THE INFLUENCE OF CONTEST RATINGS
ON STUDENT AND DIRECTOR ATTITUDES
TOWARD STATE LARGE GROUP CHORAL COMPETITION

A Thesis
Presented to
The School of Fine Arts
College of Arts and Sciences
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Music Education

by
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May 1987
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An Abstract of a Thesis by
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May 1987
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The problem. The purpose of the present study is to investigate the influence of contest ratings on high school student and director attitudes toward the State Large Group Choral Competition in Iowa. Specifically, this study addresses the relationship between students' and directors' attitudes toward participation in State Contest and the amount and value of time spent in contest preparation. Also addressed is the influence of the Mixed Chorus' rating on student and director attitudes toward the amount and value of time spent and the worth of participation in State Choral Contest.

Procedure. A questionnaire was sent to all class 4A high school directors and their ten selected choir members who participated in the 1986 Iowa High School Music Association Large Group Contest.

Findings. Results indicated a significant difference in attitude between Superior-and Non-Superior-rated choral students toward the importance of the rating their ensemble received. Directors' attitude indicated no significant difference. A significant difference existed between the Superior-and Non-Superior-rated directors' and students' attitudes toward the amount and value of preparation time and the worth of State Choral Contest participation.

Conclusion. Ratings received by Mixed Choruses appear to have an influence on student and director attitudes toward the amount and value of time spent preparing and participating in the State Large Group Choral Contest. Students and directors who received Superior ratings appeared to have a more positive attitude toward State Contest.
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CHAPTER 1

Introduction

The history of the choral contest movement in Iowa is one of constant change and revision. The high school State Choral Contest, as it is known today, began in the early 1900's as a festival in the Welsh communities of Southeastern Iowa. As part of the Eisteddfod celebration, neighboring schools' choral organizations were invited to attend and compete. Prizes were awarded to the top choirs (McKee 1929). As the times and situations progressed, so did the needs of the contest movement in Iowa. One area of change was that of the specific goals of the competition. Early contest advocates failed to formulate a specific philosophy, goals, or objectives (Burdett 1985). As a result the contest movement has experienced a continual metamorphoses over the years to meet the needs of the times. Early State Choral Contests in Iowa included elimination events at the District and Regional levels, so that only the best ensembles appeared at the State Competition.

Today in Iowa there are no longer elimination events prior to the State Contest. All schools in the state are eligible for participation and evaluation (Glenn, McBride, and Wilson 1970). Many hours of choral rehearsal time are spent in Iowa high schools today preparing for the State Large Group Choral Contest. Since this event occurs in May, it is not uncommon for directors to spend from three to four months preparing two to four pieces of choral literature for contest. Diction, balance, blend, tone quality,
intonation, and rhythmic accuracy are the primary focuses of directors and students in hopes of achieving a well-balanced ensemble suitable for contest participation and worthy of a superior rating. Ensembles must be prepared both musically and emotionally by their directors for this annual event.

Need for the Study

The high school mixed chorus is an elective music course within the Iowa high school curriculum today. For the most part, this course focuses upon performance skills. Musical performing organizations should exist to provide educational experiences for their members. These should include not only technical skills improvement, but growth opportunities in the understanding of music as an art (Ernst and Gary 1965).

It appears that, in order to provide a comprehensive music education, the director should provide aspects such as the history of the choral literature being studied, listening skills development, and basic music appreciation which could aid in the development of positive student attitudes toward music within the organization (MENC 1986). During a course of study, regardless of the music class, students should be provided opportunities to learn 1) the syntax of music—the patterns of music, 2) where the composition fits into the world of music, 3) the music processes and the organization of sound, 4) skills in performing, 5) skills in listening, 6) the development of good musical taste and judgement, and 7) the development of positive attitudes toward music in general (Abeles, Hoffer, and Klotman 1984).

The choral music educator must provide an environment where positive musical attitudes can be formulated. With an extreme amount of rehearsal time spent on perfecting two to four pieces of contest literature, students may
become bored and restless. If a situation exists where constant pressure is exerted to achieve a superior rating at the State Contest, negative attitudes toward choral competition may result. These aspects may affect student learning and the development of positive musical attitudes.

It is essential that everything in choral music education should result in an opportunity for musical growth. Therefore, the choral music contest should function as a motivator and provide learning experiences for the present and following year's choir (Jipson 1972). When these ideals are upheld, the State Contest can be a very positive experience for all involved. However, many times the contest functions are not met. When this happens, a less than desirable experience may result for students and directors. Choral contest competition may become undesirable when 1) there is a temptation to rehearse the selected contest literature to the exclusion of other worthwhile music, 2) the possibility exists for lack of communication between adjudicator and participant with resulting misunderstanding and disappointments, 3) there is a lack of a truly musical experience aided by elements (a small performance area, rigid time schedules, adjudicator writing comments during the performance, audience distractions) that are not conducive to a positive artistic reaction on the part of the participant, 4) the rating is over-emphasized, 5) the evaluation of the music teacher's work is based on the contest rating, 6) parents and other citizens misunderstand the purpose and value of the contest, and 7) bitter feelings arise between schools and among choir members as a result of the ratings received at contest being less than anticipated (Glenn, McBride, and Wilson 1970). It is vitally important that the choral director educate the students, administration, parents, and general public as to the purpose and intent of the State Large Group Choral Competition.
The State Large Group Choral Contest in Iowa emphasizes evaluation that may lead to the group's improvement. Adjudicator comments may or may not be used by the director to address positive and negative aspects of the ensemble's performance.

One aspect of the State Choral Competition is a numerical rating given for an ensemble's performance. In Iowa, the mixed chorus appears before a panel of three adjudicators. These individuals, chosen by the Iowa High School Music Association, evaluate a performance in terms of tone quality, intonation, rhythmic accuracy, balance and blend, technique (attacks, releases, control of ranges, etc.), diction, interpretation of the musical score, musicianship, choice of literature, and other performance factors (appearance uniformity, poise, conduct, mannerisms, facial expression, etc.). In addition to writing both positive and negative comments, the adjudicator assigns a number to each evaluative area described above. The numbers range from 5 (a superior performance--outstanding in nearly every detail) to 1 (a poor performance--unsatisfactory). Overall ratings result from the computation of all points assigned to the areas of concern. These accumulative points result in a composite rating ranging from I (a Superior performance) to V (a Poor performance). Mixed choruses are evaluated on a performance of no longer than ten minutes. The ensembles are encouraged to present at least two or more choral selections of contrasting musical styles, one piece of which is chosen from the Iowa High School Music Association's Approved Contest Choral Literature list.
Purpose of the Study

While directors and students have spent many rehearsal hours preparing for contest, circumstances may arise that prevent the ensemble from achieving a Superior performance rating. Environmental problems out of the group's control may exist. These can include poor physical facilities (improper room temperature in the performance center, poor acoustics, out-of-tune pianos). Audience distractions during the performance that may cause a lack of total group concentration are also a hindrance to the possible superior performance. Such circumstances may create intonation problems for the ensemble, which may result in a lowered judge's rating. When a less than anticipated rating is received, both students and their director may feel as if they have failed. This feeling of failure may result in negative attitudes toward the State Large Group Choral Competition. When the ensemble and director have placed the emphasis only on winning a Superior rating, the real purpose of the contest activity may have been ignored. Further, unfavorable attitudes among students within the ensemble toward each other, the director, adjudicators, and toward competing schools may also arise from misguided contest priorities (Abeles, Hoffer, and Klotman 1984). Therefore, the present study attempts to investigate the influence of contest ratings on students' and directors' attitudes toward the State Large Group Choral Competition. Specifically, the research will address the following questions:

1. Is there a relationship between students' and directors' attitudes toward the amount of time and the value of time spent on the State Large Group Choral Competition?

2. Is there a relationship between students' and directors' attitudes toward participation in the State Large Group Choral Competition?
3. Is there a significant difference in attitude between students and directors who receive superior contest ratings and those who do not towards the amount of time and the value of time spent rehearsing for the State Large Group Choral Competition?

4. Is there a significant difference in attitude between students and directors who receive superior contest ratings and those who do not towards participation in the State Large Group Choral Competition?

**Definition of Terms**

For the purpose of this study, the following definitions will provide clarity:

1. **State Large Group Choral Contest**--a mixed chorus performance consisting of no more than ten minutes' length presented before a panel of three adjudicators. The contest performance consists of two to four choral selections of contrasting style, one selection of which must be chosen from a contest literature Repertoire List provided by the Iowa High School Music Association.

2. **Adjudicators**--three professional high school or college music educators who have been trained by the Iowa High School Music Association to judge mixed chorus ensembles.

3. **Student and Director Attitude**--operationally defined as a positive or negative feeling associated with a psychological object, such as music.

4. **Classification of Iowa High Schools**--determined by the Iowa High School Music Association and based on the total number of students enrolled in grades ten through twelve. Class 4A included those Iowa high schools with an enrollment of approximately 410 to 1790 students. Class 3A included those schools with an enrollment of 186 to 409 students. Class 2A is designated by an enrollment of 105 to 185 students, and Class 1A included those schools with an enrollment of 15 to 104 students. This study investigated only those 4A schools which participated in the 1986 State Large Group Choral Contest.
5. **Rating Scale**—consists of numerical points awarded according to the National Federation of Music Association's adjudication standards. These are as follows:

5 = A superior performance—outstanding in nearly every detail.
4 = An excellent performance—minor defects.
3 = A good performance—lacking finesse and/or interpretation.
2 = A fair performance—basic weaknesses.
1 = A poor performance—unsatisfactory.

The points are assessed in the areas of tone quality, intonation, rhythmic accuracy, balance/blend, technique (facility/accuracy), interpretation, diction, and other performance factors (choice of literature, poise, posture, facial expression, mannerisms, appropriate appearance, general conduct).

6. **Overall Divisional Rating**—the summation of the points assessed by the adjudicators in each of the areas presented on the adjudication form. The Divisional Rating given by each adjudicator is based on the following Rating Computation Table.

- 40-36 points = Division I (Superior)
- 35-28 points = Division II (Excellent)
- 27-20 points = Division III (Good)
- 19-12 points = Division IV (Fair)
- 11-8 points = Division V (Poor)

A final composite rating is assessed to the ensemble. This overall rating is determined by an average of the individual ratings given by the three judges. The final composite rating given is that of a Division I, II, III, IV, or V.
CHAPTER 2

Review of Literature

Competition has become a focal point of many high school choral music programs. How the director perceives the contest's validity often determines the emphasis placed on various aspects within the rehearsal. This emphasis, in turn, may influence the students' attitudes toward ensemble participation and choral music in general.

Rehearsal Time Usage

Rehearsal time usage is an important element of contest preparation which may influence students' attitudes toward competition. Cox (1986) examined the effect of high school and university choral time usage and director responses as preparations were being made for performance responsibilities. Results showed that appropriate rehearsal time usage and director responses as performance draws closer are important issues in the final preparations of the choral ensemble regardless of age, maturity, or experience. Caldwell (1980) investigated the rehearsal behaviors exhibited by selected choral directors to determine if consistencies existed regarding the amount of time devoted to each behavior. Results indicated that the majority of rehearsal time focused upon verbal music instruction. In a similar study Witt (1983) researched instructional time usage and student
attentiveness in secondary instrumental music rehearsals. Results showed that the majority of rehearsal time was spent in performance, followed by actual teaching and "getting ready" activities. Thurman (1977) analyzed selected rehearsal behaviors of choral conductors to determine, in frequency and time, the extent to which the director used verbal communication, statement references to the elements of choral performance, demonstration and verbal imagery, verbal approval/disapproval feedback, interaction with one vocal part, and conducting. Results indicated that the directors devoted 35-40 per cent of the rehearsal time to verbal communication, of which 50-60 per cent of that time addressed the elements of music. In addition the character and focus of the rehearsal depended upon the amount of available rehearsal time, the singers' competency level, the difficulty of the music, and the singers' familiarity with the musical style. Culbert (1974) investigated the extent to which high school band students' instrumental music performance and musical achievement are influenced when a portion of the allotted rehearsal time was used for teaching skills in describing music. Conclusions showed that devoting rehearsal time to the development of musically descriptive skills may promote significant improvement in the areas of tonal memory, melody recognition, pitch recognition, musical style, auditory-visual discrimination, and chord recognition.

**Director's Rehearsal Approach**

Teaching methods and rehearsal emphases employed by choral directors may have an influence on students' attitudes toward the music-making process. Williams (1972) studied the effects of musical aptitude, instruction, and social status on attitudes toward music. Results determined that
instruction had no significant difference or influence on attitudes toward folk, serious chamber, or serious symphonic music. This seemed to indicate that the instruction program was less effective in attitude development in these areas than in the areas of current popular and serious vocal music.

Price (1983) examined the effect of conductor academic task presentation, reinforcement, and ensemble practice on the performer’s musical achievement, attentiveness, and attitude. Results indicated that student attitudes were related significantly to the music, the instructor's presentation, and their interaction. Yarbrough (1975) researched the effect of magnitude of conductor behavior on performance, attentiveness, and attitude of mixed chorus students. A high magnitude conductor was defined as pacing rehearsals in a rapid, exciting manner which included quick instructions with minimal talking while singing. A low magnitude conductor was defined as being slow and methodical, continuously providing the ensemble with lengthy verbal instructions. Results determined that, while the instructor’s magnitude appeared to have no significant difference on the ensemble’s musical performance, attentiveness, or attitudes, a preference was shown for the high magnitude conductor.

Another study explored the relationship of a particular vocal sound to the degree of emphasis given specific vocal and choral techniques during rehearsals (Overturf 1985). Results concluded that relationships existed between the degree of vocal and choral emphasis during rehearsal and the development of certain positive vocal and choral attributes. Corbin (1982) investigated the influence of selected vocal pedagogy concepts on several aspects of high school choral performance and student attitudes. Results determined that no significant differences were found for the attitude portion
of the evaluation process. However, the use of vocal pedagogy in choral rehearsals improved the diction, precision, and tone quality of the high school choir.

Sherburn (1984) examined the effectiveness of varied group musical activities on the development of high school instrumental music students' musicianship, music achievement, and attitude. Results showed no significant difference in attitude toward music when either a laboratory or a more traditional music-learning approach was used. Hedberg (1975) studied the effects of a musical-learnings approach and a traditional performance-oriented rehearsal method on choral students' attitudes toward music. Results indicated that attitudes toward music discrimination, performance, and musical achievement were not significantly affected by either rehearsal method.

Geyer (1982) investigated the possibilities of developing an instrumental rehearsal program that would focus upon music analyzation and provide opportunities for exploring the expressive qualities of music. Results determined that analytical methods can be incorporated into the rehearsal to increase a comprehensive understanding and a deeper perceptual awareness of the music's expressive qualities.

**Student Attitudes**

Attitude is an important element in the development of a successful choral ensemble. Edwards and Edwards (1971) studied the possibility of devising a scale to measure attitudes. Research showed an existing need for teaching that is aimed at developing and evaluating student attitudes. In
addition it was determined that a verbal expression of attitude is a predictor of behavior as long as the individual is not placed in a situation where unusual psychological pressure may influence overt behavior.

Nolin (1973) investigated attitude growth patterns of elementary students toward elementary music experiences. Results indicated that student attitudes toward singing were reasonably high, with performance activities being the preferred mode of expression.

Frakes (1984) studied the differences in musical achievement, academic achievement, and attitude among participants, dropouts, and non-participants in secondary school music. Results showed that secondary school participants were more likely to participate in music as adults than dropouts or non-participants.

Temple (1973) examined the effectiveness of competition and festivals in the music education process. Results determined that participation in competition did not enhance and perhaps even limited the student level of musical achievement.

West (1985) studied the effect of performance success on the individual musical achievement of central Florida high school band students. Results determined that there were no significant differences in the music achievement scores or attitudes among different levels of success in solo and ensemble festival competition.

Hylton (1981) investigated the meaning of the high school choral experience for student participants and its relationship to selected variables (music achievement, musical/artistic, communication, psychological, spiritual, and integrative). Results showed an inverse relationship between the judges' ratings of a choral performance and the communicative
dimension, while a negligible correlation existed between the judges' ratings and the music achievement, psychological, spiritual, and integrative dimensions.

**Summary**

From these studies it appeared that choral music rehearsals may have an effect on students' attitudes toward music. Specifically, the amount of time and degree of emphasis a director places upon a musical behavior in the choral rehearsal appeared to influence the students' attitudes toward choral music performance. According to the studies reviewed, the greatest amount of choral rehearsal time appeared to be devoted to performance-oriented activities that utilize verbal instruction.

The director's teaching approach and rehearsal emphases appeared to have a significant influence on students' musical achievement and attitude. From the above studies, it appeared that students prefer the director who conducts a fast-paced, singing-oriented rehearsal with a minimum of verbal communication. It also appeared that positive student attitudes toward choral music may be formed during the elementary school years when singing and performance-oriented activities are the preferred mode of expression.
CHAPTER 3

Methodology

The purpose of this study is to investigate the influence of contest ratings on student and director attitudes toward the State Large Group Choral Competition. Specifically, this research addresses the following questions:

1. Is there a relationship between students' and directors' attitudes toward the amount of time and the value of time spent on the State Large Group Choral Competition?

2. Is there a relationship between students' and directors' attitudes toward participation in the State Large Group Choral Competition?

3. Is there a significant difference in attitude between students and directors who receive Superior contest ratings and those who do not towards the amount of time and the value of time spent rehearsing for the State Large Group Choral Competition?

4. Is there a significant difference in attitude between students and directors who receive Superior contest ratings and those who do not towards participation in the State Large Group Choral Competition?

The hypotheses for the present study, stated in null form, were:

1. There will be no relationship between students' and directors' attitudes toward the amount of time and the value of time spent on the State Large Group Choral Competition.
2. There will be no relationship between students' and directors' attitudes toward participation in the State Large Group Choral Competition.

3. There will be no significant difference (p=.05) in attitude between students and directors who receive Superior contest ratings and those who do not towards the amount of time and the value of time spent rehearsing for the State Large Group Choral Competition.

4. There will be no significant difference (p=.05) in attitude between students and directors who receive Superior contest ratings and those who do not towards participation in the State Large Group Choral Competition.

Design

This study incorporates an Explanatory Observational design (Best and Kahn 1986). After reviewing the effectiveness of other designs, both descriptive and experimental, the present design was preferred. Hypotheses in determining significant differences in students' and directors' attitudes toward the value of time spent and participation in the State Large Group Choral Competition were formulated and tested. All variables were non-manipulated. The number of subjects and the processes of investigation utilized permitted the results to be generalized.

Measurement Instrument

A questionnaire was constructed to investigate the attitudes of selected high school choral participants and directors toward the State Large Group Choral Competition. Separate student and director questionnaires were used.
The Student Questionnaire addressed several issues dealing with attitudes toward contest participation. All selected students were asked to circle the response that best identified their feelings toward the State Choral Competition. Response choices were presented using a Lykart-type scale and included: 1) strongly agree, 2) agree, 3) neutral, 4) disagree, and 5) strongly disagree. Responses to specific statements presented on the form indicated the students' attitude towards participation in the State Choral Competition. The following statements which were presented on the student form addressed the value of the State Contest participation:

Rehearsing for and participating in State Large Group Contest:

1. Aids in improving musicianship.
2. Aids in improving singing skills.
3. Aids in improving sightreading skills.
4. Aids in learning to appreciate different types and styles of music.
5. Aids in self-esteem.
6. Causes frustrations within the ensemble.
7. Unifies the choir to work toward a common goal.

Other qualities evaluated on the Student Questionnaire included the student's attitude towards the value of time spent in preparation for the State Choral Competition. Students' attitudes regarding the importance of the State Choral Competition within the total high school choral music curriculum were addressed. The emphasis of the mixed choir's contest rating on student participation was also investigated. The Student Questionnaire is presented in Appendix A.

The Director Questionnaire was identical to the Student Questionnaire with two additional questions. One question addressed the average number of rehearsals held per week with the contest mixed chorus. The second
question addressed the approximate number of weeks spent by the ensemble preparing literature for the State Choral Competition. The Director Questionnaire is presented in Appendix B.

**Subjects**

The subjects for the present study were those directors and senior mixed chorus students from all class 4A high schools who participated in the 1986 Iowa High School Music Association's (IHSMA) State Large Group Choral Contest. According to the records prepared by the IHSMA, there were forty-five class 4A schools which participated in the 1986 Large Group Choral Competition. Class 4A schools were arbitrarily chosen based on evidence of established, successful choral music programs. All schools had previously demonstrated musical excellence by their continued participation in many choral festivals, concerts, and contests throughout the past five years. Since choral music is an elective course at the high school level and all schools selected as subjects have demonstrated established choral music programs, it was assumed that all subjects generally had a positive attitude toward their high school choral music experience.

The directors were those individuals who conducted a mixed chorus contest ensemble at the selected forty-five class 4A schools. Ten senior mixed chorus members from each school who had previously attended the State Large Group Choral Music Contest were arbitrarily selected by their respective choral director to participate in this study.
Procedures

Following the construction of the measurement instrument and selection of subjects, a packet of materials was mailed to all participating directors involved in the study. Included in the packet of materials was a cover letter which accompanied each student and director questionnaire. The cover letter described in detail all instructions for implementing the study. The director and student cover letters are presented in Appendix C.

The researcher sent the director and student questionnaires and appropriate cover letters to the previously selected class 4A choral directors. Each director, in turn, was asked to select ten (10) senior high school mixed chorus students who were requested to respond to the research instrument. All students were requested to complete the student form and seal it in the envelope provided by the researcher. One student leader was designated by the director to collect the ten (10) sealed envelopes and return them to the director. Each director was requested to forward all materials to the researcher within a two-week time period.

Time Line of the Study

The research instrument was constructed and mailed to the class 4A mixed chorus directors so that they received it by January 19. The director was requested to distribute the questionnaire to ten (10) selected senior mixed chorus contest members. The selected student subjects responded and returned the instrument to the designated student leader, who returned the sealed envelopes containing the completed forms to the director. The director was instructed to return all completed instruments to the researcher
by February 1. Immediately following the due date, the researcher mailed a
follow-up letter to those subjects who had not responded. The follow-up
letter is included in Appendix D. The data were collected and analyzed, and
results of the study were formulated and written. The research study was
concluded and presented to the graduate advisory committee for evaluation
on April 15.

**Pilot Study**

A pilot study was conducted prior to the implementation of the final
research study. The purpose of the pilot study was: 1) to determine the
comprehensibility of the proposed questionnaires and instructions for
implementing the study, 2) to determine the subject's level of response, and
3) to determine the reliability of the proposed measurement instrument.

The research instrument was constructed and administered to four Des
Moines area high school choral directors and ten senior mixed chorus
students from each school. The subjects responded to the questionnaires and
returned them to the researcher.

The first objective of the pilot, regarding the clarity of the proposed
questionnaire and its instructions, was satisfied. Response by the subjects
resulted with no difficulties. The subjects reported no difficulties in
understanding the questions or instructions for implementation.

The second objective of the pilot, regarding the subjects' level of
response also was met. All pilot subjects promptly responded, and the two-
week time period seemed to be sufficient for completing and returning the
research instrument.
The reliability of the research questionnaire was determined by calculating the student and director response and standard deviation for each question included on the questionnaire. In determining consistency of responses, a standard deviation of 1.00 was set as an arbitrary boundary. If a specific question produced a standard deviation of 1.00 or higher consistently among all subjects, that question was determined to produce inconsistent results, and therefore eliminated from the final study. If a specific question produced a standard deviation of 1.00 or lower consistently among all subjects, that question was determined to produce reliable results, and therefore included on the student and director forms used in the final study. Among the subjects, question number five (Rehearsing for and participating in State Large Group Contest increases the school administration's support for the choral music activities.) produced a consistent standard deviation of higher than 1.00. Therefore, this item was removed from the questionnaires used in the final study. All other questions produced standard deviations lower than 1.00 and were considered to elicit consistent results. Results of the Pilot are presented in Appendix E.

**Analysis of Data**

Data collected in the research study were analyzed in the following manner: 1) a Pearson product-moment correlation was administered to determine relationships between students' and directors' attitudes toward the amount of time and value of time spent on the State Large Group Choral Competition; 2) a Pearson product-moment correlation was administered to determine relationships between students' and directors' attitudes toward participation in the State Large Group Choral Competition; 3) a two-tailed t-
test was used to determine significant differences in attitudes between students and directors who receive Superior contest ratings and those who do not toward the amount of time and the value of time spent rehearsing for the State Large Group Choral Competition; 4) a two-tailed t-test was used to determine significant differences in attitude between students and directors who receive Superior contest ratings and those who do not toward participation in the State Large Group Choral Competition.
CHAPTER 4

Results

The present study investigates the influence of contest ratings on student and director attitudes toward the State Large Group Choral Competition. Specifically, the research addresses 1) the relationship between students' and directors' attitudes toward the amount of time and value of time spent on the State Large Group Choral Competition, 2) the relationship between students' and directors' attitudes toward participation in the State Large Group Choral Competition, 3) the differences in attitude between students and directors who receive Superior contest ratings and those who do not towards the amount of time and value of time spent rehearsing for the State Large Group Choral Competition, and 4) the differences in attitude between students and directors who receive Superior contest ratings and those who do not towards participation in the State Large Group Choral Competition. The results of this study are based upon the responses of class 4-A Iowa high school mixed chorus students and directors.

Questionnaires were mailed to the forty-five target school choirs included in the sample. Out of the total number of schools, thirty-seven (82 per cent) responded. From those thirty-seven schools, five were rejected for providing incomplete data. Nine schools presented more than one mixed chorus at the previous year's State Large Group Choral contest. To determine those subjects' classification for this study (Superior or Non-Superior), an average of the multiple ratings was used. Therefore, the
results of this study contain the analysis of data from thirty-two (71 per cent) class 4A Iowa high school mixed choruses. Of the thirty-two participating choruses, thirteen (36 per cent) were classified as Superior, based on their rating from the previous year's State Choral Contest. Nineteen schools (52 per cent) were classified for this study as Non-Superior choirs based on their ratings of either II (Excellent), or III (Good).

**Student/Director Relationships: Amount and Value of Time**

A Pearson product-moment correlation was administered to determine relationships between all class 4A choral students' and directors' attitudes toward the amount of time and value of time spent on the State Large Group Choral Competition. Results indicated that student responses toward the amount and value of time spent on the State Large Group Choral contest produced a low correlation with the director responses (.10, \( p = .585 \)).

Further analysis determined that the responses between students and directors from Superior school choirs resulted in a low relationship regarding the amount and value of time spent preparing for the State Choral Contest (.08, \( p = .808 \)). It was also determined that a low correlation existed between Non-Superior choir students' and directors' responses toward the amount and value of time involved in the State Choral Contest preparation (.11, \( p = .661 \)).

**Student/Director Relationships: Contest Participation**

A Pearson product-moment correlation was also administered to determine relationships between all class 4A students' and directors'
responses toward participation in the State Large Group Choral Competition. Results showed that student responses toward participation in the State Choral Contest produced a low relationship with the director responses (.04, \( p = .813 \)).

Additional analysis determined that responses between students and directors from Superior-rated school choirs produced a low relationship regarding participation in the State Large Group Choral Competition (.38, \( p = .227 \)). It was also determined that a low correlation existed between the Non-Superior-rated choir students' and directors' responses toward the State Choral Contest participation (.13, \( p = .596 \)).

**Student/Director Differences: Amount and Value of Time**

A two-tailed \( t \)-test was administered using Question 5 (Rehearsing and participating in the State Large Group Contest takes an extreme amount of rehearsal time that could be used preparing for other musical activities.) and Question 10 (Rehearsing and participating in State Large Group Contest is worth all the time and effort spent in preparing for it.) to determine differences in attitudes between students and directors who receive Superior contest ratings and those who do not toward the amount of time and value of time spent preparing for the State Large Group Choral Competition. The mean response calculated for the Superior-rated choral students and directors was 2.52 (sd = .59), and 2.72 (sd = .59) for the Non-Superior-rated choral students and directors. A significant difference resulted between the Superior-rated choral students' and directors' attitudes and the Non-Superior-rated choral students' and directors' attitudes regarding the amount and value of time spent in the State Contest preparation (\( t = 3.0, p = .003 \)).
In analyzing responses from the directors' questionnaires regarding the amount and value of time spent rehearsing for the State Large Group Choral Competition, no significant difference in attitudes among directors from Superior and Non-Superior-rated schools was found ($t=1.67$, n.s.). The mean response for the Superior-rated directors was 2.50 (sd = .60), and 2.84 (sd = .47) for the Non-Superior-rated directors.

Analysis of student responses showed a significant difference in attitude between students from the Superior-rated choirs and students from the Non-Superior-rated choirs regarding the amount and value of time spent preparing for State Choral Contest ($t=2.62$, $p=.009$). The mean response for the Superior-rated students was 2.52 (sd = .60), and 2.70 (sd = .60) for the Non-Superior-rated students.

Further analysis of Question 10 regarding the value of time and effort preparing for the State Large Group Contest displayed a significant difference between Superior-rated choral students' and directors' attitudes and Non-Superior-rated choral students' and directors' attitudes ($t=3.14$, $p=.002$). The mean response for the Superior-rated group was 1.69 (sd = .81), and 1.98 (sd = .84) for the Non-Superior-rated group.

In analyzing responses from the directors' questionnaires regarding attitudes toward the value of time and effort spent in contest preparation, a significant difference occurred between the directors of Superior-rated school choirs and those of Non-Superior-rated school choirs ($t=3.31$, $p=.003$). The mean response for the Superior-rated directors was 1.33 (sd = .49), and 2.21 (sd = .98) for the Non-Superior-rated directors.

In analyzing the responses from the students' questionnaires regarding Question 10, a significant difference resulted between the Superior-rated choral students' attitudes and Non-Superior-rated choral students' attitudes
toward the value of time and effort spent preparing for the State Choral Competition ($t=2.36, \ p=.019$). The mean response for the Superior-rated students was 1.72 ($sd = .82$), and 1.95 ($sd = .82$) for the Non-Superior-rated students.

**Student/Director Differences: Contest Participation**

A two-tailed $t$-test was administered to determine significant differences in attitude between students and directors who receive Superior contest ratings and those who do not toward participation in the State Large Group Choral Competition. Included in the analysis were those questions that specifically addressed attitudes toward participation (1-4, 6-9). The response analysis of Questions 1 and 6 was reversed due to the nature of the wording. Results indicated a significant difference in attitudes between the Superior-rated choral students and directors and the Non-Superior-rated choral students and directors regarding participation in the State Large Group Choral Contest ($t=3.50, \ p=.001$). The mean response for the Superior-rated group was 2.12 ($sd = .52$), and 2.32 ($sd = .50$) for the Non-Superior-rated group.

Following the analysis of the directors' questionnaires, results showed that a significant difference in attitude towards the State Choral Contest participation existed between the directors of Superior-rated choirs and the directors of Non-Superior-rated choirs ($t=3.63, \ p=.001$). The mean response for the Superior-rated directors was 1.81 ($sd = .35$), and 2.47 ($sd = .66$) for the Non-Superior-rated directors.

An analysis of the students' responses indicated that a significant difference occurred between the Superior-rated students' attitudes toward
participation in State Choral Competition and the Non-Superior-rated students' attitudes (t=2.59, p=.010). The mean response for the Superior-rated students was 2.15 (sd = .52), and 2.30 (sd = .48) for the Non-Superior-rated students.

**Student/Director Differences: Importance of Rating**

A t-test was used to determine students' and directors' attitudes toward the importance of the rating received for the mixed chorus' contest performance (Question 11). The mean response for the Superior-rated group was 1.77 (sd = .80), and 2.10 (sd = .89) for the Non-Superior-rated group. Results indicated a significant difference between the Superior-rated students' and directors' attitudes and the Non-Superior-rated students' and directors' attitudes toward the importance of the contest rating (t=3.58, p=.001).

Further analysis regarding attitudes toward the importance of the mixed chorus' contest rating was included in this study. In analyzing responses from the students' questionnaires regarding the importance of the choir's contest rating, results showed a significant difference in attitude between students from Superior-rated choirs and students from Non-Superior-rated choirs (t=3.58, p=.001). The mean response for the Superior-rated students was 1.75 (sd = .80), and 2.10 (sd = .90) for the Non-Superior-rated students.

Following an analysis of the directors' questionnaires, it was determined that no significant difference in attitude existed between directors from Superior-rated schools and directors from Non-Superior-rated schools.
regarding the importance of the mixed choir's contest rating (t=.51, p=.617). The mean response for the Superior-rated directors was 2.00 (sd = .85), and 2.16 (sd=.83) for the Non-Superior-rated directors.

**Director Responses: Number of Weekly Rehearsals**

Regarding the number of Mixed Chorus rehearsals conducted per week (Question 12 on the Director's Questionnaire), a t-test was administered to determine significant differences between the Superior-and Non-Superior-rated school choral directors. The mean response for the Superior-rated directors was 4.75 (sd = .62), and 4.42 (sd = .90) for the Non-Superior-rated directors. Results showed no significant difference between the number of weekly rehearsals conducted by the directors of Superior-and Non-Superior-rated choirs (t=1.20, p=.239).

**Director Responses: Contest Preparation Time**

A t-test was administered to determine significant differences between Superior-and Non-Superior-rated school directors regarding the number of weeks prior to the State Contest specifically devoted to the preparation of contest literature (Question 13 on the Director's Questionnaire). The mean response for the Superior-rated directors was 4.67 (sd=1.83), and 4.42 (sd=1.92) for the Non-Superior-rated directors. Results indicated that no significant difference existed between the directors of choirs who received Superior ratings and those who did not regarding the number of weeks prior to the State Contest specifically devoted to the preparation of contest literature (t=.36, p=.724).
CHAPTER 5

Summary and Discussion

The present study examined the influence of contest ratings on class 4A Iowa high school students' and directors' attitudes toward the State Large Group Choral Competition.

It appeared that student responses toward the amount of time and value of time spent on the State Choral Contest did not produce a high correlation with director responses. Further findings indicated that the students' responses toward participation in the State Choral Contest did not correlate with the directors' responses.

Results of a two-tailed t-test indicated a significant difference in attitude between those students and directors who received Superior contest ratings and those who did not toward the amount of time and value of time spent preparing for the State Large Group Choral Competition. Additional analysis showed a significant difference in attitudes between the Superior choral students and directors and the Non-Superior students and directors regarding participation in the State Large Group Choral Contest.

A significant difference was found between Superior-rated choral students and directors and Non-Superior-rated choral students and directors regarding the importance of the rating received for the Mixed Chorus' contest performance. Further analysis indicated a significant difference
between the Superior-rated and Non-Superior-rated students' attitudes toward the importance of the contest rating. Data seemed to indicate no significant difference in attitudes between the Superior-rated and Non-Superior-rated directors toward the importance of the Mixed Chorus' contest rating.

There was no significant difference between the Superior-rated choirs and Non-Superior-rated choirs as to the number of rehearsals per week and the number of weeks spent preparing and rehearsing choral literature for the State Contest.

**Discussion**

The present study sought to determine attitudes of class 4A Iowa high school choral students and directors toward rehearsing and participating in the State Large Group Choral Contest. Data indicated that the choral students' attitudes toward the amount of time and value of time spent preparing for the State Choral Competition did not correlate well with the choral directors' attitudes.

To determine if rating classification (Superior and Non-Superior) had an effect on the attitudes toward the amount of time and value of time spent rehearsing and preparing for the State Large Group Choral Competition, further analysis was conducted using the Superior and Non-Superior-rated choral students' and directors' responses. Results showed that a low correlation existed between the Superior-rated choral students' and directors' attitudes toward the amount and value of time spent preparing for the State Choral Contest. Similar results were found among the Non-Superior-rated subjects.
From this study it appeared that, regardless of the rating received by the ensemble, class 4A choral student responses did not correlate well with director responses regarding the amount and value of time spent on preparations for the State Large Group Competition. In preparing for such a prestigious event as the State Choral Contest, it would appear that both students and directors should have shared a common attitude regarding the amount of time and effort involved in producing the most musical performance possible. A common attitude toward choral competition would assist both directors and students in working toward common goals.

Data regarding the value of time and effort spent on the State Large Group Choral Contest were analyzed further. Results determined that there was a significant difference in attitude between the Superior-rated choral students and directors and the Non-Superior-rated choral students and directors. Students and directors who received Superior ratings more strongly agreed than did the Non-Superior-rated students and directors that preparations for the State Choral Competition took an extreme amount of time, but were worth the time and effort demanded. One possible explanation for a more positive attitude toward the amount and value of time and effort by the Superior-rated directors and students may be that their top rating gives them an immediately visible positive reinforcement for their efforts. Positive reinforcement tends to elicit positive feedback. Receiving a less than Superior rating may give students and directors the feeling that they have somehow failed. As a result, the Non-Superior-rated students and directors may begin to question the worth of time and effort spent on the State Choral Contest preparations.

Analysis of the directors' attitudes toward the amount of time and worth of time spent in preparation for the State Choral Contest showed that there
was no significant difference in their attitudes, regardless of the ratings received by their mixed ensembles. Both Superior and Non-Superior-rated choral directors strongly agreed that the State Large Group Choral Contest took an extreme amount of time and effort. These results may be due to the directors' realization that preparing their Mixed Choruses for such a competition is an important matter. Therefore in rehearsing for the adjudicated performance, the directors may have a tendency to focus on two or three pieces of contest literature for a long period of time (often over a month, or approximately 25 to 30 chorus rehearsal periods).

Further analysis of the directors' attitudes indicated that those directors whose choirs received Superior ratings more strongly agreed than did the directors of choirs who did not receive Superior ratings that the State Choral Contest was worth the time and effort it demanded. Therefore, it appeared that the directors whose choirs received Superior ratings generally had a more favorable attitude than those directors of choirs who received Non-Superior ratings towards the amount and value of time and effort spent rehearsing and preparing for the State Large Group Choral Contest. An explanation for the directors' attitudes may be that the Superior-rated choral directors felt the top rating visibly reinforced their efforts in a positive manner. Therefore, in the eyes of their students and colleagues, they have been successful.

Students' attitudes toward the value of time and effort preparing for the State Choral Competition were analyzed. Results indicated a significant difference in attitudes between students from Superior-rated choirs and students from Non-Superior-rated choirs.

Further analysis of the students' attitudes showed that those students from Superior-rated choirs more strongly agreed than the students from
Non-Superior-rated choirs that rehearsing and preparing for the State Choral Contest took a great amount of time, but that the worth of time and effort was valuable. Therefore, it appeared that students from mixed choruses who received Superior ratings generally possessed a more favorable attitude than students from choirs who did not receive Superior ratings towards the amount of time and value of time and effort spent rehearsing and preparing for the State Large Group Choral Contest. These results may possibly be due to the Superior-rated students' receiving a more positive reinforcement (the rating) for their efforts than the students who did not receive the top rating.

This study also sought to determine if there was a relationship among class 4A choral music students and directors toward participation in State Large Group Mixed Chorus Contest. Included in the analysis were students' and directors' responses to the State Choral Contest's ability to improve musicianship, sightreading, and sightsinging skills. Also evaluated was the ability of State Choral Contest participation to unify the choir members to work toward a common goal, help the choir members appreciate many styles of music, and increase parental support for the high school choral music program in the school.

Analysis determined that the class 4A choral students' attitudes toward participation in the State Choral Contest did not correlate with the attitudes of the class 4A choral directors. A possible explanation might be that students and directors may not share common objectives for participating in the State Contest. Directors may visualize the State Choral Contest as a tool for teaching various aspects of music, while the students may focus on the reinforcement provided by the State Contest rating.
Further analysis was conducted using the Superior and Non-Superior-rated choral students' and directors' responses. Results indicated that a low relationship existed between the Superior-rated choral students' and their directors' responses regarding participation in State Large Group Contest. Similar results were drawn from the Non-Superior-rated subjects.

From this study it appeared that, regardless of the rating received by the Mixed Chorus, choral students were not in agreement with their directors regarding participation in the State Large Group Choral Competition. A reasonable explanation might be that the students did not clearly understand or interpret the goals and benefits of contest participation in the same manner as the directors.

Data regarding participation in the State Choral Contest were further analyzed. Results determined that a significant difference existed between the Superior-rated choral students and directors and the Non-Superior-rated choral students and directors toward participation in the State Large Group Choral Competition. Students and directors who received Superior ratings more strongly agreed that participating in the State Large Group Contest was beneficial in improving musical skills, developing student personal pride and camaraderie, and increasing parental support for the schools' choral music program. Although the students and directors from schools that received Non-Superior ratings may have agreed that State Choral Contest participation is valuable, their responses were not as convincing as the responses gathered from the Superior-rated choral students and directors. It may be possible that the students and directors who received Superior ratings at the State Contest had a more positive attitude toward contest participation.
because of the rating they received. Also it may be possible that the students and directors of Non-Superior choirs had a less favorable attitude toward contest participation because of the rating they received.

Analysis of the directors' responses toward participating in the State Large Group Contest indicated that there was a significant difference between Superior-and Non-Superior-rated directors. Directors of Superior-rated choirs more strongly agreed that participating in the State Choral Contest was a valuable experience than did the directors of choirs who did not receive Superior ratings. Although the directors of the Non-Superior choirs may have agreed that State Contest participation provided valuable experiences, their responses were not as convincing as the responses made by the Superior-rated choral directors. Therefore, it appeared that the directors of choirs who received Superior ratings had a more favorable attitude toward the value of participating in the State Choral Contest. This may be due to the directors who achieve top ratings receiving more positive feedback from their ensemble's contest participation experience. The directors of the Superior-rated choirs may experience more positive student attitudes in their Mixed Chorus as a result of the higher rating.

Students' attitudes toward participation in the State Large Group Choral Competition were analyzed. Results determined a significant difference in attitudes between students from Superior-rated choirs and students from choirs who did not receive Superior ratings. Further analysis showed that the Superior choral students more strongly agreed than did the Non-Superior choral students that participation in the State Choral Contest was valuable. Although the Non-Superior choral students may have agreed that participating in the State Contest was beneficial, the Superior-rated choral students more strongly agreed that the State Choral Competition was
valuable. Therefore, it appeared that the students from choirs who received Superior rating had a more favorable attitude toward the State Choral Contest participation regarding improving musical skills, developing personal pride and camaraderie, and increasing parental support for the school's choral music program. A possible reason for these results may be that the students from Superior-rated choirs perceive themselves as having excelled in all areas, due to the visible proof of success displayed by the Superior rating.

The present study further examined the students' and directors' attitudes toward the importance of the rating received for the Mixed Chorus' State Contest performance. Results indicated a significant difference between the Superior-rated group's and the Non-Superior-rated group's attitudes toward the importance of the choir's contest rating. Students and directors who received Superior ratings appeared to place more importance on the rating than did the students and directors from choirs who did not receive Superior ratings. This may be a result of the Superior-rated choirs being part of highly-competitive schools and communities where the emphasis is on being top-rated in all facets of education. On the other hand, another possible explanation may be that the directors of choirs who receive Superior ratings place more emphasis on learning the technical aspects of the music and improving their students' musicianship and healthy singing, so that the top rating becomes an almost automatic occurrence. Therefore, with this approach, it may appear that the emphasis is on achieving the Superior rating, while in fact, it is not.

In analyzing only director responses, results showed no significant difference in attitude between the Superior and Non-Superior-rated choral directors regarding the importance of the Mixed Chorus' rating. It appeared
that, although the rating given to the choir at the State Contest may have been important, the directors did not place a high value on their ensemble's final rating. This may possibly be due to the Iowa High School Music Association's efforts via the directors to de-emphasize the rating and place more emphasis on the musical and personal benefits of State Contest participation. Therefore, it appeared that the directors tended to place more value on the musical benefits received from participating in the State Choral Contest than on the rating received by the Mixed Chorus.

A significant difference in attitude between the Superior-and Non-Superior-rated choral students toward the importance of the choir's contest rating was determined. The students from Superior-rated choirs appeared to place more importance on the contest rating than did those students from choirs who received Non-Superior ratings. It may be possible that peer pressure and a competitive spirit among students caused the Superior-rated choir students to place more emphasis on achieving top-ratings.

Regarding the number of Mixed Chorus rehearsals conducted per week by the class 4A Iowa high school directors included in the sample, results showed no significant difference between the choirs who received Superior ratings and those who did not. The choirs who received Superior ratings appeared to have a few more rehearsals per week than did the choirs who did not receive Superior ratings. However, the difference between the two groups was not significant. The average number of weekly rehearsals appeared to be between four and five.

Data indicated no significant difference between mixed choruses who received Superior ratings and those who did not regarding the number of weeks prior to State Large Group Competition spent rehearsing and preparing choral contest literature. Results showed that the choirs who
received Superior ratings appeared to spend more weeks prior to State Contest rehearsing and preparing contest literature than did the choirs who did not receive Superior ratings. However, the difference between the two groups was not significant. Most choirs appeared to spend between five and six weeks preparing choral contest literature. Many directors indicated that, in addition to the State Contest repertoire, other choral literature was studied during the weeks prior to the State Large Group Choral Contest.

**Future Research**

A number of future research topics may be suggested from the obtained results. Further study is needed to determine if similar attitudes toward the State Large Group Contest exist among choral students and directors from schools of varying populations (1A, 2A, and 3A Iowa high school music classifications).

A replication of the present study using high school instrumental students and directors as subjects may be advantageous. Research regarding the influence of contest ratings on junior high school choral and instrumental students' and directors' attitudes toward contest may provide further insights into the emphasis placed on competition by the public and parochial schools.

Another avenue of investigation might be to assess both high school choral and instrumental music students' and directors' attitudes toward elimination of all contest ratings in favor of participation only for adjudicator written and verbal comments. Such environment could provide immediate feedback for the ensemble's improvement while eliminating the pressure of the competition rating. An outgrowth of this study could be to
assess choral and instrumental students' and directors' attitudes toward contest ratings versus comments-only participation at the junior high level of competition.

Perhaps research is needed regarding the high school administrators' attitudes toward the value of the State Large Group Choral Contest, and especially the importance of the numerical rating received by the ensemble. These results may indicate any amount of pressure placed on music directors and students by the school administration to achieve top ratings at the State Contest.

While the present study has provided a number of insights into the influence of contest ratings on high school students' and directors' attitudes toward the State Large Group Choral Competition, more research is needed to determine how much effect these attitudes have on the total high school choral music program.

**Educational Implications**

This study has shown that the rating received by ensembles at the State Large Group Choral Contest influenced high school Mixed Chorus students' and directors' attitudes toward the value of contest participation. The rating also appeared to influence choral students' and directors' attitudes toward the amount and value of time and effort spent preparing for the State Contest. Regardless of the rating received, students and directors seemed to agree that participating in the State Choral Contest improved musical skills, developed personal pride and camaraderie, and increased parental support for the high school choral music program.
The State High School Large Group Music Contest appears to be an essential part of the Iowa high school choral music curriculum. Although students and directors may disagree as to the degree of importance placed on various elements of contest preparation and participation, the researcher concluded that the general attitude among subjects appeared to be that, regardless of the rating received, State Choral Contest participation is an affirmative educational process that aids in the students' musical maturity and creates positive personal attitudes toward music.

Educators need to evaluate their priorities when preparing ensembles for contest participation. It is important that the teaching emphasis be placed on the musical benefits received from participating in the contest and not on the ratings. Schools should be involved in music contests for the sake of improving and enhancing positive musical skills and not for the extrinsic aspects that such an event may provide.
References

Books


Journals


**Unpublished Sources**


McKee, W. Dean. "Early Music Contests In Iowa." Master's Thesis, Univ. of Iowa, August 8, 1929.


Thurman, Virgil L. "A Frequency and Time Description of Selected Rehearsal Behaviors Used by Five Choral Conductors." Dissertation Abstracts International 38, no. 6 (1977): 3135A.


APPENDIXES
APPENDIX A

DRAKE UNIVERSITY
MUSIC DEPARTMENT
DES MOINES, IOWA 50311

STUDENT QUESTIONNAIRE

INSTRUCTIONS: Please circle the number that BEST describes how YOU feel about the State Large Group Choral Contest in Iowa. The following key refers to your answers. Please DO NOT put your name or school's name on the questionnaire. When completed, place the form in the enclosed envelope and return it to your student leader.

SA = Strongly Agree  D = Disagree
A = Agree  SD = Strongly Disagree
N = Neutral

Rehearsing and Participating In State Large Group Contest:

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
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<tr>
<td>1. has little to do with improving musicianship and singing skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. improves sightreading skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. helps me learn to appreciate other types and styles of music.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. helps me gain personal pride by being part of the contest group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. takes an extreme amount of rehearsal time that could be used preparing for other musical activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. causes high levels of frustration within the ensemble.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. increases parental support for the choral music program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8. unifies the choir members to work toward a common goal.  
   1  2  3  4  5

9. is one of the main goals of the choral music program.  
   1  2  3  4  5

10. is worth all the time and effort spent in preparing for it.  
    1  2  3  4  5

11. How important to YOU is the rating your choir receives at State Large Group Choral contest? (Please circle your response)

   1. Vitally Important  4. Not Too Important
   2. Fairly Important   5. I Really Don't Care
   3. Important
APPENDIX B
DRAKE UNIVERSITY
MUSIC DEPARTMENT
DES MOINES, IOWA 50311
DIRECTOR QUESTIONNAIRE

INSTRUCTIONS: Please circle the number that BEST describes how YOU feel about the State Large Group contest in Iowa. The following key refers to your answers.

SA = Strongly Agree  A = Agree  N = Neutral
D = Disagree          SD = Strongly Disagree

Rehearsing and Participating In State Large Group Contest:

1. has little to do with improving musicianship and singing skills.  
   SA  A  N  D  SD
   1  2  3  4  5

2. improves sightreading skills.  
   SA  A  N  D  SD
   1  2  3  4  5

3. helps my students learn to appreciate other types and styles of music.  
   SA  A  N  D  SD
   1  2  3  4  5

4. helps my students gain pride by being part of the contest group.  
   SA  A  N  D  SD
   1  2  3  4  5

5. takes an extreme amount of rehearsal time that could be used preparing for other musical activities. 
   SA  A  N  D  SD
   1  2  3  4  5

6. causes high levels of frustration within the ensemble.  
   SA  A  N  D  SD
   1  2  3  4  5

7. increases parental support for the choral music program.  
   SA  A  N  D  SD
   1  2  3  4  5

8. unifies the choir members to work toward a common goal.  
   SA  A  N  D  SD
   1  2  3  4  5
9. is one of the main goals of the choral music program  

   1  2  3  4  5  

10. is worth all the time and effort spent in preparing for it.  

   1  2  3  4  5  

11. How important to YOU is the rating your choir receives at State Large Group Contest? (Please circle your response)  

   1. Vitally Important  2. Fairly Important  3. Important  
   4. Not Too Important  5. I Really Don't Care  

12. The number of Mixed Chorus rehearsals I conduct per week is:  

   1  2  3  4  5  

13. The approximate number of weeks prior to contest specifically devoted to preparation of contest literature is:  

   A. Less than 3 weeks  E. 6 weeks  
   B. 3 weeks  F. 7 weeks  
   C. 4 weeks  G. 8 or more weeks  
   D. 5 weeks
Dear Choir Member:

I am a graduate student in Music Education at Drake University and am conducting a research study as part of the thesis requirements. Research is a very important part of helping music educators, supervisors, and administrators discover strengths and weaknesses in our current music programs throughout the state. This, in turn, provides ideas for improving the quality of music education that we can provide for you, our students.

Your choir has an outstanding reputation for continued success, for which you can be very proud. As a senior choir member who has attended past State Large Group choral music contests, you have been selected by your director to share your thoughts and ideas regarding the State Large Group Contest. How honestly you answer the questions on the Student Questionnaire will be a big factor in the results of this study.

In order to be as fair as possible, please DO NOT put your name or school's name on the Student Questionnaire. When you have completed the form, please: 1) detach it from this letter, 2) place it in the envelope provided for you, and 3) return the sealed envelope to your designated student leader. Do not return the form to your director.

I would like to sincerely thank you for taking the time today to share your thoughts and ideas concerning the State Large Group Choral Music Contest with me. I wish you continued success this year in your choir and in all your future endeavors.

Respectfully yours,

Darlene Fett
Drake University
Dear Colleague,

As a former Iowa high school choral music educator and a current graduate student in Music Education at Drake University, I am conducting a research project as part of the thesis requirements. Research is a very important part of helping music educators, supervisors, and administrators discover the strengths and weaknesses in our current music programs throughout the state. This, in turn, provides ideas for improving the quality of music education that we can provide for our students.

Your choir has an outstanding reputation for continued excellence, for which you can be very proud! Therefore, I would like to ask your assistance in my research study: The Influence Of Contest Ratings On Students' and Directors' Attitudes Toward State Large Group Choral Competition.

Would you please select ten (10) senior students from your mixed chorus ensemble who have previously attended State Large Group Contest and distribute the enclosed Student Questionnaire/Letter/Envelope packet to each? In addition, please designate one student to whom all completed Student Questionnaires may be given and instruct this person to collect and return all ten sealed envelopes containing the Student Questionnaires to you.

Since this study will include both student and director attitudes, would you please complete the attached Director Questionnaire and return it with the students'? I have enclosed a stamped self-addressed envelope for all completed questionnaires to be mailed to me BY FEBRUARY 1.

I would like to THANK YOU so very much for your assistance in this research study and for taking the time today to share your responses and those of your students concerning the State Large Group Choral Music Contest with me. I wish you and your choral music students continued success throughout the remainder of this school year.

Respectfully yours,

Darlene Fett
Drake University
February 2, 1987

Dear

Recently I contacted you to assist me in determining the influence of contest ratings on student and director attitudes toward State Large Group Choral Competition. Perhaps our communications have crossed in the mail, or perhaps you have been delayed. If so, may I look for your response soon? I continue to seek your assistance. Research can be a valuable tool for determining strengths and weaknesses in existing educational concerns, as well as a means of projecting possibilities for improvement in educational pursuits.

Please complete the director questionnaire that was recently sent to you and ask 10 selected students from your contest mixed chorus to complete their forms within the next day or two and return them in the appropriate self-addressed, stamped envelope that was provided for your convenience.

Many of your colleagues have already responded and appear to be excited about the educational implications of this study. Your help is critical to the needs of this research and is greatly appreciated.

Sincerely,

Darlene L. Fett
Music Education Graduate Department
APPENDIX E

ANALYSIS OF PILOT DATA
STUDENT AND DIRECTOR RESPONSES
MEANS AND STANDARD DEVIATION

**STUDENT RESPONSES**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>MEAN</th>
<th>SD</th>
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<tbody>
<tr>
<td>1.</td>
<td>4.3</td>
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</tr>
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<td>6.</td>
<td>2.5</td>
<td>.90</td>
</tr>
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ANALYSIS OF PILOT DATA
STUDENT AND DIRECTOR RESPONSES
MEANS AND STANDARD DEVIATION

DIRECTOR RESPONSES

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