ROSSMAN, Raymond Louis, 1942-
A STUDY OF DIRECTIVE AND NON-DIRECTIVE COUNSELING TECHNIQUES WITH MUSIC STUDENT TEACHERS AND THEIR RELATIONSHIP TO SELECTED PERSONALITY FACTORS.

The Ohio State University, Ph.D., 1977
Education, music

University Microfilms International, Ann Arbor, Michigan 48106
A STUDY OF DIRECTIVE AND NON-DIRECTIVE COUNSELING TECHNIQUES
WITH MUSIC STUDENT TEACHERS AND THEIR RELATIONSHIP
TO SELECTED PERSONALITY FACTORS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by

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* * * * *

The Ohio State University
1977

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ACKNOWLEDGMENTS

The author is indebted to many people that have helped to make this study become a reality.

Gratitude is expressed to the cooperating teachers of the public schools in Sioux City, Iowa and appreciation is extended to participating faculty and students at Morningside College, Sioux City, Iowa, for their cooperation and assistance in this project.

The author wishes to thank committee members Dr. H. Wayne Ramsey and Dr. Jere L. Forsythe for their advice and assistance related to this dissertation.

Special thanks are expressed to my advisor Dr. A. Peter Costanza for his guidance and encouragement.

Finally I wish to acknowledge the patience and support of my wife, Bonnie, which has been instrumental in the completion of this work.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
</tbody>
</table>

## Chapter

### I THE NEED FOR THE STUDY

1. The Purpose .................................. 7
2. Hypotheses .................................. 7
3. Sub-hypotheses .............................. 8
4. Definitions .................................. 9
5. Limitations .................................. 12

### II REVIEW OF RELATED RESEARCH

1. The Prediction of Success ................. 13
2. Personality Factors ....................... 17
3. Working Relationships as Affected by Personality Differences .... 18
4. Teacher Behavior ........................... 19
5. Effective Supervision of Student Teachers ........................................... 20
6. Tests ....................................... 24
7. Myers-Briggs Type Indicator .............. 25
8. Rokeach Scale ................................ 30
9. Eidell Ideology Measure ................. 31
10. Supervisory Techniques .................. 31
11. Directive Counseling ....................... 31
12. Non-directive Counseling ............... 32
13. Summary ..................................... 33

### III METHODOLOGY

1. Subjects ................................... 39
2. Procedures .................................. 39
3. Tests ....................................... 40
4. Rokeach Scale ................................ 40
5. Eidell Ideology Measure ................... 41
6. Myers-Briggs Type Indicator .............. 42
7. Conferences ................................ 43
8. Seminars ................................... 59
LIST OF TABLES

Table

1. Directive and Non-directive Group Differences with the EI Scale of the MBTI Pre-test Based on the Mann-Whitney U ................................. 67

2. Directive and Non-directive Group Differences of the Rokeach Scale Pre-test Based on the Mann-Whitney U .................................. 68

3. Directive and Non-directive Group Differences of the Eidell Ideology Measure Pre-test Based on the Mann-Whitney U ............................. 69

4. Directive and Non-directive Counseling Techniques with the EI Scale of the MBTI Post-test Based on the Mann-Whitney U .................. 70

5. Directive and Non-directive Counseling Techniques with the Rokeach Scale Post-test Based on the Mann-Whitney U ........................ 71

6. Directive and Non-directive Counseling Techniques with the Eidell Ideology Measure Post-test Based on the Mann-Whitney U .............. 73

7. Analysis of Variance of the t Test of Related Samples on the EI Scale of the Myers-Briggs Type Indicator ....................................... 74

8. Analysis of Variance of the t Test of Related Samples of the Rokeach Scale ......................................................... 75

9. Analysis of Variance for the t Test of Related Samples of the Eidell Ideology Measure ............................................................... 76

10. Correlation Matrix on Pre-to-Post-test Scores of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure ........ 77

11. Correlation Matrix on Student Teacher Grades with Post-test Scores of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure ............................................. 80
CHAPTER I

THE NEED FOR THE STUDY

The need for the present study has been substantiated by the Commission on Teacher Education. Housewright (1970) appointed a Commission to identify innovative and exemplary programs in teacher education that were regarded as models for change. Two of the Commission's objectives were:

(1) the identification of innovative programs and practices in the pre-service preparation of music educators; and

(2) the development of a continuing system for making adjustments in music teacher preparation.

The Commission recommended that teacher education include counseling techniques and that courses of study should be fitted to each student's particular needs.

The Commission concluded that improvement in teacher education programs did not rely solely on curricula. It contended that the criteria for teacher excellence must also reflect the development of personality factors. These personality factors were not necessarily concomitant with high grade-point index and the accumulation of broad knowledge and technique. (Commission on Teacher Education, 1970)
Andrews (1971) also cites needs concerned with teacher education. She contends that the competent teacher must be conversant with and prepared to teach a wide diversity of music, musical styles, and pupils. The teacher needs to be open-minded about change, but he should adhere to a strong sense of musical values which will enable him to communicate more effectively with his pupils. Consequently, students should be endowed with a sound basis for musical judgment in order to realize the personal effect it can have on their lives.

These sources have indicated the importance of personality factors and open-mindedness in the teaching profession. The authors also support innovative programs and practices that should be associated with individualized instruction for future music educators.

Need for the study was expressed through research in the following areas:

(1) prediction of success;
(2) personality factors of the student teacher;
(3) personality factors of the student teacher as related to personality factors of the cooperating teacher;
(4) teacher behavior and personal qualities;
(5) supervision of student teachers; and
(6) counseling techniques.
Prediction of Success

Studies dealing with the prediction of success have not been able to offer significant conclusions regarding personality assessment. According to the literature, the best predictors were:

(1) faculty ratings based on student teacher reliability (Fosha, 1976);
(2) grade point average of teacher training courses completed before student teaching (Turrentine, 1962);
(3) grade point average of all college courses (Chadwick, 1972);
(4) a composite rating by the cooperating teacher and the college supervisor (Anderson, 1967);
(5) motivational variables as identified by the Motivational; and
(6) Analysis Test by Cattell and others (Kreuger, 1976).

Personality Factors of the Student Teacher

Verrastro (1970) concluded that personality analysis of music student teachers needed further research. The Eidell Ideology Measure and the Rokeach Scale were measures cited for the research.

Endorsement has been given for the use of the Myers-Briggs Type Indicator as an instrument that could improve college teaching by: measuring learning styles by assessing personality preferences of each student, designing
appropriate learning activities for each student, and creating a research model for the improvement of college teaching. (Smith, 1973) Smith also cited a need for research studies concerning the use of the Myers-Briggs Type Indicator. He contended that data derived from the research could be utilized by other faculty for designing more appropriate learning experiences for students.

**Personality Factors of the Student Teacher as Related to Personality Factors of the Cooperating Teacher**

Literature concerned with student teacher and cooperating teacher personality factors also support the need for the study. Buckley (1969) concluded that it was important to identify personality "mix" in the relationship between the student teacher and the cooperating teacher.

Bell (1971) conversely reported that student teachers who were emotionally stable tended to highly rate cooperating teachers that were more practical, conservative, and subdued. Opinions that had been expressed had little relationship with the likeness or unlikeness of personalities of student teachers or their respective cooperating teachers.

**Teacher Behavior and Personal Qualities**

Literature concerned with teacher behavior listed personal qualities that were essential for teacher effectiveness. Those qualities that were directly related with personality factors included: perseverance, persistence,
self-sufficiency, more accepting, outgoing, understanding, permissiveness, confidence, self-security, less-tenseness and anxiety, more active, possessing more leadership qualities, and emotional stability. (Barth, 1961) Qualities of effective teacher behavior were outlined by Ryans (1960). These included the qualities of being friendly and understanding, responsible and systematic, and stimulating and imaginative. These teacher behavior qualities and personal qualities provided the college supervisor with factors deemed essential for more effective counseling. Authors who have conducted this type of personality research have consistently called for additional research.

**Supervision of Student Teachers**

Studies involving effective supervision of student teachers also support the need for this research. Bauer (1963) recognized the importance of personality factors as he offered a guideline for effective supervision of student teachers. His outline included factors on: guidance and interpretation of student teaching observations, student teacher involvement in meaningful participation exercises, and the promotion of self-confidence and professional development.

Further support for this type of study was offered by Snyder (1961) who maintained that the college supervisor should schedule regular visitations and that a student teacher cumulative file should be made available for use by
cooperating teachers. Esselstrom (1968) concurred with Snyder that student teachers should be observed frequently and that the observation should have a definite purpose. He encouraged the use of a variety of procedures during conferences in order to acquire maximum benefits for the student teacher. He also contended that situations were to be constructed that contributed to the attainment of objectives by the student teacher. A student teacher's problem needs to be identified and solved, and an evaluation process should be implemented to foster potential abilities of the student teacher.

Counseling techniques


Some studies dealt with personality characteristics that were desirable for the prediction of success in student teaching, but the approach to counseling music student teachers according to their personality traits through directive and non-directive techniques did not seem to be a focal point. If a personality type could be shown to be more responsive with the variable of directive or non-directive
counseling, it would seem to be of value for education broadly conceived. Consequently, the study would have connotations which could be applicable to student teacher programs in other areas of education. The implications would enhance the effectiveness of supervision and the student teaching experience.

**The Purpose**

The purpose of the study was to examine the effects of two types of counseling techniques upon selected personality traits. Directive and non-directive counseling techniques were chosen for use in this study. Selected personality traits were measured by the Myers-Briggs Type Indicator, the Eidell Ideology Measure, and the Rokeach Scale.

The general purpose of this project was to provide information that could promote better student teaching supervision and counseling, to the extent that these independent and dependent variables under investigation are relevant to the student teaching experience and ultimately, improved teaching.

**Hypotheses**

(1) There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the Myers-Briggs Type Indicator.
(2) There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the Rokeach Scale.

(3) There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the Eidell Ideology Measure.

Sub-hypotheses

(1) Non-directive counseling will yield significantly greater tendency toward extraversion. (MBTI)

(2) Non-directive counseling will result in a significantly greater degree of open-mindedness. (Rokeach)

(3) Non-directive counseling will result in significantly more humanism. (Eidell)

(4) There will be significant relationships among the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

(5) There will be significant relationships between student teacher grades and the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.
Definitions

**Myers-Briggs Type Indicator** - The Myers-Briggs Type Indicator is a 166 item self-administering questionnaire designed to implement Carl Jung's theory of psychological types. This theory assumes that human behavior is orderly and consistent because of the manner in which people prefer to use perception and judgment. The four pairs of preferences which are scored to indicate the subjects type include: extraversion vs. introversion, sense-perception vs. intuition-perception, thinking-judgment vs. feeling-judgment, and judging-attitude vs. perception-attitude. There are sixteen psychological types possible as categorized by the Myers-Briggs Type Indicator. (Myers, 1962)

**Rokeach Scale** - The Rokeach Scale is an instrument devised to record a personal opinion of a number of social and personal questions deemed important by the general public. It is a forty-four item self-administering scale that is intended to measure the extent to which an individual's belief system is open or closed. A forced response is required for each question and a dogmatism score is computed to encompass a range of score values that extend from forty to two-hundred-eighty. The more closed-minded individual obtains a higher score according to this scale. (Rokeach, 1960)

**Eidell Ideology Measure** - The Eidell Ideology Measure is an instrument that records a personal opinion of
twenty statements concerning schools, teachers, and pupils. It is intended to determine whether ideology in educators is more custodial or more humanistic. Respondants indicate their personal opinions of each statement and score values of five, four, three, two, or one are assigned to the extent of agreement or the extent of disagreement of each item. Lower scores indicate a more humanistic role ideology, while higher scores indicate a more custodial ideology role. (Eidell, 1965)

Student Teaching - Student teaching is a period of off-campus observation and guided teaching during which students assume increasing responsibility for a given group of learners over a period of fifteen weeks.

Cooperating Teacher - The cooperating teacher is the public school teacher to whom the student teacher has been assigned during internship. He cooperates with the college supervisor in the training of the student teacher.

College Supervisor - The college supervisor is a faculty member who coordinates student teaching in the public schools. He deals with orientation, seminars, observations, conferences, guidance, problem-solving, and evaluation.

Conference - A conference is a joint analysis of the lesson by the college supervisor and the student teacher that succeeds each observation.

Seminar - A seminar is a group meeting of student teachers with a faculty member in which topics relevant to
their student teaching are discussed.

**Directive Counseling** - Directive counseling may be defined as a form of counseling in which the counselor assumes complete control throughout the conference period. This may be realized through verbal inquiry, assigned readings and problems, or by offering statements indicating behavior patterns that are considered to be desirable. The counselor has absolute control of the interaction which would describe the technique as autocratic. (Wolman, 1973)

**Non-directive Counseling** - Non-directive counseling may be defined as a form of counseling in which the counselor acts as a catalyst during each counseling session in order to foster a student-centered approach. (Blake, 1974) This technique is most conducive in a permissive atmosphere where responsibility is placed on the student teacher. (Evans, 1975) The college supervisor must structure goals through logical analysis, and the student teacher decides when and what information is needed and how it should be obtained. Multiple solutions for each problem must be offered by the college supervisor. The type of solution for each problem should correspond with the degree of emotional commitment that each student teacher has for a problem that needs to be solved. (McCarthy, 1973)

Structure can be achieved in counseling sessions by the college supervisor responding in varied degrees to
inquiries by the student teacher. As mutual respect between the college supervisor and the student teacher grows, a higher morale and a greater degree of self-confidence are developed. (Asbury, 1974)

Limitations

The present study was limited to senior music education majors enrolled at Morningside College, Sioux City, Iowa. The placement of participants was restricted to the cooperating public schools in the immediate area. The student teachers were supervised by college personnel assigned by the chairman of the music department and by the cooperating teachers employed by the public schools. Each student teacher was observed six times throughout the term and each observation was forty-five minutes in duration. A counseling session of one hour succeeded each observation.

The study was conducted over a fifteen week period and was primarily concerned with the effects of directive and non-directive counseling techniques upon selected personality traits as measured by the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. The potential effects of other counseling techniques on different personality traits were not within the scope of this study. Also, due to small sample size, implications from the present data are more restricted than if a larger sample had been possible.
CHAPTER II
REVIEW OF RELATED RESEARCH

Numerous investigators have been concerned with personality variables of music student teachers. The literature that was reviewed included the following areas of research:

(1) research associated with the prediction of success;
(2) research associated with personality;
(3) research associated with working relationships as effective by personality differences;
(4) research associated with teacher behavior;
(5) research associated with effective supervision of student teachers;
(6) research associated with the tests; and
(7) research associated with counseling techniques.

The Prediction of Success

Investigators attempting to predict success of music student teachers offered numerous conclusions. Fosha (1976) conducted an assessment of the student teacher placement program at Indiana University which included fifteen independent variables as predictors of student teaching success. These variables included:

(1) faculty estimate of a student's reliability;
(2) faculty estimate of field situation;
(3) student estimate of cooperating teacher as a critic;
(4) student estimate of cooperating teacher as a teacher;
(5) student estimate of the information held by the teacher;
(6) student estimate of field situation;
(7) student summary of the field situation;
(8) nominal variable, student as a commuter or non-commuter during student teaching;
(9) faculty estimate of learning atmosphere;
(10) faculty estimate of the information held by the cooperating teacher;
(11) in or out-of state student origin;
(12) self-reliance a faculty estimate of students;
(13) a forced summary rating of students by faculty;
(14) combined estimate, faculty ratings of students; and
(15) students estimate of facilities within field situations.

The data obtained from a multiple regression analysis retaining these fifteen independent variables as predictors of student teaching success revealed that the best predictor was faculty ratings based on student teacher reliability. A significance value of .025 was recorded for this variable. (Fosha, 1976)
Turrentine (1962) conducted a study which employed seven different measuring instruments to predict success in student teaching. They included:

(1) the Ohio State University Psychological Test;
(2) the College Entrance Examination Board's Scholastic Tests (verbal, mathematical, and total scores);
(3) the Otis Quick-Scoring Mental Ability Tests, grades 9-16;
(4) the high school graduating class percentile rank;
(5) grade point average of teacher-training courses completed before enrollment in practice teaching;
(6) grade point average of sixteen semester hours of required music theory.

Turrentine concluded that the best single predictor of success for music student teachers was the grade point average of teacher training courses completed before student teaching. This conclusion was derived by the application of a prediction equation that Turrentine developed for this study. The equation is: predicted GPT = 0.344 + (0.362)GPA-Tt. A correlation of .564 was recorded for the predicted GPT and the actual grade in practice teaching. (Turrentine, 1962)

Anderson (1967) approached the prediction of success for student music teachers by using musical talent, personality, and vocational interest factors. He administered the Guilford-Zimmerman Temperament Survey to measure personality
traits of emotional maturity, friendliness, dominance, sociability, restraint, ascendance, tactfulness, and enthusiasm. Musical talent was measured by the Kwalwasser Music Talent Test and creativity was measured by the Project Potential Creativity Battery. Since interest could effect predictive value, the Guilford-Zimmerman Interest Inventory was also administered to student teachers. Significant differences within and between samples was measured by chi square. High predictive value was shown in four factors in the battery: objectivity, masculinity, music talent, and symbol reproduction which was a portion of the creativity test.

Kreuger (1976) investigated relationships between personality and music teaching success. The Sixteen Personality Factor Questionnaire (16PF) by Cattell and Eber and the Motivational Analysis Test (MAT) by Cattell and others provided personality trait, motivation, and interest variables that were used in the study. Kreuger used motivation equations and multiple regression analysis to conclude that 12 to 17 per cent of a music teacher's success can be attributed to motivational variables. The Motivational Analysis Test included interest areas with: career sentiment, home parental sentiment, fear drive, narcissism comfort drive, assertiveness drive, and sweetheart spouse sentiment. He also concluded that personality trait instruments are useful in gathering data on music educators.
Chadwick (1972) investigated the problem of the prediction of success in student teaching in music. Predictable variables were based on:

1. performance on ability and achievement test;
2. grade point average in logically related courses;
3. extent of pre-college participation in music;
4. study of selected instruments or comparison of vocal-choral versus instrumental; and
5. sex and age.

She concluded that the most significant and predictive variables were grade point average ratings on techniques courses, music theory courses, conducting courses, music methods courses, all college courses, a seminar in music in the elementary school, and a seminar in music in the secondary school.

**Personality Factors**

Barth (1961) used Cattell's Sixteen Personality Factor Questionnaire and the Thurston Temperament Schedule to identify characteristics of selected school music teachers. Personal qualities that were deemed essential for teaching effectiveness were: general mental ability, perseverance, persistence, self-sufficient, more accepting, outgoing, understanding, permissive, confident, self-secure, less tenseness and anxiety, more active possessing more leadership qualities, and emotional stability.
The research of Verrastro (1970), concerned with verbal behavior analysis, indicated that the Social Climate Index, the Eidell Ideology Measure, and the Rokeach Scale would be of value for further research involving the analysis of student teacher personalities.

Other test most frequently associated with personality assessment were reported by Ellis (1946) to include: The Bell Adjustment Inventory, Woodworth Personal Data Sneet, Thurstone Personality Schedule, and the Bernreuter Personality Inventory.

The research of Wink (1967) was concerned with the self-concept of the student teacher and selected personality variables. He administered the Stanford Teachers Competence Appraisal Guide to distinguish differences in achievement and personality factors.

Working Relationships as Affected by Personality Differences

Two studies of note were concerned with the effects of student teacher personalities in relation to the personalities of their respective cooperating teachers. The research of Bell (1971) revealed that student teachers who were more emotionally stable seemed to be humble and shrewd and tended to rate highly their internship, especially when their cooperating teachers were more practical, conservative, and subdued. It was concluded that those characteristics were desirable in order to help ease the apprehensiveness of the student teacher prior to his internship. The likeness
or unlikeness of personality traits between the student teacher and the cooperating teacher had little relationship regarding the opinions of the student teacher.

Buckley (1969) instituted an initial effort to identify the significance of intellectual disposition in the relation of student teacher and cooperating teacher as it impinged on the anxiety level of students during their internship. The Omnibus Personality Inventory was used to measure this relationship, but the author contended that nine weeks may not have allowed enough time to yield significant results in the study. He did speculate that pairing of student teachers and cooperating teachers depended too much on random assignment and that it should be important to identify the personality mix that is most conducive in the teacher-learner relationship between the student teacher and the cooperating teacher.

**Teacher Behavior**

Ryans (1960) concluded that characteristics of teachers could be classified as three bi-polar aspects of behavior, and Duda (1961) applied these findings to student teachers in music education. These three bi-polar aspects of behavior are:

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<td>(1) friendly and understanding vs. aloof and egocentric</td>
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<tr>
<td>(2) responsible and systematic vs. unplanned and slipshod</td>
<td></td>
</tr>
<tr>
<td>(3) stimulating and imaginative vs. dull and routine</td>
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In 1962, Gray conducted a study that was intended to describe the ideal teacher. Music teachers that were regarded as highly effective were asked to respond to the Q Technique which was a questionnaire devised by Gray. Questions included specific characteristics and practices of the music teacher. Prior to student teaching, students responded to the same questionnaire. The correlation between responses of the effective teachers and the student teachers was .44. After student teaching was completed, the correlation was .76 indicating that the student teacher's attitudes, appreciations, and opinions were more like those of effective teachers.

Effective Supervision of Student Teachers

A study that is related to the student teaching process which examined attitude and personality factors during the internship was presented by Bauer (1968). His research offered a guide to assist the cooperating teacher in music. The following outline was suggested:

(1) create and maintain rapport with the student teacher;
(2) include a period of orientation to the school and the music room;
(3) have structured and impromptu conferences deal with problems and methodology;
(4) formulate behavioral terms daily and yearly;
(5) develop lesson plans cooperatively;
(6) guide and interpret student teacher observations;
(7) involve the student teacher in meaningful participation exercises;
(8) decide when the student teacher is ready to assume responsibilities;
(9) keep accurate records and continuously evaluate the pupils and the student teacher by mutually agreed upon musical objectives;
(10) implement theoretical knowledge that is acquired in music education classes and put it to practical use so the student teacher can observe objectives developed in major concepts;
(11) enrich the student teaching experience with analysis, performance, and repertoire;
(12) introduce instructional materials and share lesson plans;
(13) demonstrate effective strategies; and
(14) promote self-confidence and professional development of the student teacher.

Sometimes the attitudes and personality factors of student teachers are influenced by the techniques and practices of the college supervisor. Snyder (1961) lists the following weaknesses:

(1) there is lack of coordination and communication between the college supervisor and the teaching center;
(2) there is lack of meetings between personnel involved;
(3) there is insufficient time allotted for student teaching;
(4) cooperating teachers feel insecure in their relationship to the college; and
(5) cooperating teachers may be in the best position to evaluate student teacher training.

Snyder offered the following recommendations to alleviate these weaknesses:

(1) inservice programs should be provided for the cooperating teachers;
(2) workshops should be held by the director of student teachers with cooperating teachers to determine experiences that should be provided for the student teachers;
(3) chairmen of music departments should be sure that supervision is part of the class load and not an additional responsibility;
(4) assignment of student teachers should be made in terms of individual readiness;
(5) the college supervisor should schedule visitations regularly;
(6) the student teacher should not take other college courses during internship; and
(7) a student teacher's cumulative file should be made available to all personnel involved.
Another study directly related to the college supervisor of student teachers is that of Esselstrom (1968), who formulated eighteen principles that serve as guideline for the role of the supervisor of student teachers. The eighteen principles consider the significance of supervision, the principles of supervision, state liaison functions, orientation, seminars, conferences, observations, guidance, evaluation, academic rank, various aspects of objectives, musical competency, and problem-solving. Specifically, the supervisor should:

1. contribute significantly to the improvement of teaching competency of the student teacher;
2. conduct his work in a democratic framework which is rationally directed towards change within the existing structure;
3. be aware of the state requirements for certification, the degree of reciprocity between states, and the legal authority for establishing certification requirements;
4. establish and maintain good human relations;
5. act as a liaison agent between all of the participants in the student teaching program;
6. facilitate the assignment and induction of student teachers to cooperating schools;
7. work cooperatively with other faculty personnel and the student teachers in the seminar;
(3) observe the student teachers frequently, unobtrusively, and with a definite purpose;

(9) utilize a variety of procedures in order to maximize the benefits that can be derived in a conference;

(10) guide the student teacher in his professional work and in an understanding of himself;

(11) employ evaluation as a process for assisting the student teacher to become the best possible teacher;

(12) earn an academic rank which is commensurate with the responsibilities of the position;

(13) base his selection of objectives on principles;

(14) formulate comprehensive objectives at a variety of levels of complexity;

(15) state objectives in a manner which is consistent with definite criteria;

(16) construct situations which contribute to the student teacher's attainment of objectives;

(17) display musical competency both academically and professionally; and

(18) identify and solve problems encountered with student teachers. (Esselstrom, 1968, 153-165)

Tests

Though opinions are varied concerning personality and related areas of measurement, three tests that have been
presented seem to be suitable and worthy of inclusion within the investigator's study. These are: the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. Information regarding each measure has been included for the purposes of clarification.

Myers-Briggs Type Indicator

In 1973, Smith issued a document that supported use of the Myers-Briggs Type Indicator as an instrument that could improve college teaching. He suggested that the strategy needed for improving college teaching should include:

(1) a method for measuring student learning styles;
(2) the design of alternative learning activities for student learning styles;
(3) the matching of student learning styles with instructional activities; and
(4) a research model for improving college teaching. (Smith, 1973)

He stated that research studies are needed which would measure teacher and student learning styles through the use of the Myers-Briggs Type Indicator. Data which would be gathered from research could be made available to the faculty to design more appropriate learning experiences for students.

The Myers-Briggs Type Indicator is based on the theories of Carl Jung's 1923 publication of Psychological
Types. These theories were concerned with personality differences that were derived from the choice between "extraversion" and "introversion." An additional choice, from among his four basic psychological "functions" (sense-perception, intuition, thinking, and feeling) becomes a dominant function to which others are subordinated.

The latter part of Jung's theory has been almost completely ignored by other investigators, as indicated in the research of Laird and Root. A survey of the literature revealed no psychometric investigation of the function-types prior to the Myers-Briggs Type Indicator, which was published in 1943. (Laney, 1949, 3)

The MBTI includes eight function-types described by Jung as introverted-thinking types, introverted-feeling types, etc., and it also includes the sub-divisions of these resulting from the choice of a second function, e.g., introverted-thinking types with sense-perception, introverted-thinking types with intuition, etc. The entire classification is derived by ascertaining the respondent's choice on four basic preferences:

1. E-I (Extraversion vs. Introversion)
2. S-N (Sense-perception vs. Intuitive-perception)
3. T-F (Thinking-judgment vs. Feeling-judgment)
4. J-P (Judging-attitude vs. Perceptive-attitude)

The J-P preference is credited as the key to completeness, and its function is Briggs' contribution to the Jungian
theory. (Laney, 1949, 4-5) Myers offered the following description in her publication, *Type as the Index to Personality*:

The four preferences, however, are merely implicit in Jung's descriptions of the function types; nowhere are they explicitly tested. The E-I preference is exhaustively discussed, that being the one that held most interest for Jung himself. The S-I and T-F preferences appear by implication where he explains how sense-perception becomes neglected if intuition is paramount, or how feeling is subordinated to thinking or vice versa. But three preferences are not enough; without the fourth, type is still indeterminate. And the J-P preference appears only in scattered references to 'judging types' and 'perceptive types' among the extraverts. We might easily have missed its key significance, had it not been for the work upon types done by Katharine C. Briggs before the publication of Jung's book.

Her own classification, incomplete as it was, took account of all the preferences except S-I. She recognized the introverts by lumping them together as a 'meditative type.' She recognized the perceptive extraverts as a 'spontaneous type.' And she divided the judging extraverts exactly as Jung does, calling the extraverted thinkers the 'executive type' and the extraverted feeling people the 'sociable type.' Thus her early identification of the perceptsives enabled her to recognize the indispensable fourth preference inherent in Jung's system of classification. Back in the nineteen twenties, some fifteen years before we even considered tackling the problem of test construction, she drew up what later proved to be the answer to the problem—an analysis, in parallel columns, of the four dichotomies among Jung's types, describing the four planes of cleavage along which the types divide.
Myers explained and defined the four preferences in this manner:

Every time you use your mind for any purpose whatever you perform either an act of perception (becoming aware of something) or an act of judgment (coming to a conclusion about something). Most people take a good deal more pleasure in one of these than in the other, and this is the preference which is easiest to detect in actual contacts. For instance, if you are merely following this explanation open-mindedly, that is perception. If you have already decided that you agree or disagree, you are preferring judgment.

The other preferences are less obvious, but just as fundamental. You have at your disposal two contrasting ways of becoming aware of things, namely sense-perception and intuitive-perception, and two contrasting ways of coming to conclusions, namely feeling-judgment and thinking-judgment.

Thinking-judgment is a logical process, aimed at an impersonal finding of fact. Feeling-judgment is a process of valuation, equally reasonable in its way, bestowing on things a personal, subjective value. You undoubtedly make some decisions by one process and some by the other, but you trust one more than the other, and by use and practice you develop that one so that it grows more and more trustworthy. If, when you do judge these ideas, you concentrate on their truth or falsity, that is thinking-judgment. If you are conscious first of like or dislike, of whether they are sympathetic or antagonistic to other ideas you prize, that is feeling-judgment. Each of the two has its appropriate field, feeling-judgment being normally more effective in human relations, thinking-judgment in the organization of facts or ideas.

The third preference is in the field of perception. Sense-perception is a direct becoming aware of things by way of the senses. Intuitive-perception, on the contrary, is indirect perception by way of the unconscious, accompanied by ideas or associations tacked on
by the unconscious. These unconscious contributions run all the way from the merest masculine 'hunch' or 'woman's intuition' through the whole range of original ideas to the crowning examples of creative art or scientific discovery.

Undoubtedly you use both sorts of perception, but one of them interests you more than the other and gets a resultant priority. A man of the sensation type finds too much of interest in the actuality around him to spend much energy listening for ideas out of nowhere. And the intuitive is too much interested in the possibilities that occur to him to give a whole lot of notice to the actualities. For instance, if you have been confining your attention strictly to what appears here on the page, that is sense-perception. If you have been reading between the lines and running ahead to the possibilities which arise in your own mind, that is intuitive-perception.

The fourth preference involves the direction in which you prefer to use your most-favored function. This is introversion-extraversion in the original Jungian sense of two complementary and equally valuable attitudes, not the popular misconception which makes introvert a term of reproach almost synonymous with neurotic. You are an extravert if your primary function (thinking, intuition, or whatever it is) concerns itself habitually with the outer world of people and things, in which case your main points of reference are outside yourself. You are an introvert if your primary function concerns itself habitually with the inner world of concepts and ideas, in which case your main points of reference are inside your head.

No one, of course, is limited exclusively to either world. A well-balanced introvert can deal ably with the outer world. A well-balanced extravert can deal effectively with ideas. But the instinctive preference remains. For instance, if you would like to get to the practical application of all this, you have the extravert point of view. If what
interests you most is the inner illumination which it provides for your understanding of yourself and human nature in general, you have the introvert viewpoint. (Myers, 1946)

Mendelsohn (Buros, 1970) suggested that the MBTI did not represent a successful operationalization for Jungian concepts, but he did state that the test had potential utility for research and counseling, provided that the scores were interpreted from the viewpoint of their empirical relationships instead of their assumed theoretical significance. Sundberg (Buros, 1970) felt that the Myers-Briggs Type Indicator had great possibilities but that it was limited because of its need of supportive evidence which could be provided by other tests. He believed that the inventory needed verification in many different contexts to achieve separate verification and new meanings.

The Rokeach Scale

This scale was formulated to determine the degree of open-mindedness or closed-mindedness in an individual. Rokeach defines open-mindedness as the ability to form an opinion without the interference of irrelevant factors regarding a situation. Closed-mindedness is defined as the inability to form an opinion without interference of irrelevant factors regarding a situation.

The forty-four item scale requires a forced response to each question and a dogmatism score is applied to yield a range of values that extend from forty to two hundred
eighty. Individuals that score higher are judged to be more closed-minded while lower scoring individuals are judged to be more open-minded. (Rokeach, 1960)

**The Eidell Ideology Measure**

This measure is intended to determine the degree of custodial or humanistic ideology in educators. It consists of twenty statements about schools, teachers, and pupils to which individuals respond with their own personal opinions. Scoring consists of: five - strongly agree, four - agree, three - undecided, two - disagree, and one - strongly disagree. Higher scores indicate a more custodial teacher-role ideology while lower scores indicate a more humanistic teacher-role ideology. (Eidell, 1965)

**Supervisory Techniques**

**Directive Counseling**

Among the sources that were consulted, directive counseling has been used as a form of counseling with learning disabilities, alcohol or drug rehabilitation, or mental health. However, there are sources that have been reviewed that apply to this study.

Wallen (1968) related directive and non-directive counseling to open and closed mindedness. Open and closed mindedness was measured by the Rokeach Dogmatism Scale Form E. By applying the chi square measure and the t test, Wallen supported the following hypotheses at the .05 level
of significance:

(1) relatively closed-minded students will significantly prefer a counselor that uses a directive approach in providing ideas, advice, and suggestions; and

(2) relatively open-minded students will prefer non-directive counseling techniques in which the student finally formulates his own decision to purport self-direction.

A study by Ajzen (1971) involved directive and non-directive counseling techniques that were used for students with psychological and non-psychological problems. She measured authoritarianism by administering the F scale and an I-E scale was also used to determine the internal-external tendencies in each student. It was concluded that students with psychological problems preferred directive techniques while students with non-psychological problems preferred non-directive techniques. Furthermore, students who had attained low F scores preferred non-directive counseling while students with a higher degree of authoritarianism were not as tolerant of these techniques.

**Non-directive Counseling**

The background for non-directive counseling based on the work of Carl Rogers has been provided by Evans (1975).

In 1939, Carl Rogers published the *Clinical Treatment of the Problem Child*. This publication advocated a carefully
planned approach that was intended to manipulate the conditions of the child. A negative approach to counseling continued with Rogers' publication of *Counseling and Psychotherapy* in 1942. The approach was don't advise, don't interpret, etc. The counselor needed to respond in ways that would develop individual potential.

**Client-Centered Therapy** was published by Rogers in 1951. The hypothesis was based on the premise that the individual had the capacity to deal with the aspects of his own life. A closer personal relationship developed between the counselor and the client. In 1961, *On Becoming a Person* was published by Rogers. The theory continued to oppose imposition of the counselor upon the client, though the counselor's physical presence was necessary for the relationship. The client's life should be guided by the client. This philosophy should promote self-sufficience and self-confidence qualities which the counselor should not deny the client.

Roger's theory changed from a manipulative approach to one which placed confidence in the client. The client could deal with his own problems if the proper psychological climate is created. This atmosphere did aid the client in solving personal problems that promoted growth and development. Rogers stipulated that three conditions must be present for an effective non-directive approach in counseling:

1. the counselor must be genuine - a real person
with the client;

(2) the counselor must accept the client as a separate person without judging him or evaluating him; and

(3) the counselor must use empathetic understanding and view the problem from the client's vantage point.

These conditions enhanced communication and developed new insights within the client which helped to get feedback from others so that they perceived how they were received by others. (Evans, 1975)

Supervisory practices of student teachers can utilize non-directive methods that focus upon the complete development of individual potential. By incorporating appropriate guidance, this supervisory technique purports a student-centered approach which Blake (1974) referred to as a catalytic kind of intervention. This technique promotes information-gathering, data-sharing, and empiricism. Blake concluded that this method was superior to cathartic intervention based on emotional release. Smunck and Miles (1971) agree with Blake by stating that cathartic approaches were "soft" interventions but that they were used more frequently than the catalytic approach. (Blake, 1974)

McCarthy (1973) arrived at similar conclusions by stating that the need was actually an output of information by the counselor that could generate action. Emphasis needed to be on the logical analysis of a situation, and goals
must be structured for the best possible solution.

Goals need to be correlated with emotions of the student teacher if they are to be properly assimilated. If the student teacher has a strong emotional commitment to an idea which needs to be restructured, the counselor needs to proceed at a slower rate to avoid complete rejection. The counselor should remember that the solution to his problems should not require either / or answers but that consideration should be given to multiple offerings. (McCarthy, 1973)

The research of Davids (1955) also supported the structured approach for counseling with the non-directive technique. His research suggested that this method was not particularly effective for the authoritarian type of personality which cannot tolerate ambiguity and the lack of structure that this method seemingly implies if it is not thoroughly comprehended. The research of Fernbach (1972) also supported the findings of Davids.

Van Gorder (1972) supported non-directive counseling and stated that it helped the student gain better self-understanding so that he would be capable of assuming self-direction. Carl Rogers also identified and summarized principles which apply to an individual's capacity for self-direction. This may also be correlated with non-directive counseling at the college level. These principles maintained that:
If the individual or group is faced by a problem; If a catalyst-leader provides a permissive atmosphere; If responsibility is genuinely placed with the individual or group; If there is a basic respect for the capacity of the individual or group. Then, responsible and adequate analysis of the problem is made; responsible self-direction occurs; the creativity, productivity, and quality of product exhibited are superior to other comparable methods; individual and group morale and confidence develop. (Rogers, 1951, 48-49)

Hoppock, Tyler, Tolbert, and Norris, Zeran, and Hatch suggested some methods that might be used to add structure to, and meaning for, the non-directive approach to counseling.

1. The clients decide when information is needed, what information is needed, and how it should be obtained; they should be provided the opportunities for locating information themselves and discussing it with the counselor. There is not much point in clients' using information unless they want it. If clients need and desire information in order to think soundly about something that concerns them, they should have it.

2. Information is used by the counselor in such a way as not to break down or confuse the essential structure of the counseling relationship. One way to avoid restructuring the relationship is to enable clients to get their information from printed materials rather than from the counselor. This includes making the cumulative record available to clients if they choose to use it.

3. Information is presented in a neutral way without an authoritative tone on the part of the counselor. In giving the client information, counselor attitude is important. As counselors communicate data, they communicate to the client respect for the client's decision and capacity to use the information.

4. With the presentation of information, counselors wait for the client to react to it in terms of the client's own needs and values. They accept the client's reactions and provide an
atmosphere in which the client can freely search for meaning in the relationship between self and external data. Counselors provide ample opportunity for client feedback and expression of feelings and attitudes.

5. Information is presented in terms that are understandable to clients and with due recognition on the part of the counselor that information will only be accepted by clients as they see it fitting into their concept of themselves and their reality.

6. Information that is presented is adequate, accurate, and recent, enabling clients to have the best data available for purposes of decision making and self-understanding. Imparting test data can be done through the use of expectancy tables to avoid counselor bias.

7. Information is viewed by the counselor and the client as a resource for the use by the client rather than as a background for the counselor. This is an attitude the counselor conveys to the client. The client chooses. (Pine, 1975, 331)

By adding another dimension to these guidelines, the counselor could supplement the non-directive session with the semblance of structure. As the counseling session progresses, the supervisor becomes more selective of the student teacher's statements to which he responds. (Asbury, 208) The student teacher explores himself and his problem when the supervising teacher exhibits empathy and respect. As higher levels of empathy and respect are shown by the counselor and as appropriate levels of concreteness, genuineness, and confrontation develop, the student teacher begins to comprehend himself and his problem. After the relationship is built, the supervising teacher uses high levels of confrontation and immediacy to help the student teacher take
action or find direction. In actuality, the supervising teacher is reinforcing certain behaviors and extinguishing others by failing to give reinforcement. (Asbury, 1974)

Strupp and Bergin and Truaz and Carkuff did note that the construct of empathy may be thought of as a dispositional characteristic of the counselor and that the level at which it is expressed will be affected by the differences in student teachers. This variability of empathetic expression could be a major factor involved in the variability of counseling. (Heck, 1969)

Summary

Areas of research that were reviewed for this study included factors associated with: prediction of success, personality, working relationships as effected by personality differences, teacher behavior and effective supervision. As a result of this review, it has been shown that directive and non-directive counseling techniques have not been systematically employed in the supervision of student teachers in music education. Therefore, the present study was designed to investigate these techniques.
CHAPTER III

METHODOLOGY

Subjects

Subjects for this study were twelve music student teachers at Morningside College, Sioux City, Iowa. In the fall of 1976, participants were assigned to the public schools in the immediate area and were supervised by the cooperating teachers employed by the public schools. Additional counseling was provided by college personnel as assigned by the chairman of the music department. Duration of each assignment was fifteen weeks.

Procedures

Procedures that were utilized during the student teachers' assignment concerning this study included pretests, conferences, seminars, and post-tests. Three tests (the Rokeach Scale, the Eidell Ideology Measure, the Myers-Briggs Type Indicator) were administered to student teachers prior to student teaching. The Rokeach Scale and the Eidell Ideology Measure were given on one occasion. Fifty minutes were needed for the completion of both measures. The Myers-Briggs Type Indicator was administered on another occasion and took approximately fifty minutes to complete.

Each student teacher observation lasted forty-five minutes, while the duration of each conference was sixty
minutes. One hour was also scheduled for each seminar.

Tests

The Rokeach Scale (Appendix A) is a forty-four item scale that was developed to determine the extent to which an individual's belief system is open or closed. Open-mindedness is defined by Rokeach as the ability to "...receive, evaluate, and act on relevant information received from the outside on its intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside." (Rokeach, 1960, 57) Closed-mindedness is defined as a relative lack of the ability to "...receive, evaluate, etc." (in loc cit.)

Each answer is a forced response indicating agreement or disagreement, and the student marks each item:

1 - I agree a little or -1 - I disagree a little
2 - I agree on the whole or -2 - I disagree on the whole
3 - I agree very much or -3 - I disagree very much

A dogmatism score is secured by adding a constant of four to the numeric value of each answer, thereby converting answers to a range of one to seven. The answers are summed to yield a dogmatism rating with a theoretical range of values extending from forty to two hundred eighty. The more closed-minded individual scores higher according to this scale.

The Spearman-Brown formula was used by Rokeach to report an odd-even reliability of .78 to .31. Other reliabilities were determined in studies conducted at The Michigan
State University, The Ohio State University, and a Veteran's Administration domiciliary with a range of .68 to .93. Other studies at The University of Michigan indicated that Form E, which is used in this study, is free from intelligence bias, with a reported mean correlation of .02 between intelligence and dogmatism scores. (Rokeach, 1960)

The Eidell Ideology Measure (Appendix B) is based on a theoretical continuum of control ideology that is intended to determine the degree to which the ideology in educators is custodial or humanistic. Pupil-control, or custodialism, is at one extreme of the continuum while teacher-role ideology, or humanism, is at the other extreme of the continuum.

The Eidell Ideology Measure is comprised of twenty statements concerning schools, teachers, and pupils. Respondants are asked to indicate their personal opinion about each statement by circling: SA - Strongly Agree (5), A: - Agree (4), U: - Undecided (3), D: - Disagree (2), or SD: - Strongly Disagree (1). The assigned scores of five, four, three, two, and one of each respective item are added and a lower score value indicates more humanism in the teacher-role ideology. (Eidell, 1965)

The odd-even split half technique was used by Eidell (1965) to determine reliability and a coefficient of .909 was determined by utilizing the Pearson product-moment formula. The application of the Spearman-Brown formula produced a corrected coefficient of .952. Professional public school
staff members of various size groups were used to determine reliability. (Eidell, 1965)

The validity of the Eidell Ideology Measure was also established through the group method. Public school principals identified staff members who most resembled two hypothetical opposite descriptions that were provided by Eidell. Demographic information for each member was also provided. These descriptions comprised upper and lower poles of the Eidell Ideology Measure. Staff members of the cooperating schools responded to the measure anonymously and provided similar demographic information. By comparing the demographic information, the respondents were grouped according to the principal's categorization. The large sample formulated for this study indicated that mean differences were constantly significant. (Eidell, 1965)

The Myers-Briggs Type Indicator, (Appendix C), published in 1962 by the Educational Testing Service is a 166 item self-administering questionnaire. It was designed to implement Jung's theory of psychological types, which assumed that "much apparently random variation in human behavior is actually quite orderly and consistent, being due to certain basic differences in the way people prefer to use perception and judgment." (Myers, 1970) Four pairs of preferences are scored to determine the subject's type:

1. Direction of Interest
   Extraversion (E) - Does the subject's interest flow
mainly to the outer world of action, objects, and persons, or

Introversion (I) - to the inferred meanings, relationships, and possibilities of experience?

2. Direction of Perception

Sensing (S) - Does the subject attach more importance to the immediate realities of direct experience, or

Intuition (N) - to the inferred meanings, relationships, and possibilities of experience?

3. Direction of Judgment

Thinking (T) - In making judgments, does the subject rely more on logical order and cause and effect, or

Feeling (F) - on priorities based on personal importance and values?

4. Direction of Life Style

Judging (J) - Does the subject prefer to live in the judging attitude systematically, planfully, deciding what needs to be done and attempting to control events, or
Perception (P) - in the perceptive attitude, spontaneously, curiously, awaiting events and adapting to them? (Myers, 1970)

Figure 1 below depicts a type table that offers the various possibilities.

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
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<tbody>
<tr>
<td>ISTP</td>
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<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>

Figure 1

The Myers-Briggs Type Indicator was administered for the purpose of identifying personality types. Although this test has not been used with music education students, the research of Mendelsohn (Buros, 1970), Sundberg (Buros, 1970),
and Smith (1973) indicate that it has great potential for research and counseling with special significance for the improvement of college teaching and individualized instruction.

Even though sixteen classifications were measured by this test, the personality types that were dominant in this study were extraversion (E) vs. introversion (I). Each test was evaluated by the Department of Clinical Psychology of the University of Florida and each student could have been classified as ISTJ, ISFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ENFJ, or ENTJ.

Students classified as extraverted (E) by the EI scale of the Myers-Briggs Type Indicator were randomly divided and were treated with either directive or non-directive counseling techniques during conferences and seminars. Likewise, students who were classified as introverted (I) by the Myers-Briggs Type Indicator were randomly divided and were treated with either directive or non-directive counseling techniques during conferences and seminars. Subjects receiving directive or non-directive counseling were matched on the basis of the EI score of the Myers-Briggs Type Indicator. Six introverts and six extraverts were placed with each type of counseling. Each observation lasted forty-five minutes while the duration of each conference was sixty minutes. One hour was also scheduled for each seminar. Cooperating teachers also used
directive or non-directive counseling techniques as indicated through materials formulated by the college supervisor.

Materials formulated and used to facilitate these techniques included: confidential letters of information concerning the study for each cooperating teacher, a guideline indicating the types of personality traits of each student teacher, a guideline indicating the needs of each student regarding the "mutual usefulness of the opposite" type, and an outline indicating the contribution made by each preference to each type. Examples of these guidelines appear in Appendix D.

This information was included with the results of the Rokeach Scale and the Eidell Ideology Measure for each student and was made readily available for use by cooperating teachers and college supervisors. The profile was used as a reference and was quite useful during scheduled and impromptu counseling sessions for the term. Impromptu sessions included such things as casual meetings.

In order to compare the effects of directive and non-directive counseling with selected personality characteristics, the following procedural steps were implemented:

1. students were divided according to vocal or instrumental emphasis;
2. this investigator counseled vocal-emphasis students, and another supervisor counseled instrumental
emphasis students;

(3) student teachers classified as tending toward extraversion were randomly divided. Group one received directive counseling and group two received non-directive counseling; and

(4) those students which were classified as tending toward introversion were divided and counseled identically. (Figure 2)

**SUPERVISOR I**

Vocal-emphasis Students
(N=6)

<table>
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<tr>
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<th>Non-directive Counseling</th>
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</thead>
<tbody>
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<td>Extravert (1)</td>
<td>Introvert (1)</td>
<td>Extravert (2)</td>
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<tr>
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**SUPERVISOR II**

Instrumental-emphasis Students
(N=6)

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<th>Directive Counseling</th>
<th>Non-directive Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extravert (1)</td>
<td>Introvert (2)</td>
<td>Extravert (1)</td>
</tr>
<tr>
<td>Introvert (2)</td>
<td></td>
<td>Introvert (2)</td>
</tr>
</tbody>
</table>

Figure 2
Conferences

Each student teacher was observed by the college supervisor six times throughout the term. The visitations were announced to school authorities, but the last two remained unannounced to the student teacher. A conference was scheduled after each observation.

Directive and non-directive counseling techniques were utilized in this study. Educators have been using the directive technique for years. Wolman (1973) defined directive counseling as "a form of counseling in which the counselor controls and stipulates the conditions of the interaction." This can be achieved in various ways, e.g., through verbal inquiry, assigned readings and problems, etc. The technique is autocratic.

Conversely, non-directive counseling can be defined as the student creating the initiative, thereby demonstrating a need for the acquisition of knowledge. The student seemingly controls and stipulates the condition of interaction, but the supervisor needs to formulate appropriate teaching strategies and behaviors according to carefully defined instructional purposes and objective self-assessment in order to facilitate complete development of the individual potential. (Barkley, 1953)

The non-directive technique was intended to foster a student-centered approach in which the college supervisor acted as a catalyst during each counseling session. (Blake, 1974)
McCarthy (1973) agreed with this approach by stating that the counselor should generate the action through logical analysis, then goals were to be structured to offer the best possible solution.

It was also suggested by McCarthy (1973) that the counselor consider offering multiple solutions for each problem. The type of solution for each problem corresponded with the degree of emotional commitment of each student to a problem that needed to be restructured. This type of counseling was not found to be particularly effective for the authoritarian type of personality that preferred a structured approach. From this point of view, Fernbach (1972) concluded that the counseling technique seemed ambiguous to the authoritarian type of personality.

Pine (1975) reported on methods that added structure and meaning to non-directive counseling:

1. the student teacher decides when and what information is needed and how it should be obtained;
2. the counselor must not confuse the counseling relationship. Use of printed materials can help to avoid this problem;
3. information should be disseminated in a neutral way with a casual manner. Respect must be shown for the student teacher's decision and capacity to use the information;
4. offer ample time for the student teacher to react
to the presentation of information;

(5) information should be presented in terms that are easily understood by the student teacher;

(6) the quality of information should be adequate, accurate, and recent; and

(7) information is viewed as a resource for the student teacher. The student teacher selects information that is meaningful to him.

The college supervisor added structure to counseling sessions by responding to selected statements by the student teacher. Selected examples from the study are given to clarify the college supervisor's position and approach to the techniques employed in this study. Since directive counseling is autocratic, supervisors offered specific suggestions to aid the observable problems. In the non-directive counseling technique, the supervisors allowed the students to create the initiative at the onset of each session, but questions were formulated and interjected as appropriate to stimulate thinking and expand the insight of each student. These questions were presented in a casual manner throughout the session to relieve the possible development of anxiety. This approach reinforced the premise that the student was controlling the interaction.

Since similar problems affected students receiving directive counseling and non-directive counseling, the following problems have been presented in a dual format.
The problems and subsequent solutions were selected and it is not the intent of the author to make encompassing or absolute suggestions regarding each problem.

**PROBLEM # 1**

An elementary class in vocal music lacks good discipline.

Direct Approach: The students were not actively involved and became uninterested. You need to encourage participation by the entire class from the beginning of the class period. The lesson should include variety, e.g. singing, listening, rhythmic activity, playing instruments—rhythmic and melodic.

Non-direct Approach: (1) Did the class progress as you had anticipated?
(2) Was the interest of the class retained throughout the entire period?
(3) Did students seem interested in active participation?
(4) How could you encourage more class participation?
(5) What types of activities should be used to provide variety?
PROBLEM # 2

A junior high school class in general music lacks interest and motivation.

Direct Approach: The students are restlessly shifting in their chairs, shuffling their feet, and are talking constantly. You need to prepare a worksheet that gives an example of the type of task that they are to complete. You must have their attention before instructions are given. Use eye contact with the entire class when explanations are offered and walk around the room and check worksheets while the class is using them to check for possible questions or problems. Try to accelerate your pacing and use the chalkboard to illustrate your focal points. Be sure that your lesson plan has enough variety to maintain interest.

Non-direct Approach: (1) If you were teaching this same class the same material, would you approach it the same way?

(2) Were students attentive?

(3) What physical signs of unrest were noticeable?
(4) How would you remedy this?
(5) Have you seen yourself teaching on videotape?
(6) What would you see?
(7) Did you cover the material that you intended?
(8) Did the material stimulate interest? Why?
(9) How can lecture be more effective as a teaching tool?

PROBLEM # 3

The pacing is too slow in a high school chorus class.

Direct Approach: You seem to try to perfect too many things in one class period. The class needs to feel a sense of accomplishment by receiving some positive reinforcement and by singing more than two selections for an entire period. When pacing is slow because of the desire of immediate perfection, frustration can hinder accomplishment. You also need to be more familiar with the score to avoid needless repetition. Remember that your general lesson plan should contain: 1. Brief warm-up 2. familiar selection 3. sight
reading 4. selection to be emphasized
5. familiar selection.

Non-direct Approach: (1) When will these selections be performed?
(2) Have you considered formulating a time line including the selections that are to be performed at the next concert?
(3) How many behavioral objectives were attained during the class period? Should there be more or less?
(4) Is the score memorized?
(5) You may wish to check your methods notes for a general outline of an ideal lesson plan.

PROBLEM # 4

The personality of the student teacher seems aloof to the class resulting in an unproductive lesson due to uncooperative response.

Direct Approach: Remember that you are working with human beings that are very sensitive to and resentful of a dictatorial teacher. You need to be more aware of their needs and purposes - be human. Relax and try to enjoy student teaching. A smile or
even laugh at a good anecdote is not out of place in the classroom. Try to avoid sarcasm as the basis for humour. Utilize language that may be easily comprehended at a given level, but try to make it challenging to stimulate interest. Exhibit an interest in other school activities for the student and this familiarization will create an atmosphere that is more conducive to effective learning. Utilize eye contact when presenting musical concepts and refer to students by name throughout the class period.

Non-direct Approach: (1) If you had a mirror, how would you see yourself as students see you in the classroom?

(2) Are you familiar with other activities of each student?

(3) Will a smile or laugh by you as a teacher threaten your role in the eyes of the class?

(4) Is sarcasm warranted within the classroom?

(5) Is your word usage appropriate for this level of class?
(6) Are you consistent with eye contact with all members of the class?

(7) Can you identify every student by name?

(8) What methods could be used to reinforce this ability?

**PROBLEM # 5**

The student teacher has difficulty in recalling specific fingerings, positions, and rudiments while teaching a class in instrumental music.

**Direct Approach:** You need to review your notes on the teachers courses before attempting to conduct the class. If you have a momentary mental lapse, you may refer to notations that have been placed in the score prior to class time. Refer to an available fingering chart with the student to determine the answer on a cooperative basis. Be honest if your memory fails and don't try to bluff the student - just be sure that your memory lapse is minimized through review in the areas of your weakness. First chair players can assist the teacher to avoid wasting excessive rehearsal time of the entire ensemble, but this practice
should be minimized.

Non-direct Approach: (1) When was the last occasion that you reviewed fingerings, positions, and rudiments?

(2) You may wish to locate these answers before your next class session;

(3) How can this problem be avoided in the future?

(4) How will you react if you have a mental lapse again?

(5) Will the student think you are an ineffective teacher if you cannot answer his question?

(6) Would the class consider you ineffective if you ask the first chair player for assistance?

(7) Would notation of fingerings, positions, and rudiments in the score be helpful or just "busy work"?

(8) Could some of these errors be predicted prior to the class session? How?

PROBLEM # 6

In an effort to personalize his style, the student teacher is ineffective as a conductor.

Direct Approach: You must be more familiar with the score
to enable you to gain better eye contact with the ensemble. Confidence is not present due to lack of preparation. The effective conductor is not flamboyant. Beat patterns need to be precise, consistent, and they must possess a clear ictus. Cues need preparation within the tempo of the selection as they are given by the left hand. Dynamic contrast needs to be more evident in the size of the beat pattern and in body language. Facial expression should mirror the mood of the selection to help create intimacy between the conductor and the ensemble.

Non-direct Approach: (1) Was the score sufficiently prepared for class presentation? (2) What constitutes sufficient preparation? (3) Was eye contact constant throughout the rehearsal? (4) Did you feel confident with your presentation? (5) Did you feel that the ensemble was able to follow your conducting patterns effectively?
(6) Was your conducting precise, and consistent, or did it become somewhat flamboyant?

(7) What are important points to remember concerning the use of cues?

(8) How can dynamic contrast be achieved with greater efficiency?

(9) Do you use a mirror to check facial expression and conducting patterns?

(10) Did you have a feeling of intimacy with the ensemble during the rehearsal? How could it have been enhanced?

SEMINARS

Students were provided with various seminars throughout student teaching, including an orientation session, and sessions on motivation, the job interview, and self-evaluation. A dual format was used for each seminar. On the first occasion, the directive approach was utilized to correspond with the respective counseling technique. On the second occasion, the non-directive approach was implemented to reinforce non-directive counseling techniques. Every student teacher was assigned to the appropriate seminar, each of which was approximately one hour in duration.
Material utilized in each seminar is offered herein to present content rather than to reflect in detail the directive or non-directive approach that was exemplified in the previous section on counseling. This material is included to be used as a guide for music educators concerned with similar topics.

Orientation

Students in the directive approach and the non-directive approach were asked to indicate their feelings, in written form, regarding initial attitudes, fears, and expectations concerning their anticipated student teaching experience. Their answers were included in a cumulative file for future reference. Next, each student received a packet of material (Appendix E) for each respective school assignment. The packet included the following:

(1) name of school, name of cooperating teacher, and daily schedule;
(2) a letter of information addressed to the cooperating teacher;
(3) suggestions for the cooperating teacher;
(4) a suggested involvement schedule for student teachers;
(5) some suggestions for student teachers;
(6) common errors to be avoided by the beginning teacher;
(7) a student teaching self-evaluation scale;
(8) a non-confidential student teaching evaluation instrument; and

(9) a form for an evaluation of student teaching in music.

Contents of the packet were discussed, and time was allotted for questions concerning personal assignments. A schedule of future seminars was distributed at this session to avoid scheduling conflicts throughout the term.

Students were instructed to deliver items two, three, four, seven, and eight of the packet to the cooperating teacher on the first day of the assignment. Students were also instructed to retain items one, five, six, and nine of the packet for personal reference throughout the term.

Finally, a confidential letter for each cooperating teacher was distributed to the respective student teacher for delivery on the first day of the assignment. The letter included an explanation of the study. A student teacher profile was enclosed to acquaint the cooperating teacher with the student teacher's personality traits and general personality characteristics as identified by the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. A "mutual usefulness of the opposites" sheet was also enclosed with instruction for implementation. The specific counseling technique to be used was identified and a definition was provided for clarification. (Appendix D)
Motivation

The non-directive approach utilized the same materials but the student teachers were given the materials, read them on their own, and requested clarification if needed. Students treated with the non-directive method of counseling were asked to give examples of intrinsic and extrinsic motivational factors. Intrinsic motivational factors were defined as those pertaining to long-range planning. Extrinsic factors were defined as those relating to day-by-day, or immediate, goals. (Colwell, 1969) Students in group one, in which the directive method was used, were given an outline to be used for discussion.

Intrinsic Motivation

Use good music.
Use a wide musical repertoire.
Have a goal.
Relate technical drill to real music.
Develop musicianship skills and factual knowledge.
Try to develop a tradition of excellence.
Help the student to arrange enjoyable, independent musical activities other than the private lesson and the large group rehearsal.
Encourage the establishment of small ensembles.
Select music in which supporting players can star.
Hear good performances.
Obtain good equipment and facilities.
Develop favorable attitudes.
Build esprit de corps.
Use student leaders.
Plan a sensible schedule.
Take into consideration the motivating force of the teacher.

Extrinsic Motivation

Praise is effective when properly used.
Criticism and disapproval have a place in motivation.
Keep parents informed.
Grades are as valid in music as in other areas - practice charts, progress charts, point systems. Competitive seating plans are an excellent stimulus. Challenge systems are a corollary of the competitive plan. Tryouts on assigned music are important. Competition on technical proficiency has a place. Occasional written tests may be of value. Membership standards for all groups, beginning through advanced, are desirable. Awards provide another stimulus to effort. Scholarships are an even more effective incentive to achievement. Section rehearsals are a necessity for all good choirs. Summer music camps offer students a chance to improve their musical skills in new and stimulating surroundings. New equipment provides a reward for work well done. Tape recordings and kinescopes allow students to hear and see their efforts and point up shortcomings as well as achievements. Social activities can be a way to develop greater interest. (Colwell, 1969)

Each student was also required to report on an additional source regarding motivation that was related to his present level of student teaching, e.g., elementary, junior high, or high school.

Students in group two, in which the non-directive method was used, were also asked to define intrinsic and extrinsic motivation. This group was asked to relate different motivational methods used by their respective cooperating teachers. Finally, students in this group were given the option of reporting on a motivational source of their choosing regardless of their present level of student teaching.
The Job Interview

The directive approach was offered by the chairman of the music department for group one. Topics for this seminar included the following: "Helpful Hints on Resume Writing", a sample resume, "Guidelines for Writing an Initial Letter of Application", and "On Getting a Teaching Position". (Appendix F)

"Helpful Hints on Resume Writing" answers the following questions that are asked most often by graduating seniors: What is a resume?, Who needs a resume?, How should it appear?, and What should a resume include?

A sample resume was also provided for reference. The sample included sections on personal data, educational background, teaching areas, present position, teaching experience, professional memberships, college and community service, performance and awards, and references.

"Guidelines for Writing an Initial Letter of Application" stressed the importance of keeping the letter brief and specific. The guideline suggested that the applicant describe the position, include a past, present, and future description of himself, give information concerning the availability of credentials, and write a follow-up letter.

The final topic, "On Getting a Teaching Position", offered a format regarding the interview and an eight point outline of considerations regarding the teaching contract as
compiled by the Education Department at Iowa State University.

The non-directive approach consisted of the students viewing a film. The film depicted two prospective teachers constructing resumes, writing letters of application, and experiencing an interview. The film depicted the problems, anxieties, and satisfactions that were associated with each of these topics. The film was concluded by the interviewer comparing and contrasting the reactions of the two applicants. The University of Nebraska produced the film entitled "The Teaching Interview". The seminar was concluded with open discussion by the students in group two.

Post-tests

After student teaching was completed, the Rokeach Scale, the Eidell Ideology Measure, and the Myers-Briggs Type Indicator were administered again, and the results were compared to the pre-test.
CHAPTER IV

Results of the Study

The results of this study compared the effects of directive and non-directive counseling techniques on the extraversion / introversion scale of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. Each hypothesis and sub-hypothesis are stated again, tables presented, and discussion regarding levels of significance given. The Mann-Whitney U was used for the three hypotheses, the t Test was used for the first three sub-hypotheses, and the Pearson product moment formula was used for correlations needed for sub-hypotheses four and five. In addition to the data presented, secondary findings based on observations are presented.

As noted in chapter three, subjects were administered the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. After identification of extraversion / introversion by the Myers-Briggs Type Indicator, subjects were randomly assigned to directive and non-directive groups. In order to determine whether or not groups were equal prior to the counseling procedures, Mann-Whitney U's were computed for pre-test scores on the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. These findings are presented in Table 1, Table 2, and Table 3.
Table 1
Directive and Non-directive Group Differences
With the EI Scale of the MBTI Pre-test
Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive Score</th>
<th>Rank</th>
<th>Directive Score</th>
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</thead>
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</tr>
<tr>
<td>155</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obtained value for U = 12
P > .432 = non-significant

The p value of .432 indicated that the directive and non-directive groups were not significantly different on the EI scale of the Myers-Briggs Type Indicator prior to student teaching.
Table 2
Directive and Non-Directive Group Differences
of the Rokeach Scale Pre-test
Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive Score</th>
<th>Rank</th>
<th>Directive Score</th>
<th>Rank</th>
</tr>
</thead>
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<td></td>
</tr>
<tr>
<td>195</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obtained value for $U = 8$
P > .148 = non-significant

The P value of .148 indicated that the directive and non-directive groups were not significantly different on the Rokeach Scale prior to student teaching.
Table 3
Directive and Non-Directive Group Differences of the Eidell Ideology Measure Pre-test
Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive Score</th>
<th>Rank</th>
<th>Directive Score</th>
<th>Rank</th>
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<tr>
<td>66</td>
<td>12</td>
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</table>

Obtained value for U = 10
P > .268 = non-significant

The P value of .268 indicated that the directive and non-directive groups were not significantly different on the Eidell Ideology Measure prior to student teaching.
Hypothesis One

There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the extraversion / introversion scale of the Myers-Briggs Type Indicator.

Table 4

Directive and Non-directive Counseling Techniques

With the EI Scale of the MBTI Post-tast

Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive EI Score on Myers-Briggs</th>
<th>Rank</th>
<th>Directive EI Score on Myers-Briggs</th>
<th>Rank</th>
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<tbody>
<tr>
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</tbody>
</table>

Obtained value for U = 19
P > 1.12 = non-significant

Table 4 presents the results of directive and non-directive counseling techniques. The obtained P of 1.12 is not significant. Therefore, Hypothesis One is rejected
as there is no significant difference between directive and non-directive counseling techniques and the EI scale of the Myers-Briggs Type Indicator post-test.

**Hypothesis Two**

There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers measured by the Rokeach Scale.

**Table 5**

Directive and Non-directive Counseling Techniques with the Rokeach Scale Post-test

Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive Score on Rokeach</th>
<th>Rank</th>
<th>Directive Score on Rokeach</th>
<th>Rank</th>
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<tr>
<td>190</td>
<td>12</td>
<td></td>
<td></td>
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</tbody>
</table>

Obtained value for U = 7
P > .106 = non-significant
Table 5 presents the results of directive and non-directive counseling techniques. The obtained P value of .106 is not significant. Therefore, Hypothesis Two is rejected as there is no significant difference between directive and non-directive counseling techniques and the Rokeach Scale post-test.
Hypothesis Three

There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the Eidell Ideology Measure.

Table 6

Directive and Non-directive Counseling Techniques

With the Eidell Ideology Measure Post-test

Based on the Mann-Whitney U

<table>
<thead>
<tr>
<th>Non-directive Score on Eidell</th>
<th>Rank</th>
<th>Directive Score on Eidell</th>
<th>Rank</th>
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</table>

Obtained value for U = 11
P > .344 = non-significant

Table 6 presents the results of directive and non-directive counseling techniques. The obtained P value of .344 is not significant. Therefore, Hypothesis Three is rejected as there is no significant difference between
directive and non-directive counseling techniques and the Eidell Ideology Measure post-test.

It may be concluded that no significant difference exists between directive and non-directive counseling techniques and the EI scale of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

Sub-hypothesis One

Non-directive counseling will yield significantly greater tendency toward extraversion. (MBTI)

Table 7

Analysis of Variance of the t Test of Related Samples on the EI Scale of the Myers-Briggs Type Indicator

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>d</th>
<th>df</th>
<th>t</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>Non-directive Counseling</td>
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<tr>
<td>Pre-test</td>
<td>103.289</td>
<td>9.143</td>
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<td>2.778</td>
<td>.02</td>
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<td>Post-test</td>
<td>94.143</td>
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</table>

Table 7 indicates that non-directive counseling did yield significantly greater tendency toward extraversion based on pre-post comparisons. Non-directive counseling yielded a t value of 2.778 which is significant at the .02 level. Sub-hypothesis One was not rejected.
Sub-hypothesis Two

Non-directive counseling will result in a significantly greater degree of open-mindedness. (Rokeach)

Table 8
Analysis of Variance of the t Test
of Related Samples of the Rokeach Scale

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>d</th>
<th>df</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-directive Counseling</td>
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<tr>
<td>Pre-test</td>
<td>147.857</td>
<td>4.714</td>
<td>6</td>
<td>.642</td>
<td>NS</td>
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<tr>
<td>Post-test</td>
<td>152.571</td>
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</table>

Table 8 indicates that non-directive counseling did not yield a significantly greater degree of open-mindedness based on pre-post comparisons. Non-directive counseling yielded a t value of .642 which is not significant. Sub-hypothesis Two is rejected.
Sub-hypothesis Three

Non-directive counseling will result in significantly more humanism. (Eidell)

Table 9
Analysis of Variance for the t Test
of Related Samples of the Eidell Ideology Measure

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
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<tr>
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<td>54.857</td>
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</tbody>
</table>

Table 9 indicates that non-directive counseling did not result in significantly more humanism based on pre-post comparisons. Non-directive counseling yielded a t value of .903 which is non-significant. Sub-hypothesis Three is rejected.

Sub-hypothesis Four

There will be significant relationships among the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

A correlation matrix was computed to identify significant factors in the study. In Table 10, the significant factors are identified and discussed.
Table 10
Correlation Matrix on Pre-to-Post-test Scores of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eldell Ideology Measure

<table>
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<td>-.48</td>
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<td>Post-test - Eidell</td>
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<td>.22</td>
<td>.10</td>
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<td>.28</td>
<td>-.33</td>
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<tr>
<td>Rokeach - Post-test</td>
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*p = .05
df = 10
P = .05 critical value = .58
The following variables reflected a level of significance in this study:

(1) there is a .91 correlation between the pre-scores and the post-scores of the extraversion / introversion category of the Myers-Briggs Type Indicator;

(2) there is a .81 correlation between the pre-scores and the post-scores of the sensing / intuition category of the Myers-Briggs Type Indicator;

(3) there is a .73 correlation between the pre-scores and the post-scores of the thinking / feeling category of the Myers-Briggs Type Indicator;

(4) there is a .90 correlation between the pre-scores and the post-scores of the judging / perception category of the Myers-Briggs Type Indicator; and

(5) there is a .73 correlation between the pre-scores and the post-scores of the Rokeach Scale.

These high positive correlations indicate that each of these testing measures possesses high reliability. The correlation between the pre-scores and the post-scores of
the Eidell Ideology Measure was .55. Though this does not reach the critical value of .58, it may be regarded as a moderately positive correlation for this study.

One other level of significance was a .58 correlation between the pre-test extraversion / introversion category of the Myers-Briggs Type Indicator and the post-test thinking / feeling category of the Myers-Briggs Type Indicator. This indicated that students who scored highest on extraversion on the pre-test tended to score highest on thinking on the post-test. Sub-hypothesis Four is partially retained.

Sub-hypothesis Five

There will be significant relationships between student teacher grades and the EI sub-test of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

A correlation matrix was computed to identify significant factors in this study. In Table 11, the significant factors are identified and discussed.
Table 11
Correlation Matrix on Student Teacher Grades
With Post-test Scores
of the Myers-Briggs Type Indicator (EI),
the Rokeach Scale, and the Eidell Ideology Measure

<table>
<thead>
<tr>
<th></th>
<th>Myers-Briggs Type Indicator</th>
<th>Rokeach Scale</th>
<th>Eidell Ideology Measure</th>
<th>Student Teacher Grades</th>
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<td>.2019</td>
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<td>Student Teacher Grades</td>
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<td></td>
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<td>1.0000</td>
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P .05 critical value = .58

The Pearson correlation coefficients indicate that no level of significance exists between student teacher grades and the EI scale of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. Sub-hypothesis Five is rejected.
Secondary Findings

Secondary findings based on the observations of supervisors are presented and include the following:

1. Personality Factors of the Student Teacher as Influenced by the Cooperating Teacher;
2. Teacher Behavior and Personal Qualities; and
3. Supervision of Student Teachers.

Personality Factors of the Student Teacher as Influenced by the Cooperating Teacher

From observations by the college supervisors, the study substantiates the study of Buckley (1969). Personality likeness or unlikeness between the student teacher and the cooperating teacher seemed to have some influence on the attitude of the student teacher. The study also tends to support the findings of Bell (1971) which stated that student teachers who were emotionally stable, highly rated the cooperating teacher who possessed qualities of being practical, conservative, and subdued.

Teacher Behavior and Personal Qualities

It was observed that the student teacher who possessed or acquired the personal qualities outlined by Barth (1961) was a more effective teacher. Those qualities were perseverance, persistence, self-sufficiency, more accepting, outgoing, understanding, permissive, confident, self-secure, less tense and anxious, more active, leadership, and emotional stability.
Supervision of Student Teachers

Techniques utilized by the college supervisors during student teaching included seminars and student teacher observations with subsequent conferences. Counseling for each student teacher was personalized according to their needs indicated by the Eidell Ideology Measure, the Rokeach Scale, and the Myers-Briggs Type Indicator. The format of each counseling session and seminar used directive techniques for group I and non-directive techniques for group II.

Students in group I were given specific instruction and their questions received directive answers on an autocratic basis. Students categorized as introverted seemed to be more receptive to this approach while students categorized as extroverted seemed to prefer non-directive techniques. These findings tend to support the research of Wolman (1973) and Fernbach (1972).

The non-directive technique did seem to initiate more self-direction and self-confidence that purported a higher morale as an end result of the experience. These findings tend to support the conclusions of McCarthy (1973) and Rogers (1951).

The supervisor used the seven point approach suggested by Pine (1975) to add structure and meaning to the counseling sessions. The student teacher chose information
that was meaningful to him from each session and a different level of empathy and respect seemed to develop between the college supervisor and each student teacher as the term progressed. Likewise, different levels of confrontation and immediacy developed between the student teacher and the college supervisor in order for the student teacher to take appropriate action and find self-direction. These findings correspond with the conclusions set forth by Asbury (1974).

It appeared that students developed more self-confidence regarding some of the anticipated problems. Consequently, the fears of the unknown were dispelled as the experience progressed. A majority of the expectations of student teachers were relieved when they realized that their preparation was advanced far beyond the level of students in the public schools.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Investigations regarding music student teachers have been concerned with the prediction of success, personality factors, teacher behavior and personal qualities, and the supervision of student teachers. However, directive and non-directive counseling techniques according to personality type has not been a focal point in any of the afore-mentioned areas of research. Within each of these areas of research, the authors indicated a need for personalizing education. Therefore, a comparison of directive and non-directive counseling techniques with selected personality traits as indicated by the Myer-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure seemed appropriate for this study.

If a personality type could be shown to be more responsive with directive / non-directive counseling, it would seem to be of value for education broadly conceived. The study could be related with student teacher programs in other areas of education and the implications would enhance the effectiveness of supervision and the student teaching experience.
The purpose of the study was to examine the effects of two types of counseling techniques upon selected personality traits. Directive and non-directive counseling techniques were chosen for use in this study. Selected personality traits were measured by the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

The general purpose of this project was to provide information that could promote better student teaching supervision and counseling, to the extent that these variables are relevant to the student teaching experience and ultimately, improved teaching.

Procedure

Subjects for this study were twelve teachers enrolled in the fall of 1976 at Morningside College, Sioux City, Iowa. Procedures utilized for this study concerning the student teacher assignment included the administration of pre-tests, regularly scheduled conferences and seminars, and post-tests.

Pre-tests were administered prior to the student teaching experience on two separate occasions. The measures that were chosen for this study were:

1. the Rokeach Scale which measured the open / closed mindedness of an individual's belief system;

2. the Eidell Ideology Measure which determined the degree of custodialism / humanism in
educators; and

(3) the Myers-Briggs Type Indicator which identified personality types. Four pairs of preferences were measured:

1. extraversion / introversion - direction of interest;
2. sensing / intuition - direction of perception;
3. thinking / feeling - direction of judgment; and
4. judging / perception - direction of life style.

Preferences of the Myers-Briggs Type Indicator that were of most concern in this study were extraversion / introversion. After scores were tabulated, students that were classified as (E) extraverted were randomly divided and were treated with either directive or non-directive counseling techniques during conferences and seminars. Students that were classified as (I) introverted were also randomly divided and were treated with either directive or non-directive counseling techniques during conferences and seminars.

Students were divided according to vocal or instrumental emphasis and both groups received directive and non-directive counseling techniques. This investigator counseled vocal-emphasis students and another supervisor appointed
by the chairman of the music department counseled students with instrumental emphasis.

Materials that were assembled to facilitate these techniques were provided for the cooperating teacher and the college supervisor. They consisted of:

1. a confidential letter that explained the study;
2. guidelines that indicated the effects of each personality preference in a work situation;
3. guidelines that indicated the needs of each student as stipulated by the "mutual usefulness of the opposite" type; and
4. an outline that indicated the contribution made by each preference to each type. (Appendix D)

This information together with the results of the Rokeach Scale and the Eidell Ideology Measure comprised a cumulative file for each student to be used as reference by the respective college supervisor and the cooperating teacher.

Six one hour conferences were scheduled for each student teacher assignment throughout the term. These conferences were held after each forty-five minute observation and the selected counseling technique was employed. In sessions where directive techniques were used, the counselor took the initiative by controlling and stipulating the conditions of the interaction through verbal inquiry, assigned readings or problems, etc. Sessions in which the non-directive technique was used, the student created the
initiative that demonstrated a need for knowledge. The student seemingly controlled the condition of the interaction, but the supervisor needed to formulate appropriate teaching strategies and behaviors to reinforce the instructional objectives necessary to foster the potential of each student teacher.

One hour seminars that were offered throughout the term were also presented with a directive or a non-directive approach. Students were assigned to their respective seminars which reinforced the counseling technique that was administered after each observation. Eight seminars were offered, four of which were presented with the directive approach and four of which used the non-directive approach. Topics of the seminars included orientation, motivation, the job interview, and self-evaluation.

At the conclusion of student teaching the Rokeach Scale and the Eidell Ideology Measure were administered on one occasion and the Myers-Briggs Type Indicator was administered on the second occasion. Results of the post-tests were compared with the results of the pre-tests.

Results of the Study

The results of this study compared the effects of directive and non-directive counseling techniques with the extraversion / introversion sub-test of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. Each hypothesis and sub-hypothesis will be stated
and discussion will be given.

**Hypothesis One**

There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the extraversion / introversion scale of the Myers-Briggs Type Indicator.

There was no significant difference (Mann-Whitney $U = 19; P = 1.12$) between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the extraversion / introversion scale of the Myers-Briggs Type Indicator. Therefore, Hypothesis One is rejected.

**Hypothesis Two**

There will be significant difference between the effects of directive and non-directive counseling on the personalities of student teachers measured by the Rokeach Scale.

There was no significant difference (Mann-Whitney $U = 7; P = 0.106$) between the effects of directive and non-directive counseling on the personalities of student teachers measured by the Rokeach Scale. Therefore, Hypothesis Two is rejected.

**Hypothesis Three**

There will be a significant difference between the effects of directive and non-directive counseling on the personalities of student teachers as measured by the Eidell Ideology Measure.

There was no significant difference (Mann-Whitney $U = 11; P = 0.344$) between the effects of directive and
non-directive counseling on the personalities of student
teachers as measured by the Eidell Ideology Measure.
Therefore, Hypothesis Three is rejected.

Sub-hypothesis One

Non-directive counseling will yield significantly greater tendency toward extraversion. (MBTI)

There was a significant difference \( t = 2.778; \ P = .05 \) in counseling techniques regarding tendency toward extraversion. Non-directive counseling did yield significantly greater tendency toward extraversion. Therefore, Sub-hypothesis One is retained.

Sub-hypothesis Two

Non-directive counseling will result in a significantly greater degree of open-mindedness. (Rokeach)

There was no significant difference \( t = .642; \ P = \text{NS} \) with non-directive counseling resulting in a significantly greater degree of open-mindedness. Therefore, Sub-hypothesis Two is rejected.

Sub-hypothesis Three

Non-directive counseling will result in significantly more humanism. (Eidell)

There was no significant difference \( t = .903; \ P = \text{NS} \) with non-directive counseling resulting in a significantly more humanism. Therefore, Sub-hypothesis Three is rejected.
Sub-hypothesis Four

There will be significant relationships among the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

Significant relationships include high pre-to-post-test reliabilities on the Myers-Briggs Type Indicator (EI = .91; SN = .81; TF = .73; and JP = .90) and the Rokeach Scale (.73). Another level of significance was a .58 correlation between EI of the MBTI pre-test and the TF of the MBTI post-test. This indicated that students who scored highest on extraversion on the pre-test, tended to score highest on thinking on the post test. Therefore, Sub-hypothesis Four is partially retained.

Sub-hypothesis Five

There will be significant relationships between student teacher grades and the EI scale of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure.

There was no significant difference (Pearson correlation coefficients of -0.0600; -0.2367; .2019) between student teacher grades and the EI scale of the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure. Therefore, Sub-hypothesis Five is rejected.

Conclusions

Based on the results of this study, the following conclusions are provided.

Non-directive counseling techniques are an effective method for increasing extraversion for student teachers in
music education.

The Myers-Briggs Type Indicator is a highly reliable measure for identifying personality traits for student teachers in music education.

The Rokeach Scale is a highly reliable measure for identifying open-mindedness and closed-mindedness for student teachers in music education.

There is no significant difference between the effects of directive and non-directive counseling on the personalities of student teachers in music education as measured by the extraversion/introversion scale of the Myers-Briggs Type Indicator, the Rokeach Scale, or the Eidell Ideology Measure.

There are no significant relationships between student teaching grades and the Myers-Briggs Type Indicator, the Rokeach Scale, or the Eidell Ideology Measure.

Implications

There are several implications in this study regarding student teachers in music education that would be beneficial for college supervisors.

Music educators could use non-directive counseling techniques to increase extraversion in student teachers in music education.

Music educators could use the Myers-Briggs Type Indicator as a way of assessing personality traits of student teachers and find a better way to counsel them during
Music educators could use the Rokeach Scale as a way of assessing open-mindedness and closed-mindedness in student teachers in music education.

Music educators could investigate measures other than the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure in order to realize the effects of directive and non-directive counseling on the personalities of student teachers in music education.

Music educators could investigate measures other than the Myers-Briggs Type Indicator, the Rokeach Scale, and the Eidell Ideology Measure in order to realize relationships between student teacher grades and measures of personality assessment.

**Recommendations for Further Research**

Based on the findings and limitations of this study, the following recommendations for research are presented. Various approaches to expand this study could be investigated. The Myers-Briggs Type Indicator and the Rokeach Scale could be administered to cooperating teachers and their personality traits could be identified. Student teachers could be supervised by cooperating teachers with varying personality traits to determine the most compatible combination of traits for effective learning in the student teaching experience. The student teacher that is assigned with a cooperating teacher whose personality traits are
not compatible could also prove to be an enhancement to learning.

The second recommendation concerns administration of the Myers-Briggs Type Indicator and the Rokeach Scale to teachers that are recognized as proficient in the field. Any relationships between these measures which might exist with these proficient educators could be identified and programs could be implemented to foster similar characteristics in future educators.

The third recommendation to music educators would be to develop and administer equivalent forms of the tests to increase the validity of each measure.

The fourth recommendation would be provision of supplementary counseling sessions with student teachers of similar personality type as identified by the Myers-Briggs Type Indicator. These sessions would be devoted to reinforcement of a sub-dominant type of personality preference that is identified by this measure. The purpose of this instruction would be to enable the student teacher to become aware of various personality traits which would be perhaps beneficial in dealing with students in the public schools.

For researchers who wish to conduct either a similar study or related study, this investigator would recommend that student teachers exceed fifteen weeks of internship in
order for counseling techniques to be more effective. It would be advised that an evaluative measure be devised to measure the reliability of each cooperating teacher's counseling technique as prescribed for his respective student teacher.

Finally, this study should be replicated with a larger sample in order to determine whether or not sample size will alter the effects of directive and non-directive counseling techniques.
Rokeach Scale
Form E

Instructions

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure many people feel the same as you do.

Scale

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, or -3, depending on how you feel in each case.

+1: I agree a little  -1: I disagree a little
+2: I agree on the whole  -2: I disagree on the whole
+3: I agree very much  -3: I disagree very much

1. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

2. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

3. In the history of mankind there have probably been just a handful of really great thinkers.

4. Most of the ideas that get printed nowadays aren't worth the paper they are printed on.

5. It is only natural for a person to be rather fearful of the future.
6. If given the chance, I would do something of great benefit to the world.

7. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

8. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

9. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

10.* I know very few people which I would classify as introverts.

11. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposed.

12. The present is all too often full of unhappiness. It is only the future that counts.

13. The main thing in life is for a person to want to do something important.

14. Man on his own is a helpless and miserable creature.

15. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

16. My blood boils whenever a person stubbornly refuses to admit he's wrong.

17. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

18. Once I get wound up in a heated discussion, I just can't stop.

19. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."

20. Of all the different philosophies which exist in this world, there is probably only one which is correct.
21.* There is considerable laughter when my friends gather informally.

22. Fundamentally, the world we live in is a pretty lonesome place.

23. There is so much to be done and so little time to do it in.

24. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

25. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

26. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

27.* Most people accept the faults of their friends.

28. When it comes to differences of opinion in religion, we must be careful not to compromise with those who believe differently from the way we do.

29. The United States and Russia have just about nothing in common.

30. There are a number of people I have come to hate because of the things they stand for.

31. A group which tolerates too much difference of opinion among its own members cannot exist for long.

32. A person who thinks only of his own happiness is beneath contempt.

33.* I tense up and cannot think quickly when in front of a lot of people.

34. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
35. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying.

36. Most people just don't give a "damn" for others.

37. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

38. A man who does not believe in some great cause has not really lived.

39. It is better to be a dead hero than to be a live coward.

40. Most people just don't know what's good for them.

41. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakespeare.

42. It is often desirable to reserve judgment about what's going on until one has had a chance to hear opinions of those one respects.

43. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

44. I'd like it if I could find someone who would tell me how to solve my personal problems.

*These items are not considered for scoring purposes.*
APPENDIX B

EIDELL IDEOLOGY MEASURE
Eidell Ideology Measure

Instructions:

Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

Scale

SA: Strongly Agree  U: Undecided  D: Disagree
A: Agree  SD: Strongly Disagree

1. It is desirable to require pupils to sit in assigned seats during assemblies.

2. Pupils are usually not capable of solving their problems through logical reasoning.

3. Directing a sarcastic remark toward a defiant pupil is a good disciplinary technique.

4. Beginning teachers are not likely to maintain strict enough control over their pupils.

5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.

6. The best principals give unquestioning support to teachers in disciplining pupils.

7. Pupils should not be permitted to contradict the statements of a teacher in class.

8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.

102
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.  

10. Being friendly with pupils often leads them to become too familiar.  

11. It is more important for pupils to learn to obey rules than that they make their own decisions.  

12. Student governments are a good "safety valve" but should not have much influence on school policy.  

13. Pupils can be trusted to work together without supervision.  

14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.  

15. If pupils are allowed to use the laboratory without permission, this privilege will be abused.  

16. A few pupils are just young hoodlums and should be treated accordingly.  

17. It is often necessary to remind pupils that their status in school differs from that of the teachers.  

18. A pupil who destroys school material or property should be severely punished.  

19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.  

20. Pupils often misbehave in order to make the teacher look bad.
APPENDIX C

MYERS-BRIGGS TYPE INDICATOR
Myers-Briggs Type Indicator
Form F
by Katharine C. Briggs and Isabel Briggs Myers

Directions:

There are no "right" or "wrong" answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy and be successful doing, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer sheet. Make no marks on the question booklet. Do not think too long about any question. If you cannot decide on a question, skip it but be careful that the next space you mark on the answer sheet has the same number as the question you are then answering.

Read the directions on your answer sheet, fill in your name and any other facts asked for, and work through until you have answered all the questions.

Which answer comes closest to telling how you usually feel or act?

1. Does following a schedule
   (A) appeal to you, or
   (B) cramp you?

2. Do you usually get along better with
   (A) imaginative people, or
   (B) realistic people?

3. If strangers are staring at you in a crowd, do you
   (A) often become aware of it, or
   (B) seldom notice it?

4. Are you more careful about
   (A) people's feelings, or
   (B) their rights?

5. Are you
   (A) inclined to enjoy deciding things, or
   (B) just as glad to have circumstances decide a matter for you?
6. When you are with a group of people, would you usually rather
   (A) join in the talk of the group, or
   (B) talk individually with people you know well?

7. When you have more knowledge or skill in something
   than the people around you, is it more satisfying
   (A) to guard your superior knowledge, or
   (B) to share it with those who want to learn?

8. When you have done all you can to remedy a trouble-
   some situation, are you
   (A) able to stop worrying about it, or
   (B) still more or less haunted by it?

9. If you were asked on a Saturday morning what you were
   going to do that day, would you
   (A) be able to tell pretty well, or
   (B) list twice too many things, or
   (C) have to wait and see?

10. Do you think on the whole that
    (A) children have the best of it, or
    (B) life is more interesting for grown-ups?

11. In doing something that many other people do, does
    it appeal to you more to
    (A) do it in the accepted way, or
    (B) invent a way of your own?

12. When you were small, did you
    (A) feel sure of your parents' love and devotion
        to you, or
    (B) feel that they admired and approved of some
        other child more than they did of you?

13. Do you
    (A) rather prefer to do things at the last minute, or
    (B) find that hard on the nerves?

14. If a breakdown or mix-up halted a job on which you and
    and a lot of others were working, would your impulse
    be to
    (A) enjoy the breathing spell, or
    (B) look for some part of the work where you could
        still make progress, or
    (C) join the "trouble-shooters" who were wrestling
        with the difficulty?
15. Do you usually
   (A) show your feelings freely, or
   (B) keep your feelings to yourself?

16. When you have decided upon a course of action, do you
   (A) reconsider it if unforeseen disadvantages are
       pointed out to you, or
   (B) usually put it through to a finish, however it
       may inconvenience yourself and others?

17. In reading for pleasure, do you
   (A) enjoy odd or original ways of saying things, or
   (B) like writers to say exactly what they mean?

18. In any of the ordinary emergencies of everyday life,
    do you prefer to
   (A) take orders and be helpful, or
   (B) give orders and be responsible?

19. At parties, do you
   (A) sometimes get bored, or
   (B) always have fun?

20. Is it harder for you to adapt to
    (A) routine, or
    (B) constant change?

21. Would you be more willing to take on a heavy load of
    extra work for the sake of
   (A) extra comforts and luxuries, or
   (B) a chance to achieve something important?

22. Are the things you plan or undertake
    (A) almost always things you can finish, or
    (B) often things that prove too difficult to carry
        through?

23. Are you more attracted to
    (A) a person with a quick and brilliant mind, or
    (B) a practical person with a lot of common sense?

24. Do you find people in general
    (A) slow to appreciate and accept ideas not their
        own, or
    (B) reasonably open-minded?

25. When you have to meet strangers, do you find it
    (A) pleasant, or at least easy, or
    (B) something that takes a good deal of effort?
26. Are you inclined to
   (A) value sentiment more than logic, or
   (B) value logic more than sentiment?

27. Do you prefer to
   (A) arrange dates, parties, etc. well in advance, or
   (B) be free to do whatever looks like fun when the time comes?

28. In making plans which concern other people, do you prefer to
   (A) take them into your confidence, or
   (B) keep them in the dark until the last possible moment?

29. Is it a higher compliment to be called
   (A) a person of real feeling, or
   (B) a consistently reasonable person?

30. When you have a decision to make, do you usually
   (A) make it right away, or
   (B) wait as long as you reasonably can before deciding?

31. When you run into an unexpected difficulty in something you are doing, do you feel it to be
   (A) a piece of bad luck, or
   (B) a nuisance, or
   (C) all in the day's work?

32. Do you almost always
   (A) enjoy the present moment and make the most of it, or
   (B) feel that something just ahead is more important?

33. Are you
   (A) easy to get to know, or
   (B) hard to get to know?

34. With most of the people you know, do you
   (A) feel that they mean what they say, or
   (B) feel you must watch for a hidden meaning?

35. When you start a big project that is due in a week, do you
   (A) take time to list the separate things to be done and the order of doing them, or
   (B) plunge in?
36. In solving a personal problem do you 
   (A) feel more confident about it if you have asked 
       other people's advice, or 
   (B) feel that nobody else is in as good a position 
       to judge as you are? 

37. Do you admire more the people who are 
   (A) conventional enough never to make themselves 
       conspicuous, or 
   (B) too original and individual to care whether 
       they are conspicuous or not? 

38. Which mistake would be more natural for you: 
   (A) to drift from one thing to another all your 
       life, or 
   (B) to stay in a rut that didn't suit you? 

39. When you run across people who are mistaken in their 
    beliefs, do you feel that 
    (A) it is your duty to set them right, or 
    (B) it is their privilege to be wrong? 

40. When an attractive chance for leadership comes to 
    you, do you 
    (A) accept it if it is something you can really 
        swing, or 
    (B) sometimes let it slip because you are too 
        modest about your own abilities, 
    (C) or doesn't leadership ever attract you? 

41. Among your friends, are you 
    (A) one of the last to hear what is going on, or 
    (B) full of news about everybody? 

42. Are you at your best 
    (A) when dealing with the unexpected, or 
    (B) when following a carefully worked-out plan? 

43. Does the importance of doing well on a test make it 
    generally 
    (A) easier for you to concentrate and do your 
        best, or 
    (B) harder for you to concentrate and do yourself 
        justice? 

44. In your free hours, do you 
    (A) very much enjoy stopping somewhere for refresh­
        ments, or 
    (B) usually want to use the time and money another 
        way?
45. At the time in your life when things piled up on you the worst, did you find
   (A) that you had gotten into an impossible situation, or
   (B) that by doing only the necessary things you could work your way out?

46. Do most of the people you know
   (A) take their fair share of praise and blame, or
   (B) grab all the credit they can but shift any blame on to someone else?

47. When you are in an embarrassing spot, do you usually
   (A) change the subject, or
   (B) turn it into a joke, or
   (C) days later, think of what you should have said?

48. Are such emotional "ups and downs" as you may feel
   (A) very marked, or
   (B) rather moderate?

49. Do you think that having a daily routine is
   (A) a comfortable way to get things done, or
   (B) painful even when necessary?

50. Are you usually
   (A) a "good mixer", or
   (B) rather quiet and reserved?

51. In your early childhood (at six or eight), did you
   (A) feel your parents were very wise people who should be obeyed, or
   (B) find their authority irksome and escape it when possible?

52. When you have a suggestion that ought to be made at a meeting, do you
   (A) stand up and make it as a matter of course, or
   (B) hesitate to do so?

53. Do you get more annoyed at
   (A) fancy theories, or
   (B) people who don't like theories?

54. When you are helping in a group undertaking, are you more often struck by
   (A) the cooperation, or
   (B) the inefficiency, (C) or don't you get involved in group undertakings?
55. When you go somewhere for the day, would you rather
(A) plan what you will do and when, or
(B) just go?

56. Are the things you worry about
(A) often really not worth it, or
(B) always more or less serious?

57. In deciding something important, do you
(A) find you can trust your feeling about what is best to do, or
(B) think you should do the logical thing, no matter how you feel about it?

58. Do you tend to have
(A) deep friendships with a very few people, or
(B) broad friendships with many different people?

59. Do you think your friends
(A) feel you are open to suggestions, or
(B) know better than to try to talk you out of anything you've decided to do?

60. Does the idea of making a list of what you should get done over a week-end
(A) appeal to you, or
(B) leave you cold, or
(C) positively depress you?

61. In traveling, would you rather go
(A) with a companion who had made the trip before and "knew the ropes", or
(B) alone or with someone greener at it than yourself?

62. Would you rather have
(A) an opportunity that may lead to bigger things, or
(B) an experience that you are sure to enjoy?

63. Among your personal beliefs, are there
(A) some things that cannot be proved, or
(B) only things that can be proved?

64. Would you rather
(A) support the established methods of doing good, or
(B) analyze what is still wrong and attack unsolved problems?
65. Has it been your experience that you
(A) often fall in love with a notion or project
that turns out to be a disappointment—so that
you "go up like a rocket and come down like the
stick", or do you
(B) use enough judgment on your enthusiasms so that
they do not let you down?

66. Do you think you get
(A) more enthusiastic about things than the average
person, or
(B) less enthusiastic about things than the average
person?

67. If you divided all the people you know into those you
like, those you dislike, and those toward whom you
feel indifferent, would there be more of
(A) those you like, or
(B) those you dislike?

On this next question only, if two answers are true, mark
both.

68. In your daily work, do you
(A) rather enjoy an emergency that makes you work
against time, or
(B) hate to work under pressure, or
(C) usually plan your work so you won't need to
work under pressure?

69. Are you more likely to speak up in
(A) praise, or
(B) blame?

70. Is it higher praise to say someone has
(A) vision, or
(B) common sense?

71. When playing cards, do you enjoy most
(A) the sociability,
(B) the excitement of winning,
(C) the problem of getting the most out of each hand,
(D) the risk of playing for stakes,
(E) or don't you enjoy playing cards?
Which word in each pair appeals to you more?

72. (A) firm-minded (B) warm-hearted
73. (A) imaginative (B) matter-of-fact
74. (A) systematic (B) spontaneous
75. (A) congenial (B) effective
76. (A) theory (B) certainty
77. (A) party (B) theater
78. (A) build (B) invent
79. (A) analyze (B) sympathize
80. (A) popular (B) intimate
81. (A) benefits (B) blessings
82. (A) casual (B) correct
83. (A) active (B) intellectual
84. (A) uncritical (B) critical
85. (A) scheduled (B) unplanned
86. (A) convincing (B) touching
87. (A) reserved (B) talkative
88. (A) statement (B) concept
89. (A) soft (B) hard
90. (A) production (B) design
91. (A) forgive (B) tolerate
92. (A) hearty (B) quiet
93. (A) who (B) what
94. (A) impulse (B) decision
95. (A) speak (B) write
96. (A) affection (B) tenderness
97. (A) punctual (B) leisurely
98. (A) sensible (B) fascinating
99. (A) changing (B) permanent
100. (A) determined (B) devoted
101. (A) system (B) zest
102. (A) facts (B) ideas
103. (A) compassion (B) foresight
104. (A) concrete (B) abstract
105. (A) justice (B) mercy
106. (A) calm (B) lively
107. (A) make (B) create
108. (A) wary (B) trustful
109. (A) orderly (B) easy-going
110. (A) approve (B) question
111. (A) gentle (B) firm
112. (A) foundation (B) spire
113. (A) quick (B) careful
114. (A) thinking (B) feeling
115. (A) theory (B) experience
116. (A) sociable (B) detached
117. (A) sign (B) symbol
118. (A) systematic (B) casual
119. (A) literal (B) figurative
120. (A) peacemaker (B) judge
121. (A) accept (B) change
122. (A) agree (B) discuss
123. (A) executive (B) scholar

Which answer comes closest to telling how you usually feel or act?

124. Do you find the more routine parts of your day
(A) restful, or
(B) boring?

125. If you think you are not getting a square deal in a club or team to which you belong, is it better to
(A) shut up and take it, or
(B) use the threat of resigning if necessary to get your rights?

126. Can you
(A) talk easily to almost anyone for as long as you have to, or
(B) find a lot to say only to certain people or under certain conditions?
127. When strangers notice you, does it
   (A) make you uncomfortable, or
   (B) not bother you at all?

128. If you were a teacher, would you rather teach
   (A) fact courses, or
   (B) courses involving theory?

129. When something starts to be the fashion, are you usually
   (A) one of the first to try it, or
   (B) not much interested?

130. In solving a difficult personal problem, do you
   (A) tend to do more worrying than is useful in
       reaching a decision, or
   (B) feel no more anxiety than the situation requires?

131. If people seem to slight you, do you
   (A) tell yourself they didn't mean anything by it, or
   (B) distrust their good will and stay on guard with
       them thereafter?

132. When you have a special job to do, do you like to
   (A) organize it carefully before you start, or
   (B) find out what is necessary as you go along?

133. Do you feel it is a worse fault
   (A) to show too much warmth, or
   (B) not to have warmth enough?

134. When you are at a party, do you like to
   (A) help get things going, or
   (B) let the others have fun in their own way?

135. When a new opportunity comes up, do you
   (A) decide about it fairly quickly, or
   (B) sometimes miss out through taking too long to
       make up your mind?

136. In managing your life, do you tend to
   (A) undertake too much and get into a tight spot, or
   (B) hold yourself down to what you can comfortably
       handle:

137. When you find yourself definitely in the wrong, would
    you rather
   (A) admit you are wrong, or
   (B) not admit it, though everyone knows it,
   (C) or don't you ever find yourself in the wrong?
138. Can the new people you meet tell what you are interested in
(A) right away, or
(B) only after they really get to know you?

139. In your home life, when you come to the end of some undertaking, are you
(A) clear as to what comes next and ready to tackle it, or
(B) glad to relax until the next inspiration hits you?

140. Do you think it more important to
(A) be able to see the possibilities in a situation, or
(B) be able to adjust to the facts as they are?

141. Do you feel that the people whom you know personally owe their successes more to
(A) ability and hard work, or
(B) luck, or
(C) bluff, pull and shoving themselves ahead of others?

142. In getting a job done, do you depend upon
(A) starting early, so as to finish with time to spare, or
(B) the extra speed you develop at the last minute?

143. After associating with superstitious people, have you
(A) found yourself slightly affected by their superstitions, or
(B) remained entirely unaffected?

144. When you don't agree with what has just been said, do you usually
(A) let it go, or
(B) put up an argument?

145. Would you rather be considered
(A) a practical person, or
(B) an ingenious person?

146. Out of all the good resolutions you may have made, are there
(A) some you have kept to this day, or
(B) none that have really lasted?
147. Would you rather work under someone who is
(A) always kind, or
(B) always fair?

148. In a large group, do you more often
(A) introduce others, or
(B) get introduced?

149. Would you rather have as a friend someone who
(A) is always coming up with new ideas, or
(B) has both feet on the ground?

150. When you have to do business with strangers, do you feel
(A) confident and at ease, or
(B) a little fussed or afraid that they won't want to bother with you?

151. When it is settled well in advance that you will do a certain thing at a certain time, do you find it
(A) nice to be able to plan accordingly, or
(B) a little unpleasant to be tied down?

152. Do you feel that sarcasm
(A) should never be used where it can hurt people's feelings, or
(B) is too effective a form of speech to be discarded for such a reason?

153. When you think of some little thing you should do or buy, do you
(A) often forget it till much later, or
(B) usually get it down on paper to remind yourself, or
(C) always carry through on it without reminders?

154. Do you more often let
(A) your heart rule your head, or
(B) your head rule your heart?

155. In listening to a new idea, are you more anxious to
(A) find out all about it, or
(B) judge whether it is right or wrong?

156. Are you oppressed by
(A) many different worries, or
(B) comparatively few?
157. When you don't approve of the way a friend is acting, do you
   (A) wait and see what happens, or
   (B) do or say something about it?

158. Do you feel it is a worse fault to be
   (A) unsympathetic, or
   (B) unreasonable?

159. When a new situation comes up which conflicts with
      your plans, so you try first to
   (A) change your plans to fit the situation, or
   (B) change the situation to fit your plans?

160. Do you think the people close to you know how you feel
   (A) about most things, or
   (B) only when you have had some special reason to
       tell them?

161. When you have a serious choice to make, do you
   (A) almost always come to a clear-cut decision, or
   (B) sometimes find it so hard to decide that you
       do not wholeheartedly follow up either choice?

162. On most matters, do you
   (A) have a pretty definite opinion, or
   (B) like to keep an open mind?

163. As you get to know people better, do you more often
      find that they
   (A) let you down or disappoint you in some way, or
   (B) improve upon acquaintance?

164. When the truth would not be polite, are you more
      likely to tell
   (A) a polite lie, or
   (B) the impolite truth?

165. In your way of living, do you prefer to be
   (A) original, or
   (B) conventional?

166. Would you have liked to argue the meaning of
   (A) a lot of these questions, or
   (B) only a few?
APPENDIX D

COOPERATING TEACHER COUNSELING AIDS
Dear Music Educator:

A student teacher profile has been enclosed to acquaint you with his/her work preferences and general personality characteristics. A "mutual use of the opposites" sheet has also been enclosed and the student will benefit if you will provide reinforcement for the areas marked.

Conferences with your student teacher should involve directive/non-directive techniques. Only the circled technique should be used with the student teacher. Each technique is described as follows:

**Directive counseling** - This is a form of counseling in which the counselor controls and stipulates the conditions of the interaction. This can be achieved through verbal inquiry, assigned readings and problems, etc. The technique is autocratic.

**Non-directive counseling** - The student creates the initiative, thereby demonstrating a need for the acquisition of knowledge. The student seemingly controls and stipulates the condition of interaction, but the cooperating teacher formulates appropriate teaching strategies and behaviors according to carefully defined instructional purposes and objective self-assessment to facilitate complete development of individual potential.

The student teacher should NOT see the contents of this letter or be aware of the prescribed counseling technique. These procedures are imperative for the hopeful success of a research project designed to improve the counseling of music student teachers.

Your cooperation and assistance in this project will be greatly appreciated. If you have further questions concerning this procedure, please feel free to contact me at 277-5218 or at the college.

Sincerely,

Lou Rossman
Music Education
## EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

### INTROVERTS

- Like quiet for concentration.
- Tend to be careful with details, dislike sweeping statements.
- Have trouble remembering names and faces.
- Tend not to mind working on one project for a long time uninterrupted.
- Are interested in the idea behind the job.
- Dislike telephone intrusions and interruptions.
- Like to think a lot before they act, sometimes without acting.
- Work contentedly alone.
- Have some problems communicating.

### FEELING TYPES

- Tend to be very aware of other people and their feelings.
- Enjoy pleasing people, even in unimportant things.
- Like harmony. Efficiency may be badly disturbed by office feuds.
- Often let decisions be influenced by their own or other people's personal likes and wishes.
- Need occasional praise.

### EXTRAVERTS

- Like variety and action.
- Tend to be faster, dislike complicated procedures.
- Are often good at greeting people.
- Are often impatient with long slow jobs.
- Are interested in the results of their job, in getting it done, and in how other people do it.
- Often don't mind the interruption of answering the telephone.
- Often act quickly, sometimes without thinking.
- Like to have people around.
- Usually communicate well.

### THINKING TYPES

- Are relatively unemotional and uninterested in people's feelings.
- May hurt people's feelings without knowing it.
- Like analysis and putting things into logical order. Can get along without harmony.
- Tend to decide impersonally, sometimes ignoring people's wishes.
- Need to be treated fairly.
Dislike telling people unpleasant things.  
Are able to reprimand people or fire them when necessary.

Relate well to most people.  
Tend to relate well only to other thinking types.

Tend to be sympathetic.  
May seem hard-hearted.

**EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS**

<table>
<thead>
<tr>
<th>INTUITIVES</th>
<th>SENSING TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like solving new problems.</td>
<td>Dislike new problems unless there are standard ways to solve them.</td>
</tr>
<tr>
<td>Dislike doing the same thing over and over again.</td>
<td>Like an established routine.</td>
</tr>
<tr>
<td>Enjoy learning a new skill more than using it.</td>
<td>Enjoy using skills already learned more than learning new ones.</td>
</tr>
<tr>
<td>Work in bursts of energy powered by enthusiasm, with slack periods in between.</td>
<td>Work more steadily, with realistic idea of how long it will take.</td>
</tr>
<tr>
<td>Frequently jump to conclusions.</td>
<td>Most usually work all the way through to reach a conclusion.</td>
</tr>
<tr>
<td>Are patient with complicated situations.</td>
<td>Are impatient when the details get complicated.</td>
</tr>
<tr>
<td>Are impatient with routine details.</td>
<td>Are patient with routine details.</td>
</tr>
<tr>
<td>Follow their inspirations, good or bad.</td>
<td>Rarely trust inspirations, and don't usually get inspired.</td>
</tr>
<tr>
<td>Often tend to make errors of fact.</td>
<td>Seldom make errors of fact.</td>
</tr>
<tr>
<td>Dislike taking time for precision.</td>
<td>Tend to be good at precise work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERCEPTIVES</th>
<th>JUDGING TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tend to be good at adapting to changing situations.</td>
<td>Best when they can plan their work and follow the plan.</td>
</tr>
<tr>
<td>Don't mind leaving things open for alterations.</td>
<td>Like to get things settled and wrapped up.</td>
</tr>
</tbody>
</table>
May have trouble making decisions.  
May start too many projects and have difficulty in finishing them.  
May postpone unpleasant jobs.  
Want to know all about a new job.  
Tend to be curious and welcome new light on a thing, situation or person.  

May decide things too quickly.  
May dislike to interrupt the project they are on for a more urgent one.  
May not notice new things that need to be done.  
Want only the essentials needed to get on with it.  
Tend to be satisfied once they reach a judgment on a thing, situation or person.

MUTUAL USEFULNESS OF THE OPPOSITES

INTUITIVE NEEDS
A SENSING TYPE:
To bring up pertinent facts.  
To remember things that weren't relevant at the time they happened.  
To read over a contract.  
To check records, read proof, score tests.  
To notice what ought to be attended to.  
To inspect.  
To keep track of detail.  
To have patience.  

THinker NEEDS
A FEELING TYPE:
To persuade.  
To conciliate.  
To forecast how others will feel.

FEELING TYPE
NEEDS A THINKER:
To analyze.  
To organize.  
To find the flaws in advance.  

SENSING TYPE NEEDS
AN INTUITIVE:
To see the possibilities.  
To supply ingenuity on problems.  
To deal with a complexity having too many imponderables.  
To explain what another intuitive is talking about.  
To look far ahead.  
To furnish new ideas.  
To "spark" things that seem impossible.
To arouse enthusiasm.
To teach.
To sell.
To advertise.
To appreciate the thinker himself.

To reform what needs reforming.
To weigh "the law and the evidence".
To hold consistently to a policy.
To stand firm against opposition.

Contribution Made By Each Preference To Each Type

Sample - ENTJ
E - Ease with environment
N - Awareness of possibilities, insight ingenuity, bent for experiment
T - Logical, executive, decisive, critical, demands efficiency
J - Organization

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

Extravert
Like variety and action
Tend to be faster, dislike complicated procedures
Are often good at greeting people
Are often impatient with long slow jobs
Are interested in the results of their job, in getting it done and in how other people do it
Often don't mind the interruption of answering the telephone
Often act quickly, sometimes without thinking
Like to have people around
Usually communicate well

Intuitives
Like solving new problems
Dislike doing the same thing over and over again
Enjoy learning a new skill more than using it
Work in bursts of energy powered by enthusiasm, with slack periods in between
Frequently jump to conclusions
Are patient with complicated situations
Are impatient with routine details
Follow their inspirations, good or bad
Often tend to make errors of fact
Dislike taking time for precision
Thinking types
Are relatively unemotional and uninterested in people's feelings
May hurt people's feelings without knowing it
Like analysis and putting things into logical order
Can get along without harmony
Tend to decide impersonally, sometimes ignoring people's wishes
Need to be treated fairly
Are able to reprimand people or fire them when necessary
Tend to relate well only to other thinking types
May seem hard-hearted

Judging types
Best when they can plan their work and follow the plan
Like to get things settled and wrapped up
May decide things too quickly
May dislike to interrupt the project they are on for a more urgent one
May not notice new things that need to be done
Want only the essentials needed to get on with it
Tend to be satisfied once they reach a judgment on a thing, situation or person

MUTUAL USEFULNESS OF THE OPPOSITES
Intuitive needs a sensing type
To bring up pertinent facts
To remember things that weren't relevant at the time they happened
To read over a contract
To check records, read proof, score tests
To notice what ought to be attended to
To inspect
To keep track of detail
To have patience

Thinker needs a feeling type
To persuade
To conciliate
To forecast how others will feel
To arouse enthusiasm
To teach
To sell
To advertise
To appreciate the thinker himself
Dear Music Educator:

In addition to information provided by the Myers-Briggs Type Indicator, results have been attained from the Rokeach Scale and the Eidell Ideology Measure.

The Rokeach Scale is an instrument devised to record a personal opinion of a number of social and personal questions deemed important by the general public. It is a forty-four item self-administering scale that is intended to measure the extent to which an individual's belief system is open or closed. Open-mindedness is defined as the ability to receive, evaluate, and act on relevant information received from the outside on its intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside. Closed-mindedness is defined as a relative lack of the ability to receive, evaluate, etc. A range of values extend from 40 to 280. The more closed-minded individual obtains a higher score according to this scale. The student teacher's score was _____ .

The Eidell Ideology Measure is an instrument that records a personal opinion of twenty statements concerning schools, teachers, and pupils. It is intended to determine whether ideology in educators is more custodial or more humanistic. Pupil-control, or custodialism, is at one extreme of the continuum while teacher-role ideology, or humanism, is at the other extreme of the continuum. The range of values extend from 20 to 100. Lower scores indicate a more humanistic role ideology, while higher scores indicate a more custodial ideology role. The student teacher's score was ____________ .

The student teacher should NOT see the contents of this letter which is imperative for the hopeful success of a research project designed to improve the counseling of music student teachers.

Your cooperation and assistance in this project will be greatly appreciated. If you have further questions, please feel free to contact me at 277-5218 or at the college.

Sincerely,

Lou Rossman
Music Education
APPENDIX E

ORIENTATION MATERIALS
MORNINGSIDE COLLEGE  
Department of Music

TO: DATE:
FROM: R. Louis Rossman  Jay Wicker  
Assistant Professor  Associate Professor  
of Music  of Music

RE:  

Enclosed are copies of an "Evaluation of Student Teaching in Music" form. In order that we might have the benefit of your evaluation of the student teacher's daily work, please complete the forms and return them to me in the enclosed envelopes on or before the dates marked on each form.

You may feel free to discuss your evaluation with your practice teacher if you wish. The form will not only assist us in arriving at a grade but will also become a part of the student's permanent record for later reference when prospective employers make inquiries. In this latter use, however, only general reference will be made to your comments, i.e., "He did exceptionally strong work in junior high school general music teaching." The form will not, in other words, constitute a formal recommendation from you that would go into the student's placement credentials, although the student might indeed ask you for such a recommendation.

Thank you for your assistance.

Sincerely yours,

Enclosures:  Suggested Involvement Schedule  
Suggestions for Cooperating Teachers  
Evaluation forms  
Return envelopes
SUGGESTED INVOLVEMENT SCHEDULE FOR STUDENT TEACHERS

Week
Beginning

Sept. 1  1. Use the student teacher for observation and orientation to the school facilities, procedures, and resource materials.

Sept. 7  2. a. The student should be teaching at least a portion of his assignment.

b. Involve the student teacher in other types of instructional situations such as tutoring, working with small groups on teacher assigned activities, and observations of model teaching by the cooperating teacher.

Sept. 20  3. Continue to involve the student teacher in other kinds of structured situations under your direction. You might perhaps allow limited visitation in other classes.

Sept. 27  4. If progress has been satisfactory and if the student teacher feels confident, allow the student teacher to conduct a full rehearsal.

Oct. 11  5. Continue and expand student involvement.

Oct. 25  6. Involvement should become more independent.

Nov. 8  7. Maximum student teaching experience should be achieved at this time.

Nov. 24  8. Thanksgiving recess begins at 12:00 Noon.

Nov. 29  9. Thanksgiving recess ends at 8:00 A.M.

Dec. 13  10. Begin phasing out the student teacher. The student teaching assignment ends with the conclusion of the day on December 17.
SUGGESTIONS FOR COOPERATING TEACHERS

1. Midterm evaluations due ____________.
   Final evaluations due ____________.

2. You were selected as a cooperating teacher because you are a competent teacher who has demonstrated an optimistic and positive attitude toward teaching. At times, student teachers are exposed to negative expressions concerning teaching when they visit the faculty room. Please do not instill a pessimistic attitude in a beginning teacher.

3. Allow sufficient time with the student teacher to familiarize him with school policies, school facilities, classroom procedures, and the faculty handbooks. Also, the student teacher should feel wanted and accepted. Please introduce him/her to faculty, administrators, and other people with whom he/she will be working. Also provide a place for the student teacher to use as a work area. Proper orientation of the student teacher may prevent future problems and contribute to a successful experience.

4. Prepare your classes for the arrival of the student teacher and explain that he/she has the right to expect the same kind of respect and cooperation that you expect. Although student teachers must develop their own rapport with students, your support can be an invaluable asset in this regard.

5. Review with the student teacher the objectives that you have developed for your students. Ask the student teacher to plan his/her own unit and to teach and evaluate this unit. This should be in relationship to your previously determined course objectives. Offer suggestions to the student teacher, but try to allow enough flexibility in the planning and implementation so that he/she can feel that it is "his/her" unit.

6. Start slowly and add responsibility. Provide opportunities for the student teacher to work in several different situations, e.g., small ensembles, sectionals, tutoring, etc. Allow the student teacher to observe your classes and to arrange conferences concerning your techniques and procedures.
7. The degree of supervision of each student teacher will vary, but please remember that your observations must be frequent enough to allow for valid and reliable suggestions and evaluation. Most student teachers probably require more supervision than they actually desire. If possible, provide several opportunities for the student teacher to perform without your presence.

8. Refrain from criticizing your student teacher when conferring with other faculty. This is a period of training and the student teacher will make mistakes, but he/she has the right to expect confidentiality when you converse with other interested but non-involved people.

9. We believe that it is better to have one teaching exposure in depth than it is to have many little secondary assignments. If possible, the student teacher should have at least one section to "call his own," to plan for, to teach, and to evaluate. This is more valuable than taking classes for an hour or two at infrequent intervals. Student teachers must feel that they are doing something for themselves in order to feel that they are "really teaching."

10. If you must correct a student teacher or stop something that is detrimental to the pupils' learning, tell the student teacher that you would like to take over for the rest of the period. Then, after class, you may be as critical as necessary; do not criticize him in the presence of the students since this will destroy self-confidence and reduce student rapport.

11. Conferences should be arranged with the student teacher at regular intervals, e.g., free periods, lunch, or at the end of the school day, to discuss possible problems and their possible solutions.

12. If severe problems concerning the student teacher materialize, please call the respective college supervisor immediately. (Lou Rossman - 277-5218, Jay Wicker - 277-5213) The college appreciates early warning when these situations develop.

13. You should realize that the college respects your viewpoint, your evaluation, and your cooperation. We realize that you are in a strategic position to help judge the effectiveness of the student teacher, so your judgment is valued and appreciated.
14. The college supervisor plays a central role in the evaluation of student teachers. Both the cooperating teacher and student teacher should feel free to consult with the supervisor concerning any problems which may arise.

In summary, let us assure you that your services are greatly valued by Morningside College. Your influence is important in the development of attitudes and competencies of beginning teachers. We believe that you will be an invaluable model and that your student teacher will long appreciate your contribution. You are making a contribution that marks you as a true professional.

COMMON ERRORS TO BE AVOIDED BY BEGINNING TEACHERS

1. The teacher plunges into the work before getting the attention of all.

2. If one pupil makes a mistake, the teacher explains the correction to him instead of to the whole class.

3. The teacher does all the explaining and question-answering instead of encouraging the class to feel a responsibility for all that goes on.

4. The teacher speaks in a low, unconvincing tone that gives the impression that nothing of importance is happening.

5. The teacher allows himself to be side-tracked by irrelevant questions.

6. The teacher uses words and constructions far above pupils' comprehension.

7. Both simple and difficult concepts are left before they have been made entirely clear.

8. Questions are worded so poorly that two or more attempts are made before arriving at the desired statement.

9. Little mannerisms are developed which detract from the work at hand.

10. Statements or answers of pupils are too often replied by a monotonous "all right."
11. The teacher talks too rapidly or too slowly. This practice gives the impression that the teacher is nervous, and the slower pupils are unable to follow his train of thought.

12. The teacher calls on a particular pupil before stating the question.

13. Preparation of lessons and collection of teaching materials are often neglected until the last minute.

14. The teacher fails to take account of physical comfort of pupils — temperature, ventilation, lighting, seating.

15. Although the teacher does not approve of the use of sarcasm, he is not aware that he is using it in a devastating fashion.

16. Motivation does not rise above mere entertainment and therefore fails to achieve a challenging interest in the task.

17. The teacher draws on college experiences before he has established a firm foundation of fellowship with his pupils.

18. The teacher tends to lose control of his temper and fails to see that in the long run a group may be conquered by courtesy.

19. The teacher fails to find out the practice of the school with respect to the manner in which to address the pupils.

SOME SUGGESTIONS FOR STUDENT TEACHERS

Student teaching offers the opportunity over several consecutive weeks to observe the work and the results obtained by experienced teachers and the general operation and the administration of the school. During your student teaching, you will have the opportunity to actually do the teaching of the classes you are assigned.

Following are a few suggestions to those of you who will be doing student teaching:

1. No cuts allowed in student teaching.
2. Student teaching requires that you be dependable, punctual, and reliable. If for any reason you cannot meet your classes assigned to you, be sure to let the school know. Then call your college supervisor.

3. Student teaching is the culminating experience you will have in preparation of accepting a position in teaching. While doing your student teaching, get as much experience as you can, such as attending faculty meetings, assisting in a homeroom, or similar educational activities.

4. Successful teaching is a combination of content and method. You need to be well grounded in subject matter and to know effective methods to use.

5. Make sure you have an adequate amount of time to prepare and to do your student teaching. Those who are able to give their full time to student teaching in general do better than those who can give only a part of their time.

6. You will need to discuss your plans with your cooperating teacher.

7. Successful teaching and good discipline go hand-in-hand. It is a good idea to be friendly with pupils, but you also need to be firm. Idle threats should be avoided.

8. It is important to be able to use good and acceptable English in teaching. The use of poor English and slang detracts from a teacher's effectiveness. Continue to study English vocabulary.

9. Student teaching is planned so that you will have an opportunity to confer with your cooperating teacher. Since student teachers are placed with experienced teachers, take the opportunity to get all the help and suggestions you can from your cooperating teacher.

10. The use of a number of audio-visual aids helps to make your student teaching more effective. One of the oldest and best audio visual aids is the chalkboard. Usually a chalkboard is available to every teacher.

11. You need to take account of the physical comfort of the pupils in your classes, which includes temperature, ventilation, lighting, and seating.
12. Teaching requires health and vitality. You need to be physically and mentally alert and wide awake to the potential possibilities in every situation.

13. A good appearance is important. Since you are entering the teaching profession, you not only need to act the part of a teacher but also to look the part of a teacher.

14. A good voice that is well controlled and modulated is an asset to any teacher. If the voice is high pitched or has a nasal quality, it detracts from the effectiveness of your teaching.

15. The letter of recommendation you get from your cooperating and supervising teacher is extremely important. Prospective employers will be influenced more by this recommendation than by others.

16. Some of the most significant things peculiar to the school in which you work that should be learned from the sponsor teacher are the following:
   (a) regulations concerning the daily arrival and departure of the teachers and pupils;
   (b) corridor regulations;
   (c) methods of handling class absences and tardiness;
   (d) class excuses and permits to leave the building;
   (e) study hall and library regulations;
   (f) extra-curricular duties and regulations governing the same;
   (g) general conduct of students;
   (h) fire alarm regulations;
   (i) parking regulations;
   (j) phone calls;
   (k) tests and examinations, marking and reporting;
   (l) use of office records; and
   (m) reports to office.
### SEMINARS FOR MUSIC STUDENT TEACHERS

**Fall Term 1976-1977**

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Group I &amp; II</td>
<td>5:00 P.M.</td>
<td>Orientation</td>
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<td>September 3</td>
<td>Group I &amp; II</td>
<td>5:00 P.M.</td>
<td>Testing</td>
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<td>October 5</td>
<td>Group I</td>
<td>4:45 P.M.</td>
<td>Motivation</td>
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<td>Group II</td>
<td>5:30 P.M.</td>
<td>Motivation</td>
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<td>November 2</td>
<td>Group I</td>
<td>6:30 P.M.</td>
<td>The Job Interview</td>
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<tr>
<td></td>
<td>Group II</td>
<td>6:30 P.M.</td>
<td>The Job Interview</td>
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<tr>
<td>December 15</td>
<td>Group I</td>
<td>4:45 P.M.</td>
<td>Self-Evaluation</td>
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<tr>
<td></td>
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<td>5:30 P.M.</td>
<td>Self-Evaluation</td>
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<tr>
<td>December 16</td>
<td>Group I &amp; II</td>
<td>4:45 P.M.</td>
<td>Testing</td>
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Every seminar is required. Students will attend only the seminar that is assigned and sessions are not interchangeable.
STUDENT TEACHING SELF-EVALUATION SCALE
(Boney, Rhea, 1970)

Name __________________________ Date __________

Directions: Read each item carefully and check the answer which is most descriptive of your experience in student teaching. Use the space provided between items to explain your answer or to formulate your own answer if needed. If you cannot determine the answer, consult with the college supervisor. In case the item is not applicable to your student teaching situation, please explain why.

1. Which of the following most nearly describes the procedure which you followed in reporting to your student teaching assignment?
   a. reported directly to cooperating teacher on or after the day when campus classes began at (college)
   b. reported to principal's office on or after the day when campus classes began at (college)
   c. made an appointment and called on principal and cooperating teacher on first day of classes at (college)
   d. made an appointment and conferred with principal and cooperating teacher in advance of the first day of classes on the campus

2. When did you actually begin your student teaching?
   a. after the semester's classes had begun
   b. on the first day of classes
   c. between the time the public school's semester started and the first day of classes
   d. on the first day of the semester in the school to which assigned

3. How many times have you reported late to your student teaching assignment?
   a. 5 or more
   b. 3-4
   c. 1-2
   d. none
4. How many days have you been absent from your student teaching assignment?

a. 5 or more
b. 3-4
c. 1-2
d. none

5. When your cooperating teacher notified you in advance to be prepared to teach on a subsequent date, what type of lesson planning did you do?

a. waited for the cooperating teacher to tell you what to do
b. thought through a plan to follow but did not put plan in writing
c. sketched lesson plans
d. prepared complete written lesson plans

6. What did you do when you made preparation to teach a lesson?

a. decided how to present the lesson without the counsel of the cooperating teacher
b. briefly discussed or presented sketchy lesson plans to the cooperating teacher for approval
c. usually presented complete lesson plans to cooperating teacher for his suggestions and approval
d. always presented complete lesson plans to cooperating teacher for his suggestions and approval

7. In preparing to teach your early lessons, did you seek assistance from your college supervisor?

a. did not ask college supervisor for assistance
b. briefly discussed idea for a lesson
c. presented a sketch of lesson (rehearsal) plan to the college supervisor
d. presented the complete lesson (rehearsal) plan to the college supervisor for his approval

8. How often during the semester have you had sole responsibility for conducting a class with the teacher in the room?

a. 0-5 class periods
b. 6-10 class periods
c. 11-20 class periods
d. 21 or more class periods
9. How many days have you taught the same class in succession?
   a. 2-3
   b. 4-6
   c. 7-10
   d. 11 or more

10. Which of the following best describes your student teaching experience in planning and teaching a unit in general music?
   a. did not plan or teach a unit
   b. did not plan but taught a unit planned by the cooperating teacher
   c. planned a unit in cooperation with the teacher and taught it
   d. planned a unit which was approved by the cooperating teacher and taught it

11. For how many different levels of general music classes have you had complete responsibility for at least five periods?
   a. 1
   b. 2
   c. 3
   d. 4

12. For how many different training groups (choir, band, orchestra) have you had complete responsibility for at least five periods?
   a. 1
   b. 2
   c. 3
   d. 4

13. For how many different performing groups (choir, band, orchestra) have you had complete responsibility for at least five periods?
   a. 0
   b. 1
   c. 2
   d. 3
14. Which of the following best describes your success in maintaining classroom control?

a. The class was usually attentive during the instructional period.
b. The class was occasionally attentive during the instructional period.
c. The class was seldom attentive during the instructional period.
d. The class was never attentive during the instructional period.

15. How did your success in maintaining classroom control compare with that of the cooperating teacher?

a. not nearly as good as the cooperating teacher
b. had a few experiences of success
c. had more success with training group than with advanced group
d. experienced feeling of success in directing

16. How do you rate yourself as a conductor?

a. experienced frustration
b. had a few experiences of success
c. had more success with training group than with advanced group
d. experienced feeling of success in directing

17. Which of the following best describes your experience in counseling and working with individual students.

a. had no opportunity to work with individual pupils
b. seldom counseled or worked with individual pupils
c. occasionally counseled or worked with individual pupils
d. frequently counseled and worked with pupils with learning and other types of problems

18. Which of the following best describes your student teaching experiences with regard to school assemblies?

a. never attended an assembly
b. attended one or more assemblies
c. assisted teacher in planning assembly programs
d. was in charge of preparation of assembly program
19. Which of the following best describes your student teaching experience with regard to P.T.A. meetings?
   a. never attended any P.T.A. meetings
   b. attended one P.T.A. meeting
   c. attended two P.T.A. meetings
   d. attended all P.T.A. meetings

20. Which of the following best describes your student teaching experience with regard to school sponsored clubs or organizations?
   a. did not observe or otherwise have connection with a club
   b. occasionally observed a club meeting
   c. regularly observed a club meeting
   d. served as an assistant or regular club sponsor

21. Which of the following best describes your student teaching experience with regard to meeting parents of students?
   a. never met any parents of the students
   b. met one or two parents of students
   c. met three to five parents of students
   d. met six or more parents of students

22. Which of the following best describes your student teaching experience with regard to homeroom meetings?
   a. did not observe a homeroom
   b. observed a homeroom occasionally
   c. observed a homeroom regularly
   d. observed and assisted with a homeroom regularly

23. Which of the following best describes your student teaching experience with regard to faculty meetings?
   a. did not attend a faculty meeting
   b. attended one faculty meeting
   c. attended two or more faculty meetings
   d. attended faculty meetings regularly

24. How many times did you eat lunch in the school lunchroom?
   a. none
   b. 1-3
   c. 4-10
   d. 11 or more
25. Which of the following best describes your student teaching experience in regard to consulting with the school counselor?

a. did not consult with counselor
b. had one conference with counselor
c. had two or three conferences with counselor
d. had four or more conferences with counselor

26. Did you make use of the cumulative records of the students in your classes?

a. did not examine any cumulative records
b. examined the cumulative records of some of the students
c. examined the cumulative records of most of the students
d. examined the cumulative records of all of the students

27. Which of the following best describes your student teaching experience with regard to talking and conferring with the principal?

a. had no occasion to confer with principal other than speaking to him in the hall
b. had from one to four informal chats or conferences with principal after the initial conference
c. had five or more informal chats or conferences with principal after the initial conference
d. had numerous informal chats or conferences with principal, and he observed me teach on one or more occasions

28. How much experience did you receive with regard to grading tests?

a. did not grade any test papers
b. graded one set of test papers
c. graded 2-4 sets of test papers
d. graded 5 or more sets of test papers

29. How much experience did you receive in making out tests?

a. did not make out any tests
b. made out 1 or 2 tests
c. made out 3 or 4 tests
d. made out 5 or more tests
30. How much experience did you receive in determining the six weeks' grades of the students.
   a. did not have an opportunity to assist with or make out grades
   b. was shown the system for determining final grades
   c. gave the cooperating teacher some assistance in making out final grades
   d. was given practically complete responsibility for making out final grades

31. Which of the following best describes your student teaching experience in securing instructional materials?
   a. did not secure materials other than those provided by the cooperating teacher
   b. obtained some materials for my own use other than those provided by the cooperating teacher
   c. obtained some materials for use by the students and teachers
   d. obtained much material for use by the students and teacher

32. Which of the following best describes your use of the college supervisor as a resource person in securing materials and other assistance?
   a. did not ask college supervisor for materials or assistance
   b. asked for and received materials one time
   c. asked but received no response from college supervisor
   d. asked for and received satisfactory assistance from the college supervisor on several occasions

33. Which of the following best describes your willingness to volunteer for extra work in connection with your student teaching assignment?
   a. did not volunteer for extra work
   b. seldom volunteered for extra work
   c. frequently volunteered for extra work
   d. frequently volunteered and even requested that you be permitted to do additional work
34. Which of the following best describes how well you cooperated with your cooperating teacher in your student teaching term?
   a. made little effort to cooperate with cooperating teacher
   b. made some effort to cooperate with cooperating teacher
   c. made a reasonable effort to cooperate with cooperating teacher
   d. made a great effort to cooperate with cooperating teacher

35. Which of the following best describes your relationship with the cooperating teacher?
   a. poor working relationship with cooperating teacher
   b. fairly satisfactory working relationship with cooperating teacher
   c. good working relationship with cooperating teacher
   d. excellent working relationship with cooperating teacher

36. How frequently did you report to your college supervisor for consultation?
   a. only when requested by the supervisor
   b. after each visit by supervisor
   c. after each visit by supervisor and on several other occasions
   d. regularly each week

37. How effective do you believe your teaching was with regard to pupil achievement?
   a. relatively ineffective
   b. slightly effective
   c. moderately effective
   d. exceptionally effective

38. How do you evaluate the desirability of your over-all student teaching assignment?
   a. undesirable
   b. barely satisfactory
   c. satisfactory
   d. highly desirable
Please list, describe, or otherwise indicate the most satisfactory aspects of your student teaching experience.

Please list, describe, or otherwise indicate the least satisfactory aspects of your student teaching experience and indicate how the program could be improved.
NON-CONFIDENTIAL STUDENT
TEACHING EVALUATION
INSTRUMENT (Jothen, 1975)

Student Teacher_________________Semester/Quarter____Year____

School in which S/T taught____________Community____________

District_______Subject & Level or Elem. Grade taught_______

Types of teaching situations: (underline as many as apply)
inner city, outer city, suburban, rural, parochial, public,
primary, middle, elementary, junior high, senior high,
self-contained, departmentalized, team teaching, permissive
atmosphere, formal control situation, limited media,
extensive media, remedial, slow, average, advanced, older
building, newer building.

This instrument contains two means for evaluating student
progress. In some cases you will be asked to respond by
indicating if the student is poor, fair, good, excellent,
or outstanding in relationship to a particular item. In
other cases you will be asked to respond by placing a check
mark or date on a continuum which, in your opinion, repres­
ts the student teacher's progress. The center of the,
continuum represents the approximate average among student
teachers, and the extremities left and right represent
the poorest and best student teachers, respectively, known
to you. Respond to the items for which you have evaluative
data for this student teacher. Some items may be left
blank.

I. MUSICAL SKILLS AND
KNOWLEDGE

<table>
<thead>
<tr>
<th></th>
<th>Outs</th>
<th>Exc</th>
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<th>Poor</th>
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<tbody>
<tr>
<td>A. Keyboard Skills (as appropriate)</td>
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<td>B. Singing Voice (as appropriate)</td>
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<td>C. Score Preparation Skills</td>
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<td>D. Has knowledge of materials for this particular grade/subject level</td>
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<td>E.</td>
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Comments:
II. PROFESSIONAL CHARACTERISTICS

A. Has shown interest in seeking added information to enhance teaching

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<tr>
<th>Tags</th>
<th>Outs</th>
<th>Exc</th>
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<th>Fair</th>
<th>Poor</th>
<th>Comments</th>
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</table>

B. Has shown growth in dealing with
1. the unique nature of the students at this level
2. using teaching methods appropriate for this level
3. pacing activities so that interest lag among pupils is minimized
4. unusual situations which arise in the classroom
5. securing student response/involvement in the teaching process
6. 

Comments:

III. ABILITY TO ORGANIZE FOR TEACHING

A. Has shown growth in
1. classroom management
2. the ability to structure lessons for this particular level
3. the ability to build evaluation into lessons

4. the ability to be flexible in lesson planning

5. recognizing individual differences among students

6. coping with the nature of grading

7. involving students in the planning of lessons

8. 

9. 

Comments:

IV. CLASSROOM MANAGEMENT

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<th>Comments:</th>
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<tbody>
<tr>
<td>A.</td>
<td>Is fair and just in dealing with students</td>
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<td>B.</td>
<td>Understands pupils and their needs</td>
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<td>C.</td>
<td>Has the interest and cooperation of students</td>
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<td>D.</td>
<td>Response of students</td>
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<td>E.</td>
<td>Provides for student differences</td>
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Comments:
V. PERSONAL CHARACTERISTICS

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<td>B. Has shown growth in</td>
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<td>2. the ability to relate to students</td>
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<td>3. finding oneself as a teacher</td>
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Rate the student teacher in terms of comparing him/her to an average beginning teacher. The student teacher is

I. Better than the average beginning teacher
II. At a par with the average beginning teacher
III. Less proficient than the average beginning teacher

Record your marks and comments on the attached chart. Discuss your marks with the student teacher, clinical classroom teacher, and college supervising teacher each time you do.
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<th>Date of observation/conference</th>
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Comments of Student Teacher:

Comments of Cooperating Teacher: signature

Comments of College Supervisor: signature
MORNINGSIDE COLLEGE DEPARTMENT OF MUSIC

EVALUATION OF STUDENT TEACHING IN MUSIC

Student teacher ___________________________ Date __________

Cooperating teacher ________________________ School ___________

Please evaluate student on the items you have had an opportunity to observe. Comments may be added on back of page.

KEY: (1) Excellent (2) Good (3) Needs strengthening (4) Unsatisfactory

**Personal Qualities**

1. Appearance (dress, grooming, posture).
2. Poise.
3. Enthusiasm.
4. Speaking voice.
5. Dependability and cooperation.
6. Initiative.
7. Relationships in school and in teaching.

**Planning and Teaching**

1. Daily lesson plan.
2. Use of teacher-pupil planning.
3. Planning with room teacher and/or music teacher.
4. Variety of activities.
5. Preparation and care of materials and equipment.
7. Skill in presentation.
8. Recognition of interest, needs, abilities of pupils.
9. Progress of class as result of teaching.

**Control**

1. Discipline.
2. Success in securing pupil response and participation.
Musicianship

1. Accuracy in musical detail
2. Singing voice
3. Use of piano
4. Conducting

Professional attitudes

1. Desire for self-improvement
2. Willingness to accept and act on suggestions
3. Interest in total school program

Suggested Grade __________

Signed. __________________________ Cooperating Teacher
HELPFUL HINTS ON RESUME WRITING

The following tips on preparing a resume (also known as a vita or data sheet) should only be regarded as general guidelines to follow. There is no one right way to compose a resume. Each person is different, and individual efforts should reflect this difference. However, there are certain helpful hints which the Educational Placement office would like to share with you.

WHO NEEDS A RESUME?

For those candidates who are seeking positions at the college level, your resume is an essential element in your job-hunting campaign. While not absolutely necessary for applicants at the secondary and elementary levels, resumes are still highly recommended as a means to make yourself known to a prospective employer. In any case, they should be sent out in combination with individually typed cover letters. Without being accompanied by personally signed letters, resumes are almost sure to be ignored.

WHAT IS A RESUME?

1. Often referred to as a calling card, a resume introduces you to a possible employer. It tells an employer what skills you have to offer and helps him decide whether or not to ask you for an interview. In essence, your resume advertises a product (you) and should be designed to catch the eye of a buyer (the employer).

2. A resume is not a complete autobiography. It is an hors d'oeuvre to whet the appetite of a prospective employer. The main course can be served later in an actual interview situation. This means that it should be kept short and to the point. Usually one page will suffice for beginning applicants. Candidates with more experience might want to stretch this limit; but if they do, they run the risk of having their resume gather dust on an employer's desk.
HOW SHOULD IT APPEAR?

1. Like your own appearance in going for an interview, a resume should look neat and well-groomed in order to create a good impression. Sloppy spelling mistakes, poor punctuation, and errors in grammar should be eliminated.

2. There should be a logical order of progression to your resume. An employer shouldn't have to hunt all over for information.

3. It is a good idea to keep your resume simple and straightforward. Fancy designs and flowery phrases probably won't help your cause in most cases.

4. Pictures are optional additions to a resume. They are not required; but at times, especially when an employer has many resumes to review, they may make your presentation stand out. Again, deciding whether or not to include a picture is a matter of personal preference.

5. It is advisable to have resumes printed professionally if you can afford the expense. Not only will they look better than mimeographed copies but you can also choose what color paper and type of print suits your taste.

Before you begin to actually put together your resume, it is a good idea to assess your strengths and shortcomings. Think about some of the activities in which you have excelled. Consider your weak points. What aspects of your past employment record and education pertain to your present job objectives? What makes you a unique candidate in the eyes of an employer? Try not to just list what, when, and where without telling something about your accomplishments.

WHAT SHOULD A RESUME INCLUDE?

1. Personal Information: Your name, current mailing address, and phone number (also permanent address and phone), marital status, date of birth, height, weight, and health.

2. Professional Objectives: What position are you seeking? What are your short-term career goals? Try not to get bogged down in lengthy
explanations. You can save them for your placement papers or the interview itself.

3. Education: Start with your most recent experience and work backwards. List the schools you have attended, the degree(s) you have earned, your major, and the year you graduated (or expect to graduate).

4. Work Experiences: In reverse chronological order, list the inclusive dates you worked (month, year), the position you held, and the organization that employed you. Don't restrict yourself to just stating a title. Instead, briefly elaborate upon some of your duties and responsibilities at work. Include part time, summer and interim jobs as well as full time employment.

5. Military Service: If applicable, tell something about the time you spent in the service. Where were you stationed? What was the nature of your job and training? What awards or commendations did you receive?

6. Interests: This category allows you to display another side of your personality. Relevant topics for discussion include hobbies, organizations you belong to, leisure time pursuits, languages and cultural skills, travel, volunteer work, etc.

7. Miscellaneous: You might mention awards and honors in the section on interests or make a special sub-heading for this subject. Profession affiliations, if you have any, are also worth a separate listing.

8. References: Last but not least, let the employer know the names of 3 or 4 people you have asked for recommendations. Include their titles, office addresses, and telephone numbers. If you want to save room, you can just say that your references are available upon request. In the latter case, be sure to include your file number and the address of the Educational Placement Office.

A final bit of advice: In sending out your resume and cover letter, be sure to address your correspondence to a specific individual. This extra piece of detective work shows an employer that you care enough about the job to do some investigating on your own.

GOOD LUCK
STATEMENT OF QUALIFICATIONS

YOUR NAME

I. PERSONAL DATA

Address: Present, Box C-33
Morningside College
Sioux City, Iowa
51106
Permanent, R.R. 4 Box 82
Podunk Center,
Iowa, 12345

Phone: Present, 712-222-2222
Permanent, 712-333-3333

Birth Date: April 1, 1952
Family Status: Single
Health: Excellent
Height: 4'3"
Weight: 162

II. EDUCATIONAL BACKGROUND

Undergraduate: B.M.E. Degree (Spring, 1976)
Morningside College, Sioux City,
Iowa
Major: Voice
Minors: Organ and Piano

High School: Martha Washington High School
Podunk Center, Iowa 12345

III. TEACHING AREAS

Secondary Vocal
Elementary Vocal
Piano
Voice
Organ

IV. PRESENT POSITION

V. TEACHING EXPERIENCE

Hayworth Junior High Vocal Student Teaching (Fall 1975)
George Elementary School Vocal Student Teaching (Fall 1975)
Our Lutheran Church Sunday School Teacher (1972-75)
VI. PROFESSIONAL MEMBERSHIPS

Phi Mu Alpha Sinfonia
Student Music Educators National Conference

VII. COLLEGE AND COMMUNITY SERVICE

Morningside College
President, Phi Mu Alpha Sinfonia (1974-75)
Secretary, Grace Methodist Youth Group (1974-75)
Director, Grace Methodist Choir

VIII. PERFORMANCE AND AWARDS

IX. REFERENCES

X. RECENT PHOTOGRAPH

GUIDELINES FOR WRITING AN INITIAL LETTER OF APPLICATION

(Prospective employers receive many applications, so they appreciate letters that are brief and specific. Try to restrict letters to one page. Remember: further correspondence is usually expected, so do not try to make it a "one-shot" letter.)

1. DESCRIBE THE POSITION:

Mention the basic title of the position as accurately as possible. Cite your source of information about the opening --agency, faculty, etc. Many employers are annoyed by unsolicited applications is no opening actually exists.

2. DESCRIBE YOURSELF:

A. Your Past: Give only a brief overview of your background; the details are in your credentials. Mention your playing and/or teaching experience.

B. Your Present: Relate your current status and endeavors.

C. Your Future: Indicate your primary professional interests and suggest the goals you wish to attain. Employers prefer persons with purpose and direction.
3. **MATERIALS**

Give information concerning any recordings or credentials that will be sent under separate cover, including your brochure from the Bureau of Educational Placement.

4. **FOLLOW-UP**

Request more details about the position if you desire them. Do your homework: Learn what you can about the position and location on your own and reflect your awareness in your letter. Employers may be impressed by such interest. Offer to send promptly any further information and materials the prospective employer may desire.

---

**ON GETTING A TEACHING POSITION**  
*(Shirley, 1972)*

**The Interview**

1. The main purpose of the interviewer is to assess your personal qualities and to acquaint you with the community and school program in which you may live and teach.

2. Your purposes are to determine whether the job is one for which you are qualified and one that interests you.

3. Discuss freely and naturally questions raised by the interviewer.

4. Emphasize the professional aspects of the job and consider only routinely the personal conveniences.

5. Following are some points relevant to your behavior and attitude toward the interview:
   a. Be on time, alert, and attentive to the business before you.
   b. Be courteous, tactful, frank, and truthful.
   c. Be good-natured.
   d. Present as good a personal appearance as possible.
e. See something of the community and the school before the conference if possible.
f. Think over the job beforehand.
g. Do not tell the superintendent how to run his school system.
h. Do not boast about your "connections."
i. Do not make promises which you cannot fulfill.
j. Do not talk yourself out of a job.

6. The superintendent or personnel director will wish to know about you from the interview:

a. Is your appearance pleasing, sensible, and wholesome?
b. Are you freakish or different in any way?
c. Are you evasive or open, frank, and sincere?
d. Do you have sympathy for and love children?
e. Do you evidence an interest in teaching and in the profession of teaching in general?
f. Do you express yourself well and unhesitatingly in the field of your preparation and on questions propounded to you?
g. Do you possess initiative to carry forward the work to be done?
h. Can you be relied upon to be discreet in the discussion of school matters and your fellow teachers in general, or are you inclined to gossip?
i. Can you take constructive criticism without offense?
j. Do you possess the strength and force of personality and character to work with children, so as to command their respect and admiration?
k. Will you reflect credit upon the faculty and the school by your life as a citizen of the community?
l. Are you a teacher by desire or circumstance?
m. Do you have the "human touch" in dealing with children?

THE CONTRACT

1. Initially the contract is usually for one year. Neither party to the contract is under legal commitment beyond the period stated in the contract.

2. The official contract is between you and the local board of education, not the superintendent of schools. The superintendent is the school board's legal agent.
3. In signing a contract you agree to abide by the rules and regulations of the board of education. You should be familiar with what these regulations are. Do not sign a contract at the moment it is offered to you. Take it home and read it!

4. You usually sign a contract to teach in a school system, not a particular school.

5. Following graduation obtain your State of Iowa teachers certificate. You must also obtain a certificate from the state in which you intend to teach. (Check on reciprocity.) You can accept nominal employment prior to fulfilling certification requirements if these will be met prior to the beginning of actual teaching.

6. Relevant to the question of release from a contract, it is not ethical for a teacher to break a contract in order to accept another position, unless the superintendent and the board of education indicate their willingness to release you or unless the terms agreed upon have not been carried out by the school board.

7. Though a contract is a formal agreement, in general, teachers do not have much difficulty getting released from a contract when the reason is valid!

8. A good contract should probably include some of the following characteristics:

   a. It is simple. It does not include clauses, terms, and phrases that are unnecessary.
   b. The length of the school year and the opening date are clearly stated.
   c. The salary and method of payment are clearly stated. (Single-salary-schedule)
   d. The duties and services as a teacher are stated.
   e. The rights of the school board or superintendent relative to assignment or transfer are definite.
   f. The sick leave plan should be stated clearly.
   g. Provision is made for signatures by authorized officers of the school district and the teacher.
   h. The contract does not contain a detailed list of teaching duties.
   i. It does not contain a 15 day, 30 day, or some other cancellation clause.
   j. It does not include a list of causes for dismissal. These are usually hard to define and difficult to enforce. The courts will uphold any just and reasonable cause for dismissal.
APPENDIX G
### RAW SCORES OF THE EIDELL IDEOLOGY MEASURE

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<tr>
<th>Directive Counseling</th>
<th>Pre-test</th>
<th>Post-test</th>
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</table>

A, B, C, etc. = students in the study

**d** = directive counseling techniques

**n** = non-directive counseling techniques

**i** = students with instrumental emphasis

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**E** = extraversion preference

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## Raw Scores of the Rokeach Scale

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GRADES AT THE END OF STUDENT TEACHING

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</tbody>
</table>

A, B, C, etc. = students in the study
d = directive counseling techniques
n = non-directive counseling techniques
i = students with instrumental emphasis
v = students with vocal emphasis
e = extraversion preference
I = introversion preference
LIST OF REFERENCES

Books


Myers, Isabel Briggs. Type as the Index to Personality. Swarthmore, Pennsylvania: Author, 1945.


**Articles**


**Unpublished Materials**


