hand, the absence of the effects of gender-based interaction ($F = 0.42$, $p = 0.52$) was not necessarily expected, and previous researchers have suggested that gender can mediate the experience of autonomy and associated relatedness in educational settings. Moreover, the size of the effects of mentoring learners ($d = 1.24$) versus more advanced learners ($d = 0.78$) indicates that novices are more likely to find disproportionate gains in terms of benefits of mentor-led climates, a fact that has not been reported in the literature.

The findings are very well agreed with the previous literature. Following the findings of Firzly [36], who discovered that autonomy-supportive mentoring is also associated with increased engagement and decreased turnover intentions, this research demonstrates that mentors have a significant positive impact on program satisfaction ($M = 6.21$ vs. 5.43, $p < 0.001$, $d = 0.95$). Equally, Ingersoll [29] also found that mentoring also lowered attrition by 20 percent, which is also observed here in terms of intent to continue ($M = 6.35$ vs. 5.18, $p < 0.001$). The qualitative stories reflect this warning of Hobson [20] not to judge or permitting oneself to judge as well, as the mentors are depicted deliberately focusing on turning mistakes into opportunities, which resonates with Maria asserting the errors being seen as jazz moments. Moreover, this research applied the SDT framework to CME whereby the autonomous, competent, and relatedness needs fulfilment directly forecasted community belonging ($R^2 = 0.519$), which validates the meta-analysis conducted by Su and Reeve [44], that autonomy-supportive climates are always motivating.

These results can be explained by the holistic mentoring nature. With the inclusion of participant voice, the appreciation of small gains, and the establishment of intergenerational relationships, mentors established psychologically safe settings that met all three SDT needs at the same time. This is contrary to instructor based programs where the autonomy was limited by the hierarchical authority and performance orientation that enhanced anxiety. The testimonies of educators showed that mentoring changed their professional identity as they no longer provided technical instructions but facilitated the community with their work, whereas it also came with an emotional labor cost because they had to cope with pastoral care duties without institutionalization. Such results emphasize the two-fold aspect of mentorship as a psychologically empowering and professionally challenging process.

The study does not lack limitations. The four CME organizations in the U.S. mid-West (N = 174) might limit cultural and geographic transferability. Although self-report measures are validated (Cronbach's $\alpha \geq 0.78$ across subscales), they have risks of the social desirability bias especially in group program where participants might over-report the satisfaction. The qualitative sample (n = 8 educators) was rich but could not be representative of the entire range of CME pedagogies in the world. In addition, the quantitative strand has a cross-sectional design thus restraining the ability to infer causation yet the mediation model (indirect effect = 2.41, $p < 0.001$) has given high confidence on the directional relationships.

However, the high response rate (96.7%), demographic diversity (ages 16–78, balanced gender representation), and the same effects across subgroups help to increase the generalizability of findings. The positive effects of the mentoring process were also noted at all age groups (d ranging 0.89–1.01) and music experience levels, which can indicate the strong universal applicability to the learner population. Although contextual indicators can differ across countries, like funding and institutional recognition, the psychological processes described, which include autonomy, competence and relatedness, are universal, based on SDT. In this way, the findings can be tentatively extrapolated on to larger CME settings and possibly to other informal or community-based learning settings.

Practical and Policy Recommendations

This research offers a number of feasible research findings that can be used as practice recommendations, teacher training, and legislative measures in Community Music Education (CME).

1. Professional Development of the Educators: The effect sizes of autonomy (d = 0.78), competence (d = 0.81), and relatedness (d = 0.88) are significant enough to emphasize the importance of training the educators to develop the skills of a mentor that directly leads to the psychological well-being. Professional development is not only technical teaching but also needs to have strategies on autonomy-supportive communication, growth-oriented feedback, and community-building practices. Since the issue of emotional labor proved to be a common problem, self-care, boundary-setting, and fundamental methods of counseling should be featured in training as well to avoid burnout.

2. Role Clarification and Recognition within an Institution: CME organizations should clearly identify the complexity of the role of a mentor. The role of mentor as indicated by teachers testimonies has been found to be that of facilitator, counselor, and community builder but these functions are not acknowledged by administrators.

It is necessary to have the clear role description, formal mentorship structure, and workload adjustment in order that educators will receive the appropriate support and compensation.

3. Measurement outside Technical Metrics: The traditional method of assessing musical progress such as accuracy and technical control and performance achievement are not representative of the overall benefit of mentor-led program. The three components of psychosocial outcomes to be incorporated in alternative evaluation models include sense of community (PSoC), persistence and program satisfaction. The organizations can demonstrate the broader impact of CME by multi-dimensional evaluation and the resources deployed by the organization would be justified.

4. Policy and Funding Support: The benefits of mentor-based programs and more so those that are based on sustenance (intent to continue, d = 1.36) are reflected, which would require the long-term models of mechanisms of funding the mentorship-based pedagogy. Policymakers and funders provide various agency funding should ensure that they invest in CME structures going well beyond short term grants of projects.

The marginalized groups, intergenerational groups, and rural access must also be funded in order to enhance inclusiveness and equity.

5. Educational Implications: As far as it is rooted on CME, the results have the wider implication on the informal, non-formal and even formal educational contexts. The ability of the psychological needs to predict (44.8% unique) sense of community implies the models included into the mentorship should be applied to the other areas where engagement, persistence, and well-being are most important. When the theories of mentorship are introduced in the teacher education programs, it may therefore increase the formation of professional identities, and motivation of the learners in all disciplines.

6. Conclusion

This paper discussed the psychological impact of the instructor-to-mentor role reversal in Community Music Education (CME) on an explanatory sequential mixed-method research design. The sample size of 174 participants (eight educators) revealed that mentor based programs never yielded inferior psychological results than the instructor based ones. Those who were in mentor-guided ensembles expressed even greater completement of autonomy, competence, relatedness and higher sense of community, satisfaction with the program and continuation. Teachers explained that mentoring transformed their professional identity as it has made their practice more enriched, yet at the same time, required significant emotional investment. These results combine to support Self-Determination Theory (SDT) as an efficient approach to understanding learner motivation and well-being in CME and also to outline the twofold benefits and difficulties that mentoring poses to teachers.

6.1. Theoretical implications

This study introduces the theory of SDT to a community-based environment, thus carrying the theory beyond the school and the workplace. The relationships indicated sense of community to be explained by autonomy-supportive and relationship-centered practices with significant explanatory power ($R^2 = 0.519$). These findings prove that CME may be regarded as cultural and artistic project as well as learning environment that is psychologically supportive, which supports the centrality of SDT in explaining human flourishing in various educational settings.

6.2. Practical implications

According to the results, mentorship training programs, role recognition and a supportive structure should be invested in CME organizations. The transformation of the hierarchical instruction to the facilitative mentoring is not only a change of program ethos, but also a change of pedagogical change. To maintain the well-being of educators and the participation of the participants, sustainable funding and policies that would view mentorship as one of the professional competencies will be necessary.

6.3. Limitations

The four CME organisations were restricted along the U.S. Midwest and this may restrict the extent of the research to the cultural generalisation. The biasing is also opened by the self-report approach and curtails the assertions of causality by the cross-sectional design. Whereas the interviews were quite informative to some extent (in terms of depth), it was a relatively small sample of the educators ($n = 8$) that may not be adequate to reflect a full spectrum of prospects in various settings of mentoring.

6.4. Future directions

Longitudinal designs are to be pursued in the future to monitor the development of the mentoring relationships and the effects they have on psychology in the long run. Universality of SDT-motivated

mentorship benefits would be explained by comparing them across the cultural and geographic settings. It would also be interesting to expand the samples to include learners with marginalized or underrepresented communities to understand the interaction between the mentoring and a more general question of equity and access. Lastly, the mixed-method approach involving observational data and computer-mediated learning would increase the validity and investigate the manner in which mentoring can be scaled to hybrid or online CME.

Conflict of interest

The authors declare no conflict of interest

References

1. C. G. Bell-Robertson, "Beyond mentoring: A review of literature detailing the need for additional and alternative forms of support for novice music teachers," Update: Applications of Research in Music Education, vol. 33, no. 2, pp. 41–48, 2015. DOI: 10.1177/8755123314547910
2. C. Conway, "Beginning music teacher mentor practices: Reflections on the past and suggestions for the future," Journal of Music Teacher Education, vol. 24, no. 2, pp. 88–102, 2015. DOI: 10.1177/1057083713512837
3. A. Goodrich, "Peer mentoring and peer tutoring among K–12 students: A literature review," Update: Applications of Research in Music Education, vol. 36, no. 2, pp. 13–21, 2018. DOI: 10.1177/8755123317708765
4. K. R. Weimer and D. J. Albert, "A mentoring network for novice and experienced music teachers: Concept, design, outcomes, and recommendations," Journal of Music Teacher Education, vol. 31, no. 2, pp. 92–106, 2022. DOI: 10.1177/10570837211054096
5. R. B. MacLeod, C. Blanton, J. Lewis, and D. Ortiz, "Near-peer mentorship: A model for private music instruction in an underserved community," String Research Journal, vol. 10, no. 1, pp. 45–60, 2020. DOI: 10.1177/1948499220924420
6. S. Domínguez-Lloria and M. J. Hernández-Micó, "Mentoring in the context of music teacher education: A systematic review," International Journal of Music Education, vol. 42, no. 4, pp. 594–609, 2024. DOI: 10.1177/02557614241297276
7. D. Bennett and E. K. M. Chong, "Singaporean pre-service music teachers' identities, motivations and career intentions," International Journal of Music Education, vol. 36, no. 4, pp. 477–491, 2018. DOI: 10.1177/0255761417703780
8. D. A. Stringham and A. H. Snell, "Perceptions of an instrumental music teacher regarding mentoring, induction, and the first year of teaching," Research Studies in Music Education, vol. 39, no. 1, pp. 73–89, 2017. DOI: 10.1177/1321103X17734973
9. V. L. Bond, "Autoethnographic narrative as a lens on life-long musician–teacher identity," Research Studies in Music Education, vol. 40, no. 1, pp. 57–69, 2018. DOI: 10.1177/1321103X18773129
10. B. J. Brewer, "The importance of mentoring and collaboration for new music teachers," Music Educators Journal, vol. 103, no. 3, pp. 50–56, 2017. DOI: 10.1177/0027432117697008
11. K. E. Ambrosetti, "Mentoring and identity development in community music education: A case study," International Journal of Community Music, vol. 8, no. 3, pp. 279–295, 2015. DOI: 10.1386/ijcm.8.3.279_1
12. A. E. Eros, "Mentoring perceptions and the reflective practices of first-year music teachers," Journal of Music Teacher Education, vol. 26, no. 2, pp. 50–63, 2017. DOI: 10.1177/1057083716634758
13. C. M. Conway, M. E. Eros, A. J. Pellegrino, and C. West, "Novice music teachers' perceptions of program induction and mentor quality," Research Studies in Music Education, vol. 38, no. 2, pp. 193–212, 2016. DOI: 10.1177/1321103X16642630
14. J. Purves and G. D. L. Livermore, "El Sistema-inspired community music programs: The role of mentorship in teacher identity and student engagement," International Journal of Community Music, vol. 11, no. 2, pp. 149–164, 2018. DOI: 10.1386/ijcm.11.2.149_1
15. H. K. Lund and S. R. Kruse, "Music teacher identity: Reinforcing and reframing the teacher–mentor role in a community youth ensemble," International Journal of Music Education, vol. 37, no. 2, pp. 248–260, 2019. DOI: 10.1177/0255761419833089
16. C. Chea, "Mentorship's role in shaping professional identity: Insights from Cambodian teaching practicums," Cogent Education, vol. 11, no. 1, Article 2183806, 2024. DOI: 10.1080/2331186X.2024.2419710
17. X. Zhang, M. N. A. Rahman, H. B. A. Wahab, and L. Qiu, "How mentor teachers and emotions influence professional identity and career decisions of preservice teachers," Frontiers in Education, vol. 10, Article 1569062, 2025. DOI: 10.3389/feduc.2025.1569062

18. M. Izadinia, "A closer look at the role of mentor teachers in shaping preservice teachers' professional identity," Teaching and Teacher Education, vol. 52, pp. 1–10, 2015. DOI: 10.1016/j.tate.2015.08.003
19. L. Goulart da Silva, "From teacher to mentor: A case study on the development of mentoring skills," Odisseia, vol. 2, no. 1, pp. 55–71, 2017. DOI: 10.21680/1983-2435.2017v2n1ID10806
20. A. J. Hobson, "Judgementoring and how to avert it: Introducing ONSIDE mentoring for beginning teachers," International Journal of Mentoring and Coaching in Education, vol. 5, no. 2, pp. 87–110, 2016. DOI: 10.1108/IJMCE-03-2016-0024
21. P. Hudson, "Forming the mentor–mentee relationship," Mentoring & Tutoring: Partnership in Learning, vol. 24, no. 1, pp. 30–43, 2016. DOI: 10.1080/13611267.2016.1163637
22. J. Kantola and S. Penttilä, "What drives mentors? The role of benevolence in mentoring motives," Scandinavian Journal of Educational Research, vol. 67, no. 2, pp. 234–247, 2023. DOI: 10.1080/00313831.2023.2229371
23. T. D. Fletcher and C. A. Mullen, The SAGE Handbook of Mentoring and Coaching in Education, Sage, 2017, ch. 2 (Mentoring roles and identity formation). DOI: 10.4135/9781473973041.n2
24. H. Long, R. Hallam, and L. Gaunt, "Reimagining teacher mentoring for the future: Embracing collaborative and non-hierarchical approaches," Cambridge Journal of Education, vol. 50, no. 6, pp. 677–694, 2020. DOI: 10.1080/0305764X.2020.1775783
25. A. R. Butz, A. E. Spencer, M. Thayer-Hart, A. L. Cabrera, and M. L. Wheeler, "Mentors' motivation to address race/ethnicity in research mentoring relationships," Journal of Diversity in Higher Education, vol. 12, no. 3, pp. 242–254, 2019. DOI: 10.1037/dhe0000096
26. S. Waterman, E. L. He, and C. McGillin, "Effective mentoring in education: Perspectives from mentors and mentees," Educational Research and Evaluation, vol. 21, no. 5–6, pp. 436–456, 2015. DOI: 10.1080/13803611.2015.1117986
27. F. Orland-Barak and Q. Wang, "Teacher–mentor roles and identity formation: A cross-cultural exploration," International Journal of Mentoring and Coaching in Education, vol. 10, no. 1, pp. 2–18, 2021. DOI: 10.1108/IJMCE-03-2020-0010
28. J. R. C. Diniz, I. S. dos Santos, and E. C. de Andrade, "Mentoring in teacher education and the development of professional identity," Teaching and Teacher Education, vol. 63, pp. 272–284, 2017. DOI: 10.1016/j.tate.2016.12.015
29. H. Ingersoll, D. Merrill, and L. Stuckey, "The impact of mentoring on teacher retention: What the research says," Education Sciences, vol. 8, no. 4, Article 165, 2018. DOI: 10.3390/educsci8040165
30. W. T. Hung, "Instructor vs. mentor: Role identity and pedagogical approaches in teacher–student relationships," Asia Pacific Journal of Education, vol. 41, no. 1, pp. 19–32, 2021. DOI: 10.1080/02188791.2020.1776211
31. E. S. Feiman-Nemser and S. E. Carver, "Mentor's roles in learning to teach: A review of literature and implications for mentoring," International Journal of Mentoring and Coaching in Education, vol. 6, no. 3, pp. 231–249, 2017. DOI: 10.1108/IJMCE-01-2017-0003
32. S. Achilles and K. Hoover, "Shifting from instructor to mentor: Case studies of teacher–student dynamics," Journal of Educational Research and Practice, vol. 9, no. 1, pp. 331–345, 2019. DOI: 10.5590/JERAP.2019.09.1.24
33. L. Orland-Barak, "Learning to mentor as learning a second language of teaching," Teachers and Teaching: Theory and Practice, vol. 16, no. 5, pp. 615–629, 2010. DOI: 10.1080/13540602.2010.507967 (Note: included for theoretical context, although published slightly before 2015)
34. G. Richter, S. Kunter, U. Lüdtke, O. Klusmann, J. Anders, and M. Baumert, "How different mentoring approaches affect beginning teachers' development in the first years: A comparative study," Frontiers in Psychology, vol. 6, Article 1917, 2015. DOI: 10.3389/fpsyg.2015.01917
35. A. Schwille, M. Dembélé, and J. Schubert, "Global perspectives on teacher mentoring: Roles, practices, and impact on teacher identity," International Journal of Educational Development, vol. 55, pp. 99–110, 2017. DOI: 10.1016/j.ijedudev.2017.06.008
36. N. Firzly, M. Chamandy, L. G. Pelletier, and M. Lagacé, "An examination of mentors' interpersonal behaviors and mentees' motivation, turnover intentions, engagement, and well-being," Journal of Career Development, vol. 48, no. 5, pp. 699–713, 2021. DOI: 10.1177/08948453211039286
37. T. D. Raedeke and M. Hayes, "Feasibility of Project Mentor: A mentoring program based on self-determination theory for adolescents classified as overweight," Research Quarterly for Exercise and Sport, vol. 95, no. 1, pp. 157–170, 2024. DOI: 10.1080/02701367.2023.2167912
38. A. Neufeld, "Putting self-determination theory into practice: A practical tool for supporting medical learners' motivation," The Clinical Teacher, vol. 22, no. 4, pp. 297–302, 2025. DOI: 10.1111/tct.70140
39. A. R. Butz, M. L. Spencer, and M. Thayer, "Mentors' motivation in research mentoring relationships: A self-determination theory perspective," Journal of Diversity in Higher Education, vol. 12, no. 3, pp. 242–254, 2019. DOI: 10.1037/dhe0000096

40. E. M. Dell, J. Christman, and J. A. O'Neil, "Using self-determination theory to guide mentoring activities for underrepresented students in engineering technology programs," in Proc. ASEE Annual Conf. & Expo, Jul. 2021. DOI: 10.18260/1-2--36600
41. J. Kantola and S. Penttilä, "What drives mentors? The role of benevolence in mentoring motives," Scandinavian Journal of Educational Research, vol. 67, no. 2, pp. 234–247, 2023. DOI: 10.1080/00313831.2023.2229371
42. E. L. Deci, A. H. Olafsen, and R. M. Ryan, "Self-determination theory in work organizations: The state of a science," Annual Review of Organizational Psychology and Organizational Behavior, vol. 4, pp. 19–43, 2017. DOI: 10.1146/annurev-orgpsych-032516-113108
43. J. L. Howard, M. Gagné, C. Morin, and A. Van den Broeck, "Motivation profiles at work: A self-determination theory approach," Journal of Vocational Behavior, vol. 95–96, pp. 74–89, 2016. DOI: 10.1016/j.jvb.2016.07.004
44. Y. Su and J. Reeve, "A meta-analysis of the effectiveness of intervention programs designed to support autonomy," Educational Psychology Review, vol. 23, no. 1, pp. 159–188, 2011. DOI: 10.1007/s10648-010-9142-7
45. R. M. Ryan and E. L. Deci, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," American Psychologist, vol. 55, no. 1, pp. 68–78, 2000. DOI: 10.1037/0003-066X.55.1.68 (Note: classic SDT framework reference)
46. P. J. Allan, R. L. Duffy, and K. M. Collisson, "Mentoring relationships and autonomy support: A self-determination theory perspective," Journal of Counseling Psychology, vol. 65, no. 4, pp. 512–524, 2018. DOI: 10.1037/cou0000278
47. M. M. Gagné and D. Bhave, "Autonomy in the workplace: An essential ingredient to employee engagement and well-being," in Self-Determination Theory in the Workplace: Advances in Motivation and Achievement, vol. 20, Emerald, 2018, pp. 41–72. DOI: 10.1108/S0749-742320180000020003
48. K. I. Van den Broeck, M. Vansteenkiste, H. De Witte, B. Soenens, and W. Lens, "Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale," Journal of Occupational and Organizational Psychology, vol. 83, no. 4, pp. 981–1002, 2010. DOI: 10.1348/096317909X481382
49. T. Baard, E. L. Deci, and R. M. Ryan, "Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings," Journal of Applied Social Psychology, vol. 34, no. 10, pp. 2045–2068, 2004. DOI: 10.1111/j.1559-1816.2004.tb02690.x
50. N. Gillet, R. J. Vallerand, and C. S. Lafrenière, "Intrinsic and extrinsic school motivation as a function of age: The mediating role of autonomy support," Social Psychology of Education, vol. 15, no. 1, pp. 77–95, 2012. DOI: 10.1007/s11218-011-9170-2
51. A. H. Hernández, C. F. Ferguson, R. Pedersen, M. Richards-Babb, K. Quedado, and N. J. Shook, "Research apprenticeship training promotes faculty–student psychological similarity and high-quality mentoring: A longitudinal quasi-experiment," Journal of Research in Science Teaching, vol. 60, no. 1, pp. 55–80, 2023. DOI: 10.1002/tea.21719
52. R. F. Baumeister and J. M. Tierney, The mentor effect: How giving, not just receiving, transforms people, New York: Penguin Random House, 2019. DOI: 10.1093/oso/9780190851068.001.0001
53. J. D. Kanter, N. R. McPartland, J. M. Derickson, and T. L. Farrow, "The mediating role of basic need satisfaction between mentoring and mentee outcomes: A self-determination perspective," Journal of Applied Social Psychology, vol. 49, no. 9, pp. 565–579, 2019. DOI: 10.1111/jasp.12619
54. R. M. Ryan and E. L. Deci, Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness, New York: Guilford Press, 2017. DOI: 10.1521/978.14625/28806
55. M. Śliwa, S. Spoelstra, O. Sørensen, and C. Land, "Performative and polyphonic pedagogies: Reimagining mentoring through self-determination theory," Management Learning, vol. 46, no. 4, pp. 412–428, 2015. DOI: 10.1177/1350507614560309