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BEAVER, Maxie E., 1936-
AN INVESTIGATION OF PERSONALITY AND VALUE
CHARACTERISTICS OF SUCCESSFUL HIGH SCHOOL
BAND DIRECTORS IN NORTH CAROLINA.

University of North Carolina at Greensboro,
Ed.D., 1973
Music

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AN INVESTIGATION OF PERSONALITY AND VALUE
CHARACTERISTICS OF SUCCESSFUL HIGH
SCHOOL BAND DIRECTORS IN
NORTH CAROLINA

by

Maxie E. Beaver

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1973

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BEAVER, MAXIE E. An Investigation of Personality and Value Characteristics of Successful High School Band Directors in North Carolina. (1973) Directed by: Dr. Walter Wehner. Pp. 110.

The purposes of this study were: (1) to investigate the personality and value characteristics of successful high school band directors in North Carolina, and (2) to determine whether successful high school band directors differ from a random sampling of high school band directors in tests of personality, cultural values, and administrative practices.

Collection of data was by use of three testing instruments: the Guilford-Zimmerman Temperament Survey, the Study of Values, and a questionnaire designed to gather information relating to administrative practices of respondents.

Two groups participated in the study. Group I contained successful high school band directors chosen by a jury of selectors. Selection of Group II members was at random from a list of North Carolina high school band directors published by the North Carolina Department of Public Instruction. The degree of success of Group II members was unknown.

On the Guilford-Zimmerman Temperament Survey, comparison of Group I with the norm revealed significant differences in two areas: general activity and masculinity. In comparing Group II with the norm, significant

differences were found in three areas: objectivity, thoughtfulness, and masculinity. Comparison of Group I with Group II revealed significant differences in two areas: objectivity and personal relations.

On the Study of Values, comparison of Group I with the norm revealed significant differences in three areas: theoretical, aesthetic, and political. In comparing Group II with the norm, significant differences were found in four areas: theoretical, aesthetic, political, and religious. Comparison of Group I with Group II revealed no significant differences.

Data from the questionnaire disclosed significant differences between Group I and Group II in six areas:

- (1) Group I members taught in larger high schools,
- (2) Group I members had larger high school band programs,
- (3) Group I members all held the master's degree,
- (4) Group I members were more likely to work for administrators who considered the band program an integral part of the total school program,
- (5) Group II members felt their administrators could help the band program by lending more moral support, and
- (6) Group I members were more likely to have teacher assistants to help with the band program.

General conclusions reached by the study were:

1. Successful high school band directors are more active than the average adult male.

2. Successful high school band directors are less masculine than the average adult male. This is not to say that successful male high school band directors tend to be effeminate, but that their interests in areas culturally defined as masculine are less than the average adult male.

3. Successful high school band directors are sensitive to aesthetic values.

4. Successful high school band directors generally teach in large high schools, have large band programs, have more teacher assistants, and work for administrators who are favorably inclined toward the band program.

5. Successful high school band directors hold the master's degree. Although the possession of a post graduate degree is no guarantee of success, all the successful high school band directors in this study hold the master's degree.

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CHAPTER I

INTRODUCTION

The purposes of this study were: (1) to investigate the personality and value characteristics of successful high school band directors in North Carolina, and (2) to determine whether successful high school band directors differ from a random sampling of high school band directors in tests of personality, cultural values, and administrative practices.

The aim of conscientious teachers has been to be successful in conveying information and concepts to students. There are varied degrees of success in achieving this goal, however, regardless of the conscientiousness of the teacher. Although some high school band directors are adequate musicians and are musically effective when directing a class, many may be unsuccessful because of nonmusical factors. The hypothesis underlying this study is that successful high school band directors possess personality and other nonmusical traits which are lacking in persons less successful in the profession. This study investigates some of these nonmusical traits.

Study Goals

Goals of this study were: (1) to identify and determine some of the personality and cultural values evident in successful high school band directors, (2) to compare these traits with the corresponding traits of high school band directors selected at random and with the norms established for the general population, and (3) to identify administrative characteristics of successful high school band directors and compare them with characteristics found in a random sampling of high school band directors. For the purposes of this study administrative characteristics are defined as those related to budgeting, scheduling, personnel, types of ensembles, and diversity of music instruction offered in the senior high school.

This study explores several questions. Three refer to the hypothesis of the study and two refer to general conclusions of the study:

1. Do the scores of successful high school band directors on standardized tests of personality and values differ significantly from the established norms?

2. Do the scores of successful high school band directors on standardized tests of personality and values differ significantly from those of band directors whose degree of success is unknown?

3. Do successful high school band directors have in common any administrative qualities which differ significantly from administrative qualities of high school band directors whose degree of success is unknown?

4. Do the results of the study include information which might be useful to colleges and universities in screening potential teaching candidates?

5. Do the results of the study contain implications for improvement of the teaching performance of high school band directors?

Review of Related Literature and Previous Studies

There is little objective research in the areas of personality and cultural values of high school band directors. For the purposes of this study, cultural values are defined as those taken from Edward Spranger's Types of Men and those tested by Allport, Vernon, and Lindzey in the Study of Values (SOV). The SOV measures the preferences of the subject in six areas: theoretical, economic, aesthetic, social, political, and religious. The literature sustained the hypothesis that there are nonmusical differences in successful and unsuccessful band directors, but it was generally nonobjective in approach.

A difficulty encountered in preparing this study was to define success adequately. The successful band

director may be relatively easy to identify, but he is difficult to describe accurately. Webster's Dictionary defines success as:

1. result; outcome (obs.) [sic]
2. a favorable or satisfactory outcome or result
3. the gaining of wealth, fame, rank, etc.
4. a successful person or thing

Syn. achievement, luck, consumation, prosperity, victory¹

Except for item two above, the dictionary offers insufficient assistance in defining successful teaching. Even to accept item two would require further definitions, e.g. one would have to define favorable or satisfactory when describing the outcome or result of a person's teaching.

Many articles examined the personalities of teachers, music teachers, or band directors in particular. Most of these articles were subjective in nature and offered little objective data in support of their conclusions.

A typical example of the periodical articles was by Ernst, "Quality Teaching Is Our Answer." Ernst listed seven elements he considered important to quality teaching.

¹Webster's New Twentieth Century Dictionary, 2nd ed. J.L. McKechnie, ed. (Cleveland: World Publishing Company, 1958), p. 1819.

1. The quality teacher understands the purpose of American education and the way in which his teaching contributes to those purposes.
2. The quality teacher has both a liberal education and a knowledge in depth of the field in which he teaches.
3. The quality teacher keeps abreast of knowledge in his field and of developments in teaching materials and techniques which help improve his performance.
4. The quality teacher clarifies for himself continually the objectives of music education.
5. The quality teacher discovers the heart of music and emphasizes it in every class.
6. The quality teacher is flexible enough to adapt himself and his teaching to changing conditions.
7. The quality teacher exhibits enthusiasm and sincerity, and a genuine love for music.²

Sunderman made statements of a similar nature in his book School Music Teaching, Its Theory and Practice. Sunderman's comments, as well as those by Ernst, are representative of nonobjective writing concerning the successful music educator:

The successful music teacher is a composite. He must have a blend of personal and musical qualifications that make it possible for him to produce music creatively. If he is to be a leader of musicians he must have the ability to educe desirable musical results from others. This cannot be done unless he has certain qualifications. We have had a great number of specialists in the field of music determine what they believe to be the characteristics of the successful music teacher. They declared these traits to be: a

²Karl Ernst, "Quality Teaching Is Our Answer," Music Educators Journal, XLV (April-May, 1959), p. 27.

good ear, leadership-personality, musical sensitivity, ability to perform adequately on some instrument, evidence of musical stylism, and ability to impart knowledge. It was their belief that a composite of these qualities would provide the foundation necessary for becoming a music educator.³

"Desirable Attributes of the Music Teacher" is the title of an article by Ehlert. In it Ehlert states:

There are two major groups of people who might be expected to know something about the relative importance of various aspects of a teacher's qualifications. One of these two sources would be music teachers themselves, particularly those college and university faculty members who are engaged in teacher education. The second source of information would be those persons who, by virtue of their position, will be employing music teachers; namely, school superintendents and music supervisors.⁴

Ehlert sent a questionnaire to 570 superintendents and music supervisors throughout the United States which contained a list of attributes of music teachers to be ranked in order of importance. The following is a composite list of these attributes which the respondents designated in the order of their importance:

1. Personality
2. Music Training
3. Teaching Ability

³Lloyd F. Sunderman, School Music Teaching, Its Theory and Practice (New York: Scarecrow Press, 1965), p. 35.

⁴Jackson K. Ehlert, "Desirable Attributes of the Music Teacher," Educational Administration and Supervision, XXXVI (November, 1950), pp. 411-418.

4. Interest in Teaching
5. Cooperation
6. Discipline
7. Intelligence
8. Self-Control
9. Health
10. General Culture
11. Scholarship
12. Performing Ability
13. Teaching Experience⁵

Another example of subjective writing is by Barry in his article, "Selecting A Successful Teacher." Barry dealt only in generalities rather than specifics and presented no research to support his statements. He presented four areas which he considered important in selecting successful teachers: (1) intelligence, (2) social conscience, (3) subject matter and teaching skills, and (4) skills in human relations.⁶

Best, in his article, "Will You Be A Successful Teacher?" states researchers have examined factors relating to success in teaching for twenty-five years. He failed to cite findings of the research or to include bibliographical

⁵Ibid., p. 416.

⁶Franklyn S. Barry, "Selecting A Successful Teacher," The School Executive, LXXVIII (July, 1959), pp. 21-23.

references. He listed, however, several areas relative to successful teaching of music. Each area was followed by a brief discussion:

1. What Qualities Are Essential to Success?
 - a. Thorough Musicianship
 - b. Effective Mastery of Teaching Techniques
 - c. Managerial Ability of a High Order
 - d. Drive and Enthusiasm
 - e. A Sound Philosophy of Education
 - f. A Warm, Friendly Personality
2. Why Do Some Music Teachers Fail?
3. What Must the Music Teacher Do to Succeed?
4. A Sound Philosophy of Education
5. Skill in Working With Others⁷

Snyder, in School Music Administration and Supervision, refrained from mentioning the word success. He used instead the terms teacher growth, teacher evaluation, and teacher appraisal. Snyder listed three ways by which teachers might be evaluated:

There are three commonly accepted types of teacher appraisal or evaluation: the teacher rating scale, personal estimate or subjective judgment, and evaluation of pupil progress.⁸

In Snyder's opinion, none of the above types are entirely satisfactory. In reference to the teacher rating scale he said:

⁷John W. Best, "Will You Be A Successful Teacher?," Music Educators Journal, XLII (June-July, 1956), pp. 52-54.

⁸Keith D. Snyder, School Music Administration and Supervision, (Boston: Allyn and Bacon, Inc., 1956), p. 94.

There are many forms, and it is an objective measure and quite impersonal. In using it exclusively it is impossible to bring into focus some of the important factors in teacher growth and effectiveness.⁹

In discussing the personal estimate type of evaluation Snyder said:

It is somewhat difficult to develop clearly stated and understood criteria of judgement when using personal estimate and subjective judgement as an evaluation technique.¹⁰

While commenting on evaluation of pupil progress Snyder stated:

Measuring the effectiveness of a teacher by the progress pupils show under his guidance also has the disadvantage of being rather subjective and indirect Just how much of a person's growth is the result of the teacher's effectiveness and how much comes as the result of his own initiative is hard to say.¹¹

The importance of the qualities in teachers espoused by the preceding writers is recognized. Their writings, however, are subjective in nature. Few articles and books written in the manner quoted above report the results of statistical research. The following authors reported their statistical research relating to success in teaching.

⁹Ibid., pp. 94-95.

¹⁰Ibid., p. 95.

¹¹Ibid.

Teachers-in-training and first-year through third-year teachers are popular subjects for investigation by educational researchers. Typical of the studies concerning the above groups was one by Ringness, "Relationships Between Certain Attitudes Towards Teaching and Teaching Success." Ringness had three purposes for his study:

1. To discover, if possible, any common factors that may underly [sic] the reasons given by undergraduates for the choice of teaching as a profession.
2. To determine whether the answers given to essentially the same questions in two different types of testing devices reveal comparable data.
3. To investigate the relationship between the reasons given for choice of profession and subsequent teaching success as measured by criterion of efficiency and acceptability.¹²

The subjects for the study were two groups of University of Wisconsin seniors who planned to become teachers. One group contained sixty-three men, the other group contained thirty-seven women. The initial testing was in the fall of 1949. There was another testing during the winter of 1950-51.

Some of the conclusions reached by Ringness were:

1. There is merit in examining the type of reason for choice of teaching as a profession as related to teaching efficiency and acceptability.
2. Interest in teaching was found to be largely centered in subject matter areas. This interest

¹²Thomas A. Ringness, "Relationships Between Certain Attitudes Towards Teaching and Teaching Success," Journal of Experimental Education, XXI (September, 1952), p. 1.

was ordinarily attained at a relatively early age, and stimulated by parents or particularly good teachers. Determination to teach . . . often did not come until college days.

3. It is believed by the writer that teachers are motivated to teach by certain wants, reasons, and values even though these may not all be the same for all teachers. Results of this study tend to substantiate the belief that teaching success is related to the nature of the reasons for choice of teaching.¹³

Picerno summarized the results of his dissertation for the Music Journal. A jury of music educators judged the degree of success of the participants in the study. The jury received no criteria by which to judge the teachers; instead, at the conclusion of the judging, they stated the bases upon which they made their judgments. The list which follows is by rank order of frequency of mention:

1. teacher attitude toward children and fellow workers
2. results achieved in their work
3. personality
4. cooperation with others
5. professionalism
6. quality of music performed
7. work done in county organization
8. attitude toward work

¹³Ibid., p. 50.

9. ability to select good music
10. enthusiasm, reliability, self-confidence¹⁴

Picerno asked administrators to comment upon success factors of music educators. The items below were the criteria most frequently mentioned by administrators. The list is in order of frequency:

1. willingness to work
2. cooperation in teaching
3. good organization in teaching
4. well trained
5. understands boys and girls
6. enthusiasm¹⁵

Negative aspects mentioned by administrators, in order of frequency, were:

1. little understanding of broader aspects of education
2. trying to do too many things
3. too few students
4. too many activities¹⁶

¹⁴Vincent Picerno, "What Is A Successful Teacher?," Music Journal, XXII (January, 1964), p. 74.

¹⁵Ibid.

¹⁶Ibid.

Students also evaluated their music teachers in the Picerno study. Below are the criteria mentioned by students, in order of frequency:

1. musical knowledge
2. good personality
3. patience
- ~~4.~~ good teacher
5. good director
6. good discipline¹⁷

Negative aspects mentioned by students, in order of frequency, were:

1. lack of discipline
2. temper
3. favoritism
4. talks too much
5. poor teacher
6. picks poor music¹⁸

An article by White summarized the findings of his dissertation. As part of his study, he asked music educators from all over the United States to rate their own success. Using a four-point scale, White found that: (1) twenty-six percent of the music teachers believed they were very successful, (2) fifty-eight percent believed they were

¹⁷Ibid.

¹⁸Ibid.

successful, and (3) fourteen percent believed they were moderately successful.¹⁹

White failed to state whether the music teachers received any guidelines upon which to base their opinion of their degree of success, or whether the degree of success was left entirely to the music teacher. It should be pointed out, however, that the teachers' rating of success was only a small part of White's study, rather than its sole purpose.

By examining the preceding studies one can comprehend that the success of a music teacher at least partly depends upon the viewpoint of the person doing the rating. Music educators, administrators, and students disagree somewhat in their opinions regarding what constitutes success in music teaching. The discrepancies between the dictionary definition, the articles by Ernst and others, the books by Sunderman and Snyder, and the studies by Ringness, Picerno, and White indicate the difficulty of arriving at one explicit definition of success.

Unpublished dissertations yielded most of the objective data concerning personality profiles of music educators. A review of unpublished dissertations revealed

¹⁹Howard G. White, "The Professional Role and Status of Music Educators in the United States," Journal of Research in Music Education, VX (Spring, 1967), pp. 3-10.

five which contained data relevant to the areas with which this study is concerned, i.e., personality and cultural values of successful high school band directors in North Carolina. The dissertations are by John Fosse, Northwestern University,²⁰ Warren Lutz, the University of Illinois,²¹ Vincent Picerno, Northwestern University,²² Robert Stewart, the University of Kansas,²³ and Paul Strub, the University of Kansas.²⁴

In his study Fosse investigated the prediction of success in teaching by studying persons involved in the teaching profession. Fosse said that the purpose of his study was "to develop equations which could be used to

²⁰John B. Fosse, "The Prediction of Teaching Effectiveness: An Investigation of the Relationships Among High School Band Contest Ratings, Teacher Characteristics, and School Environmental Factors," (unpublished dissertation, Northwestern University, 1965).

²¹Warren W. Lutz, "The Personality Characteristics and Experiential Background of Successful High School Instrumental Music Teachers," (unpublished dissertation, University of Illinois, 1963).

²²Vincent Picerno, "Personal Characteristics of Some Successful Music Teachers in Erie County, New York," (unpublished dissertation, Northwestern University, 1955).

²³Robert L. Stewart, "The Musical Taste of the Secondary School Instrumental Music Teacher in Relation to the Character and Success of His Music Program," (unpublished dissertation, University of Kansas, 1955).

²⁴Paul Strub, "The Undergraduate Characteristics of Successful Public School Music Teachers," (unpublished dissertation, University of Kansas, 1957).

predict the future teaching effectiveness of persons intending to become high school band directors."²⁵

Fosse gathered material from his subjects in the following areas:

1. biographical characteristics of the subjects, including family background, marital history
2. the subjects' musical education and experience, before, during, and after college
3. the subjects' teaching experience
4. the subjects' psychological attributes at the time of the study
5. factors in the subjects' teaching environments at the time of the study²⁶

Fosse wanted to discover predictive criteria which could be used at three points in time of the band director:

1. the future band director as he entered college
2. the future band director as he completed college
3. the future effectiveness of an in-service director after he had completed at least three years of teaching.²⁷

For his subjects, Fosse used twenty-five volunteers who were teaching in the northern part of Illinois. Seventeen of the band directors participated in the 1961 Illinois State Music Festival and received a rating of

²⁵Fosse, op. cit., p. 249.

²⁶Ibid., p. 2.

²⁷Ibid., p. 1.

Superior, Excellent, or Good, based on their bands' performance at the festival. Eight directors did not participate in that particular festival. Fosse grouped his subjects into four sets. Each set included directors receiving a particular rating at the festival, with the fourth set composed of directors not attending the festival.

Fosse administered the Minnesota Multiphasic Personality Inventory to his subjects. Characteristics of the subjects based on the MMPI were:

- Set I. [Those receiving a Superior rating.] Director tended to be aloof, energetic, outer-directed, imaginative, and tended not to be introspective.
- Set II. [Those receiving an Excellent rating.] Subjects tended to be aloof, sensitive, idealistic, and more introspective than Set I directors.
- Set III. [Those receiving a Good rating.] Director tended to be morose and hypochondriacal, religiously oriented, a worry-wart, and unable to handle contact with authority figures with any degree of sureness. He also tended to reveal his inner self quite frankly.
- Set IV. [Those who did not attend the festival.] Director tended to be similar to a composite of the Set I and Set II directors, but without their competitive drives, and with mild depressive symptoms.²⁸

Fosse said, "It would appear that by far the most important phenomena related to the varying degrees of

²⁸Ibid., pp. 264-265.

effectiveness--as indicated by the criterion--were the subjects' psychological characteristics."²⁹

The main conclusions reached by Fosse were:

1. High school band, or orchestra, and choir directors exhibit the same psychological characteristics.
2. There is no significant difference in intellectual capability among high school band directors.
3. There is no need to change the college training curriculum of future high school band directors.
4. There is no significant conflict among the goals of college music educators, high school band directors, and the institutionalized goals of the music teaching profession.³⁰

In his study, Lutz investigated

the professional backgrounds and experiences and the personality characteristics of successful high school instrumental teachers. The basic hypothesis underlying the entire study was that successful high school instrumental music teachers had a common identifiable pattern of backgrounds and experiences and a common pattern of personality characteristics.³¹

By analyzing the central problem stated above, Lutz endeavored to answer the following sub-problems:

1. By what criteria can teaching success be measured?
2. By what entities, or psychological tests, can personality characteristics be determined accurately?
3. Do successful high school instrumental music teachers have a common pattern of personality characteristics?

²⁹Ibid., p. 269.

³⁰Ibid., pp. 276-278.

³¹Lutz, op. cit., p. 124.

4. Do unsuccessful high school instrumental music teachers have a common pattern of personality characteristics?
5. What types of experience and background characterize successful high school instrumental teachers?
6. What type of experience and background characterize unsuccessful high school instrumental teachers?³²

Lutz determined whether his subjects were successful or unsuccessful by use of an Opinion Rating Form. An administrator, a fellow teacher, and a student filled out a form for each subject. Accumulation of additional data was by use of the Minnesota Multiphasic Personality Inventory and a questionnaire constructed by Lutz.

Some of the conclusions reached by Lutz were:

1. In the area of professional behavior, successful high school instrumental music teachers were rated highest by their fellow teachers and lowest by their students.
2. Teachers and administrators agreed more often in their opinions of the professional behavior of successful music teachers than did students and administrators, or students and teachers.
3. In the area of general personal traits, the successful teachers were rated highest by their fellow teachers and lowest by their students.
4. Teachers and administrators agreed more often in their opinions of the personal traits of successful instrumental music teachers than did students and administrators or students and teachers.

³²Ibid., pp. 124-125.

5. Successful high school instrumental music teachers:
- a. were unduly worried about their health,
 - b. were outgoing and sociable, mixed well, and had wide interests,
 - c. worried and were self-critical
 - d. committed compulsive behavior and were less likely than the general population to be concerned with social mores,
 - e. were more hostile than the general population although this hostility was more likely demonstrated by self-criticism,
 - f. exhibited moderate levels of depression which often resulted in hurt feelings, slighted friendships and threatened confidences,
 - g. were very similar to the general population in terms of masculine interests and extroversion,
 - h. were not oversensitive or suspicious,
 - i. did not possess overexpansive egos,
 - j. did not experience delusions of persecution,
 - k. appeared to be socially-minded persons, industrious workers, intelligent competitors and realistic human beings,
 - l. did not differ significantly from the general population in developed conversion-type hysteria symptoms such as paralyses, gastric, or intestinal complaints, or in cardiac symptoms,
 - m. were normal in their emotional responses and in their ability to profit from experience.³³

A summary of Picerno's dissertation appeared in his article cited on pages 11-13. In his conclusions, Picerno listed fourteen items, three of which are applicable to the present study:

1. Almost no relationship existed between the judges' rating of the teachers and the years of higher education. This contradicts the assumption that more education necessarily indicates probable success in teaching.

³³Ibid., pp. 131-139.

2. Almost no relationship existed between the judges' ratings and the years of teaching experience. This would indicate that the best teachers are not necessarily those with the most experience.
3. The superior teachers indicated that they held more master degrees than did the average or below average teachers.³⁴

Stewart conducted his study with thirty instrumental music teachers in Missouri. His subjects were teachers with a minimum of three years teaching experience whose bands or orchestras had participated in district music contests at Central Missouri State College in 1963 and 1964.³⁵

Each of Stewart's subjects answered a questionnaire and listened to two pre-recorded tests: a Music Preference Test and a Music Recognition Test. Stewart conducted the listening tests on an individual basis by a personal visit with each subject.³⁶

Stewart's study rated subjects in two ways for their success in teaching: (1) through their music contest ratings, and (2) through a jury rating of each subject. He also evaluated the quality of teaching materials used by the subjects.

Stewart's conclusions were as follows:

³⁴Ibid., pp. 206-207.

³⁵Stewart, op. cit., p. 53.

³⁶Ibid.

1. The results of this study did not show a statistically significant relationship between the teacher's musical taste and the success of his instrumental music program.
2. The results of this study did not show a statistically significant relationship between the teacher's musical taste and the quality of teaching material he uses.
3. A positive relationship exists between the teacher's success and the quality of materials he uses which is significant at the .01 level.
4. The musical taste of teachers in large schools is significantly higher than that of teachers in small schools, the difference being significant at the .01 level.
5. Success ratings of teachers in large schools are not significantly higher than those of teachers in small schools; however, the difference approaches significance, P being less than .10.
6. The findings show that the evaluation of teaching materials used in large schools were not significantly different from those teaching materials used in small schools.³⁷

Subjects for the study by Strub were graduates of the State Teachers College at Kirksville, Missouri. Strub divided the teachers into two groups--successful and unsuccessful--and compared the characteristics of the two groups. His study attempted to answer the following questions:

1. What are the pre-college musical experiences, and undergraduate activities and characteristics of successful public school music teachers that graduated from four to twenty-five years ago?

³⁷Ibid., pp. 87-88.

2. What are the pre-college musical experiences, and undergraduate activities and characteristics of public school music teachers, in service a similar length of time, but considered less successful?
3. Are the differences, if any, between successful and less successful teachers significant?
4. Do common patterns of pre-field experiences, activities and characteristics exist for successful and less successful teachers?
5. What are the implications of the findings for college music education departments, in the recruitment, counseling, and prediction of success of public school music teachers?³⁸

Strub collected data from a variety of sources: college registrar, personnel office, college annuals, records of campus organizations, placement bureau, and a questionnaire completed by each subject.

Determination of the degree of success was by experienced members of the faculty. The faculty members rated the teachers according to their reputations as music teachers, by means of data from the subjects' administrators, colleagues, parents, and upon the jury members' knowledge of the subjects' work. Strub's appraisal of the degree of success was determined by using a rating scale of fifty points with a continuum from highly successful to less successful. Strub compared the top twenty-five percent and the lower twenty-five percent.

³⁸Strub, op. cit., p. 140.

Strub listed a total of fifteen conclusions. Only those which are closely related to the present study appear below:

1. While the ratings given by the head of the music department at the bureau of placements may have some value, these ratings as well as all the others are far too high to be of value in prognosticating the teaching success of a music teacher.
2. Postgraduate work as a prerequisite for music teacher success is rapidly becoming imperative.
3. Possible teaching success is enhanced with an increase in age and years of teaching experience.³⁹

Determination of Success

In the present study the writer listed items taken into consideration by a jury of selectors who determined successful high school band directors in North Carolina. The jury members understood they could consider unlisted factors and that they could elect to disregard any of the items on the list. In the list which follows no attempt was made to rank the importance of individual items:

1. Musical ability
 - a. quality of personal musical performance
 - b. quality of band performance in concerts, contests, festivals, and clinics
 - c. quality of music performed by band
2. Teaching ability
 - a. competence in classroom teaching

³⁹Ibid., p. 158.

- b. discipline
 - c. empathy with students
 - d. guidance of students
3. Administrative ability
- a. organization of program, time, and personnel
 - b. budgeting
 - c. types of ensembles
 - d. use of student assistance
 - e. leadership qualities
4. Knowledge of subject area
- a. music in general
 - b. band music
 - c. band performance
 - d. music education
 - e. educational psychology
5. Competence in the opinion of colleagues, administrators, students, and local community
6. Membership and participation in professional organizations and activities.

CHAPTER II

PROCEDURE

Research Design

The objective of the research design was the collection of data for evaluation. The design permitted a comparison of scores of the two groups of participants with each other and the norm on standardized tests, and with each other on the questionnaire.

The null hypotheses of the study are:

H₀₁: There is no significant difference in the scores on standardized tests of personality characteristics as selected for this study with respect to successful high school band directors as compared with established norms.

H₀₂: There is no significant difference in the scores on standardized tests of value characteristics with respect to successful high school band directors as compared with established norms.

H₀₃: There is no significant difference in the scores on standardized tests of personality characteristics with respect to randomly selected high school band directors as compared with established norms.

H₀₄: There is no significant difference in the scores on standardized tests of value characteristics with

respect to randomly selected high school band directors as compared with established norms.

H₀₅: There is no significant difference in the scores on standardized tests of personality characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

H₀₆: There is no significant difference in the scores on standardized tests of value characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

H₀₇: There is no significant difference in administrative characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

The hypothesis of the existence of a relationship is accepted when its related null hypothesis is rejected at .05 level of confidence. This applies to all statistical computation in this study.

Personality characteristics investigated were those measured by the Guilford-Zimmerman Temperament Survey:

(1) general activity, (2) restraint, (3) ascendance, (4) social interest, (5) emotional stability, (6) objectivity, (7) friendliness, (8) thoughtfulness, (9) personal relations, and (10) masculinity.

Value characteristics investigated were those measured by the Study of Values: (1) theoretical,

(2) economic, (3) aesthetic, (4) social, (5) political, and (6) religious.

Administrative characteristics investigated by the questionnaire were in respect to: (1) budgeting, (2) scheduling, (3) personnel, (4) types of ensembles, and (5) diversity of music instruction offered in the senior high school.

The research design matrix (Table 1) identifies each group tested with the specific tests employed.

TABLE 1
RESEARCH DESIGN MATRIX

	Successful High School Band Directors	Randomly Selected High School Band Directors	Norm
Guilford-Zimmerman Temperament Survey			
Study of Values			
Questionnaire			

Selection of Participants

The concern of this study was two groups of band directors: Group I members were fourteen high school band directors known to be successful, Group II members were

twenty-five high school band directors selected at random from the 1971-1972 list of band directors published by the North Carolina Department of Public Instruction.

The selection of successful band directors in North Carolina was by five band directors in institutions of higher education who submitted the names of fifteen North Carolina high school band directors they considered to be most successful. The jury members selected to choose successful high school band directors were persons intimately acquainted with high school band programs and band directors in North Carolina. These persons had served as adjudicators, conducted clinic bands and/or all-state bands, or had otherwise been acquainted with high school bands in North Carolina for at least ten years.

Selection of jury personnel was geographic so as to represent different sections of the State. None of the jury members were aware of the identity of other jury members.

Jury members compiled their list by considering the qualities previously listed on pages 24-25. If they used other criteria they were to identify those criteria, although none did so. Jury members were to disregard age, race, sex, years of teaching experience, geographical location of high school, colleges or universities attended, and whether a band director participated in contests or festivals.

A list was made ranking all persons named by frequency of mention. When ties occurred within a frequency, the names were arranged alphabetically within that frequency. The first fifteen people on the list were asked to participate in the research study. No mention was made to the participant that he had been selected as a successful band director.

When a person contacted declined to participate in the research study, or if no answer arrived within four weeks, the next person on the list was contacted. This procedure was followed until a list of fourteen high school band directors designated as Group I was compiled. A total of thirty-two persons for Group I were contacted.

An identification number was assigned to each high school band director in the list published by the North Carolina Department of Public Instruction in the order in which their name appeared. No numbers were assigned to those band directors mentioned by the jury. Two random samples of thirty band directors were chosen by using random number tables taken from Experimental Design in Psychological Research by Allen Edwards. The persons named in the first random sample were contacted and asked to participate in the research study. When a person contacted declined to participate in the research study, or if no answer arrived within four weeks, names were taken from the

second random sample. These people were contacted, using the procedure mentioned above, until a list of twenty-five high school band directors, designated as Group II, was compiled. A total of sixty persons for Group II were contacted.

Each prospective participant received a letter which requested his assistance in the research study. The letter outlined the study, the participant's part in the study, and emphasized the need and importance of the study. A self-addressed, stamped envelope and reply sheet accompanied the letter to permit the prospective participant to indicate his willingness to participate in the study. A copy of the letter and the reply sheet are included in Appendix B.

A second letter (Appendix C), explaining the study in more detail and giving instructions for the tests, was sent to those who agreed to participate in the study. Enclosed with this letter were the standardized tests, the questionnaire, and a self-addressed, stamped envelope for returning the completed materials.

A total of 266 people were listed by the North Carolina Department of Public Instruction as high school band directors for the 1971-1972 school year. The total number of persons contacted to participate in the study represented thirty-five percent of those directors. Fifteen percent of the total number of band directors

actually took part in the study. Of the ninety-two persons contacted, forty-two percent consented to participate.

Four persons in Group I and eight persons in Group II who had indicated their willingness to participate in the study failed to return the test materials. Each of these persons was sent at least two follow-up letters. Three persons in Group I and seven persons in Group II declined to participate in the study. The remaining twenty-one persons failed to answer the initial correspondence and the follow-up letter.

Measuring Instruments

All participants completed two standardized measuring instruments: the Guilford-Zimmerman Temperament Survey (GZTS), and the Study of Values (SOV). Additionally, each participant answered a questionnaire. This instrument provided information relative to administrative procedures which the standardized tests failed to provide.

Guilford-Zimmerman Temperament Survey

In order to select the most appropriate standardized measure of personality from those available, reviews of tests were inspected, studies which correlated various tests were examined, and studies which used different tests were surveyed. The choice of personality tests was reduced

to two: the MMPI (mentioned earlier) and the GZTS, both of which were then subjected to more detailed investigation.

The MMPI was rejected for several reasons: (1) it was designed to gauge and measure abnormal personalities, and (2) reviews and articles regarding the two tests indicated that the GZTS was better suited for measuring participants in this study. Typical of studies examined was one by Murray and Galvin, "Correlational Study of the MMPI and GZTS." The results of this study reinforced the belief that the GZTS was more suitable for the present study:

In summary, the intercorrelational study of the MMPI and GZTS has shown that the relationship between the two personality tests was predominately negative, as was expected from the opposite scoring directions of the two tests. The intercorrelations between the two inventories lend some substance to claims for the Emotional Stability (E) and Objectivity (O) dimensions of the GZTS as scales which reflect integrative forces in the normal personality.⁴⁰

Thorndike and Hagen, in discussing the MMPI, said that "the Minnesota Multiphasic Personality Inventory was developed to identify a number of distinct categories of abnormal behavior."⁴¹ They further stated that the MMPI:

⁴⁰John B. Murray and Joseph Galvin, "Correlational Study of the MMPI and GZTS," Journal of General Psychology, LXIX (October, 1963), p. 272.

⁴¹Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology (New York: John Wiley and Sons, 1955), p. 387.

1. Is based upon the distinctive responses of selected groups of persons-in this case, groups each representing a particular psychopathology.
2. Has scales that are defined by these abnormal groups.
3. Is not concerned with the apparent meaning of an item, but only with whether it functions-whether it serves to differentiate between the abnormal and the control group.⁴²

By comparing the above comments concerning the MMPI with those below concerning the GZTS, additional reasons for choosing the GZTS become apparent:

1. It is based upon the responses of normal everyday people, not of the overtly maladjusted or the institutionalized.
2. Its scales are set up by internal analysis, by study of the "going together" of groups of items.
3. Responses are taken at face value. Their significance is assumed to be given by their obvious content.⁴³

The reliability and validity of the GZTS are considered high. Jackson's article, "The Stability of Guilford-Zimmerman Personality Measures," supports this view:

The findings from this study show that. . .the Guilford Zimmerman scale scores measure relatively persistent attributes of the persons tested. In this sense the test may be considered a personality inventory. On

⁴²Ibid., p. 391.

⁴³Ibid., p. 387.

the whole. . .the scores demonstrate considerable stability over time, and high test-retest reliability.⁴⁴

Guilford and Zimmerman presented the following regarding the validity of the scores:

The internal validity or factorial validity of the scores is fairly well assured by the foundation of factor-analysis studies plus the successive item-analyses directed toward internal consistency and uniqueness. It is believed that what each score measures is fairly well defined and that the score represents a confirmed dimension of personality and a dependable descriptive category.⁴⁵

The reliability of the GZTS scores may be ascertained by referring to Table 2.

⁴⁴Jay M. Jackson, "The Stability of Guilford-Zimmerman Personality Measures," Journal of Applied Psychology, XLV (December, 1961), p. 433.

⁴⁵J.P. Guilford and Wayne S. Zimmerman, Manual of Instructions and Interpretations (Beverly Hills: Sheridan Supply Company, 1949), pp. 6-8.

TABLE 2
 DATA ON RELIABILITY OF THE SCORES (GZTS)⁴⁶

Trait	Reliability Coefficient	Standard Error of an Obtained Score
General Activity	.79	2.5
Restraint	.80	2.2
Ascendance	.82	2.5
Social Interest	.87	2.4
Emotional Stability	.84	2.4
Objectivity	.75	2.6
Friendliness	.75	2.5
Thoughtfulness	.80	2.2
Personal Relations	.80	2.2
Masculinity	.85	2.3

Study of Values

The Study of Values (SOV) by Allport, Vernon, and Lindzey, was chosen for this study for two reasons: (1) the SOV is a well-designed, standardized, and recognized instrument for measuring the values and interests of one's personality, and (2) the SOV, to this writer's knowledge based on available literature, has not been administered

⁴⁶Ibid., p. 6.

to a group of respondents composed entirely of musicians. The SOV is widely used by psychological researchers. Elementary school teachers, nurses, and numerous other groups have been studied by using the SOV.

The conclusions expressed by Bowie and Morgan in an article, "Personal Values and Verbal Behavior of Teachers," are quoted below as an example of the opinion of researchers concerning the quality of the SOV:

A review of research studies, their measurement, their content, and their presence in the teaching-learning situation, indicated wide-spread usage of the Allport-Vernon-Lindzey Study of Values. Although reviewers question the validity of the theoretical basis of this test and although they point out certain statistical problems encountered in using a measure of relative strength rather than absolute degree of the measurement of values, those reviewers do agree that this test is a dependable and informative instrument.⁴⁷

The objection raised by Bowie and Morgan that statistical problems arise from using a measure of relative strength rather than absolute strength appears to be unjustified. If any one personal characteristic could be completely isolated from other personal characteristics the objection would have validity. All personal characteristics, however, are dependent upon the whole personality. Spranger, in his Types of Men, included

⁴⁷B. Lucile Bowie and H. Gerthson Morgan, "Personal Values and Verbal Behavior of Teachers," Journal of Experimental Education, XXX (June, 1962), p. 337.

several comments concerning relationships between the different types of men he discussed:

All conceivable attitudes are contained in every mental glance, but in different degrees, emphasized now more now less and present in complicated acts in manifold relations of founding or being founded.⁴⁸

The summated results of cognition enter into all acts and form a foundation upon which are built other reflected experiences of economic, aesthetic, or religion experience.⁴⁹

We must sharpen our vision to apprehend the interweaving factors in a total mental act.⁵⁰

Eternal and ideal types are developed which are to be used as constructions or normal structures in connection with the phenomena of historical and social reality. We find them by considering in each case one definite meaning and value direction as the dominant one in the individual structure. And in view of our principle that in every mental phenomenon the totality of mind is somehow immanent, the other mental acts cannot be absent.⁵¹

Spranger defends the premise upon which the SOV is based by saying that the relation of one characteristic to other characteristics is important since none can exist alone. The idea of relative measure opposed to absolute measure does, therefore, have validity.

⁴⁸Edward Spranger, Types of Men, trans. from fifth German Edition by Paul J.W. Pigors (Halle: Max Niemeyer Verlag, 1928), pp. 34-35.

⁴⁹Ibid., p. 37.

⁵⁰Ibid., p. 78.

⁵¹Ibid., p. 104.

The question raised by reviewers concerning the theoretical basis of the SOV may also be considered when reading the selected comments above by Spranger.

The reliability of the SOV was determined by Allport, Vernon and Lindzey by using the split-half method. The Spearman-Brown product-moment correlation appears in Table 3.

TABLE 3
SPEARMAN-BROWN PRODUCT-MOMENT CORRELATIONS FOR SOV⁵²

	N=100
Theoretical	.84
Economic	.93
Aesthetic	.89
Social	.90
Political	.87
Religious	.95

Questionnaire

A questionnaire prepared by the writer was administered to the participants. It is the writer's opinion that the degree of success of high school band directors is partly determined by the manner in which they organize and administer their band programs. The

⁵²Gordon W. Allport, Phillip E. Vernon, and Gardner Lindzey, Manual, Study of Values (Houghton Mifflin Company, 1970), p. 9.

questionnaire was designed to ascertain the administrative structure of the band programs of the participants as well as some personal information concerning participants.

The questionnaire was pretested for clarity and effectiveness by administering it to seven former high school band directors now on college or university faculties and to ten selected high school band directors in the State of South Carolina. These two groups were chosen to avoid the possibility of having a person participate in the pretest who might ultimately be chosen for the actual study. A copy of the questionnaire appears in Appendix A.

Statistical Procedures

Group I contains fourteen men, Group II contains twenty-three men and two women. Although the names of six women appeared in Group II, only two consented to participate and returned the completed tests. Because both the GZTS and the SOV have different norms established for men and women, it was decided to include only male respondents when applying statistical procedures to the GZTS and the SOV. To include only two women would skew the results because two is an insufficient number to be representative of female band directors in North Carolina.

A number was assigned to each participant on receipt of his letter stating his willingness to participate in

the study. None of the tests contained names, only the number of the participant.

The answer sheets for the GZTS were scored by means of scoring masks provided by the Counseling Center, the University of North Carolina at Greensboro. The booklets for the SOV were scored using the procedures described in the booklet.

The responses to the questionnaire were compiled on charts. Data pertaining to a particular question were then available for computation in one place.

Statistical computations for the GZTS, the SOV, and the questionnaire were computed on a Hewlett-Packard programmable calculator. All test scores and computations were reviewed twice to insure accuracy.

The means and standard deviations on each group were computed for each subsection of the GZTS and the SOV. The t scores for each group were computed and compared with the norm and with each other.

Two types of statistical computations were used for the questionnaire, t scores and Chi Square values. The type of computation applied to a particular question was decided by the nature of the question, the type of answer received, and the most applicable computation for that question.

Tables and Figures were drawn up to graphically represent the results of each test.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

Guilford-Zimmerman Temperament Survey

The GZTS yields scores in ten different areas:

(1) general activity, (2) restraint, (3) ascendance, (4) social interest, (5) emotional stability, (6) objectivity, (7) friendliness, (8) thoughtfulness, (9) personal relations, and (10) masculinity.

The possible score on each of the above areas lies between 0 and 30. There are thirty items in each of the ten tests, with three possible answers to each of the three hundred questions: yes, ?, and no.

Table 4 contains the means, standard deviations, and t scores of Group I compared with the norm on the GZTS.

Inspection of Table 4 reveals significant differences in the personality characteristics of Group I compared with the norm in two areas: general activity and masculinity. The remaining eight areas received t scores indicating no significant differences in those areas.

Analysis of Table 4 leads to several pertinent conclusions. Interpretations of personality are taken from the Manual of Instructions and Interpretations by Guilford and Zimmerman.

TABLE 4
 MEAN SCORES AND STANDARD DEVIATIONS ON GZTS FOR
 GROUP I COMPARED WITH NORM BY USE OF t TESTS

Value	Group I			Norm		t
	N	Mean	SD	Mean	SD	
General Activity	14	21.93	4.83	17.00	5.64	3.83*
Restraint	14	18.86	4.37	16.90	4.94	1.68
Ascendance	14	17.36	5.85	15.90	5.85	.93
Sociability	14	19.79	5.85	18.20	6.97	1.02
Emotional Stability	14	20.29	7.11	16.90	6.15	1.78
Objectivity	14	20.14	6.79	17.90	4.98	1.23
Friendliness	14	15.14	6.18	13.80	5.07	.81
Thoughtfulness	14	20.20	4.23	18.40	5.11	1.67
Personal Relations	14	18.86	5.50	16.70	5.05	1.47
Masculinity	14	17.64	3.46	19.90	3.97	-2.44*

*-Indicates significance at .05 level of confidence.

1. General activity. Group I had a significantly higher level of general activity than the norm. Guilford and Zimmerman regard this score as high, in the 78-89 percentile range. This high score indicates strong drive, energy, and activity. It also indicates one or more of the following: rapid pace of activities, keeping in motion, liking for speed, quickness of action.

2. Restraint. Group I had a mean score of 18.86. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The high average score is the optimal position for this trait and is desirable for positions of responsibility.

3. Ascendance. Group I had a mean score of 17.36. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The score indicates that Group I members are nonsubmissive and more socially bold than the norm.

4. Sociability. Group I had a mean score of 19.79. Guilford and Zimmerman regard this score as average, in the 41-59 percentile range. It indicates that Group I members are socially at ease and enjoy the company of others.

5. Emotional stability. Group I had a mean score of 20.19. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The score indicates optimism, cheerfulness, and emotional stability.

6. Objectivity. Group I had a mean score of 20.14. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. It indicates that Group I members are objective and not hypersensitive or self-centered.

7. Friendliness. Group I had a mean score of 15.14. Guilford and Zimmerman regard this score as average,

in the 41-59 percentile range. The score indicates that Group I members maintain friendly relations with others and wish to please them.

8. Thoughtfulness. Group I had a mean score of 20.29. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The score indicates that Group I members have an advantage in supervisory positions and are good planners. It also indicates one or more of the following: reflectiveness, meditateness, philosophically inclined.

9. Personal relations. Group I had a mean score of 18.86. Guilford and Zimmerman regard this score as average, in the 41-59 percentile range. The score indicates that Group I members understand other people and are tolerant of them.

10. Masculinity. Group I had a significantly lower score on masculinity than the norm. Guilford and Zimmerman regard this score as low average, in the 23-40 percentile range. The score does not mean that Group I members tend to be effeminate, but that their interests in areas culturally defined as masculine are less than the norm.

In order to receive the counsel of an experienced psychologist to interpret the results of the GZTS, Dr. Gordon Rettke was asked his opinion of the scores of Group I and Group II. Dr. Rettke was chosen because he

uses the GZTS often in his own work. A copy of Dr. Rettke's letter of interpretation appears in Appendix D.

Concerning Group I, Dr. Rettke stated:

The results of the Guilford Zimmerman Temperament Survey characterizes Group I as a relatively active, energetic group with quickness of action, efficient productivity, vitality, and enthusiasm. This characteristic is coupled with interests in activities and vocations which our culture would classify as relatively feminine and as a group they would tend to be more sympathetic, fearful, romantic, and emotionally expressive than the general adult male.

Table 5 contains the means, standard deviations, and t scores of Group II compared with the norm on the GZTS.

Inspection of Table 5 reveals significant differences in the personality characteristics of Group II compared with the norm in three areas: objectivity, thoughtfulness, and masculinity. The remaining seven areas received t scores indicating no significant differences in those areas.

Analysis of Table 5 leads to several pertinent conclusions. Interpretations of personality characteristics are taken from the Manual of Instructions and Interpretations by Guilford and Zimmerman.

1. General activity. Group II had a mean score of 18.74. Guilford and Zimmerman regard this score as average, in the 41-59 percentile range.

2. Restraint. Group II had a mean score of 17.39. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The high average score is

the optimal position for this trait and is desirable for positions of responsibility.

TABLE 5
MEAN SCORES AND STANDARD DEVIATIONS ON GZTS FOR
GROUP II COMPARED WITH NORM BY USE OF t TESTS

Value	Group II			Norm		
	N	Mean	SD	Mean	SD	t
General Activity	23	18.74	6.09	17.00	5.64	1.37
Restraint	23	17.39	5.28	16.90	4.94	.45
Ascendance	23	17.96	4.99	15.90	5.84	1.98
Sociability	23	18.22	5.59	18.20	6.97	.02
Emotional Stability	23	16.65	7.98	16.90	6.15	-.15
Objectivity	23	14.30	6.92	17.90	4.98	-2.49*
Friendliness	23	11.35	5.94	13.80	5.07	-1.98
Thoughtfulness	23	20.00	3.63	18.40	5.11	2.11*
Personal Relations	23	13.65	7.55	16.70	5.05	-1.94
Masculinity	23	16.00	4.64	19.90	3.97	-4.03*

*-Indicates significance at .05 level of confidence.

3. Ascendance. Group II had a mean score of 17.96. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. The score indicates that Group II members are nonsubmissive and more socially bold than the norm.

4. Sociability. Group II had a mean score of 18.22. Guilford and Zimmerman regard this score as low average, in the 23-40 percentile range. The score indicates that Group II members are withdrawn, reserved, and hard to know. It also suggests one or more of the following: few friends and acquaintances, refraining from conversations, avoiding social contact, shyness.

5. Emotional stability. Group II had a mean score of 16.65. Guilford and Zimmerman regard this score as average, in the 41-59 percentile range.

6. Objectivity. Group II had a significantly lower score on this trait. Guilford and Zimmerman regard this score as low average, in the 23-40 percentile range. This score indicates one or more of the following: hypersensitiveness, suspiciousness, self-centeredness.

7. Friendliness. Group II had a mean score of 11.35. Guilford and Zimmerman regard this score as low average, in the 23-40 percentile range. This score indicates hostility in one form or other, but if kept under control, in many situations this can be a favorable quality.

8. Thoughtfulness. Group II had a significantly higher score on this trait. Guilford and Zimmerman regard this score as high average, in the 60-77 percentile range. This score indicates that Group II members have an advantage in supervisory positions and are good planners.

It also indicates one or more of the following:

reflectiveness, meditateness, philosophical inclination.

9. Personal relations. Group II had a mean score of 13.65. Guilford and Zimmerman regard this score as low average, in the 23-40 percentile range. The score indicates one or more of the following: hypercriticalness of people, criticalness of institutions, suspiciousness of others.

10. Masculinity. Group II had a significantly lower score on this trait. Guilford and Zimmerman regard this score as low, in the 11-22 percentile range. The score does not mean that Group II members tend to be effeminate, but that their interests in areas culturally defined as masculine are less than the norm.

In his letter of interpretation, Dr. Rettke had the following comments concerning Group II:

Group II is characterized by the G-Z Survey as subjective, self-centered, and sensitive as well as thoughtful, reflective, and philosophically inclined when compared with the general adult male population. This group shows a stronger tendency toward feminine interests and emotional temperament than Group I in comparison to the general adult male population.

Table 6 contains the means, standard deviations, and t scores of Group I compared with Group II on the GZTS.

TABLE 6
 MEAN SCORES AND STANDARD DEVIATIONS ON GZTS FOR
 GROUP I AND GROUP II COMPARED BY USE
 OF t TESTS

Value	Group I			Group II			<u>t</u>
	N	Mean	SD	N	Mean	SD	
General Activity	14	21.93	4.83	23	18.74	6.09	1.76
Restraint	14	18.86	4.37	23	17.39	5.28	.86
Ascendance	14	17.36	5.85	23	17.96	4.99	-.32
Sociability	14	19.79	5.85	23	18.22	5.59	.81
Emotional Stability	14	20.29	7.11	23	16.65	7.98	1.44
Objectivity	14	20.14	6.79	23	14.30	6.92	2.52*
Friendliness	14	15.14	6.18	23	11.35	5.94	1.84
Thoughtfulness	14	20.29	4.23	23	20.00	3.63	.21
Personal Relations	14	18.86	5.50	23	13.65	7.55	2.42*
Masculinity	14	17.64	3.46	23	16.00	4.64	1.23

*--Indicates significance at .05 level of confidence.

Inspection of Table 6 reveals significance differences in the personality characteristics of Group I compared with Group II in two areas: objectivity and personal relations. The remaining eight areas received t scores indicating no significant differences.

Analysis of Table 6 leads to the following comparisons and conclusions:

1. General activity. Group I scored higher but not significantly. Compared with the norm, Group I was significantly higher.

2. Restraint. The two groups are similar to each other in this trait.

3. Ascendance. The two groups are similar to each other in this trait.

4. Sociability. The two groups are similar to each other in this trait.

5. Emotional stability. The two groups are similar to each other in this trait.

6. Objectivity. Group I is significantly higher in this trait. Compared with the norm, Group II was significantly lower.

7. Friendliness. Group I scored higher but not significantly.

8. Thoughtfulness. The two groups are similar to each other in this trait. Compared with the norm, Group II was found to be significantly more thoughtful.

9. Personal relations. Group I is significantly higher in personal relations.

10. Masculinity. The two groups are similar to each other in this trait. Compared with the norm, both groups were found to be significantly lower.

In comparing Group I with Group II Dr. Rettke said:

In viewing and contrasting the total results and patterns established by the G-Z Survey for both groups, this psychologist would judge Group I to be better adjusted, more productive, objective, and cooperative than Group II.

Figure 1 compares the scores on the GZTS between Group I, Group II, and the norm. Group I and Group II have each been previously compared with the norm and with each other. Figure 1 illustrates all the mean scores on the GZTS presented in this study.

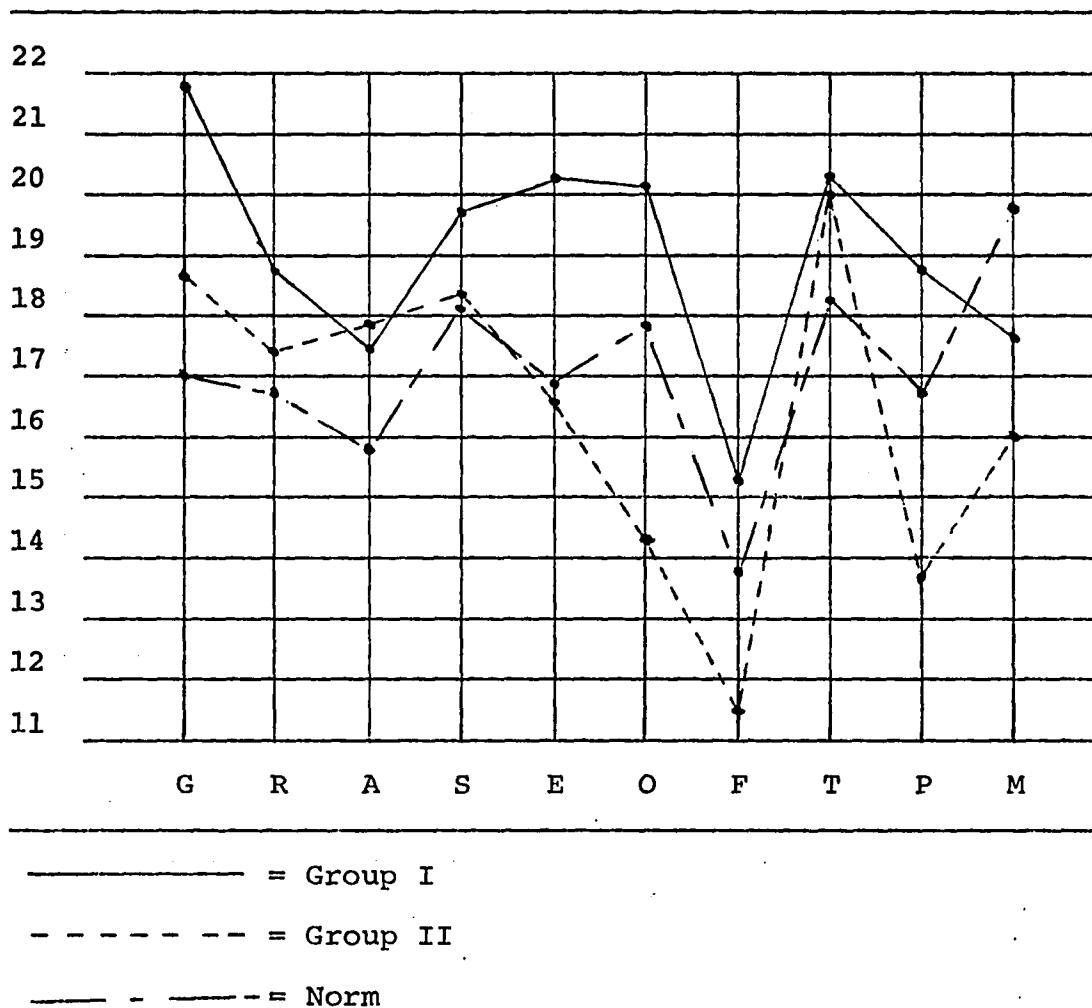
Study of Values

The SOV yields scores in six different areas: (1) theoretical, (2) economic, (3) aesthetic, (4) social, (5) political, and (6) religious. The scores on the SOV do not measure absolute strength in each area, but rather they measure each area's relative strength in comparison with all the other areas.

Table 7 contains the means, standard deviations, and t scores of Group I compared with the norm on the SOV.

Inspection of Table 7 reveals significant differences in value characteristics of Group I compared with the norm in three areas: theoretical, aesthetic, and political. Two of the characteristics (theoretical and political) indicate scores lower than the norm, and one characteristic (aesthetic) indicates a score higher than the norm.

FIGURE 1
 MEANS ON GZTS FOR GROUP I, GROUP II,
 AND NORM COMPARED



Analysis of Table 7 leads to several pertinent conclusions. Interpretations of value characteristics are taken from the Manual for the SOV by Allport, Vernon, and Lindzey.

TABLE 7

MEAN SCORES AND STANDARD DEVIATIONS ON SOV FOR
GROUP I COMPARED WITH NORM BY USE OF t TESTS

Value	Group I			Norm		
	N	Mean	SD	Mean	SD	t
Theoretical	14	36.64	7.29	43.75	7.34	-3.65*
Economic	14	41.50	6.89	42.78	7.92	- .70
Aesthetic	14	47.50	9.55	35.09	8.49	4.86*
Social	14	35.36	7.03	37.09	7.03	- .92
Political	14	38.57	7.15	42.94	6.64	-2.29*
Religious	14	41.14	12.59	38.20	9.32	.87

*-Indicates significance at .05 level of confidence.

1. Theoretical. Group I scored significantly lower than the norm. The theoretical man is described as one who divests himself of judgments regarding beauty or the utility of objects, and seeks only to observe and to reason. Group I members may be described as relatively uninterested in theoretical values.

2. Economic. Group I had a mean score of 41.50. This score indicates no statistically significant difference from the norm. The economic man is described as being interested in what is useful. He is interested in the practical affairs of the business world and the

production, marketing, and consumption of goods. Group I members may be described as having an average interest in economic values.

3. Aesthetic. Group I scored significantly higher than the norm. The aesthetic man is described as seeing his highest value in form and harmony. The aesthetic man judges each experience from the standpoint of grace, symmetry, or fitness. Group I members may be described as having a high interest in aesthetic values.

4. Social. Group I had a mean score of 35.36. This score indicates no statistically significant difference from the norm. The social man is described as having his greatest value in love of people. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. Group I members may be described as having an average interest in social values.

5. Political. Group I scored significantly lower than the norm. The political man is described as being interested primarily in power, but his activities are not restricted to the field of politics. Group I members may be described as relatively uninterested in political values.

6. Religious. Group I had a mean score of 41.14. This score indicates no statistically significant difference from the norm. The highest value of the religious man is unity. He is mystical, and seeks to

comprehend the cosmos as a whole, to relate himself to its embracing totality. Group I members may be described as having an average interest in religious values.

Table 8 contains the means, standard deviations, and t scores of Group II compared with the norm on the SOV.

TABLE 8
MEAN SCORES AND STANDARD DEVIATIONS ON SOV
FOR GROUP II COMPARED WITH NORM
BY USE OF t TESTS

Value	Group II			Norm		
	N	Mean	SD	Mean	SD	<u>t</u>
Theoretical	23	38.43	7.54	43.75	7.34	-3.38*
Economic	23	40.61	5.84	42.78	7.92	-1.78
Aesthetic	23	44.04	7.44	35.09	8.49	5.77*
Social	23	36.70	7.81	37.09	7.03	-.24
Political	23	35.35	5.18	42.94	6.64	-7.03*
Religious	23	44.87	8.26	38.20	9.32	3.87*

*-Indicates significance at .05 level of confidence.

Inspection of Table 8 reveals significant differences in value characteristics of Group II compared with the norm in four areas: theoretical, aesthetic, political, and religious. Two of these characteristics (theoretical and political) indicate scores lower than

the norm, and two characteristics (aesthetic and religious) indicate scores higher than the norm.

Analysis of Table 8 leads to several pertinent conclusions. Because interpretations of the various types of men appeared with the Group I analysis, they will be omitted in interpretations of Group II.

1. Theoretical. Group II scored significantly lower than the norm. Group II members may be described as relatively uninterested in theoretical values.

2. Economic. Group II had a mean score of 40.61. This score indicates no statistically significant difference from the norm. Group II members may be described as having an average interest in economic values.

3. Aesthetic. Group II scored significantly higher than the norm. Group II members may be described as having a high interest in aesthetic values.

4. Social. Group II had a mean score of 36.70. This score indicates no statistically significant difference from the norm. Group II members may be described as having an average interest in social values.

5. Political. Group II scored significantly lower than the norm. Group II members may be described as relatively uninterested in political values.

6. Religious. Group II scored significantly higher than the norm. Group II members may be described as having a high interest in religious values.

Table 9 contains the means, standard deviations, and t scores of Group I compared with Group II on the SOV.

TABLE 9
MEAN SCORES AND STANDARD DEVIATIONS ON SOV
FOR GROUP I AND GROUP II COMPARED BY
USE OF t TESTS

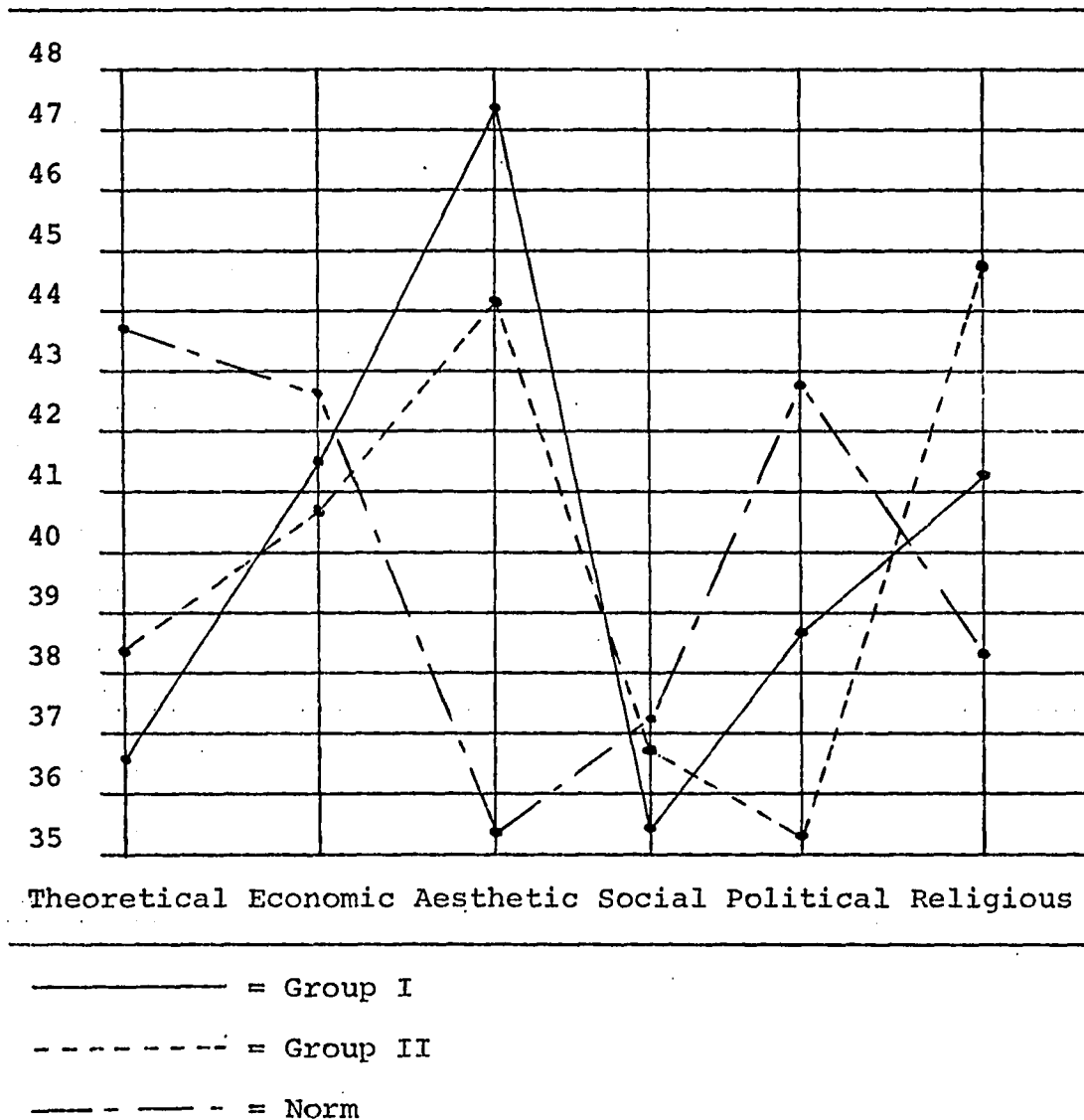
Value	Group I			Group II			
	N	Mean	SD	N	Mean	SD	<u>t</u>
Theoretical	14	36.64	7.29	23	38.43	7.54	-.71
Economic	14	41.50	6.89	23	40.61	5.84	.40
Aesthetic	14	47.50	9.55	23	44.04	7.44	1.16
Social	14	35.56	7.03	23	36.70	7.81	-.54
Political	14	38.57	7.15	23	35.35	5.18	1.47
Religious	14	41.14	12.59	23	44.87	8.26	-1.09

Inspection of Table 9 reveals no areas where Group I and Group II are significantly different at .05 level of confidence. This indicates that although each group differs from the norm in at least half the values tested, they are more homogeneous when compared with each other.

Figure 2 compares the scores on the SOV between Group I, Group II, and the norm. Group I and Group II have each been previously compared with the norm and with each other. Figure 2 illustrates all the mean scores on the SOV presented in this study.

FIGURE 2

MEANS ON SOV FOR GROUP I, GROUP II,
AND NORM COMPARED



Questionnaire

The questionnaire was designed as a measuring instrument to obtain personal information and data

regarding the administrative characteristics of band directors participating in this study. Because participants failed to answer all questions contained in the questionnaire, the analysis of data from the questionnaire omits those questions left unanswered by more than twenty-five percent of a group.

Table 10 contains the means, standard deviations, and t scores of Group I compared with Group II on the questionnaire.

Inspection of Table 10 reveals significant differences between Group I and Group II in two areas: the number of students in the high school and the number of students in the high school band program. No statistically significant differences appeared in the remaining areas contained in Table 10.

Table 11 contains the Chi Square and percent values of Group I compared with Group II on the questionnaire.

Inspection of Table 11 reveals significant differences between Group I and Group II in four areas: educational attainment level, administration's opinion of the band program, moral support of the band program, and the number of teacher assistants in the band program. No statistically significant differences appeared in the remaining areas.

TABLE 10
 MEAN SCORES AND STANDARD DEVIATIONS ON QUESTIONNAIRE
 FOR GROUP I AND GROUP II COMPARED
 BY USE OF t TESTS

Value	Group I			Group II			<u>t</u>
	N	Mean	SD	N	Mean	SD	
Age	14	41.86	8.57	25	37.52	10.28	1.41
Years of band teaching experience	14	17.96	8.88	25	12.22	9.09	1.92
Years with present school system	14	12.64	9.11	25	7.78	6.36	1.96
Number of students in high school	13	1177.23	414.49	24	862.08	373.13	2.36*
Number of students in high school band program	14	105.50	44.89	25	66.56	39.58	2.71*
Number of students in high school choral program	11	115.08	72.37	21	72.87	65.53	1.75
Weekly hours of marching band rehearsal	14	4.75	1.40	23	6.43	3.34	-2.13
Weekly hours of teaching	14	18.89	6.28	25	21.16	8.97	-.92

*-Indicates significance at .05 level of confidence.

TABLE 11
 CHI SQUARE AND PERCENT VALUES ON QUESTIONNAIRE
 OF GROUP I AND GROUP II COMPARED

Value	Group I			Group II			Chi Square
	N	Number	Percent	N	Number	Percent	
Educational attainment level-master's degree	14	14	1.00	25	15	.60	7.53*
Under-graduate degree from N.C. College/University	14	13	.93	25	18	.72	2.39
Graduate degree from N.C. College/University	14	9	.64	15	6	.40	1.71
Teach only band	14	9	.64	25	11	.44	1.48
Teach other music subjects	14	5	.36	25	14	.56	1.48
Marching band rehearsal during school hours	14	9	.64	25	20	.80	1.88
Marching band rehearsal outside of school hours	14	7	.50	23	13	.56	.01
Summer band program	14	7	.50	25	14	.56	.13

TABLE 11--Continued

Value	Group I			Group II			Chi Square
	N	Number	Percent	N	Number	Percent	
Bands which have entrance requirements	14	13	.93	25	18	.72	2.39
Beginning band class in high school	14	4	.29	25	11	.44	.90
Administration which considers band an integral part of school program	14	13	.93	25	13	.72	6.74*
How directors feel administration could help band program	14			25			
Financial support		9	.64		21	.84	1.96
Moral support		1	.07		13	.52	7.85*
Scheduling		4	.29		15	.60	3.55
Recruitment		0	.00		4	.16	2.50
Directors receiving a specific budget from administration	14	11	.79	25	13	.52	2.68
Directors receiving funds from outside the school	14	13	.93	25	22	.88	.23

TABLE 11--Continued

Value	Group I			Group II			Chi Square
	N	Number	Percent	N	Number	Percent	
Sources of outside funds	14			25			
Booster club		9	.64		13	.52	.55
Music club		0	.00		1	.04	.57
Civic club		2	.14		5	.20	.20
Local business/ industry		2	.14		5	.20	.20
Directors raising funds from community	14	11	.79	25	22	.88	1.40
Directors having booster clubs	13	9	.69	25	16	.64	.10
Directors who have teacher assistants	14	6	.43	25	2	.08	6.69*
Directors who have student band officers	14	14	1.00	25	22	.88	1.82

*--Indicates significance at .05 level of confidence.

Summary of Significant Differences

Below is a summary of the statistically significant data contained in Chapter III.

Guilford-Zimmerman Temperament Survey

1. The personality characteristics of Group I compared with the norm were significantly different in two areas: general activity and masculinity.

2. The personality characteristics of Group II compared with the norm were significantly different in three areas: objectivity, thoughtfulness, and masculinity.

3. The personality characteristics of Group I compared with Group II were significantly different in two areas: objectivity and personal relations.

Study of Values

1. The value characteristics of Group I compared with the norm were significantly different in three areas: theoretical, aesthetic, and political.

2. The value characteristics of Group II compared with the norm were significantly different in four areas: theoretical, aesthetic, political, and religious.

3. The value characteristics of Group I compared with Group II revealed no areas which were significantly different.

Questionnaire

The characteristics of Group I compared with Group II were significantly different in six areas:

1. the number of students in the high school band program,

2. the number of students in the high school,
3. educational attainment level,
4. administrator's opinion of the band program,
5. moral support of the band program,
6. the number of teacher assistants in the band program.

Seven null hypotheses were stated at the beginning of Chapter II. Based upon the data discussed previously, each hypothesis will be either accepted or rejected.

H_{01} : There is no significant difference in the scores on standardized tests of personality characteristics with respect to successful high school band directors as compared with established norms.

The null hypothesis may be rejected. Significant differences were found in two areas: general activity and masculinity. The general activity score was higher than the norm, the masculinity score was lower than the norm.

H_{02} : There is no significant difference in the scores on standardized tests of value characteristics with respect to successful high school band directors as compared with established norms.

The null hypothesis may be rejected. Significant differences were found in three areas: theoretical, aesthetic, and political. The theoretical and political scores were lower than the norm, the aesthetic score was higher than the norm.

H₀₃: There is no significant difference in the scores on standardized tests of personality characteristics with respect to randomly selected high school band directors as compared with established norms.

The null hypothesis may be rejected. Significant differences were found in three areas: objectivity, thoughtfulness, and masculinity. The objectivity and masculinity scores were lower than the norm, the thoughtfulness score was higher than the norm.

H₀₄: There is no significant difference in the scores on standardized tests of value characteristics with respect to randomly selected high school band directors as compared with established norms.

The null hypothesis may be rejected. Significant differences were found in four areas: theoretical, aesthetic, political, and religious. The theoretical and political scores were lower than the norm, the aesthetic and religious scores were higher than the norm.

H₀₅: There is no significant difference in the scores on standardized tests of personality characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

The null hypothesis may be rejected. Significant differences were found in two areas: objectivity and personal relations. Successful band directors scored higher on both areas.

H₀₆: There is no significant difference in the scores on standardized tests of value characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

The null hypothesis may be accepted. No significant differences were found.

H₀₇: There is no significant difference in administrative characteristics with respect to successful high school band directors as compared with randomly selected high school band directors.

The null hypothesis may be rejected. Significant differences were found in two areas: size of bands and the number of directors having teacher assistants. Significant differences were found on four questions in the questionnaire which were related to areas other than administrative practices of the respondents. These areas were: number of students in the high school, educational attainment level, administrators who considered the band an integral part of the school program, and moral support from administrators. The randomly selected high school band directors indicated that they felt a need for more moral support from their administrators. Successful high school band directors scored higher in each of the above areas except moral support from administrators.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

Introduction

The purposes of this study were: (1) to investigate the personality and value characteristics of successful high school band directors in North Carolina, and (2) to determine whether successful high school band directors differ from a random sampling of high school band directors in tests of personality, cultural values, and administrative practices.

There was little objective research concerning factors relating to successful teaching. A number of books and articles in periodicals pertained to success of teachers but they were mostly subjective.

Reviews of several articles and books illustrated the types of literature available concerning successful teaching. Some articles mentioned research regarding success but few cited specific examples or reported the results of a specific study. Several writers presented reviews of studies but these writers were the exception rather than the rule.

Unpublished dissertations provided most of the objective data. The methods and conclusions of five of these dissertations were reviewed and summarized.

The manner of selection of successful participants for this study was by a jury of competent college and university band directors. In choosing successful high school band directors the jury considered the following general qualities: (1) musical ability, (2) teaching ability, (3) administrative ability, (4) knowledge of subject area, (5) competence in the opinion of colleagues, administrators, students, and local community, and (6) membership and participation in professional organizations and activities.

Three general goals of the study were: (1) to identify and determine some of the personality and cultural values evident in successful high school band directors, (2) to compare these traits with corresponding traits of high school band directors selected at random and with norms established for the general population, and (3) to identify administrative characteristics of successful high school band directors and compare them with characteristics found in a random sampling of high school band directors.

Procedure

The jury chose Group I members. Selection of Group II members was at random from the list of band directors published by the North Carolina Department of Public Instruction.

The mode of contact with prospective participants was by letter. If the prospective participant agreed to participate in the study, he was sent a packet of materials which included a letter detailing the study, instructions for completing the test materials, and copies of the tests.

Collection of the data was by use of two standardized measuring instruments and a questionnaire. Selection of the Guilford-Zimmerman Temperament Survey was made from a number of available tests. Reliability and validity were important in choosing the Study of Values. The questionnaire was designed to gather personal information and administrative practices of participants.

Statistical measurement of the data for the GZTS and the SOV was by use of t scores. Evaluation techniques of the questionnaire used both t scores and Chi Square values.

Analysis and Interpretation of the Data

The GZTS tested participants in ten areas:

(1) general activity, (2) restraint, (3) ascendance, (4) sociability, (5) emotional stability, (6) objectivity, (7) friendliness, (8) thoughtfulness, (9) personal relations, and (10) masculinity.

Comparison of Group I with the norm revealed two areas which were significant: (1) general activity and (2) masculinity. In comparing Group II with the norm, three areas were significant: (1) objectivity, (2)

thoughtfulness, and (3) masculinity. Comparison of Group I with Group II revealed two areas which were significant:

(1) objectivity and (2) personal relations.

The SOV tested participants in six areas:

(1) theoretical, (2) economic, (3) aesthetic, (4) social, (5) political, and (6) religious.

Comparison of Group I with the norm revealed three areas which were significant: (1) theoretical, (2) aesthetic, and (3) political. In comparing Group II with the norm, four areas were significant: (1) theoretical, (2) aesthetic, (3) political, and (4) religious.

Comparison of Group I with Group II revealed no significant differences.

Data from the questionnaire disclosed significant differences in six areas:

1. Group I members taught in larger high schools,
2. Group I members had larger high school band programs,
3. Group I members all held the master's degree,
4. Group I members were more likely to work for administrators who considered the band program an integral part of the total school program,
5. Group II members felt that moral support of the band program was an important way in which their administrators could help the band program,

6. Group I members were more likely to have teacher assistants to help with the band program.

Conclusions

As a result of this study, some general conclusions may be stated regarding successful high school band directors in North Carolina.

1. Successful high school band directors are more active than the average adult male. Both groups scored higher in general activity than the norm, the successful group significantly higher. This high level of activity may, in part, explain their success.

2. Successful high school band directors are less masculine than the average adult male. This is not to say that male band directors tend to be effeminate, but that their interests in areas culturally defined as masculine are less than the average adult male.

3. Successful high school band directors are sensitive to aesthetic values. The relatively low scores in the areas of political and theoretical values, and the relatively high score in aesthetic values are mutually complementary.

4. Successful high school band directors often teach in large high schools, have large band programs, have teacher assistants, and have administrators favorably inclined toward the band program. It is beyond the scope

of this study to designate cause and effect relationships between these four areas, but one might infer that successful high school band directors are found in large high schools for a variety of reasons. Some of these reasons may be higher salary, more students from which to develop a successful program, more teacher assistance, and a larger budget which means more and better equipment and music.

An administrator who looks with favor upon the band program is an asset in any band teaching situation. The cause and effect relationship in this area is difficult to identify. Is the successful high school band director drawn to an administrator who favors the band, or does the administrator who favors the band look for a particular type of band director? This question is also beyond the scope of this study.

5. Successful high school band directors, in this study, hold the master's degree. Although the possession of a post-graduate degree is no guarantee of success, all the successful high school band directors in this study hold the master's degree.

In answer to the questions asked earlier at the beginning of Chapter I the following are submitted:

1. Do the scores of successful high school band directors on standardized tests of personality and values differ significantly from established norms?

Yes. On tests of personality successful high school band directors showed significant differences in general activity and masculinity. The mean scores on all other areas were higher than the norm but not significantly higher. On tests of cultural values successful high school band directors showed significant differences in theoretical, aesthetic, and political values.

2. Do the scores of successful high school band directors on standardized tests of personality and values differ significantly from those of high school band directors whose degree of success is unknown?

Yes in tests of personality. No in tests of values. The areas of objectivity and personal relations were significant in the personality tests. None of the tests of values indicated significant differences between the groups.

3. Do successful high school band directors have in common any administrative qualities which differ significantly from administrative qualities of high school band directors whose degree of success is unknown?

Yes. Successful high school band directors often have larger bands, teach in larger high schools, have more teacher assistants, and have administrators who consider the band program important.

4. Do the results of the study include information which might be useful to colleges and universities in screening potential teaching candidates?

Yes. The personality profiles and scores on the cultural values tests provide a basis upon which to test and screen potential teacher candidates. Before definite profiles could be established, more testing in other sections of the country would be necessary. The highest scores for successful high school band directors were in the areas of general activity and aesthetic values. These two areas especially would seem to require close examination in potential candidates.

5. Do the results of the study contain implications for improvement of the teaching performance of high school band directors?

Yes. Several personality and cultural value areas were found to be significant in this study. High school band directors could compare their own personality and cultural value traits with those compiled in this study. High school band directors could also compare their administrative procedures with responses of the groups in this study.

Recommendations

Limitations of this study were its confinement to one state and the small number of participants. The

participants were all volunteers who may be unrepresentative of all North Carolina high school band directors. If studies of a similar nature were undertaken in other areas of the United States, reliable and valid profiles of high school band directors could be established. The profiles would be valuable for teacher training institutions and teacher candidates themselves.

As an aid to accomplishing the recommendation above, a personality and cultural values measure could be developed to assist in screening teacher candidates. Such a measurement might be similar to those used for entrance to medical schools or law schools, but directed toward potential high school band directors or music teachers in general.

Future studies could be undertaken in regard to successful teachers in other areas of music education. Elementary and middle school general music teachers, orchestra directors, high school choral teachers, and elementary school band directors are additional groups which could be investigated.

The concern of this study was with measurement of nonmusical characteristics. Studies involving musical characteristics of successful music teachers would make valuable additions to the field of music education.

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APPENDIX A

SAMPLE OF QUESTIONNAIRE

Questionnaire

1. Number _____
2. Age _____
3. Birthdate _____
4. Total years of band teaching experience _____
5. Total years in public school teaching _____
6. Number of years with present school system _____
7. Type of teaching certificate presently held _____
Teaching area(s) _____

8. Education:

University _____	Degree _____	Year _____	Major _____
or College _____	" _____	" _____	" _____
_____	" _____	" _____	" _____
_____	" _____	" _____	" _____

9. Circle the approximate number of semester hours you received as an undergraduate in the following areas:

Music:

Theory	0	1-5	6-10	11-15	over 15
Counterpoint	0	1-5	6-10	11-15	over 15
Orchestration	0	1-5	6-10	11-15	over 15
Band Arranging	0	1-5	6-10	11-15	over 15
History	0	1-5	6-10	11-15	over 15
Applied	0	1-5	6-10	11-15	over 15
Conducting	0	1-5	6-10	11-15	over 15
Education	0	1-5	6-10	11-15	over 15

Education:

Methods	0	1-5	6-10	11-15	over 15
Psychology	0	1-5	6-10	11-15	over 15
History	0	1-5	6-10	11-15	over 15
Sociology	0	1-5	6-10	11-15	over 15
Practice Teaching	0	1-5	6-10	11-15	over 15

General College:

English	0	1-5	6-10	11-15	over 15
Mathematics	0	1-5	6-10	11-15	over 15
Languages	0	1-5	6-10	11-15	over 15
Social Sciences	0	1-5	6-10	11-15	over 15
Laboratory Sciences	0	1-5	6-10	11-15	over 15

10. What other music subjects, if any, do you teach?

Chorus __ Orchestra __ General Music __ Other __ None __

11. If you teach music after normal school hours, please check below:

private lessons part-time college instructor
 group lessons other (specify)

12. If you perform professionally, please check below:

dance band
 civic orchestra
 civic band
 civic chorus
 religious services (choir singer, director, organist,
pianist)
 shows requiring music (musicals, circuses,
ice shows, etc.)
 other (specify)

13. Population of your school district _____

14. Number of students in your school system _____

15. Number of high schools in your school district _____

16. Number of students in your high school _____

17. Number of students in your high school band program _____

18. Number of students in your high school choral program _____

19. Number of students in your high school orchestra
program _____

20. How often do you rehearse the high school band?

- 5 times weekly
 4 times weekly
 3 times weekly
 2 times weekly
 1 time weekly
 modular schedule

21. If you rehearse the band outside of regular rehearsal hours to prepare for special events check the type of event below:

- | | |
|--|---|
| <input type="checkbox"/> concerts | <input type="checkbox"/> number of times per year |
| <input type="checkbox"/> contests | <input type="checkbox"/> number of times per year |
| <input type="checkbox"/> parades | <input type="checkbox"/> number of times per year |
| <input type="checkbox"/> football games | <input type="checkbox"/> number of times per year |
| <input type="checkbox"/> other (specify) | <input type="checkbox"/> number of times per year |

22. How many of each of the following performing organizations do you have in the high school band program?

- | | |
|--|--|
| <input type="checkbox"/> concert band | <input type="checkbox"/> pep band |
| <input type="checkbox"/> marching band | <input type="checkbox"/> stage band |
| <input type="checkbox"/> woodwind choir | <input type="checkbox"/> clarinet choir |
| <input type="checkbox"/> brass choir | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> percussion ensemble | <input type="checkbox"/> other (specify) |
| <input type="checkbox"/> wind ensemble | |

23. Are all members of the concert band also members of the marching band?

- yes no

24. Does the marching band rehearse during school hours?
 immediately after school hours?
 before school hours?
 at night?

25. How many hours per week does the marching band rehearse during the marching season?

- hours (approximately)

26. Do you have a summer band program for high school students?

- yes no

27. What type of instruction is offered in summer band?

full band private lessons
 small ensembles other (specify)
 stage band other (specify)

28. Do any high school band members help teach younger students during the school year?

yes no

29. Are high school band members encouraged to take private lessons?

yes no

30. Do you have entrance requirements for the high school band?

yes no

If yes, how strictly are they enforced?

always rarely
 frequently never
 occasionally

31. Is there some other band activity open to those students who fail to meet the entrance requirements?

yes no

If yes, what type of activity?

training band small ensemble lessons
 private lessons other (specify)

32. Do you have a beginning band class in the high school?

yes no

If yes, who may enroll in the class?

anyone juniors
 freshmen seniors
 sophomores

33. Does the administration consider the band program to be an integral part of the school program?

yes no don't know

34. How do you think the school administration could better help the band program?

financial support recruitment
 moral support other (specify)
 scheduling other (specify)

35. Does your band program receive a specific budget from the local school or school system?

yes no

If yes, for what purposes are the funds designated?

special trips instructional supplies
 uniforms football game trips
 instruments instrument repair
 not designated other (specify)

36. Do you receive funds from any other source?

yes no

If yes, from where do the funds come?

band boosters club local business/industry
 music clubs other (specify)
 civic clubs other (specify)

37. Do you raise funds from the community?

yes no

If yes, for what purposes?

special trips instructional supplies
 uniforms football game trips
 instruments instrument repair
 not designated other (specify)

38. Of the total band funds expended last year what percentage came from:

%school funds %community fund raising
 %gifts %other (specify)

39. Do you have a band boosters club?

yes no

If yes, was it organized when you came to this school?

yes no

If yes, do you consider the club worthwhile?

yes no

40. Are there any restrictions placed on a band member's participation in other school activities?

yes no

41. Give the approximate number of band members who participate in:

<input type="checkbox"/> varsity sports	<input type="checkbox"/> intramural sports
<input type="checkbox"/> school newspaper	<input type="checkbox"/> school/class officers
<input type="checkbox"/> honor societies	<input type="checkbox"/> clubs (French, Latin, etc.)
<input type="checkbox"/> dramatics	<input type="checkbox"/> other (specify)
<input type="checkbox"/> cheerleaders	<input type="checkbox"/> other (specify)

42. Do you have any other faculty members assigned to assist you in operating the band program?

yes no

If yes, how many?

1 2 3 more than three

Give the average number of hours each assistant is available to you each week:

0-2 3-5 6-10 11-20 over 20

43. Do you have student band officers?

yes no

If yes, would you rate them as:

<input type="checkbox"/> very efficient	<input type="checkbox"/> rarely efficient
<input type="checkbox"/> moderately efficient	<input type="checkbox"/> never efficient

44. Do you have students who are assigned sole responsibility for some function of the band?

yes no

If yes, to which of the following areas are they assigned?

librarian uniforms
 discipline school instruments
 conductor (pep band) other (specify)

45. Indicate the average number of hours per week you spend performing the following duties:

classroom teaching
 general school reports
 subject matter reports
 counseling students
 working in the music library
 working with band uniforms
 repairing band instruments
 class preparation (score study, etc.)
 reviewing new music
 general office work
 reviewing professional literature
 other (specify)
 other (specify)

46. Indicate the average number of hours per week students spend assisting you in the following areas:

classroom teaching
 general school reports
 subject matter reports
 working in music library
 working with band uniforms
 repairing band instruments
 general office work (filing, typing, etc.)
 other (specify)
 other (specify)

Return to: Maxie E. Beaver
 Director of Fine Arts
 Charleston County School District
 3 Chisolm Street
 Charleston, South Carolina 29401

APPENDIX B

ORIGINAL LETTER AND ANSWER FORM TO PROSPECTIVE PARTICIPANTS

CHARLESTON COUNTY SCHOOL DISTRICT
Division of Instruction
3 Chisolm Street
Charleston, South Carolina 29401

Dear

I would like to request your assistance in developing a part of the research on my dissertation at the University of North Carolina-Greensboro. I will be trying to identify personality and other non-musical traits of high school band directors in North Carolina.

I am asking a select group of forty-five (45) high school band directors in North Carolina to participate in this study. This group has been carefully selected so as to represent a variety of high school band directors in the state.

Your part of the study will consist of taking two standardized tests and filling out a questionnaire. All information from the tests and the questionnaire will be kept in strictest confidence. No names or high schools will be mentioned in writing the research paper.

Because there has been almost no objective research concerning personality profiles of band directors, I believe this study will reveal information helpful to all of us. In addition, perhaps the findings will be an aid in guiding future band directors and in helping band directors currently teaching to evaluate their performance.

Your help in this study will be greatly appreciated. I will send a resume of the findings of the study after the completion of the paper.

Please note the address below. Any correspondence should be sent to that address. Please return the enclosed sheet with the appropriate boxes checked within ten days.

Thank you for your time and consideration.

Yours truly,

Maxie E. Beaver
Director of Fine Arts
3 Chisolm Street
Charleston, South Carolina 29401

-
- Yes, I will be happy to participate in the study
- No, I do not wish to participate in the study

(Name)

(Address)

(City)

(Zip)

Return to: Maxie E. Beaver
Director of Fine Arts
Charleston County School District
3 Chisolm Street
Charleston, South Carolina 29401

APPENDIX C

EXPLANATION LETTER TO PARTICIPANTS

CHARLESTON COUNTY SCHOOL DISTRICT
Division of Instruction
3 Chisolm Street
Charleston, South Carolina 29401

Dear

I am pleased that you have consented to help me with the research for my dissertation. The results, I believe, will present some characteristics of band directors which will be a help to us all.

Enclosed you will find three (3) different tests. Notice that each test has a number, except the booklet for the Guilford-Zimmerman Temperament Survey. Please make no marks on this booklet because it must be returned to the university. Because the research is concerned with band directors as a group rather than as individuals, numbers will be used for identification purposes rather than names.

The questionnaire is designed to gain information related to your background and some administrative practices you follow in your band work. In the section concerned with undergraduate courses, please give approximations as close as possible. Anytime you check the word other, please specify what activity is indicated. Feel free to make any comments concerning the questionnaire at the end.

In filling out the Guilford-Zimmerman Temperament Survey (GZTS) and the Study of Values, please follow carefully the instructions provided with each test; also familiarize yourself with the answer sections. There is no time limit on either test. Please do not answer questions in either test in collaboration with anyone else. You need not try to complete all tests at one sitting.

Neither test is a disguised scale for measuring intelligence or social skills and the results will not be used in any way detrimental to you. The purpose of the study is to develop characteristics of band directors as a group rather than as individuals.

No further participation will be asked of you after completing the enclosed tests. Let me again thank you for consenting to help. I will send a resume of the findings to you after the study is completed.

Yours truly,

Maxie E. Beaver
Director of Fine Arts

APPENDIX D

LETTER OF INTERPRETATION

CHARLOTTE-MECKLENBURG SCHOOLS
Education Center
Post Office Box 149
Charlotte, North Carolina 28201

June 19, 1972

Mr. Maxie E. Beaver
Director of Fine Arts
Charleston County School District
3 Chisolm Street
Charleston, South Carolina 29401

Dear Mr. Beaver,

The results of the Guilford-Zimmerman Temperament Survey characterizes Group I as a relatively active, energetic group with quickness of action, efficient productivity, vitality, and enthusiasm. This characteristic is coupled with interests in activities and vocations which our culture would classify as relatively feminine and as a group they would tend to be more sympathetic, fearful, romantic, and emotionally expressive than the general adult male.

Group II is characterized by the G-Z Survey as subjective, self-centered, and sensitive as well as thoughtful, reflective and philosophically inclined when compared with the general adult male population. This group shows a stronger tendency toward feminine interests and emotional temperament than Group I in comparison to the general adult male population.

In viewing and contrasting the total results and patterns established by the G-Z Survey for both groups, this psychologist would judge Group I to be better adjusted, more productive, objective, and cooperative than Group II.

Yours sincerely,

G.H. Rettke, ED.D.
Director, School
Psychology

GHR/lrs

APPENDIX E

INTERPRETATION OF GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY

The following information is taken from the Manual of Instructions and Interpretations by Guilford and Zimmerman.⁵³ The information explains clinical interpretations as presented by the authors of the GZTS.

G--GENERAL ACTIVITY. A high score indicates strong drive, energy, and activity. If coupled with the right kinds of other qualities, this is good. If coupled with the wrong kinds, it may be bad. High activity has the general effect of exaggerating the appearance of other qualities. In many ways, it may be regarded as a kind of catalyzer. If an individual is inclined to be domineering, his high status on G will make his domineering more obvious and overt. If he is high on T (reflectively inclined), his high G status should make his thoughtfulness and planning more effective in overt action. His high G status should prevent high T quality from becoming withdrawn, useless, or futile philosophizing. A low G status may intensify low S, low A, or high F. A very high G score may indicate manic behavior and wasted effort. A very low G score, on the other hand, may represent a hypothyroid condition, anemia, or other physical causes of inactivity. In a young person this would thus indicate the possible need for a medical examination.

R--RESTRAINT. The results show that the happy-go-lucky, carefree, impulsive individual (low score) is not well suited to positions of responsibility, such as supervision. The other extreme, of the over-restrained, over-serious individual is also less promising, though the optimal position for a score on this trait is on the latter side of the average. It is possible that a great deal of restraint coupled with a very high score on G (activity) would mean internal conflict and consequent danger to mental health. It is also possible that too much restraint combined with a low G score would mean very low output.

⁵³Guilford and Zimmerman, op. cit., pp. 8-10.

A--ASCENDANCE. It would seem that C scores below 6 (certainly those below 5) should be avoided in selecting foremen and supervisors. This would depend, however, somewhat upon the particular assignment and the personnel to be supervised. Ascendance is a relative matter, and the need for it varies according to the personalities of those to be supervised and the extent of face-to-face contacts required.

Too high a score in A might become unfavorable if coupled with a low score on F (agreeableness). In such a person, there may be a tendency to ride rough-shod over others. It is important that a very high A score be balanced with favorable scores on T, R, M, and F.

S--SOCIABILITY. This score should be useful in vocational and personnel counseling wherever the trait of social participation is a consideration. The high and low scores indicate the contrast between the person who is at ease with others, enjoys their company and readily establishes intimate rapport, versus the withdrawn, reserved person who is hard to get to know.

The relation of this score to the ratings of supervisory performance is so low that by itself it is of little value in this connection. If the field of selection were narrowed to two candidates who were otherwise apparently of equal promise, the one with the higher C score on S (especially if one is 5 or above and the other is below 5) might be chosen. Relatively more attention might be paid to this trait score if the particular assignment calls for a sociable, out-going, cordial individual. These comments about S may well be generalized to apply by analogy in a corresponding manner to other traits where validities are quite low.

E--EMOTIONAL STABILITY. A high score indicates optimism and cheerfulness, on the one hand, and emotional stability on the other. A score here that is very high, however, if coupled with a low G score, may indicate a sluggish, phlegmatic, or lazy individual. A very low score is a sign of poor mental health in general; in other words, a neurotic tendency.

O--OBJECTIVITY. High scores mean less egoism; low scores mean touchiness or hypersensitivity. It would appear that a person could be too objective for effective performance, as well as too subjective. A too high score might mean that the person is so insensitive himself that he cannot appreciate the other fellow's possible sensitiveness. He may, consequently, hurt the other fellow

unwittingly. A high O score should be balanced by a high T score. Although such a person may not feel sympathetic with the other fellow, he can be a sufficiently good observer to know the right thing to do and say in personal relationships. If low on A or G or F as well as on O, the person may suffer in silence. If low on O and F and high on A and G, there is likely to be trouble.

F--FRIENDLINESS. A high score may mean lack of fighting tendencies to the point of pacifism, or it may mean a healthy, realistic handling of frustrations and injuries. It may also mean an urge to please others; a desire to be liked. A low score means hostility in one form or another. At best, it means a fighting attitude. If kept under control, in many situations this can be a favorable quality. Many of the higher-ranking executives who are regarded as successful may have a below-average F score. They may not always be the most pleasant persons to work with, but there are occasions when they can capitalize upon this disposition. It is likely that in positions where a supervisor must "battle" for the welfare of his group, a too strong tendency toward agreeableness would be less suitable than a good fighting spirit. Among the low-scoring individuals on F are those who like to dominate for the satisfaction it gives or for its compensatory value. In positions of authority, these persons are likely to stimulate friction, fear, and low morale in their associates and among their supervisees.

T--THOUGHTFULNESS. Men who score on the introvert or thoughtful side of this trait have a small but distinct advantage in supervisory positions over the man who scores on the extravert side. The reason is that the extravert of this type is so busy interacting with his social environment that he is a poor observer of people and of himself. He is probably not subtle and may be lacking in tact. He dislikes reflection and planning.

P--PERSONAL RELATIONS. Of all the scores, this one has consistently correlated highest with all criteria involving human relations. It seems to represent the core of "getting along with others" whether on the same or on a different level or organizational hierarchy. A high score means tolerance and understanding of other people and their human weaknesses. A low score indicates fault-finding and criticalness of other people and of institutions generally. The low-scoring person is not likely to "get along with others." So positive is the indication that it would seem to be a good rule not to appoint anyone to a supervisory position who has a C score below 6. This recommendation

has been made from the first, and there has been little reason to change it. Above a score of 5, it would seem that the higher the P score the better, even to one of 9 and possibly 10, other things being equal.

M--MASCULINITY: On the positive side, a high raw score in this trait means that the person behaves in ways characteristic of men and that he is likely therefore to be better understood by men and to be more acceptable to them. If the M score is very high, it may mean that the person is somewhat unsympathetic and callous. He may, on the other hand, be attempting to compensate for some feminine tendencies or for feelings of weakness in traits other than M. The best supervisors are probably those who have their genuine masculine tendencies tempered with refinements and with just enough "motherly" attributes to give them feelings of responsibility toward those in their charge. Women who score toward the masculine end of this dimension may have had masculinizing experiences through long association with the opposite sex or they may be rebelling against the female role and attempting to play the male role.

This score shows a very high discriminatory index for sex membership. Its point-biserial correlation with sex membership is estimated to be .75, based upon the sample of 912. This information is offered not because an index is needed to distinguish between the sexes, but as evidence of internal validity for the score.

APPENDIX F

INTERPRETATION OF STUDY OF VALUES

The following is taken from the Manual for the Study of Values by Allport, Vernon, and Lindzey. The information explains each of the six areas tested by the SOV.⁵⁴

The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences: one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world—the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic men make upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating

⁵⁴Allport, Vernon, and Lindzey, op. cit., pp. 4-5.

them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, or wealth, prosperity, and other tangible blessings.

The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience. The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social interest is selfless and tends to approach very closely to the religious attitude.

The political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of political; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in

any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.