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School of Music

**An Exploration of the Big Five Traits and Effective Private Music Teachers**

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the Faculty of the School of Music  
in Candidacy for the Degree of  
Doctor of Music Education

by

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## ABSTRACT

Despite research studies on the dispositions of successful music educators, few studies have been published on the relationship between Big Five traits and successful private music instructors in a for-profit setting. By documenting these findings, educators will gain insights into effective traits, enabling them to refine their approach to music lessons in a private business setting. The author identifies this specific area of music education as needing to be explored and documented through qualitative research. Surveyed instructors from Arizona (N=12) indicate a significant correlation between high scores on certain traits of the Big Five and success in the private teaching context. Supporting this assertion is a body of literature that describes common characteristics of effective music educators in public and private organizations. Considering these and the ever-evolving nature of music education in private business settings, this study improves the current state of the field by exploring how teachers that score high on certain areas of the Big Five trait assessment can benefit students in private lesson settings. In addition to benefiting instructors, business owners looking to hire private music educators or students seeking music lessons may also benefit from this information by factoring in disposition throughout the teacher selection process. Overall, the project serves as an example of how music teacher personality traits influence educational outcomes in music. Consequently, it enhances the understanding of music education in the private lesson setting.

*Keywords:* Big Five; private music instructor; music business; teaching

## **DEDICATION**

I dedicate this Doctoral Thesis to my wife, Samantha Ozorio, and to my mother, Sandra Ozorio.

To my mother:

It was you who inspired me to take the first step.

To my wife:

It was you who encouraged me to take the final step.

I love you both.

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To the teaching faculty at Allegro School of Music, I appreciate your participation in the study. By sharing information about your private teaching experience and personality, you added insight into how teacher disposition influences education. Your commitment to providing a nurturing environment for your students while expanding your understanding of the craft is inspiring. Thank you for adding your voice to this study on music education.

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## ABBREVIATIONS

Big Five (BF)

Big Five Factors (BFF)

Big Five Model (BFM)

International Personality Item Pool - Neuroticism, Extraversion and Openness (IPIP-NEO)

Allegro School of Music (ASOM)

International Review Board (IRB)

Popular Music Education (PME)

Openness to Experience (O)

Conscientiousness (C)

Extraversion (E)

Agreeableness (A)

Neuroticism (N)

## CHAPTER ONE: INTRODUCTION

As a means of reaching their full potential, music teachers in for-profit music schools must consider the unique characteristics of their business compared to music educators in public or private schools. The absence of such consideration can lead to ineffective teaching style that often fails to engage students and maximize their learning potential.<sup>1</sup> As compared to a private or public-school teacher, a for-profit private music teacher must be able to adapt lessons according to individual students' strengths and weaknesses. Further, a for-profit private teacher must be aware of the institutional business objectives and be capable of adjusting their teaching strategies accordingly. These factors alone make private teaching a complex job that requires a high level of professionalism and flexibility.

This study describes the dispositions of effective private lesson teachers in a for-profit music school through the framework of the Big Five traits. While this study seeks to identify common traits among effective teachers, future research may use the findings to determine if certain Big Five characteristics are associated with positive outcomes for both students and institutions when they are embodied in instructors. Consequently, this research can provide insight into how the personality traits of teachers and students interact and affect the learning environment and business alike. It can also help to identify potential areas of improvement and strategies for developing a productive bond between teachers and students. Moreover, studying how teacher personality impacts music education can shed light on best practices for music pedagogy by exploring how personality affects overall learning outcomes.

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<sup>1</sup> Paul Mupa and Tendeukai Isaac Chinooneka, "Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence?," *Journal of Education and Practice* 6, no. 19 (2015): 125–132, <https://www.doi.org/ISSN 2222-288X>.

In its final phase, the research aimed to identify which Big Five qualities promote better student-teacher relationships and how these relationships can influence institutional outcomes. In this regard, this project provides valuable insight into the way teacher personality shapes music education in a business setting while at the same time providing stakeholders with information on which traits are relevant to their business success. In addition, hiring managers may use the information found in this study to identify potential teachers for their business and ensure their suitability for the role. Finally, it can serve as guidance on how to effectively leverage teacher personalities to ensure institutional success.

## Background

### **The History of For-Profit Music Schools**

A growing demand for music education and the desire for convenient and accessible learning opportunities have led to the emergence of for-profit music schools. Since for-profit schools can deliver convenience and accessibility that the market is increasingly seeking, one may assert that they are becoming a viable alternative to traditional music programs found in public and private schools. The growing shift to for-profit music schools has revolutionized the music industry, creating opportunities for accessible and individualized music education. As a result, more people than ever can study music.

One can trace the history of the for-profit music school as far back as the late 19th century, when music teachers, en masse, began teaching individual students for paid lessons.<sup>2</sup> By the 20th century, the industry noticed the emergence of the for-profit music school. A music school could now act as a music establishment operated and managed by a for-profit company

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<sup>2</sup> Rosemary Golding, "Music Teaching in the Late-Nineteenth Century," *The Music Profession in Britain, 1780–1920* (2018): 128–148, <https://www.doi.org/10.4324/9781315265001-8>.

whose business activities include providing music-related services with the primary aim of generating profit for the company and its shareholders.<sup>3</sup>

One of the first for-profit music education companies in the world was the Yamaha Corporation, founded in Japan in 1887.<sup>4</sup> Initially, Yamaha focused on manufacturing musical instruments, but it later expanded its operations to include music education.<sup>5</sup> Yamaha's innovative approach to teaching music, including the use of group lessons and specialized teaching methods, helped the company gain popularity and establish itself as a leader in the industry.<sup>6</sup> In the United States, the for-profit music education industry saw significant growth in the mid-20th century. Companies such as Guitar Center and Music & Arts were founded during this time and quickly gained a reputation for providing music education services.<sup>7</sup> These companies offered a wide range of musical instruments, accessories, and lessons catering to both beginners and advanced musicians.<sup>8</sup>

The proliferation of technology in the late 20th century further fueled the growth of for-profit music schools. The internet played a crucial role in expanding access to music education.<sup>9</sup> As a result, for-profit music education schools have continued to evolve and adapt to the

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<sup>3</sup> Stephen Robb, "For-Profit vs. Non-Profit Music Schools, Music Schools BC," *Music Schools BC*, accessed January 18, 2024, <https://bcacms.bc.ca/for-profit-vs-non-profit-music-schools/>.

<sup>4</sup> "Brand and History," *About Us - Yamaha Corporation*, 2023, accessed September 22, 2023, <https://www.yamaha.com/en/about/history/>.

<sup>5</sup> "About Yamaha Music Schools - Yamaha - United States," *Yamaha*, accessed September 22, 2023, <https://usa.yamaha.com/education/yms/background/index.html>.

<sup>6</sup> Ibid.

<sup>7</sup> "Our Journey," *Our History | Guitar Center*, accessed September 25, 2023, <https://www.guitarcenter.com/pages/history>.

<sup>8</sup> Ibid.

<sup>9</sup> David Medzerian, "USC Researchers Find Music Education Benefits Youth Wellbeing," *USC News*, accessed September 25, 2023, <https://news.usc.edu/204800/music-education-research/>.



changing needs and preferences of students. Some use technology that enhances music education by offering personalized learning experiences, allowing students to tailor their music education to their specific goals and interests.<sup>10</sup> Moreover, many include gamification to enhance the user experience.<sup>11</sup> The combination of these factors illustrates how for-profit schools are creating personalized and engaging learning experiences. This shift in learning models provides learners with the flexibility to learn in their preferred way, at their own pace, and from any device.

### The Big Five

Since its inception, the Big Five model has been widely researched and has been applied within the fields of psychology, organizational behavior, and personality assessment. It's had a reaching impact on our understanding of individual differences today, helping to predict human behavior and even informing career decisions.<sup>12</sup> The empirical history of the Big Five personality traits begins around the mid-20th century, with psychologists venturing to explain human personality by studying its key dimensions.<sup>13</sup>

An early attempt to arrange personality traits was made by the psychologist Gordon Allport in the 1930s.<sup>14</sup> Allport identified more than 4,000 words that describe people and placed

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<sup>10</sup> G. Williamson McDiarmid and Yong Zhao (赵勇), "Time to Rethink: Educating for a Technology-Transformed World," *ECNU Review of Education* 6, no. 2 (2022): 189–214, <https://doi.org/10.1177/20965311221076493>.

<sup>11</sup> Carolyn Wagner, "Digital Gamification in Private Music Education," *Antistasis* 7, no. 1 (March 2, 2017): 115–122, <https://journals.lib.unb.ca/index.php/antistasis/article/view/24904/29537>.

<sup>12</sup> "Five-Factor Model of Personality," *Iresearchnet*, accessed September 27, 2023, <https://psychology.iresearchnet.com/counseling-psychology/personality-theories/five-factor-model-of-personality/>.

<sup>13</sup> Marc-Antoine Crocq, "Milestones in the History of Personality Disorders," *Dialogues in Clinical Neuroscience* 15, no. 2 (2013): 147–153, <https://www.doi.org/10.31887/dcns.2013.15.2/macrocq>.

<sup>14</sup> Ian A. Nicholson, "Gordon Allport, Character, and the 'Culture of Personality,' 1897–1937.," *History of Psychology* 1, no. 1 (1998): 52–68, <https://www.doi.org/10.1037/1093-4510.1.1.52>.

them into three classes, named cardinal traits, central traits, and secondary traits.<sup>15</sup> However, Allport's pioneering work is often not considered to have laid down the seminal foundation for the Big Five because of its limitations in scope: it described personality in behaviors and interactions that people exhibit but avoided addressing the underlying cognitions that determine behavior.<sup>16</sup>

Rather, the development of the Big Five model can be attributed to several researchers who independently arrived at similar conclusions. The foundations of the model started with the influential research conducted by Raymond Cattell in the 1940s and 1950s, leading to the identification of 16 personality factors.<sup>17</sup> However, Cattell's research only served as a precursor to the Big Five model. In the 1960s, Cattell's research was extended by Ernest Tupes and Raymond Christal, both aiming to pinpoint the key dimensions of U.S. Air Force pilots to assist in pilot selection.<sup>18</sup> They analyzed many personality descriptors and found that five distinct factors consistently emerged.<sup>19</sup> These factors were later labeled as extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience by Warren Norman.<sup>20</sup>

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<sup>15</sup> "Gordon W. Allport," *Harvard University Department of Psychology*, 2023, accessed September 27, 2023, <https://psychology.fas.harvard.edu/people/gordon-w-allport>. Crocq, "Milestones in the History of Personality Disorders."

<sup>16</sup> Janelle Barowski, "Gordon Allport's Personality Theory," *Study.Com*, January 4, 2022, accessed September 27, 2023, <https://study.com/academy/lesson/gordon-allports-personality-theory.html>.

<sup>17</sup> Mark D. Kelland, "10.5: Basic Concepts of Cattell's Theory," *Social Sci LibreTexts*, December 1, 2022, accessed September 27, 2023, [https://socialsci.libretexts.org/Bookshelves/Psychology/Culture\\_and\\_Community/Personality\\_Theory\\_in\\_a\\_Cultural\\_Context\\_\(Kelland\)/10%3A\\_Trait\\_Theories\\_of\\_Personality/10.05%3A\\_Basic\\_Concepts\\_of\\_Cattell's\\_Theory#:~:text=In%20the%20late%201940s%2C%20Cattell,\(see%20Cattell%2C%201956\)](https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_(Kelland)/10%3A_Trait_Theories_of_Personality/10.05%3A_Basic_Concepts_of_Cattell's_Theory#:~:text=In%20the%20late%201940s%2C%20Cattell,(see%20Cattell%2C%201956)).

<sup>18</sup> "Five-Factor Model of Personality."

<sup>19</sup> *Ibid.*

<sup>20</sup> Bernardo J. Carducci, Christopher S. Nave, and Stephanie L. Albertson, "Warren T. Norman," essay, in *The Wiley Encyclopedia of Personality and Individual Differences, Set* (Hoboken, NJ: John Wiley & Sons, Incorporated, 2020), 601–605.

Over the years, the Big Five model gained widespread acceptance within the field of psychology. Researchers from different cultures and backgrounds have validated the universality of these five factors.<sup>21</sup> Moreover, this cross-cultural validity has contributed to the model's robustness and applicability in various contexts. This cross-cultural validity is one of the strengths of the Big Five model, showcasing its ability to capture a broad range of personality traits, providing a comprehensive understanding of an individual's personality. Each of the five factors represents a continuum, with individuals falling somewhere along each dimension.<sup>22</sup> For example, an individual may be highly extraverted, moderately agreeable, very conscientious, low in neuroticism, and open to new experiences.

In sum, it has been demonstrated that the development of the Big Five model can be attributed, in part, to the contributions of various psychologists, resulting in a comprehensive framework that has provided valuable insight into understanding and assessing personality. As one of the most influential models in the field of personality psychology, it stands out due to the broad applicability and cross-cultural validity of its concepts. As such, the Big Five model has become an invaluable resource for researchers, professionals, and everyday individuals alike.

### **Statement of the Problem**

This research investigates the influence of the Big Five personality traits on music instruction within for-profit music schools. The Big Five personality traits, also known as the Five Factor Model, encompass five fundamental dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism. These traits have been widely

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<sup>21</sup> "Five-Factor Model of Personality."

<sup>22</sup> Rose M. Spielman, William J. Jenkins, and Marilyn D. Lovett, "11.7 Trait Theorists - Psychology 2e," *OpenStax*, 2023, accessed September 27, 2023, <https://openstax.org/books/psychology-2e/pages/11-7-trait-theorists>.

studied in various fields, but their influence on for-profit music instruction remains relatively unexplored.

For-profit music instruction can play an important role in the development of an individual's musical skills and abilities. Students learn from their instructors through the transmission of knowledge, techniques, and musical interpretations. The one-on-one instruction that for-profit music instruction provides allows students to receive tailored advice and feedback. As a result, students can identify weaknesses and develop an individualized plan for improvement. Additionally, having an instructor who is well-versed in music theory and performance techniques can help students gain a better understanding of how to practice, play, and express themselves musically.

Understanding the relationship between the Big Five personality traits and for-profit music instruction can have significant implications for both educators and students. It can help instructors tailor their teaching methods to accommodate different personality types, leading to more effective and personalized instruction. Additionally, it can provide valuable insights for teachers regarding self-awareness and self-reflection, enabling them to optimize their student's learning experience. This is because knowing one's Big Five personality traits can help instructors understand how to best motivate students, what types of challenges may be most appealing to them, and how to best tailor instruction to their individual strengths. This can help to create a sense of ownership and self-efficacy in students, which can ultimately lead to better learning outcomes.

#### Statement of the Purpose

The purpose of this study is to explore the interaction between the Big Five personality traits and for-profit private music instruction. The objective is to shed light on how these

personality traits may influence the effectiveness and outcomes of music education within a for-profit framework. By understanding this interaction, educators, business owners, and policy makers can tailor their approaches and strategies to better cater to the diverse needs and preferences of students, providing an asset to musical pedagogy.<sup>23</sup>

This understanding can also help create better educational environments that foster creativity and personal growth. This is because when teachers understand the importance of disposition in teaching, they can provide students with the necessary support to explore and express themselves.<sup>24</sup> This can be beneficial in helping students develop a more positive outlook on music studies and become more engaged in their learning and development.<sup>25</sup> Additionally, creating an environment that encourages creativity and personal growth can help to motivate students and encourage them to continue learning.<sup>26</sup> Consequently, providing students with meaningful opportunities to explore and express themselves through music can be a powerful tool in helping them reach their full potential.

### Statement of Significance

Teaching and learning traditionally rely on a productive relationship between instructor and pupil. Thus, the character and personalities of both the student and the teacher can assist or

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<sup>23</sup> Catherine Shea Sanger and Nancy W. Gleason, “Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments,” essay, in *Diversity and Inclusion in Global Higher Education: Lessons from across Asia* (Singapore: Palgrave Macmillan, 2020), 31–71.

<sup>24</sup> “Why Children’s Dispositions Should Matter to All Teachers,” *Early Childhood Learning and Knowledge Center*, accessed January 18, 2024, <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/why-childrens-dispositions-should-matter-all-teachers>.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

impede the learning process.<sup>27</sup> If the student and the teacher are able to establish a trusting and supportive relationship, it can help to foster a sense of motivation and openness to learning.<sup>28</sup> On the other hand, if the student and the teacher do not get along, it can lead to a hostile and unproductive learning environment. Considering this, the focus on the Big Five traits that influence positive student-teacher interactions in a for-profit music school serves the purpose of maximizing the quality of instruction in private lessons. It also allows the business to optimize its operations and provide a better experience for its customers. All in all, the focus on these factors help to ensure the success of the business and students.

### Research Questions

Through descriptive research, the aim of this qualitative study is to gain insight into the Big Five traits and for-profit education, and which instructor-dispositions gain the most benefit within the private teaching context. This research asks how Big Five personality traits, i.e., extraversion, agreeableness, openness, conscientiousness, and neuroticism, can alter the teacher-student dynamic.<sup>29</sup> Additionally, the study explores what makes a private lesson instructor most effective as a communicator and for developing skills necessary to empower students to study music for a lifetime. Overall, this study provides an in-depth understanding of the impact of personality traits on learner experience and the impact of teachers' dispositions on student achievement.

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<sup>27</sup> Fred Manley, "Classroom Personalities of Effective Teachers Within a Technical College Setting" (dissertation, Western Michigan University, 1995).

<sup>28</sup> Catherine Vanner et al., "The Importance of Student-Teacher Relationships," *Classroom Practice in 2022*, April 1, 2022, accessed September 4, 2023, <https://ecampusontario.pressbooks.pub/educ5202/chapter/the-importance-of-student-teacher-relationships/>.

<sup>29</sup> Sonia Roccas et al., "The Big Five Personality Factors and Personal Values," *Personality and Social Psychology Bulletin* 28, no. 6 (2002): 789–801, <https://www.doi.org/10.1177/0146167202289008>.

Research Question One: What is the effect, if any, of the Big Five personality traits, i.e., extraversion, agreeableness, openness, conscientiousness, and neuroticism, on the teacher-student dynamic in private lessons?

Research Question Two: Do scores across the Big Five attributes of effective for-profit private lesson instructors show significant consistency?

### Hypotheses

The researcher can confirm or refute the hypotheses by examining a set of characteristic traits common among effective teachers. These hypotheses are based on limited research in the literature on personality and teaching. The researcher will collect data from a sample of teachers to test the hypotheses. The data will then be analyzed to understand if there is statistically significant commonality amongst the characteristics of effective teachers in the private lesson setting.

The following tentative statements are based on limited study and await further investigation to be realized:

Hypothesis One: Effective music teachers may score high in extraversion, openness to experience, agreeability, moderate in conscientiousness, and low in neuroticism.

Hypothesis Two: Individuals who embody Big Five characteristics associated with success in the for-profit music school setting have an ability to impart knowledge required to empower students to study music throughout their lifetime.

Based on the investigation of a body of existing literature regarding effective personality traits of music teachers and the results of a Big Five survey completed by for-profit music instructors, the study may find that effective music teachers may score high in extraversion,

openness to experience, agreeability, moderate in conscientiousness, and low in neuroticism.<sup>30</sup> This could indicate that effective private music teachers may be outgoing, open-minded, friendly, and emotionally stable. If these hypotheses are confirmed, it may indicate that these traits can help a teacher succeed in a for-profit music school because one-on-one lessons require interaction, creativity, and the ability to cope with difficult situations.<sup>31</sup> Moreover, these traits suggest that individuals who embody these characteristics may be able to teach students of all levels and ages and be able to adapt their teaching methods to the individual needs of each pupil.<sup>32</sup>

### Research Plan

An in-depth review of existing literature is to be conducted on music education and the Big Five personality traits. This existing literature will be supported by interviews, documents, and observation.<sup>33</sup> This step is meant to gain an understanding of the current state of music education and the Big Five personality traits.

Additionally, with International Review Board (IRB) approval, this study conducts interviews with private music instructors to collect qualitative data about their experiences and perceptions. By conducting an IRB review in advance, it ensures that human subjects are

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<sup>30</sup> Ziyang Liu et al., “A Meta-Analysis of Teachers’ Job Burnout and Big Five Personality Traits,” *Frontiers in Education* 7 (March 18, 2022): 1–17, <https://doi.org/10.3389/educ.2022.822659>, 1.

<sup>31</sup> “Qualities of a Good Teacher: The 14 Qualities That Top Our List,” *National University*, accessed January 18, 2024, <https://www.nu.edu/blog/qualities-of-a-good-teacher/>.

<sup>32</sup> Liu et al., “A Meta-Analysis of Teachers’ Job Burnout and Big Five Personality Traits.”

<sup>33</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, CA: SAGE Publications, Inc., 2023).



protected from harm.<sup>34</sup> Furthermore, IRB approval ensures the data collected is conducted in an ethical manner and is in line with applicable laws and regulations.

Using the collected data, the author will examine the relationship between personality traits and teaching effectiveness. Through this examination, the author can then determine if certain Big Five personality traits are more prevalent among successful private music instructors, such as extraversion, agreeableness, conscientiousness, and openness. Additionally, the author will be able to determine if these traits have a direct influence on the relationship between teacher and student.

### **Private Teacher Survey**

In the course of the study, survey questions will be sent electronically to private music instructors in Arizona using the web-based platform Survey Monkey. Answers to the questions will include descriptions of personality and effective teaching. This will provide valuable information about the instructors, such as their teaching style, how they interact with students, and any challenges they may have faced in their careers.

### **IPIP-NEO-120**

In addition to the survey, a Big Five personality assessment (IPIP-NEO-120) will be conducted to gain data related to their individual characteristics. The Big Five model measures five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism. These dimensions can be used to identify a person's strengths and weaknesses, as well as potential areas for improvement. Comparing the outcomes of the survey and the personality

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<sup>34</sup> Office of the Commissioner, "IRB-FAQS," *U.S. Food and Drug Administration*, 1998, accessed September 15, 2023, <https://www.fda.gov/regulatory-information/search-fda-guidance-documents/institutional-review-boards-frequently-asked-questions#:~:text=The%20purpose%20of%20IRB%20review,as%20subjects%20in%20the%20research.>

assessment will allow the study to conclude the potential connection between the individual's personality and their success as a private music teacher. This information can then be used to develop strategies to help instructors better predict educational outcomes and increase their chances of success.

## Core Concepts

### **Success and Effectiveness in Teaching**

The success and effectiveness of an instructor are primarily determined by his or her ability to impart knowledge and skills necessary for students to participate in lifelong musical learning. To accomplish this, teachers should prioritize high-quality instruction, provide formative feedback to students, demonstrate their effectiveness to their employers, and use self-reflection to improve their teaching.<sup>35</sup> High-quality instruction should include the use of effective teaching strategies, such as providing clear learning objectives, demonstrating the relevance of the lesson to the student's life, and giving students the opportunity to practice and apply the knowledge and skills they are learning. Formative feedback should be tailored to the individual student and should be given in a timely manner. Demonstrating effectiveness to employers could include submitting regular progress reports, attending professional development sessions, and engaging in self-reflection to identify areas for improvement. Moreover, successful teachers should be able to create an environment that facilitates student growth, retention, and satisfaction, all of which enhance the business of private music.

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<sup>35</sup> Jennifer Laubenthal, "Assessment in the Private Studio Setting: Supporting Student Learning, Providing Effective Instruction, and Building Faculty-Student Interaction," *Music Educators Journal* 104, no. 3 (2018): 54–59, <https://www.doi.org/10.1177/0027432117745139>.

## For-Profit Music Schools

In light of the growing interest in music instruction within the corporate sector, the private music lesson industry has achieved unprecedented levels of student interest and cultural saturation.<sup>36</sup> This success can be attributed to the industry's use of corporate strategies and creative marketing.<sup>37</sup> Moreover, as a result of these factors, they have been able to reach a wider audience<sup>38</sup> and provide a more personalized learning experience.<sup>39</sup> It has been a result of these efforts that music education has become more accessible to people of all ages and from various walks of life.

The intersection between public and private music education has generally been mutually beneficial.<sup>40</sup> As stated earlier, private music education offers for more personalized teaching and can often be tailored to the student's individual needs and goals.<sup>41</sup> Public music education, on the other hand, provides a more accessible and affordable option for those who may not have the financial resources for private music lessons.<sup>42</sup> Thus, it can be concluded that through the interaction between these two sectors of music education, there is a dynamic where both sectors can gain value from each other. Suffice it to say it is in the public sector's interest to take advantage of the more personalized approach of the private sector, whereas the private sector is

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<sup>36</sup> Corin T. Overland, "Music Education, Inc.," *Music Educators Journal* 104, no. 1 (2017): 55–61, <https://www.doi.org/10.1177/0027432117719462>.

<sup>37</sup> Janice Aurini and Scott Davies, "The Transformation of Private Tutoring: Education in a Franchise Form," *The Canadian Journal of Sociology* 29, no. 3 (2004): 419–438, <https://www.doi.org/10.1353/cjs.2004.0031>.

<sup>38</sup> *Ibid.*, 424.

<sup>39</sup> *Ibid.*, 436.

<sup>40</sup> Overland, "Music Education, Inc.," 56.

<sup>41</sup> *Ibid.*, 55.

<sup>42</sup> *Ibid.*, 56.

in the interest of taking advantage of the broader and more affordable approach of the public sector.

### **The Big Five Personality Factors and Personal Values**

The Big Five, or five-factor model (FFM), is currently the most popular method for analyzing human trait structure.<sup>43</sup> This method asserts that personality traits can be described by five basic factors: neuroticism, openness to new experiences, extraversion, agreeability, and conscientiousness.<sup>44</sup> To gain a deeper understanding of the traits of successful instructors in for-profit music schools, it is necessary to understand each of these factors. This is because the traits of successful instructors can vary depending on the teaching context. As an example, an instructor's agreeability may be well suited to teaching children but may hinder his or her ability to instruct an adult. Therefore, it is important to research and analyze the specific traits of successful instructors in a specific business setting to identify which of these traits are of most benefit to all stakeholders.

#### *Openness to Experience*

Teachers with high openness to experience tend to be thoughtful, imaginative, sensitive, and open-minded.<sup>45</sup> As a result, this trait is most compatible with values that are oriented toward intellectual and emotional autonomy, acceptance and cultivation of diversity, and a commitment to newness and change.<sup>46</sup> In private music teaching, those with this trait may find it easier to be flexible and adjust their teaching methods based on the needs of their students. Furthermore, they

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<sup>43</sup> Roccas et al., "The Big Five Personality Factors and Personal Values," 789.

<sup>44</sup> Ibid.

<sup>45</sup> Ibid., 792.

<sup>46</sup> Ibid.

may be more likely to experiment with new materials, activities, and approaches, which could make them more creative and effective teachers. Because of this, those who are more open to experience may be better equipped to remain nimble in the face of differentiation and adapt their teaching methods accordingly.<sup>47</sup>

### *Conscientiousness*

Those with high conscientiousness tend to be meticulous, responsible, organized, careful, and scrupulous.<sup>48</sup> This trait is typically associated with success in the workplace and in school with a tendency to conform.<sup>49</sup> Although people with high conscientiousness may be successful in the workplace and in school, they may also have a harder time adapting to change. This is because they tend to be more rigid in their thinking and more resistant to new ideas.<sup>50</sup> In the private teaching context this could lead to difficulty adapting to novel approaches or differentiation in teaching, which could adversely affect their performance and career. This trait can therefore be a disadvantage for private teachers as it may interfere with their ability to adapt to new ideas and strategies.

### *Extraversion*

Extraverted individuals are described as sociable, talkative, assertive, and active.<sup>51</sup> As a result, they are often seen as energized by being around other people and tend to draw energy

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<sup>47</sup> Christiane Nieß and Hannes Zacher, “Openness to Experience as a Predictor and Outcome of Upward Job Changes into Managerial and Professional Positions,” *PLOS ONE* 10, no. 6 (2015): 1–22, <https://doi.org/10.1371/journal.pone.0131115>.

<sup>48</sup> Sonia Roccas et al., “The Big Five Personality Factors and Personal Values,” 793.

<sup>49</sup> *Ibid.*, 797.

<sup>50</sup> Ramona Paloş, Delia Virgă, and Mariana Craşovan, “Resistance to Change as a Mediator between Conscientiousness and Teachers’ Job Satisfaction. the Moderating Role of Learning Goals Orientation,” *Frontiers in Psychology* 12 (2022), <https://www.doi.org/10.3389/fpsyg.2021.757681>.

<sup>51</sup> *Ibid.*, 792.

from social situations. On the other hand, introverted individuals are often seen as reserved, quiet, and shy—often preferring to spend time alone and finding social situations draining.<sup>52</sup> Furthermore, the trait of extraversion is marked by novelty, exhilaration, and assertiveness, which conflict with the passivity and surrender inherent in traditional values.<sup>53</sup> For this reason, extraversion has been associated with risk-taking and deviance.<sup>54</sup> This may create tension between those who embrace extraversion and those who prefer to adhere to more traditional values. In the private lesson setting, this conflict can manifest itself in the form of tension between the student and the teacher. This tension can impede the student’s progress and make it difficult for them to learn. In this regard, it may be beneficial for students if they have a teacher who is flexible and encouraging whether the student exhibits extraversion or not. In other words, it is important to find a teacher who can accommodate both the extravert and introvert to maximize the potential for student success.

### *Agreeableness*

Agreeable individuals exhibit good-naturedness, compliance, modesty, gentleness, and cooperation.<sup>55</sup> As a result, they may be accommodating and willing to compromise and have a strong desire to get along with others. Additionally, agreeable people are also more likely to trust others and are less likely to be critical or argumentative.<sup>56</sup> Consequently, one may argue that

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<sup>52</sup> Sonia Roccas et al., “The Big Five Personality Factors and Personal Values,” 792.

<sup>53</sup> “The Big Five Personality Factors and Personal Values,” 792.

<sup>54</sup> Angelo Reyes Dullas et al., “Determinants of a Variety of Deviant Behaviors: An Analysis of Family Satisfaction, Personality Traits, and Their Relationship to Deviant Behaviors among Filipino Adolescents,” *Frontiers in Psychology* 12 (2021): 1–14, <https://www.doi.org/10.3389/fpsyg.2021.645126>.

<sup>55</sup> Sonia Roccas et al., “The Big Five Personality Factors and Personal Values,” 792.

<sup>56</sup> Sheldon Reid, “Personality Types, Traits, and How It Affects Mental Health,” *HelpGuide.Org*, accessed September 6, 2023, <https://www.helpguide.org/articles/personality-disorders/personality-types-traits-and-how-it-affects-mental-health.htm#:~:text=People%20who%20are%20highly%20agreeable,emotions%20and%20are%20easily%20upset>.

being agreeable is essential to getting along with others and gaining trust. Within the context of a private lesson, agreeableness can be beneficial for forming a positive relationship between the student and the instructor, which can lead to better learning outcomes.<sup>57</sup> Moreover, it may help foster a comfortable learning environment, creating a sense of security and trust for the student.<sup>58</sup>

### *Neuroticism*

There are several characteristics that are common to people with high neuroticism levels, including anxiety, depression, anger, and insecurity.<sup>59</sup> Instructors who are neurotic should be aware of their own tendencies, and they should be aware of how these tendencies can affect their teaching style. They should be aware of the potential for overreaction and be mindful of their interactions with students. It is very important for music teachers to have a good understanding of these traits so that they can best support their students because there is a strong correlation between musicians and neuroticism.<sup>60</sup> As music teachers, it is important to educate students about the risks involved in making music and to provide them with the support and resources that they need in order to cope with those risks. Consequently, instructors with low neuroticism may be of most benefit to student wellbeing. They are better equipped to remain emotionally balanced and help their students manage their emotions in a constructive way. This, in turn, can lead to better performance and a more enriching musical experience.

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<sup>57</sup> Vanner et al., “The Importance of Student-Teacher Relationships.”

<sup>58</sup> Ibid.

<sup>59</sup> Sonia Roccas et al., “The Big Five Personality Factors and Personal Values,” 793.

<sup>60</sup> Dave Miranda, “The Emotional Bond between Neuroticism and Music.,” *Psychomusicology: Music, Mind, and Brain* 30, no. 2 (2020): 53–63, <https://www.doi.org/10.1037/pmu0000250>.

## Score Classification

An individual's Big Five personality traits are classified as high, moderate, or low according to their scores. High scores refer to individuals who demonstrate high levels of agreeableness, conscientiousness, extraversion, openness, and neuroticism. Moderate scores refer to individuals with average levels of these traits, and low scores refer to individuals with low levels of these traits. Numerically, an individual's Big Five traits score ranges from 10 to 50 points.<sup>61</sup> A person with a low level of a given trait will receive a score between 10 and 24.<sup>62</sup> Moderate levels range from 25 to 35.<sup>63</sup> High levels of a particular trait will score 36-50.<sup>64</sup> The individual's score for each trait is combined to give an overall score for the Big Five traits. This overall score can then be used to assess an individual's personality traits.

## Definition of Terms

**For-profit music school.** A company that operates with the primary goal of making a profit through lessons, classes, or other revenue-generating activities to sustain its operations, recoup initial investments, and generate profits.<sup>65</sup>

**For-profit private music teacher.** Professional teachers who provide personalized music instruction to individuals on a one-on-one basis.<sup>66</sup>

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<sup>61</sup> "Personality (Big 5)," *What Do Your Scores Mean?*, 2023, accessed October 5, 2023, [https://warwick.ac.uk/services/dc/phdlife/wellbeing/potentialadvantage/personality\\_and\\_wellbeing\\_results/#:~:text=Neuroticism%20is%20defined%20by%20how,are%20between%2036%20and%2050](https://warwick.ac.uk/services/dc/phdlife/wellbeing/potentialadvantage/personality_and_wellbeing_results/#:~:text=Neuroticism%20is%20defined%20by%20how,are%20between%2036%20and%2050).

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

<sup>65</sup> Stephen Robb, "For-Profit vs. Non-Profit Music Schools, Music Schools BC."

<sup>66</sup> "Private Music Instructor," *Berklee*, accessed January 18, 2024, <https://www.berklee.edu/careers/roles/private-instructor>.



**Successful teacher.** This term refers to for-profit music teachers that provide instruction in a way that empower students with the skills and knowledge necessary to participate in lifelong musical learning.<sup>67</sup>

**Big Five traits/ Five-Factor Model (FFM).** The accepted framework in psychology used to describe and categorize human personality traits. These traits are the fundamental dimensions of personality that encompass a range of individual differences. The Big Five traits include: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.<sup>68</sup>

**IPIP-NEO-120.** The 120-item personality inventory is intended for older adolescents and adults. It measures the well-established five-factor model of personality and its associated facets.<sup>69</sup>

**Affability.** The ability to interact with others in a friendly and easy manner.<sup>70</sup> In this study, this refers to the coded word encompassing the traits of describe behavior clusters associated with the Big Five trait of agreeability. The researcher will use this code word to describe characteristics like trust, morality, altruism, cooperation, modesty, and sympathy.

**Conviviality.** The ability to make people feel welcome and happy.<sup>71</sup> This study uses this as a coded word to describe behavior clusters associated with the Big Five trait of extraversion.

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<sup>67</sup> Amanda E. Krause and Jane W. Davidson, “Effective Educational Strategies to Promote Life-Long Musical Investment: Perceptions of Educators,” *Frontiers in Psychology* 9 (2018), <https://www.doi.org/10.3389/fpsyg.2018.01977>.

<sup>68</sup> John M. Grohol, “The Big 5 Personality Traits,” *Psych Central*, March 31, 2022, accessed January 18, 2024, <https://psychcentral.com/lib/the-big-five-personality-traits#the-big-5-personality-traits>.

<sup>69</sup> David Hegarty, “International Personality Item Pool – Neo – 120 Item Version (IPIP-Neo-120),” *NovoPsych*, accessed February 11, 2024, <https://novopsych.com.au/assessments/formulation/internationalpersonality-item-pool-neo-120-item-version-ipip-neo-120/>.

<sup>70</sup> *Cambridge English Dictionary*, n.d., “affability,” accessed June 7, 2024, <https://dictionary.cambridge.org/us/dictionary/english/affability>.

Conviviality describes traits such as friendliness, gregariousness, assertiveness, vivaciousness, passion, and cheerfulness.

**Psychoneurotic.** This relates to a personality disorder characterized by social or interpersonal maladjustment and excessive anxiety or indecision.<sup>72</sup> This will be the code word used to describe behavior clusters associated with neuroticism. Psychoneurotic traits include anxiety, anger, depression, self-consciousness, vulnerability, and immoderation.

### Chapter Summary

This chapter aims to advocate research for identifying significant influences between the Big Five traits and instructor success. By developing an understanding of effective traits, instructors become enabled to refine their approach to music lessons in a business environment. Additionally, employers can identify traits that contribute to professional success. This contributes to the field of for-profit music education by providing a better understanding of how to evaluate potential instructors and create more effective hiring practices. Furthermore, this understanding can help employers create effective training programs to ensure the success of their employees.

The author has determined that qualitative research should be conducted in this specific area of music education. This is because qualitative research can help to uncover the underlying assumptions and beliefs that have influenced the development of music education in the past. It can also help to identify current trends and issues that need to be addressed to shape the future of music education. In summation, the author's assertion that the future of music education can be

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<sup>71</sup> *Cambridge English Dictionary*, n.d., "conviviality," accessed June 7, 2024, <https://dictionary.cambridge.org/us/dictionary/english/conviviality>.

<sup>72</sup> *Dictionary.com*, n.d., "Psychoneurotic," accessed June 7, 2024, <https://www.dictionary.com/browse/psychoneurotic>.

informed and shaped by considering its past is sufficiently supported by qualitative research methods.

It was found that extraversion, agreeableness, and openness to experience were among the most prevalent qualities among successful music educators. This conclusion is made evident by a body of literature on dispositions of successful music educators and the results of a Big Five survey completed by for-profit music instructors. This indicates a need for further research into the effectiveness of these qualities in music education and a better understanding of why these qualities are important.

## CHAPTER TWO: LITERATURE REVIEW

The literature review serves an essential purpose in research. Initially, it provides a foundation of knowledge about the topic at hand. An extensive body of research has been conducted on the characteristics of effective teachers, and it is a necessity that due diligence is demonstrated to prevent duplication of scholarship and give credit to past studies.<sup>1</sup> Researchers are also able to identify knowledge gaps, conflicts, and unanswered questions as a result of processing the established body of literature.<sup>2</sup> Accordingly, the literature review may be used to justify the need for the study. In addition, it provides the context from which the study is derived and how the study adds to the current body of literature.<sup>3</sup> Consequently, a critical analysis of the body of literature exploring the relationship between teaching and personality, definitions of student achievement and effective teaching, descriptions of for-profit music schools, and their purpose will form part of this literature review. Thus, this chapter will provide the necessary background for the study and act as the foundation on which the study can be developed.

In summation, this chapter explores different perspectives, methodologies, and findings, allowing for a comprehensive understanding of the current state of knowledge and highlighting areas where further research is needed. This critical analysis contributes to the development of the study by identifying shortcomings in the literature and providing a rationale for the research objectives and hypotheses. Addressing the identified deficiencies in the literature is crucial as it allows researchers to contribute to the existing body of knowledge and advance the field. Furthermore, by exploring these voids of understanding, the study provides new insights,

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<sup>1</sup> Laura B. Karas, "Literature Review," Literature Review, Last modified 2022, <https://uscupstate.libguides.com/c.php?g=627058&p=4373978>.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

validates existing theories, and proposes alternative perspectives, ultimately enriching the understanding of the topic and guiding future research in the area. As such, it is essential to bridge the gap between the current literature and potential research opportunities in order to further the advancement of the field.

### Teaching and Personality Beyond Music Education

People are at the center of music as they are the leaders, advocates, and learners of music. Music education is about creating an environment where people can develop their own talents, explore their creativity, and collaborate with others. In addition, through music education, people can become more confident, creative, and connected.<sup>4</sup> Accordingly, the author argues that the literature review section of this study should not be limited to music education studies. Applying the Big Five study in various teaching contexts allows for a holistic approach to education, recognizing the diverse needs and strengths of individuals across different subjects. By studying the principles of the Big Five in teaching practices beyond music, music education researchers can ensure diligence, promote critical thinking, and cultivate a deeper understanding of the human experience in students across all disciplines. This is critical, as incorporating research from other fields into this study of music education allows for a broader understanding of teaching and personality, leading to more effective and holistic approaches to music education.<sup>5</sup> This interdisciplinary approach allows us to draw upon insights and methodologies from diverse

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<sup>4</sup> David Medzerian, “USC Researchers Find Music Education Benefits Youth Wellbeing,” USC Today, Last modified December 13, 2023, <https://today.usc.edu/music-education-research/#:~:text=Other%20research%20a lso%20has%20shown,Environmental%20Research%20and%20Public%20Health>.

<sup>5</sup> Guozhong Zhang, Jian Sun, and Ying Sun, “Mapping Interdisciplinary Collaboration in Music Education: Analysis of Models in Higher Education across North America, Europe, Oceania, and Asia,” *Frontiers in Psychology* 14 (November 29, 2023): 1–14, <https://www.doi.org/10.3389/fpsyg.2023.1284193>, 4.

disciplines, enriching our understanding of how individuals learn and grow while concurrently enhancing the educational experience for students in music.

Although this interdisciplinary approach has advantages, there are also some drawbacks. For example, it can be difficult to integrate research from different fields in a way that is both comprehensive and cohesive. This approach can lead to a disjointed understanding of music education, as each section of the study is based on a different field. For example, a study on the impact of music education on cognitive development might draw on research from psychology, neuroscience, and education, but each field may use different research methods and language, making it difficult to unify the findings. Nonetheless, this approach can also allow for a more comprehensive understanding of music education. This is because, by drawing on multiple fields, researchers can gain a more comprehensive understanding of the impact of music education. Additionally, this approach can help researchers to identify potential areas for further research and collaboration. Therefore, in this chapter, the author aims to provide a comprehensive discussion of the findings, methods, and implications of literature on the Big Five found across disciplines in this literature review.

### Big Five and Student Achievement

One of the purposes of this study is to investigate whether or not the Big Five personality traits have an effect on the teacher-student dynamics in private lessons. To answer this, it is required to delve into the influence that Big Five traits have on a student's academic success. Doing so allows researchers to gain insight into how students of varied Big Five traits react to the scholastic challenges encountered in a private lesson setting. Exploring the body of literature on the influence of the Big Five and student success will also highlight how teachers can use Big Five personality traits to better tailor their instruction. Overall, studying this aspect of the Big

Five will provide a better understanding of how teachers can use Big Five traits to create a more supportive learning environment and get researchers closer to answering whether they have a significant influence on the teacher-student dynamic.

Personality traits are thought to play a significant role in the development of knowledge, as they guide an individual's choice of engaging in intellectually stimulating activities and environments.<sup>6</sup> By developing a framework to understand how intelligence is interconnected with personality, knowledge, and interests, Ackerman's PPKI theory attempts to uncover the relationship between cognitive and non-cognitive differences underlying knowledge acquisition and adult intellectual abilities.<sup>7</sup> It follows that PPKI implies that individual differences in personality may have an effect on academic performance.<sup>8</sup> This assertion is supported by previous research on personality.<sup>9</sup> For example, it has been found that the Big Five traits of openness to experience and extraversion may enhance a student's overall academic performance, while the trait of neuroticism may have a negative correlation to academic success.<sup>10</sup> In other words, a student's personality is likely to play a significant role in predicting the student's academic success and, by extension, the perceived successes of an institution or instructor.

Due to the fact that the Big Five framework identifies specific traits, certain behaviors follow from them. These behavioral outcomes are not limited to academia; rather, they are

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<sup>6</sup> Tomas Chamorro-Premuzic and Adrian Furnham, "Personality Traits and Academic Examination Performance," *European Journal of Personality* 17, no. 3 (May 2003): 237–50, <https://www.doi.org/10.1002/per.473>.

<sup>7</sup> Phillip L. Ackerman, "A Theory of Adult Intellectual Development: Process, Personality, Interests, and Knowledge," *Intelligence* 22, no. 2 (March 1996): 227–57, [https://www.doi.org/10.1016/s0160-2896\(96\)90016-1](https://www.doi.org/10.1016/s0160-2896(96)90016-1).

<sup>8</sup> Tomas Chamorro-Premuzic and Adrian Furnham, "Personality Traits and Academic Examination Performance," 238.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

embodied and follow the student throughout their everyday lives. In connection with behavioral outcomes, the Big Five affect many aspects of a person's life, including relationships, health, education, employment, and even media preference.<sup>11</sup> Educationally, a student that scores high on conscientiousness may be predicted to receive higher grades compared to those who score lower.<sup>12</sup> In contrast, a score indicating low agreeableness and low conscientiousness indicate a prediction for potential juvenile delinquency.<sup>13</sup> These results suggest that teachers can make better decisions about how to effectively meet students' needs when they have a better understanding of the dynamics between the Big Five traits. For example, when a teacher observes signs of extraverted personality traits in a student, he or she can predict that they are likely to get easily distracted and adjust their delivery of the lesson accordingly.<sup>14</sup>

A clear understanding of how certain traits influence the behavior of individuals is necessary to address the question of whether or not a specific set of Big Five attributes contribute to the effectiveness of private lesson instructors in developing the knowledge required for lifelong musical study. Understanding how behaviors are influenced by Big Five traits place an amount of leverage on instructors, especially knowing the differences between how Big Five traits influence student behavior among a wide range of ages, a characteristic often found in the for-profit private lesson context. Continuing on this line, the attitudes and behaviors of children, adolescents, and adults differ in many ways, including their disposition to handle interpersonal

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<sup>11</sup> Annabelle G.Y Lim, "Big 5 Personality Traits: The 5-Factor Model of Personality," Simply Psychology, Last modified December 20, 2023, <https://www.simplypsychology.org/big-five-personality.html#Behavioral-Outcomes>.

<sup>12</sup> David Meyers, *Psychology*, 10th ed. New York, NY: Worth Publishers, 2013.

<sup>13</sup> Oliver P. John and Sanjay Srivastava, "The Big-Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives," essay, in *Handbook of Personality: Theory and Research*, 2nd ed. New York, NY: Guilford, 1999, 35.

<sup>14</sup> Chamorro-Premuzic and Furnham, "Personality Traits and Academic Examination Performance," 238.



situations and their concern for other people's feelings.<sup>15</sup> A closer look at how individuals deal with interpersonal situations, namely agreeableness in students, reveals it is directly related to their academic success.<sup>16</sup> Personality expert Jennifer L. Tackett mentions in her essay on the Big Five trait of agreeableness that although the Five Factor Model (FFM) can be measured early on in childhood, they only offer a comparison to the Big Five traits of an adult.<sup>17</sup> As well, agreeableness is considered to be one of the traits that is most inconsistent across children and adults.<sup>18</sup> Accordingly, children, adolescents, and adults may have different motivating factors for agreeable behaviors. Proceeding with her narrative, Tackett asserts that the motivation for agreeability in children may be largely determined by the ability to comply with social demands and low antagonism, whereas in adults, it is a function of empathy and compassion.<sup>19</sup> As a consequence, teachers should consider the motivations behind the Big Five traits embodied by a student. The motivations behind the Big Five traits can greatly impact a student's performance in the classroom. For example, a student with high levels of conscientiousness may be motivated by a desire to achieve and excel academically, leading to diligent studying and high-quality work. On the other hand, a student with low levels of extraversion may be less motivated by social interactions and more focused on individual tasks, potentially affecting their participation and engagement in group activities. To identify and address different student motivations, teachers can use a combination of observation, student self-assessment, and one-on-one discussions. By

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<sup>15</sup> Jennifer L. Tackett, "Agreeableness," in *Handbook of Personality Development* New York City, NY: The Guilford Press, 2019, 171–84, <https://psycnet.apa.org/record/2018-63285-010>.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Tackett, "Agreeableness".

understanding the underlying motivations of their students, teachers can tailor their instructional strategies and provide personalized support to enhance student engagement and performance. Additionally, creating a supportive and inclusive classroom environment can encourage students to feel comfortable sharing their motivations, allowing teachers to address individual needs more effectively.<sup>20</sup>

Although research has been conducted on Big Five traits and academic performance, scholarly research about Big Five traits and student performance within a for-profit music school remains a niche topic. Studying Big Five traits in a for-profit music school could provide valuable insights into the unique dynamics of the for-profit education industry and how these traits contribute to student success in such a competitive and creative market. Additionally, understanding the correlation between Big Five traits and academic performance in a for-profit setting could have implications for curriculum development, student support services, and instructor recruitment within the music industry. Company owners that adapt their current practices to reflect the findings of research into the Big Five traits and student success within their context are provided benefits of an extended understanding of such a unique portion of the music education industry. Moreover, by understanding research findings regarding the Big Five traits and student success, business owners gain valuable insights into the specific needs and preferences of their target audience.<sup>21</sup> As a result, they are able to customize their products and services more effectively, resulting in greater customer satisfaction, an improved brand reputation, and ultimately, more success as a music education company.

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<sup>20</sup> Vera Monteiro, Carolina Carvalho, and Natalie Nóbrega Santos, “Creating a Supportive Classroom Environment through Effective Feedback: Effects on Students’ School Identification and Behavioral Engagement,” *Frontiers in Education* 6 (June 25, 2021): 1–14, <https://www.doi.org/10.3389/feduc.2021.661736>.

<sup>21</sup> Brooke Patton, “The Trait Theory of Personality in Consumer Behavior,” Greenbook, Last modified September 30, 2020, <https://www.greenbook.org/insights/market-research-trends/the-trait-theory-of-personality-in-consumer-behavior>.

## The Influence of Personality on Effective Teaching

Identifying effective teaching is a complex and challenging task.<sup>22</sup> In light of this, previous studies on effective teaching have indicated that variation in cognitive and affect outcomes can be traced back to the classroom, supporting the notion that the quality of the teacher is more influential than other school factors.<sup>23</sup> This study furthers that claim by asserting that classroom teaching may be influenced by personality. Personality traits such as self-efficacy, optimism, and creativity have been found to be associated with more effective teaching.<sup>24</sup> Therefore, it is important to consider the personality of teachers when assessing the effectiveness of their teaching. Considering the historical usefulness of the Big Five traits and the noted benefits of for-profit music schools, it is significant that there is a gap in the literature with regard to the common traits found among effective teachers in the context of a for-profit music school. Research has also suggested that kinship among teachers and a renewed focus on mental factors influencing their instruction can often influence the effectiveness of a teacher.<sup>25</sup> A renewed focus on the Big Five influences on teacher effectiveness among a for-profit school setting could suggest the same results, producing a positive outcome for franchises and privately owned businesses specializing in offering music lessons. However, no such research has been conducted to conclusively suggest what traits of the Big Five are common among teachers within

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<sup>22</sup> Paul Mupa and Tendeukai Isaac Chinooneka, “Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence? ,” *Journal of Education and Practice* 6, no. 19 (2015), <https://www.doi.org/ISS N2222-288X>.

<sup>23</sup> L. Kyriakides, B.P.M. Creemers, and P. Antoniou, “Teacher Behaviour and Student Outcomes: Suggestions for Research on Teacher Training and Professional Development,” *Teaching and Teacher Education* 25, no. 1 (January 2009): 12–23, <https://www.doi.org/10.1016/j.tate.2008.06.001>.

<sup>24</sup> Yan Dong and Jieping Xu, “The Role of EFL Teachers’ Optimism and Commitment in Their Work Engagement: A Theoretical Review,” *Frontiers in Psychology* 12 (February 3, 2022), <https://www.doi.org/10.3389/fpsyg.2021.830402>.

<sup>25</sup> Ibid.

a for-profit music school setting. The suggestion given in Yan Dong and Jieping Xu's, "The Role of EFL Teachers' Optimism and Commitment in Their Work Engagement: A Theoretical Review," supports the notion that a personality trait like optimism strongly influence the quality and degree of work engagement, offering practical professional implications for teachers.<sup>26</sup> A study of the Big Five traits among effective for-profit music school instructors offers a description of these influential traits through the Big Five framework and within a for-profit schoolhouse. The results of Dong and Xu's study suggest that teachers with a higher level of optimism and commitment are more likely to be highly engaged and effective in their work.<sup>27</sup> This suggests that EFL teachers should strive to develop their optimism and commitment in order to be successful in their work, defining optimism as a key trait in effective teaching.<sup>28</sup> This differs from the suggestions posed in the results of this research. This is owing to the fact that it has been shown that Big Five traits remain relatively stable over the course of a person's lifetime, but, as Dong and Xu found in their research, certain traits are found common among effective teachers in general schools.<sup>29</sup> This study can use the research of Dong and Xu as evidence that personality traits have an influence on the effectiveness of teaching. A study specific to for-profit schools and private music teachers takes Dong and Xu's work and reframes it to illustrate how Big Five personality factors may influence the context specific to this study.

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<sup>26</sup> Dong and Xu, "The Role of EFL Teachers' Optimism and Commitment in Their Work Engagement: A Theoretical Review".

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Annabelle GY Lim, "Big 5 Personality Traits: The 5-Factor Model of Personality," Simply Psychology, Last modified December 20, 2023, <https://www.simplypsychology.org/big-five-personality.html>.

## Big Five and Ineffective Teaching

A threat to effective teaching, a phenomenon known as teacher burnout, has been shown to be described using the Big Five framework. According to a study conducted in China to explore the relationship between job burnout among teachers and Big Five personality traits, emotional exhaustion and depersonalization, two aspects of teacher burnout, are moderately negatively correlated with conscientiousness, openness, extraversion, and agreeableness.<sup>30</sup> In addition to these findings, it was observed that a low sense of achievement was negatively related to conscientiousness, openness, neuroticism, extraversion, and agreeableness of the big five personality traits.<sup>31</sup> The results of this study indicate that teachers generally suffer from job burnout, and that personality characteristics play an important role.<sup>32</sup> Burnout can lead to ineffective teaching, and this study may suggest that the Big Five traits of instructors who score high in the dimensions of conscientiousness, openness, extraversion, and agreeableness may avoid emotional exhaustion and depersonalization. It also suggests that instructors who score high in the dimensions of conscientiousness, openness, extraversion, and agreeableness may experience a high sense of achievement. Although this study contributes to answering whether there is a specific set of Big Five attributes that may be attributed to private lesson instructors ability to develop the knowledge required for lifelong musical study, there is an absence of setting that this research on Big Five and the effectiveness of a for-profit music teacher provides. The absence of the private lesson setting is significant due to the customized way private teachers apply music curriculum to a private lesson. Lessons are not generated to fit within the

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<sup>30</sup> Ziyang Liu et al., “A Meta-Analysis of Teachers’ Job Burnout and Big Five Personality Traits,” *Frontiers in Education* 7 (2022), <https://www.doi.org/10.3389/feduc.2022.822659>.

<sup>31</sup> Liu et al., “A Meta-Analysis of Teachers’ Job Burnout and Big Five Personality Traits.”

<sup>32</sup> Ibid.

confines of a traditional format curriculum. Teachers customize their lessons to cater to individual students rather than groups of students and act and develop their skills in a way that supports outcomes related to the desired outcomes for a student. Hence, the private music lesson teaching environment requires a distinct disposition that might explain why different factors could contribute to a for-profit teacher burning out due to different reasons than a preservice teacher, preschool teacher, primary or secondary school teacher, or a tertiary teacher, as was the case in the Ganzhou Teacher's College study.<sup>33</sup>

#### Common Big Five Traits Among Effective Teachers

As previously mentioned, certain Big Five traits may predict teacher burnout in the general population. A study in Turkey specifically designed for music teachers sheds light on the fact that music educators are also experiencing burnout at a concerning rate. In addition, the results of the study present evidence suggesting that certain Big Five traits manifest themselves in individuals who may be subject to burnout. In this study, a negative relationship was found between extraversion, conscientiousness, agreeableness, openness, and general burnout in "The Relationship between the Burnout Levels of Music Teachers and Their Personalities," while neuroticism and general burnout had a positive relationship.<sup>34</sup> This positive relationship between agreeableness, conscientiousness, extraversion, and openness to experience (ACEO), and general protection against teacher burnout is further supported by the study held at Ganzhou Teacher's College.<sup>35</sup> Both support the narrative that ACEO traits are essential in effective teaching.

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<sup>33</sup> Liu et al., "A Meta-Analysis of Teachers' Job Burnout and Big Five Personality Traits".

<sup>34</sup> Deniz Beste Kilic, "The Relationship between the Burnout Levels of Music Teachers and Their Personalities," *International Education Studies* 11, no. 2 (January 26, 2018): 38–54, <https://www.doi.org/10.5539/ies.v11n2p38>.

<sup>35</sup> Ziyang Liu et al., "A Meta-Analysis of Teachers' Job Burnout and Big Five Personality Traits."

However, these studies do not focus on for-profit teachers, who were held outside of the United States and worked with either prospective music teachers or non-for-profit teachers.<sup>36</sup> In this study, Big Five personality traits are placed in the for-profit music lesson settings and within the practice of a private music teacher, an essential component to finding out the effect, if any, of the influence of Big Five personality traits on the teacher-student dynamic in private lessons.

However, these studies do serve as an example of how researchers can apply the Big Five framework to address the question of which Big Five characteristics may lead to effective music teaching. By understanding the Big Five, researchers can better understand how certain personality traits, such as those found in ACEO, may influence the effectiveness of music teachers in the for-profit framework and use this information to develop strategies for improving private music teaching. Although there are studies examining the relationship between factors that can lead to ineffective teaching, such as burnout, there is little research on ineffective teaching within the private music lesson setting of a for-profit music school using the framework of the Big Five. To address this gap, this study must explore the relationship between the Big Five personality traits and effective teaching in a private music lesson structure. The findings of this study will provide valuable insight into how personality can affect the subtleties of private music lessons rather than focusing on general populous or prospective music teachers. Ultimately, this study seeks to identify ways in which personality can be leveraged to improve the effectiveness of private music lessons.

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<sup>36</sup> Deniz Beste Kilic, "The Relationship between the Burnout Levels of Music Teachers and Their Personalities," 40.

## Effective Teaching from the Student Perspective

Historically, studies on teaching effectiveness have focused on aspects outside of the Big Five to explore factors that contribute to positive teacher and student outcomes. A study on Zimbabwe school children with the goal of exploring factors that contribute towards effective teaching and learning in primary schools offers information on the subject of what traits effective teachers may have.<sup>37</sup> It was found that effective teachers are clear about their instructional goals, know their content, communicate well, monitor their student's understanding, and demonstrate thoughtfulness and respect.<sup>38</sup> Alternatively, an analysis that presented a framework for understanding advanced graduate students' conceptions of teaching and learning and how these conceptions changed following a formal course on course design and teaching identified four concepts pertaining to effective teaching, effective learning, the teacher's role, and the learner's role. Among them were transmitting knowledge, preparing context, managing instruction, promoting course learning, and promoting lifelong learning.<sup>39</sup> Teaching expert Elizabeth Block, has found that these attributes align themselves with perceptions of practicing teachers enrolled in graduate school regarding necessary components of effective teaching.<sup>40</sup> In focused groups, students responded in the following way when they were asked about the characteristics of highly effective teachers:

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<sup>37</sup> Paul Mupa and Tendeukai Isaac Chinooneka, "Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence?," *Journal of Education and Practice* 6, no. 19 (2015): 125–132, <https://www.doi.org/ISSN 2222-288X>.

<sup>38</sup> Ibid.

<sup>39</sup> Alenoush Saroyan, Joyce Dagenais, and Yanfei Zhou, "Graduate Students' Conceptions of University Teaching and Learning: Formation for Change," *Instructional Science* 37, no. 6 (September 18, 2008): 579–600, <https://www.doi.org/10.1007/s11251-008-9071-8>.

<sup>40</sup> Elizabeth Block et al., "The Importance of Teacher's Effectiveness ," *Creative Education* 3 (2012), <https://www.doi.org/10.4236/ce.2012.326173> .



Goes beyond the five part lesson of aligning objectives with outcomes; Is student-centered; learner-centered; Has high performing students; Demonstrates student growth; Fulfills criteria for growth; Engages students in rigor and relevance; Differentiates instruction according to needs of students; Engages students; Uses interventions; Is self-reflective; Has ownership in the classroom; Has great content knowledge; Has knowledge of students; Is Flexible; Is enthusiastic; Is excited; and Is the whole package (reflects; engages; sets expectations; have positive climates; knows students).<sup>41</sup>

This expression of what constitutes effective teaching, along with the body of literature it aligns itself with, may indicate a potential application for what a for-profit music teacher must demonstrate to reflect the attributes aligned with effective teaching. This means that finding a significant correlation between these teaching behaviors and disposition and Big Five factors would be useful for understanding what static traits underlie these expressions of effective traits. In “Defining ‘Good Teaching’ at the Graduate Level,” researchers investigated doctoral student perceptions of good teaching using phenomenology. They found that participants considered effective teaching to be an educator who is passionate about motivating students, cares about students, uses diverse teaching strategies, and demonstrates content relevance and applicability.<sup>42</sup> The results of which suggest that when teachers who embody these characteristics instruct their students, they may have the ability to reduce feelings of anxiety toward their topic area, build student enthusiasm toward continuing their education, and encourage lifelong learning of a subject.<sup>43</sup> Research into which Big Five traits are indicative of these behaviors in a for-profit environment remains to be done, but the implications of these studies have far-reaching implications for both the for-profit music business world and the music education sector.

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<sup>41</sup> Block et al., “The Importance of Teacher’s Effectiveness ,” 1168.

<sup>42</sup> Nicholas E. Fuhrman, Roslynn G Fuhrman, and Ann M De Lay, “Defining ‘Good Teaching’ at the Graduate Level: Are We Meeting the Instructional Expectations of Doctoral Students?,” *The Journal of Faculty Development* 24, no. 2 (April 30, 2010): 19–24, <https://typeset.io/papers/defining-good-teaching-at-the-graduate-level-are-we-meeting-11fe9xuxzj>.

<sup>43</sup> Ibid.

Further studies on perceptions of teacher effectiveness indicate that students find teachers who employ a variety of teaching styles and demonstrate features such as humor, enthusiasm, compassion, empathy, and concern for students outside of the classroom enhance the final remarks of an adept teacher positively.<sup>44</sup> However, there are commonly held student biases that interfere with the perception of effective teaching.<sup>45</sup> There is a significant influence on student perceptions of educator effectiveness when factors such as gender, age, teaching style, learning style, and educator personality traits are considered.<sup>46</sup> These biases may also influence the student perception of private music teachers and cannot serve as a comprehensive means of concluding what constitutes an effective teacher within a for-profit school. However, these findings indicate that personality-led characteristics such as humor, enthusiasm, and empathy may be positively correlated with perceived excellence in teaching. Big Five traits and labels may shed light on which teachers may exhibit these types of personality-led characteristics, and will add another dimension to the discussion of what an effective teacher embodies in the for-profit business.

According to additional studies about the student perspective and effective teaching, decisions about teaching effectiveness are influenced by a variety of factors.<sup>47</sup> An assessment of the relative importance of four aspects of decision-making for students' evaluations of teaching effectiveness was conducted in 2008. These four aspects included the perceived knowledge base

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<sup>44</sup> Julie E. Sprinkle, "Student Perceptions of Educator Effectiveness: A Follow-up Study," *College Student Journal* 43 (2009): 1341–58, <https://psycnet.apa.org/record/2010-01469-018>.

<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

<sup>47</sup> Dale Pietrzak, Kelly Duncan, and James S. Korcuska, "Counseling Students' Decision Making Regarding Teaching Effectiveness: A Conjoint Analysis," *Counselor Education and Supervision* 48, no. 2 (December 2008): 114–32, <https://www.doi.org/10.1002/j.1556-6978.2008.tb00067.x>.

of the teacher, delivery style, course organization, and course workload.<sup>48</sup> The results show that a student weighs knowledge base as an important aspect of determining whether a teacher is effective. This result indicates that a demonstration of competence to a certain degree is essential to performing the duties of a teacher in a way that students perceive as effective. Besides perceived knowledge, students also assess teacher effectiveness based on delivery style (e.g., entertaining, fun, uplifting, dry, monotonous, etc.).<sup>49</sup> This suggests that teachers benefit from focusing on creating an environment of engagement and interaction in the classroom. Last, organization skills, followed by the amount of homework, were determined to be influential factors contributing to a student's perception of teacher effectiveness. Placing these four aspects of teaching into the Big Five framework can provide suggestions as to which of the Big Five traits align themselves with teacher effectiveness. For instance, when considering that extraversion and agreeableness are traits associated with persons who treat others compassionately, prosocially, and caringly, along with orienting themselves towards the material and social world, one may conclude that the Big Five attributes of extraversion and agreeableness may enhance delivery style.<sup>50</sup> It is important to note, however, that the factors contributing to perceived excellence in teaching are not connected to attributes that remain relatively stable throughout a teacher's career, thus lessening the relevance of the study's results. It is inevitable that perceptions of knowledge, the delivery of concepts, organization and workload will change throughout a teacher's career. Researchers can label their dispositions using the Big Five traits in a way that remains relatively static throughout their careers. By

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<sup>48</sup> Pietrzak et al., "Counseling Students' Decision Making Regarding Teaching Effectiveness: A Conjoint Analysis."

<sup>49</sup> Ibid.

<sup>50</sup> David Saeteros, "Personality 101: Agreeableness and Extraversion," Arcadia, Last modified August 24, 2022, <http://www.byarcadia.org/post/personality-101-agreeableness-and-extraversion>.

integrating student perceptions with Big Five traits, we can get a better understanding of effective teaching in a sustainable manner. Ultimately, this creates a more comprehensive and holistic view of teacher effectiveness that can be applied to long-term teaching careers.

### For-Profit Schools

It is possible that the saturation of music programs in schools may mislead some to believe that although music is an artform and a creative act, it can only be mastered in the context of public or private schools. As a result, the general public may perceive for-profit private lessons as supplemental to k-12 programs. Despite this common misconception, schools have never monopolized music education.<sup>51</sup> A more accurate assessment of the purpose of for-profit music programs is that it acts as a counterbalance to public and private school music programs.<sup>52</sup> In his article, “Music Education, Inc.,” author Corin T. Overland describes the for-profit school as a tool students may use to obtain services not often found in traditional school formats. He goes on to assert that for-profit schools or “Popular Music Education” (PME) schools serve the community by providing a means of obtaining musical services more relevant to their individual needs.<sup>53</sup> The outcome is that students benefit from having the ability to customize his or her own musical growth in a way that makes sense to that individual.<sup>54</sup> Considering the nature of schoolhouses and group learning environments, the for-profit industry is a reflection of the growing desire for customization and tailored approaches in music

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<sup>51</sup> Overland, “Music Education, Inc.,” 55.

<sup>52</sup> *Ibid.*, 56.

<sup>53</sup> Overland, “Music Education, Inc.,” 55.

<sup>54</sup> *Ibid.*

education.<sup>55</sup> Overland's assertions fit into the scope of this study since they advance advocacy of the for-profit school and show how the for-profit school framework can offer services not offered in a traditional format – supporting justification for research that improves the educational outcomes for this type of music school format. For-profit music schools monetize educational services, and although this may not align with the aims of public or private schooling, they nevertheless fill a niche in which students may desire and benefit.

On the other hand, some critics in the franchised music school industry point out that there is room for improvement. Regarding the treatment of franchise owners within corporations, one franchisee writes "...it's very disappointing to have such a hostile relationship with the franchisor, especially the CEO."<sup>56</sup> Another writes in a similar vein, stating, "This is a music education business with no product VP – no one in charge of music education, curriculum development, or training."<sup>57</sup> These comments open the discussion about whether music schools should be run as businesses. The lack of oversight of a music school's curriculum and training suggests that some franchisors may not take full responsibility for their franchisees' success - opting to focus on the bottom line. This lack of support, combined with the hostile relationship between the franchisor and franchisees in these examples, suggests that these types of businesses may have a high potential to fail. It is concerning since a closed for-profit music school may have a similar impact on music education as the closure of a public or private music program. It is possible for students to feel psychologically distressed in the absence of music lessons, and they may fall into disrepair if they do not have access to the safe environments they've created

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<sup>55</sup> Overland, "Music Education, Inc.," 56.

<sup>56</sup> Unhappy Franchisee, ed., "School of Rock Franchise Complaints," Unhappy Franchisee, Last modified May 24, 2017, <https://www.unhappyfranchisee.com/school-rock-franchise-complaints/>.

<sup>57</sup> Ibid.

through music classes, band, choir, or orchestra.<sup>58</sup> Music lessons can provide a sense of purpose, belonging, and accomplishment, and students without access to music classes may feel isolated and lack motivation. Music classes can also provide important social connections, which are essential for the mental health of young people.<sup>59</sup> Moreover, among the many benefits of music for adolescents is that it facilitates the expression of their feelings, identities, and encourages the development of their social networks, creativity, and cognitive abilities.<sup>60</sup> It follows that the failing or sudden absence of a for-profit music school may not only be detrimental to the business but could potentially negatively affect the social and educational development of students enrolled. Consequently, researchers should look for objective measures that can improve the products that educational businesses offer, namely personal development through effective teaching, as a means of ensuring the sustainability of the for-profit music education model. By answering this study's research questions, researchers move toward realizing that objective measure.

Despite the potential negatives of a failing education business, most business experts believe that for-profit schools are very unlikely to give rise to negative outcomes for investors. The findings of independent research indicate that franchisees are highly satisfied with their investment in for-profit music schools.<sup>61</sup> One of the more popular franchised schools, The

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<sup>58</sup> Valerie Strauss, "Perspective | Covid-19 School Closures 'Devastating' for Students ...," *The Washington Post*, Last modified April 26, 2020, <https://www.washingtonpost.com/education/2020/04/26/covid-19-school-closures-devastating-students-who-rely-music-classes-to-get-them-through-school-day/>.

<sup>59</sup> Li Chen, "Influence of Music on the Hearing and Mental Health of Adolescents and Countermeasures," *Frontiers in Neuroscience* 17 (August 3, 2023): 6, <https://www.doi.org/10.3389/fnins.2023.1236638>.

<sup>60</sup> *Ibid.*

<sup>61</sup> International Franchise Association, ed., "School of Rock Named a Top Recession-Proof Business for 2023 by Franchise Business Review," International Franchise Association, Last modified April 18, 2023, <https://www.franchise.org/media-center/press-releases/school-of-rock-named-a-top-recession-proof-business-for-2023-by-0>.

School of Rock, was recently named a top franchise by Franchise Business Review in its report on the Top Recession-Proof Franchises for 2023.<sup>62</sup> Eric Stites, CEO of Franchise Business Review, states “While no business is 100% recession-proof, these franchise businesses have demonstrated that they are highly recession-resistant based on historical performance.”<sup>63</sup> Stites’ words reflect the confidence that market experts have in the for-profit education business model. This confidence is based on the fact that for-profit education is able to provide tailored and specialized education, which is beneficial for students. Additionally, the for-profit education model is often more flexible than traditional education models, allowing it to better respond to changing market conditions. These examples illustrate the importance of researching the for-profit music business, and studies such as this one improve stakeholders’ likelihood of partnering with effective teachers by increasing their understanding of what constitutes an effective teacher within the Big Five framework. This increased understanding can help stakeholders make more informed decisions when selecting teachers, leading to better outcomes for all parties involved.

### Chapter Summary

This literature review addresses the foundational material pertinent to this study and provides the justification for the study through a critical review of the current body of literature related to the Big Five and teaching. The findings of this literature review have important implications for both researchers and practitioners in the field of music education. By critically reviewing the current body of literature on the Big Five and teaching, this chapter provides a solid foundation for future research and helps identify gaps in knowledge that need to be

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<sup>62</sup> International Franchise Association, ed., “School of Rock Named a Top Recession-Proof Business for 2023 by Franchise Business Review”.

<sup>63</sup> Ibid.

addressed. Additionally, the review highlights the potential impact of the Big Five personality traits on teaching effectiveness, offering insights that can inform the development of successful classroom strategies.

An examination of the influence of personality on ineffective teaching approaches is presented. This highlights how potential threats to teaching, such as teacher burnout, can often correlate to certain personality traits measurable through the Big Five framework. Otherwise, effective teaching and student perceptions of instruction can also be predicted by a number of Big Five characteristics. Specifically, the author found a common group of traits including agreeableness, conscientiousness, openness to experience, and extraversion were predictors of effectiveness in teaching. In addition to this pattern, the author also found that teachers with higher levels of emotional intelligence were more likely to succeed in the classroom.<sup>64</sup> This may suggest that an amalgamation of personality traits and interpersonal skills are essential for successful teaching.

Furthermore, the role played by for-profit schools as a means of providing tailored music education and responding to a market that seeks such services illustrates the importance of studying the Big Five traits and effectively teaching within the for-profit setting to the advancement of this in-demand education method. In light of this, implementing the Big Five traits in a for-profit school setting can pose challenges, as the emphasis on profitability may prioritize certain traits over others. For example, traits like agreeableness and openness to experience may be undervalued in favor of traits like extraversion and conscientiousness, which

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<sup>64</sup> Li Wang, "Exploring the Relationship among Teacher Emotional Intelligence, Work Engagement, Teacher Self-Efficacy, and Student Academic Achievement: A Moderated Mediation Model," *Frontiers in Psychology* 12 (January 3, 2022): 1–9, <https://www.doi.org/10.3389/fpsyg.2021.810559>.



are perceived as more directly linked to profitability.<sup>65</sup> This, combined with other non-beneficial factors such as inadequate management, could lead to a narrowing of teaching approaches and a lack of emphasis on holistic student development. Nonetheless, a study to expand the understanding of the influence of Big Five traits on effective teaching in the for-profit setting enriches the literature by filling in knowledge gaps in literature focused on the exploration of psychological influences in music education. This is because by examining the influence of Big Five traits on teaching effectiveness, educators can gain insights into how personality traits can impact instructional strategies, student engagement, and overall learning outcomes. As such, this study provides an important foundation for further research into optimizing teaching practices in for-profit music education.

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<sup>65</sup> Sari Pekkala Kerr, William Kerr, and Tina Xu, "Personality Traits of Entrepreneurs: A Review of Recent Literature," *Foundations and Trends® in Entrepreneurship* 14, no. 3 (November 2017): 279–356, <https://www.doi.org/10.1561/0300 000080>.

### CHAPTER THREE: METHODOLOGY

Descriptive research methods guide this qualitative study on the Big Five dimensions of effective private music teachers. To assess their effectiveness as instructors and individual traits within the Big Five framework, they completed a twenty-one question survey and a 120-item personality questionnaire. The results of the survey and questionnaire were analyzed in order to identify common Big Five characteristics of effective teachers. In this chapter, the author will explain the research design and how it serves as a vehicle for accurately describing Big Five traits of effective teachers in a for-profit music school. Participant information will also be presented in this chapter, elucidating the complex relationship between Big Five personality traits and factors such as age, gender, and education level. In addition, a description of the setting will be included to explain how research data was gathered. The outcome of which will explain how anonymity encourages participants to be upfront, reducing potential biases found in self-report surveys. Instructions on how materials were disseminated and gathered, in conjunction with all survey questions are presented to illustrate the research procedures and ensure that researchers conducting future studies related to Big Five and effective private music teaching may use this investigation as a channel to guide their own research. Lastly, this chapter will articulate the data analysis process. Thematic data analysis will be defined, validated for use in this study, and explained step-by-step. A comprehensive understanding of how data is interpreted will assist in supporting the study's findings.

## Design

The research design guides the concept, execution, and analysis of a research project.<sup>1</sup> A qualitative descriptive study design is employed to describe the personality characteristics of effective teachers in a for-profit music school setting. The findings of this study are non-numerical and do not definitively explain when, in what circumstances, or why certain traits may be common among effective private lesson teachers. Instead, qualitative research using descriptive methods focuses on describing the characteristics of such individuals. A fundamental part of this design is a commitment to studying for-profit teachers in their natural state, with no manipulation of variables or theoretical assumptions attached, aiming to derive data in its purest form.<sup>2</sup> By focusing on the essence of occurrences in disposition, researchers aim to be flexible and grounded in the data itself.<sup>3</sup> The research design minimizes interference from the data, which helps to ensure its trustworthiness and reliability.<sup>4</sup> In the context of this study, this research design aims to identify any commonalities among effective teachers based on the Big Five traits. This is done without developing theories or exploring the factors behind them.

## Participants

The recruitment of participants took place primarily in Southern Arizona. As part of the online assessment procedures, questionnaires and personality surveys were distributed virtually to participants. In order to qualify, participants must be eighteen years of age or older and have

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<sup>1</sup> Emma Gentle, “Qualitative Research Design: Everything You Need to Know (with Examples),” YouTube, Last modified May 15, 2023, <https://www.youtube.com/watch?v=CgrmjGPvFvQ>.

<sup>2</sup> Joko Gunawan, “Qualitative Descriptive Design,” YouTube, Last modified November 8, 2023, <https://www.youtube.com/watch?v=rpnmg8TaHtU>.

<sup>3</sup> Ibid.

<sup>4</sup> Gunawan, “Qualitative Descriptive Design”.

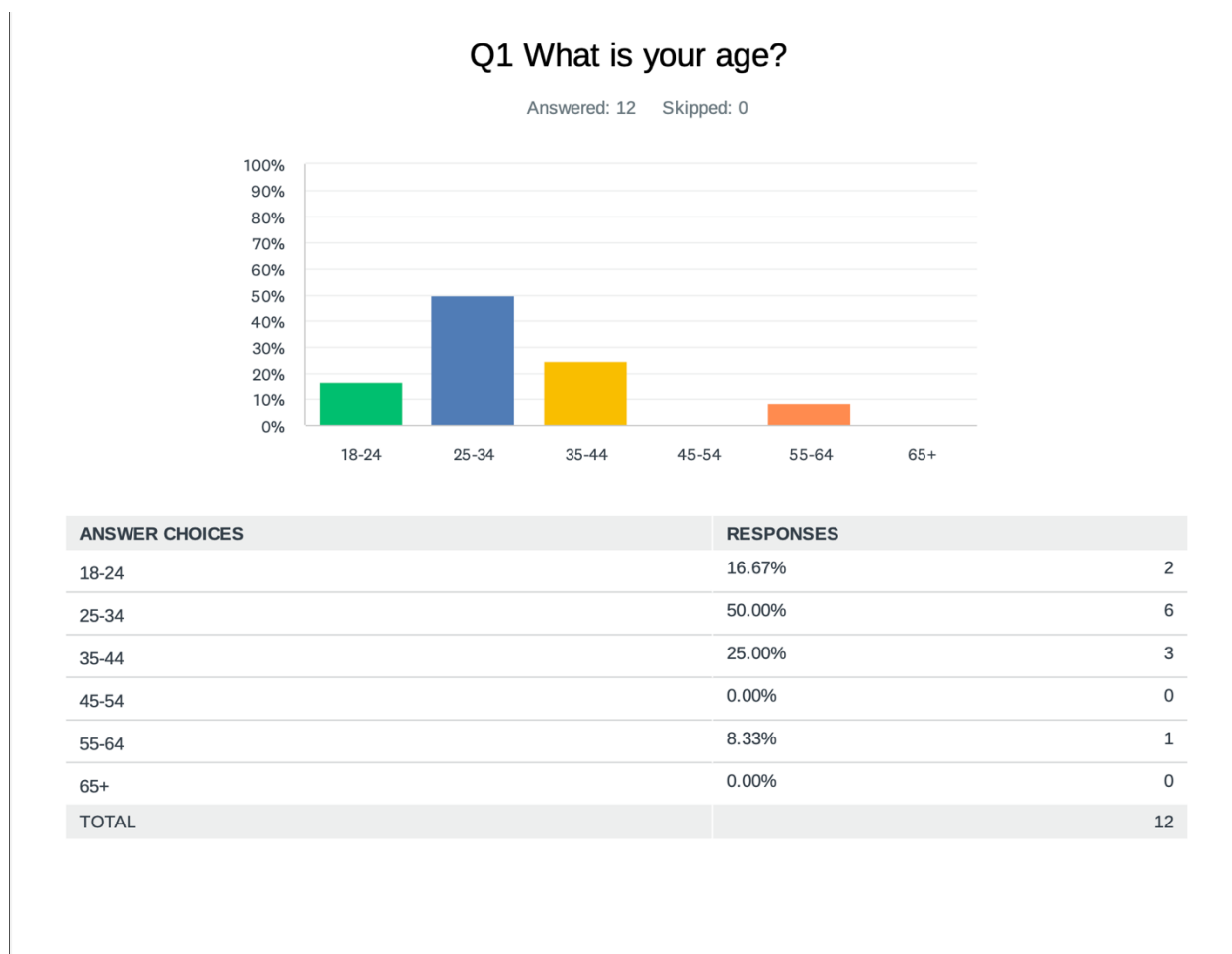
served as a private lesson teacher in the past or present. This screening ensured that participants had the right qualifications and experience to be a suitable match for the study and to reinforce that the data collected is reliable and trustworthy. Finally, by using an anonymous drop box and online platform, eleven questionnaires and personality surveys were collected. Through this, participants were assured anonymity and could freely express and determine their teaching styles and personalities without fear of judgment or scrutiny.

However, the use of anonymous data collection may have limited the ability to follow up with participants for further clarification or to gather additional information. This could potentially impact the depth and richness of the study results. For example, if a survey participant was unclear about a question, they would be able to clarify their response with the researcher. Without the ability to directly communicate with participants to clarify their responses, the study may have missed valuable insights and nuances. This could affect the accuracy and depth of the results, as important details or context may have been overlooked. This may suggest that the researcher could benefit from the opportunity to follow up with participants and gather additional information to ensure a more comprehensive understanding of their teaching styles and personalities.

On the other hand, direct communication with participants could also introduce bias into the study. Participants were already aware of the purpose of the study and may be more likely to answer in a way that they believed the researcher wanted to hear. Furthermore, direct communication could have been intimidating for some participants and could deter them from providing honest answers. In other words, direct communication with participants could lead to a social desirability bias, where participants may have been inclined to give responses that they believed would align with societal expectations or the desired outcome of the study. This could

compromise the authenticity and accuracy of the data collected, as participants may be hesitant to provide honest answers that deviate from the perceived norm. Also, the power dynamics between the researcher and participants could influence participants to provide responses that they believed would please the researcher or avoid potential consequences. Thus, to mitigate bias and enhance the authenticity of the data, the researcher has employed methods such as anonymous online surveys and automated data collection tools. This allows participants to provide responses without feeling pressured or influenced by the researcher's presence. Moreover, incorporating open-ended questions in the survey provides more room for participants to express their thoughts and perspectives, reducing the potential impact of social desirability bias.

## Age of Participants



**Figure 1**

While research investigating age and teacher quality has found that there is no significant correlation between age and educational outcomes, age may play a role when one examines education through a holistic lens.<sup>5</sup> The reason for this is that age and experiences play a crucial role in holistic music education since it provides a wealth of life experiences and perspectives that can enrich learning environments.<sup>6</sup> For example, older teachers often possess a deep

<sup>5</sup> Freddie Whittaker, Patricia Wildig, and Jo Andrews, "Age 'no Barrier' for Teachers, Finds 'Working Longer' Review," Schools Week, Last modified September 23, 2022, <https://schoolsweek.co.uk/age-is-no-barrier-to-teachers-ability-finds-long-awaited-working-longer-review/>.

<sup>6</sup> Ibid.

understanding of the subject matter and can offer valuable insights and mentorship to students and teachers alike. In light of this, it is equally important to mention how age diversity among educators is a general guideline for school administrators to aim for, as it can promote a more inclusive and well-rounded educational experience for students.<sup>7</sup>

Participants in this study ranged in age from eighteen to sixty-four. The diverse age range of participants allows for a comprehensive understanding of how the study findings may apply across different age groups. This is because, by including a wide range of participant ages, the researcher can gain insights into potential age-related trends in Big Five traits and effectiveness as a teacher by including participants from both younger and older demographics. However, it is important to note that the age range of eighteen to sixty-four may not capture the experiences and perspectives of individuals outside this range, such as the elderly. To address this limitation, future studies could consider including a wider age range that encompasses a more diverse representation of the population, allowing for a more comprehensive understanding of age-related factors in the study outcomes.

While the oldest participants fall in the fifty-five to sixty-four age group, most of the teachers surveyed for this study fall within the twenty-five to thirty-four age group. This could indicate a domination of this age range in the for-profit teacher work force. The age distribution of music teachers appears to differ significantly from that of the general population, where the forty-year-old and older age group comprises 59% of all music teachers. It is worth exploring the reasons behind this disparity and its potential implications for the for-profit teaching profession. The dominance of the twenty-five to thirty-four age group in the for-profit teacher workforce could suggest a lack of experience and expertise among music teachers. This may

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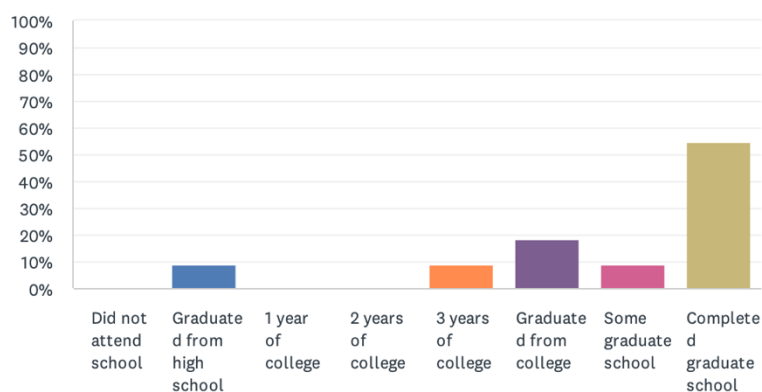
<sup>7</sup> Whittaker, Wildig, and Andrews, "Age 'no Barrier' for Teachers, Finds 'Working Longer' Review."

have implications for the quality of education provided and the overall reputation of the for-profit teaching profession. Furthermore, additional investigation into the factors contributing to this age disparity could present and identify strategies to attract and retain older and more experienced music teachers.

## Education of Participants

### Q3 What is the highest level of education you have completed?

Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Did not attend school	0.00%	0
Graduated from high school	9.09%	1
1 year of college	0.00%	0
2 years of college	0.00%	0
3 years of college	9.09%	1
Graduated from college	18.18%	2
Some graduate school	9.09%	1
Completed graduate school	54.55%	6
TOTAL		11

**Figure 2**

A teacher's education level may affect their ability to impart musical knowledge to their students. Teachers with music education degrees have undergone academic rigor that provides an opportunity for pre-service teachers to gain a deeper understanding of pedagogy, allowing them



to effectively communicate complex musical concepts to their students.<sup>8</sup> Additionally, advanced training may equip them with more diverse teaching strategies and techniques.<sup>9</sup> It is important to note that a large portion of participants in this study completed graduate school. In other words, a large percentage of teachers surveyed at for-profit institutions have earned a master's or doctoral degree in music. This is in contrast with the national statistics regarding teachers' education levels, where the vast majority have bachelor's degrees in music, reflective of their undergraduate education.<sup>10</sup> There are several possible explanations for the higher percentage of graduate school completion among teachers surveyed at for-profit institutions. One reason could be that these institutions prioritize advanced education and encourage their teachers to pursue higher degrees. Another possibility is that the nature of the private lesson music industry requires a deeper understanding and specialized knowledge, which motivates teachers to pursue advanced degrees. Finally, the study sample might have included a higher proportion of experienced and dedicated educators who are more likely to have pursued graduate studies.

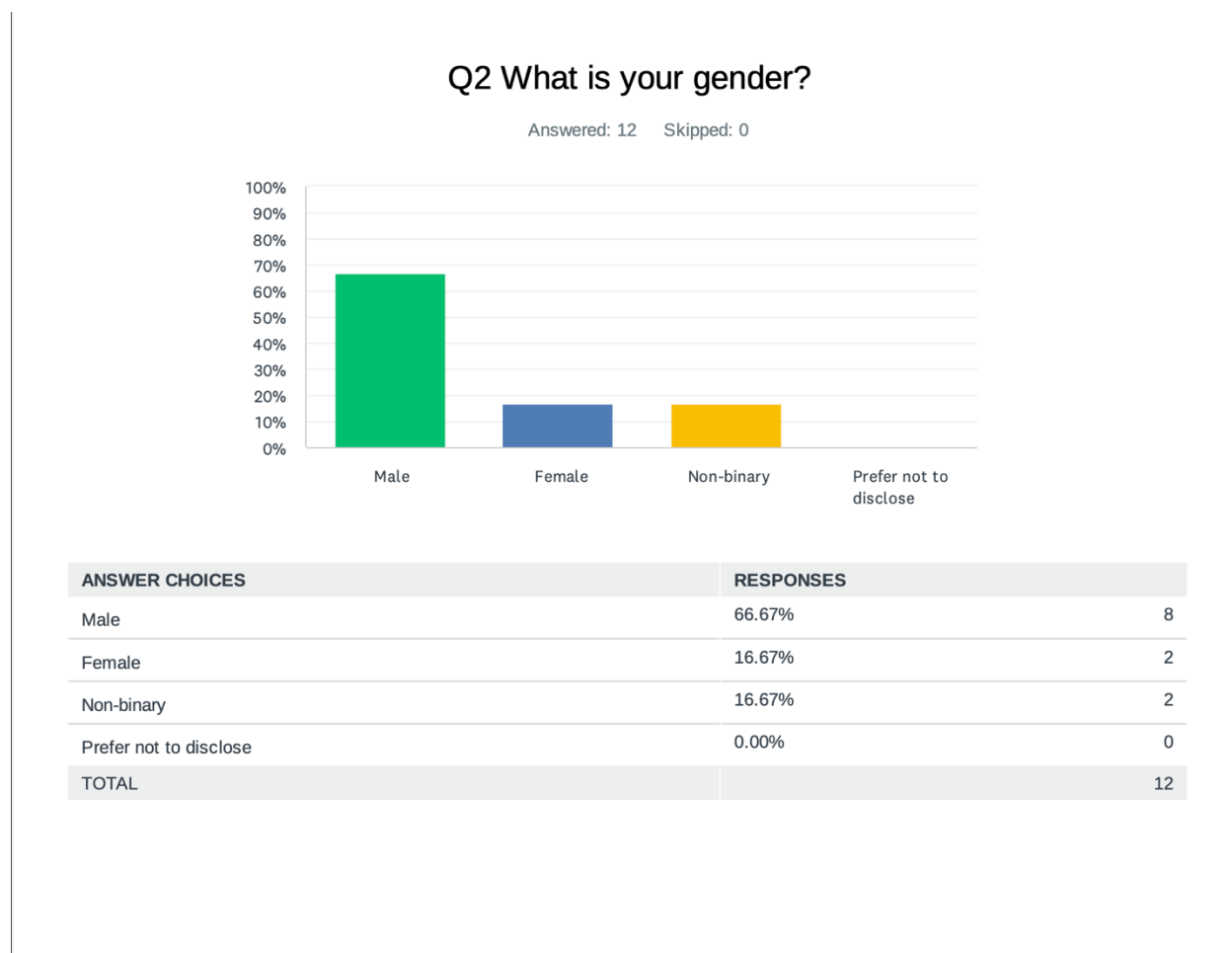
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<sup>8</sup> Tim Ufer, "The Importance of a Music Education Degree," Online Master of Music in Music Education, Last modified February 22, 2024, <https://musiceducation.arts.ufl.edu/resources/importance-of-music-education-degree/#:~:text=Graduate%20music%20education%20offers%20a,music%20education%20technology%20and%20tools>.

<sup>9</sup> Ibid.

<sup>10</sup> "Music Educator Demographics and Statistics in the U.S.," Zippia, Last modified April 5, 2024, <https://www.zippia.com/music-educator-jobs/demographics/>.

## Gender of Participants



**Figure 3**

There is relevance to gender in music education when considerations of gender bias are taken into account. Gender bias in music education can have a significant impact on students' experiences and opportunities. It can lead to stereotypes and limitations being placed on certain instruments or musical genres based on gender, which restricts a student's creative expression and potential.<sup>11</sup> Additionally, gender bias can affect the representation and recognition of

<sup>11</sup> Mark J. Walker , "Influences of Gender and Sex-Stereotyping of Middle School Student's Perception and Selection of Musical Instruments: A Review of the Literature ," *Visions of Research in Music Education* 4, no. 2 (2004): 1–14, <https://opencommons.uconn.edu/vrme/vol4/iss1/2> .

musicians, contributing to the underrepresentation of groups in the music industry.<sup>12</sup> Similarly, this study found that the participants were predominantly male. There may be a coincidence here, with another study revealing a more evenly distributed representation of teachers in for-profit music schools. Moreover, other factors that could contribute to the overrepresentation of male participants in this study may include societal gender norms and stereotypes that discourage or limit female participation in certain fields or activities. Lastly, there could be biases in recruitment or sampling methods that inadvertently favor male participants.

To address gender biases and improve representation in music education, it is crucial to implement inclusive and diverse curriculum that showcases a wide range of musical genres and instruments. Schools and music programs should actively promote and encourage equal participation of students, regardless of gender, and provide opportunities for them to explore their musical interests freely. Furthermore, it is important to create a supportive and inclusive learning environment where students feel empowered and comfortable expressing themselves musically, regardless of societal gender norms and stereotypes.

Empowering students to express themselves musically is crucial for their overall personal and artistic development.<sup>13</sup> When students feel supported and encouraged to explore their musical interests freely, it not only enhances their creativity and self-confidence but also fosters a sense of belonging and inclusivity within the music education community.<sup>14</sup> By breaking down

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<sup>12</sup> Women and Equalities Committee, “Misogyny in Music - Women and Equalities Committee,” UK Parliament, Last modified January 24, 2024, <https://publications.parliament.uk/pa/cm5804/cmselect/cmwomeq/129/report.html>.

<sup>13</sup> Alice A. Tsui and Eric Williamson, “Activism and Joy: Empowering Students through Affirmations,” *Music Educators Journal* 109, no. 3 (March 2023): 38–42 <https://www.doi.org/10.1177/00274321231158632>

<sup>14</sup> Miraclerecreation, “Benefits of Music in Early Childhood,” *Miracle Recreation*, accessed April 26, 2024, <https://www.miracle-recreation.com/blog/music-education-in-early-childhood/#:~:text=Giving%20kids%20of%20all%20ages%20and%20abilities,an%20incredibly%20effective%20way%20for%20kids%20to.>

gender biases and providing equal opportunities for all students to engage with diverse musical genres and instruments, one can create a more vibrant and enriching learning environment that celebrates the unique talents and perspectives of each individual. Overall, this can help foster a more equitable and inclusive school community, leading to a more successful learning environment, a more creative and open-minded student body, and improved educational outcomes, regardless of gender.

## Setting

### Survey Monkey

This study primarily used emailed online surveys and the World Wide Web for data collection. This allowed researchers to access a larger sample size and reduced the overall cost of the research. In addition, surveys can be conducted remotely, making it easier to reach remote areas. SurveyMonkey allows users to create and distribute surveys online.<sup>15</sup> It allows users to collect, interpret, and analyze data with the expressed intent of “driving growth and innovation.”<sup>16</sup> It offers a user-friendly interface, customizable templates, and artificial intelligence-powered tools to create, launch, and analyze surveys easily.<sup>17</sup> Moreover, this platform was chosen by the researchers due to its built-in anonymity, ease of distributing and gathering surveys, and ability to tabulate responses in real time.<sup>18</sup>

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<sup>15</sup> “Free Business Surveys & Questionnaires,” SurveyMonkey, Last modified 2024, <https://www.surveymonkey.com/mp/business-surveys/>.

<sup>16</sup> Adam Ramshaw, “What Is Surveymonkey?,” Genroe, Last modified March 12, 2024, <https://www.genroe.com/blog/what-is-surveymonkey/7979#:~:text=SurveyMonkey%20is%20online%20survey%20software,cons%20mentioned%20in%20reviews%20are:>

<sup>17</sup> Ibid.

<sup>18</sup> Ramshaw, “What Is Surveymonkey?”

## Procedures

### **Distribution of Material**

The primary means of distributing the materials required for participation in this study was done through online correspondence through the World Wide Web. Potential participants were sent recruitment pre-approved participation letters, consent forms, and relevant links to the private lesson teacher survey and personality assessment. These letters, forms, and links not only allowed for participation in the study but also allow for a comprehensive understanding of the procedures, risks, significance, and aims of the study. By taking this step in the distribution of materials, the researcher ensures that the participants have all the substance necessary for making an informed decision regarding their participation in the study.

Providing comprehensive information to participants is crucial for ensuring informed consent and ethical research practices.<sup>19</sup> By clearly outlining the procedures, risks, significance, and aims of the study, participants can make informed decisions about their involvement and understand the potential impact of their participation. This transparency also promotes trust between researchers and participants, fostering a positive and ethical research environment. On the other hand, failure to provide comprehensive information to participants can have serious consequences. Participants may not fully understand the nature of the study, its potential risks, or its significance, leading to uninformed consent. This can undermine the ethical integrity of the research and potentially harm participants. Additionally, without clear information, participants may feel misled, which can erode trust in the research process and damage the reputation of the

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<sup>19</sup> Sara Manti and Amelia Licari, “How to Obtain Informed Consent for Research,” *Breathe* 14, no. 2 (May 31, 2018): 145–52, <https://www.doi.org/10.1183/20734735.001918>.

researchers. Therefore, it is essential for researchers to ensure that participants are well-informed and properly consented before engaging in any research.

### **Gathering of Assessments**

This study has two distinct methods for gathering assessments. The first is through the platform known as Survey Monkey. Participants take the private teacher assessment on the platform, and upon completion of the survey, the author will receive a notification of their anonymous submission through the World Wide Web. This automatic gathering of data allowed for a convenient means of gathering assessments and allows the researcher to instantly analyze and add data on a continuous basis. In addition to this step, participants were asked to submit their International Personality Item Pool - Neuroticism, Extraversion and Openness (IPIP-NEO) results. To complete this step, the researcher asked participants to first check the box located under the text “Acknowledgment that You Understand the Purpose and Limitations of the Test Results.” After checking the box, teachers were to scroll toward the bottom of the webpage and click “Send.” The penultimate step was to input ANON into a textbox on the next page that says, “nickname or made-up name.” When the personality survey was complete, the results of the survey were to be copied onto a text document, and sent to the Dropbox provided by the researcher. To further ensure anonymity, the partakers were instructed to input “anonymous” if prompted for their name. In addition, when prompted for an email address, the researcher guided the participants in inputting the researcher’s provided email address.. Automating survey-related responses and dropboxing results not only streamlines the data collection process, but also ensures participant anonymity, which is crucial for maintaining the integrity of the research. It reduces the need for manual data entry, mitigates the chances of error, and allows the researcher to focus on analyzing the data rather than spending time on administrative tasks. Expressed

concisely, automating survey-related responses and dropboxing results allows for a quicker and more accurate data collection and analysis process.

In summary, participants were asked to:

1. Respond to interview questions about the instructor teaching style, interaction with students, and any challenges faced.
2. Complete a Big Five personality assessment (IPIP-NEO-120). This procedure is estimated to take approximately 10-20 minutes.

### **Survey Questions**

The survey questions were designed to gather information on various aspects of teacher disposition. These aspects include their teaching style, their level of organization, and their effectiveness in providing individualized instruction. Additionally, the survey aimed to assess the general effectiveness of teachers in the private lesson setting by gathering feedback on their teaching methods, communication skills, and overall student outcomes. Some of the specific survey questions used to assess teacher disposition included asking participants to rate the extent to which they agreed with statements such as “How often do you find yourself frustrated, stressed, nervous, or anxious while teaching?” and “How often do you explore new and unconventional teaching methods or approaches in your music lessons?” These questions aimed to gather insights into the teacher’s Big Five attributes and their ability to connect with and support their students in the private lesson setting. Assessing teacher disposition in the private lesson setting is crucial as it helps to determine the overall effectiveness of teachers and their ability to connect with and support their students. By gathering information on aspects such as teaching style, organization, and individualized instruction, the survey provided valuable insights into the teacher’s Big Five attributes, which ultimately contribute to the quality of the learning experience for students in private lessons.

In summation, each of the Big Five attributes was captured through survey questions and supported through the International Personality Item Pool - Neuroticism, Extraversion, and Openness (IPIP-NEO-120). By gathering information on these dimensions, the survey provided a comprehensive understanding of the teacher's disposition and overall effectiveness. However, it is important to acknowledge that using survey questions to measure personality traits has its limitations. Self-report measures can be influenced by social desirability bias, where individuals may respond in a way they believe is socially acceptable rather than providing an accurate reflection of their true behaviors and characteristics.<sup>20</sup> Additionally, relying solely on survey questions may not capture the full complexity and nuances of personality, as individuals may exhibit different traits in different contexts or may struggle to accurately assess their own behavior.<sup>21</sup> Therefore, it is crucial to consider these limitations and supplement survey data with other sources of information to obtain a more comprehensive understanding of an individual's personality.

To mitigate the limitations of self-report measures, researchers employed multiple methods of assessment. This can include behavioral observations, peer or supervisor ratings, and incorporating objective measures such as performance outcomes.<sup>22</sup> By triangulating data from various sources, a more accurate and comprehensive picture of an individual's personality can be obtained, reducing the impact of social desirability bias and capturing the dynamic nature of

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<sup>20</sup> Nigel Lindemann, "12 Advantages and Disadvantages of Questionnaires," Pointerpro, Last modified April 18, 2024, <https://pointerpro.com/blog/questionnaire-pros-and-cons/#:~:text=This%20limitation%20can%20result%20in%20a%20lack,nuances%20and%20subtleties%20of%20their%20actual%20emotions>.

<sup>21</sup> Ibid.

<sup>22</sup> Richard D. Goffin and Ian R. Gellatly, "A Multi-rater Assessment of Organizational Commitment: Are Self-report Measures Biased?," *Journal of Organizational Behavior* 22, no. 4 (May 4, 2001): 437–51, <https://www.doi.org/10.1002/job.94>.



personality.<sup>23</sup> This study's use of the IPIP-NEO-120, for example, serves as a mitigation tactic to combat the biases associated with self-reporting measures. By leveraging the IPIP-NEO-120, this study is able to measure an individual's personality in a non-socially desirable way. The IPIP-NEO-120 uses items that measure personality traits in a more objective manner, such as how the individual responds to questions, instead of relying on self-reporting. Thus, the IPIP-NEO, combined with the teacher survey, provide a means to measure the personality and effectiveness of an individual in a reliable and valid way.

### Data Analysis

The data gathered from the survey and questionnaire were summarized and described using thematic analysis. A thematic analysis involves the researcher spotlighting interesting data points and coding them.<sup>24</sup> Next, these codes are collected and categorized into themes. Finally, these themes are examined to synthesize a series of findings to develop a report.<sup>25</sup> Initially, the researcher will familiarize themselves with the data gathered through the survey and personality assessment. The researcher plans to develop themes, highlight connections within the data, and catalog them through labeling; this is often referred to as "coding."<sup>26</sup> These codes are used to describe highlighted content gathered from the researcher's data.<sup>27</sup> This study draws its themes from undetermined concepts, and looks for patterns of commonality among teachers. It is,

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<sup>23</sup> Kristalyn Salters-Pedneault, "Can Psychological Self-Report Information Be Trusted?," Verywell Mind, Last modified April 14, 2023, <https://www.verywellmind.com/definition-of-self-report-425267#:~:text=Are%20they%20representative%20of%20the,produce%20consistent%20results%20over%20time>.

<sup>24</sup> Daniel Kyne, "A Beginner's Guide to Thematic Analysis," OpinionX, Last modified April 7, 2023, <https://www.opinionx.co/research-method-guides/thematic-analysis>.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

therefore, appropriate to describe the research as inductive in nature.<sup>28</sup> Furthermore, the explicit content of the data will be analyzed, indicating that this is a semantic analysis.<sup>29</sup> As part of the research, a self-reported survey and personality test will also be used to gain a deeper understanding of the study's participants. This will allow the researcher to explore the nuances of the data, determine an informed narrative, and draw conclusions that accurately reflect the results.

### Descriptive Coding

Descriptive coding involves using a word to encapsulate a general idea, concept, or event.<sup>30</sup> In this study, the author maps traits associated with Big Five factors to the code words Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Using IPIP-NEO-120 descriptors, each of these code words will represent many facets of an individual's characteristics. By utilizing the clusters of traits associated with the Big Five traits in alignment with IPIP-NEO-120, this study allows for a comprehensive and standardized assessment of an individual's characteristics. This ensures that the mapping of traits to the big five code words is accurate and reliable, providing a foundation for analyzing and understanding the relationship between these traits and the code words.

### Openness

The researcher will use the code word "openness" to describe behavior clusters related to the Big Five trait of openness to experience. Predilections are encapsulated by the codeword and

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<sup>28</sup> Kyne, "A Beginner's Guide to Thematic Analysis."

<sup>29</sup> Ibid.

<sup>30</sup> Emma Gentle, "Qualitative Coding Tutorial: How to Code Qualitative Data for Analysis," YouTube, Last modified January 27, 2022, [https://www.youtube.com/watch?v=8MHkVtE\\_sVw&t=84](https://www.youtube.com/watch?v=8MHkVtE_sVw&t=84) 8s.

used to describe the level of a participant’s overall artistic interest, emotionality, adventurousness, intellect, and liberalism.<sup>31</sup> Examples of behaviors that fall under the code word “openness” include engaging in new experiences and seeking out novel and unconventional ideas, being curious, imaginative, and being open to different perspectives.<sup>32</sup> This can contribute to personal growth and development as it allows for the acquisition of new knowledge, skills, and perspectives. As a result, it may influence creativity and innovation, as those who are open to new experiences are more likely to think outside the box and embrace unconventional ideas.<sup>33</sup>

### **Conscientiousness**

In this case, “assiduousness” will be used for behavior clusters relating to the Big Five trait of conscientiousness. In using the codeword, researchers describe orderliness, diligence, ambition, discipline, and caution.<sup>34</sup> There are various ways in which these behaviors can manifest themselves. In the context of teacher effectiveness, assiduous individuals can manifest a well-structured and organized classroom.<sup>35</sup> In addition, their ambition may drive them to constantly seek professional development opportunities, while their discipline helps them

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<sup>31</sup> David Hegarty, “International Personality Item Pool – Neo – 120 Item Version (IPIP-Neo-120),” *NovoPsych*, accessed May 20, 2024, <https://novopsych.com.au/assessments/formulation/international-personality-item-pool-neo-120-item-version-ipip-neo-120/>.

<sup>32</sup> Maison Abu Raya et al., “The Reciprocal Relationship between Openness and Creativity: From Neurobiology to Multicultural Environments,” *Frontiers in Neurology* 14 (October 11, 2023): 1–10, <https://www.doi.org/10.3389/fneur.2023.1235348>.

<sup>33</sup> Jason Hreha, “Type B Personality,” *The Behavioral Scientist*, Last modified 2023, <https://www.thebehavioralscientist.com/glossary/type-b-personality#:~:text=Creativity%20and%20spontaneity,Final%20note>.

<sup>34</sup> David Hegarty, “International Personality Item Pool – Neo – 120 Item Version (IPIP-Neo-120)”.

<sup>35</sup> Lisa E. Kim, Arthur E. Poropat, and Carolyn MacCann, “Conscientiousness in Education: Its Conceptualization, Assessment, and Utility,” *The Springer Series on Human Exceptionality*, 2016, 155–85, [https://www.doi.org/10.1007/978-3-319-28606-8\\_7](https://www.doi.org/10.1007/978-3-319-28606-8_7).

maintain a consistent and structured learning environment.<sup>36</sup> Overall, an assiduous teacher plays a crucial role in maintaining a structured classroom as they provide a clear and organized environment for students. This sense of order helps students understand expectations, reduces distractions, and promotes a sense of stability and routine, which are essential for effective teaching and learning.

### **Extraversion**

To describe behavior clusters associated with the Big Five trait of extraversion, the researcher will use the code word “conviviality.” Conviviality describes traits such as friendliness, gregariousness, assertiveness, vivaciousness, passion, and cheerfulness.<sup>37</sup> In the context of a study on the Big Five traits of exceptional private teachers, this set of behaviors may contribute to an effective learning environment because they are aligned with fostering a positive and energetic atmosphere. When teachers display vivaciousness, for example, they bring enthusiasm and excitement to their lessons, making the subject matter more engaging. Additionally, cheerfulness fosters a warm and supportive classroom environment, allowing students to feel comfortable and eager to learn. Teachers who demonstrate enthusiasm and friendliness also create a positive atmosphere for collaboration. They create an atmosphere of trust and mutual respect in the classroom, which is essential for students and teachers to be able to work together effectively.<sup>38</sup>

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<sup>36</sup> Peter McIlveen, “Optimistic Conscientious Teachers Are Engaging,” LinkedIn, Last modified January 22, 2018, <https://www.linkedin.com/pulse/optimistic-conscientious-teachers-engaging-dr-peter-mcilveen/>.

<sup>37</sup> David Hegarty, “International Personality Item Pool – Neo – 120 Item Version (IPIP-Neo-120)”.

<sup>38</sup> Team Varthana, “Why Is Building Trust between Teachers and Students Essential?,” *Varthana*, accessed May 19, 2024, <https://varthana.com/school/why-is-building-trust-between-teachers-and-students-essential/#:~:text=Trust%20fosters%20open%20verbal%20exchange,thrive%20each%20academically%20and%20emotionally.>

## Agreeableness

“Affability” will be used as a code word to describe behavior clusters associated with the Big Five trait of agreeability. The researcher will use this code word to describe characteristics like trust, morality, altruism, cooperation, modesty, and sympathy. In private teaching, these traits may play a crucial role in building a positive rapport with students and fostering a supportive and trusting learning environment. An affable teacher who exhibits trust, morality, altruism, cooperation, modesty, and sympathy is more likely to establish strong connections with students, leading to enhanced engagement, motivation, and overall academic success.<sup>39</sup> These qualities can also create an atmosphere of inclusivity, where students feel respected and valued, and are more likely to be open to taking risks and trying new things.<sup>40</sup> Overall, they can help to create an atmosphere of mutual respect and understanding, where students can feel safe to express their ideas and opinions.

## Neuroticism

In order to describe behavior clusters associated with neuroticism, the researcher will use the code word “psychoneurotic.” Psychoneurotic traits include anxiety, anger, depression, self-consciousness, vulnerability, and immoderation.<sup>41</sup> Psychoneurotic traits differ from other personality traits in that they are characterized by heightened emotional reactivity and

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<sup>39</sup> Peter Demerath et al., “A Grounded Model of How Educators Earn Students’ Trust in a High Performing U.S. Urban High School,” *The Urban Review* 54, no. 5 (March 1, 2022): 703–732, <https://doi.org/10.1007/s11256-022-00635-4>.

<sup>40</sup> Julien Villatte, “How Inclusive Education Positively Impacts All Students : A Drop in the Ocean - by Sujatha Sriram,” *ViewSonic Library*, accessed May 17, 2024, <https://www.viewsonic.com/library/education/how-inclusive-education-positively-impacts-all-students/>.

<sup>41</sup> David Hegarty, “International Personality Item Pool – Neo – 120 Item Version (IPIP-Neo-120)”.

instability.<sup>42</sup> Unlike more stable traits like extraversion or conscientiousness, psychoneurotic traits tend to be more volatile and prone to fluctuation in response to stressors or emotional triggers.<sup>43</sup> In a private music lesson context, teachers with psychoneurotic traits may experience heightened anxiety and self-consciousness, leading to increased performance pressure and burnout.<sup>44</sup> This may hinder their ability to fully engage in the teaching process, potentially limiting the progress and enjoyment of music lessons for all involved. Furthermore, the long-term effects of psychoneurotic traits in music education can extend beyond the immediate challenges in a private music lesson. Individuals with these traits may develop a negative association with music and teaching, leading to avoidance behaviors and missed opportunities for growth.<sup>45</sup> This can hinder their overall professional development and limit their future engagement and enjoyment of teaching, potentially impacting their personal and professional pursuits in the field.

### Chapter Summary

The purpose of this chapter was to provide relevant information related to the study's methods. There was a discussion of various aspects of the study, including the design, participants, setting, procedures, data analysis, and descriptive coding. Each aspect of the study design serves a specific purpose. The design determines the overall structure and approach of the

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<sup>42</sup> Joshua D. Miller and Paul A. Pilkonis, "Neuroticism and Affective Instability: The Same or Different?," *American Journal of Psychiatry* 163, no. 5 (May 2006): 839–845, <https://doi.org/10.1176/ajp.2006.163.5.839>.

<sup>43</sup> Donjeta Gashi et al., "The Relationship between Big Five Personality Traits, Coping Strategies, and Emotional Problems through the COVID-19 Pandemic," *Current Psychology* 42, no. 33 (November 14, 2022): 1–10, <https://doi.org/10.1007/s12144-022-03944-9>.

<sup>44</sup> Deniz Beste Kilic, "The Relationship between the Burnout Levels of Music Teachers and Their Personalities," *International Education Studies* 11, no. 2 (January 26, 2018): 38–56, <https://doi.org/10.5539/ies.v11n2p38>.

<sup>45</sup> Kilic, "The Relationship between the Burnout Levels of Music Teachers and Their Personalities".

study, while the participants are the individuals who will provide the data for analysis. The setting refers to the virtual locations where the study took place, and the procedures outline the specific steps that were followed. Data analysis involves organizing and interpreting the collected data, and descriptive coding helps to categorize and summarize the findings. Each aspect of the study design plays a crucial role in ensuring the validity and reliability of the research. The design provides a framework for collecting and analyzing data, allowing the researcher to address the research questions effectively.<sup>46</sup> The participants are carefully selected to represent the target population, ensuring that the findings can be generalized. The setting provides context and helps understand the external factors that may influence the results.<sup>47</sup> Procedures ensure consistency and replication of the study, while data analysis and descriptive coding enable the researcher to draw meaningful conclusions and insights from the collected data. As a result, the methods used in the study were thorough, appropriate, and reliable, providing a strong foundation for reliable results and recommendations for further studies.

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<sup>46</sup> Imed Bouchrika, *Types of Research Design: Perspective and Methodological Approaches* | *Research.com*, accessed May 23, 2024, <https://research.com/research/types-of-research-design>.

<sup>47</sup> Bouchrika, *Types of Research Design: Perspective and Methodological Approaches*.

## CHAPTER FOUR: RESULTS

Two research questions are addressed in this study regarding teaching in private lessons:

- (1) What is the effect, if any, of the Big Five personality traits, i.e., extraversion, agreeableness, openness, conscientiousness, and neuroticism, on the teacher-student dynamic in private lessons?
- (2) Is there a specific set of Big Five attributes that make private lesson instructors effective at developing the knowledge required for lifelong musical study? An analysis of the findings of the study performed will be presented and discussed in this chapter. Through thematic analysis of the study results, insights can be gained into the interaction between private teaching and the Big Five, and a conclusion will be provided that explains how the Big Five affect the teacher-student dynamic and which Big Five traits are valuable to teachers who wish to develop students as lifelong music learners. Additionally, the researcher used a deductive approach to thematic analysis, starting with pre-defined categories based on the Big Five personality traits. The data collected from surveys and questionnaires were systematically coded and organized into these thematic categories. This allowed for a comprehensive understanding of the role of the Big Five in shaping the teacher-student dynamic and facilitating lifelong music learning by drawing conclusions from the coded themes. As a result, this research provides an in-depth analysis of the Big Five and how they influence the teacher-student relationship and foster a lifelong passion for music.



## Results

### Openness to Experience

In this study, openness to experience was hypothesized to score high for effective music teachers in a for-profit setting. Unaligned with what was predicted, the IPIP-NEO-120 results indicate that the majority of participants scored moderately regarding openness.

**Table 1. Openness**

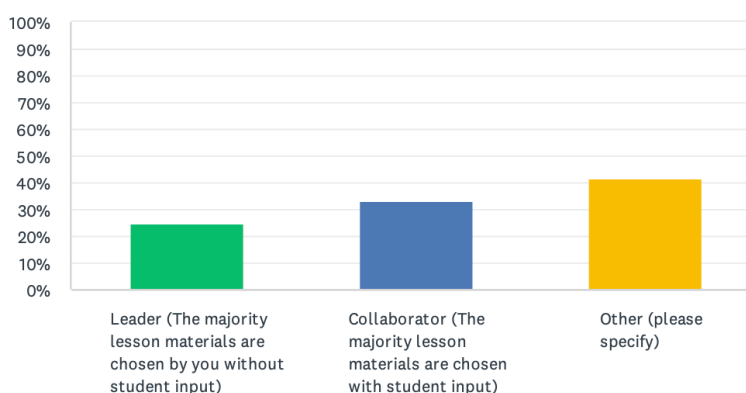
Score	Openness	Imagination	Artistic Interest	Emotionality	Adventurousness	Intellect	Liberalism
High	90	87	94	60	94	34	68
High	90	40	94	71	27	90	99
Moderate	42	20	64	26	70	34	58
Moderate	66	71	35	89	09	55	92
High	84	61	89	60	70	25	99
Moderate	51	20	54	89	04	45	92
Low	13	61	01	26	04	09	86
Moderate	37	06	25	00	88	55	92
Low	11	50	10	17	17	34	27
Moderate	48	50	44	49	59	45	47
Low	08	30	35	17	27	04	27
High	74	50	64	81	59	55	77

In the private teacher survey, responses suggested a similar outcome, indicating a moderate to high level of openness to experience. As illustrated in figure five, it is true that some questions in the teacher survey indicate a potentially high openness to experience score. However, figures four and six demonstrate how many of the responses to the private teacher survey questions that

measure openness to experience indicate a majority of moderate with outliers indicating high levels of openness to experience. Furthermore, the data suggests that a moderate to high percentage of teachers align with traits of openness to experience when asked whether they identify as collaborators or leaders. This is without reference to the written comments submitted by the participants in figure four. There were a number of comments in the “other” category, including, “a little bit of both,” with openness to considering a student’s opinion, and collaborating with the student to understand their objectives and create tailored lesson plans.

### Q5 When teaching in a lesson, are you a leader or are you a collaborator? (E;A;O)

Answered: 12 Skipped: 0

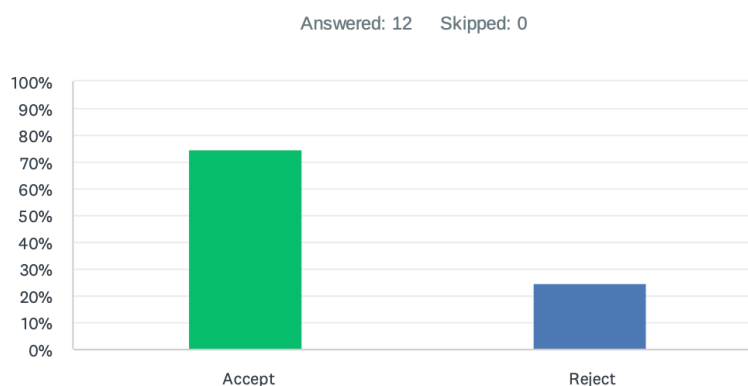


ANSWER CHOICES	RESPONSES
Leader (The majority lesson materials are chosen by you without student input)	25.00% 3
Collaborator (The majority lesson materials are chosen with student input)	33.33% 4
Other (please specify)	41.67% 5
<b>TOTAL</b>	<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Mostly a leader, but student input is valued and considered	3/5/2024 12:21 PM
2	A little of both.	2/28/2024 10:08 AM
3	Collaborating with the student to understand what their desires and goals are and creating lesson plans that I believe will aid in accomplishing them	2/27/2024 10:06 PM
4	depends on the student - most want me to choose for them but I'm willing to work on what they bring	2/27/2024 8:06 PM
5	I'm both.	2/20/2024 1:55 PM

Figure 4

**Q9** Would you accept or reject the requests of the student in the following example? You would like the student to learn scales, but the student requests to get right into playing songs. (O;A)



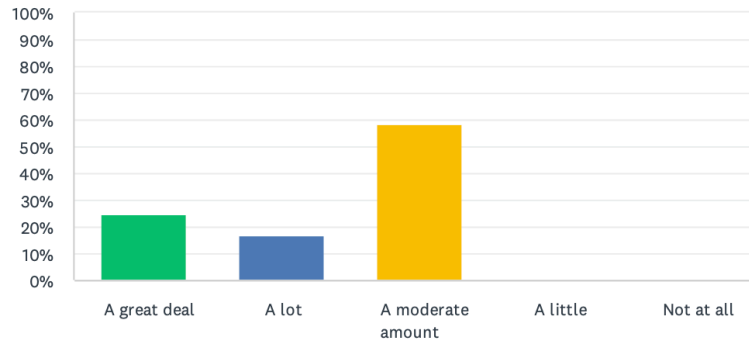
ANSWER CHOICES	RESPONSES	
Accept	75.00%	9
Reject	25.00%	3
TOTAL		12

**Figure 5**

The totality of these written responses, in conjunction with the IPIP-NEO-120 results, suggest a moderate level of openness to experience regarding teacher-student interactions in a for-profit institute. Moreover, the written comments submitted by the participants in the study provide additional insight into the level of the openness amongst teachers. The results suggest that teachers in the for-profit institute demonstrate a moderate of openness to experience in their interactions with students. This outcome aligns with the overall results of the study, indicating that openness to experience is indeed a significant factor for effective music teachers in this setting.

### Q12 How often do you explore new and unconventional teaching methods or approaches in your music lessons? (O)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
A great deal	25.00%	3
A lot	16.67%	2
A moderate amount	58.33%	7
A little	0.00%	0
Not at all	0.00%	0
TOTAL		12

Figure 6

## Conscientiousness

In this study, it was hypothesized that effective music teachers who teach in a for-profit setting would score moderately in conscientiousness. The IPIP-NEO-120 results indicate that most participants scored moderately with regard to their level of assiduousness, consistent with the predicted results.

**Table 2. Assiduousness**

Score	Conscientiousness	Self- efficacy	Orderliness	Dutifulness	Achievement- striving	Self- discipline	Cautiousness
Moderate	37	68	42	01	68	10	79
High	83	55	67	87	86	86	63
Moderate	61	29	75	38	48	68	71
High	87	96	93	65	58	93	46
High	88	68	75	95	78	86	71
Moderate	61	89	75	65	58	78	04
Low	17	02	34	06	04	58	54
Moderate	52	18	67	26	68	68	46
High	85	79	82	77	68	68	79
High	73	29	67	87	86	93	29
Moderate	61	89	93	38	27	68	21
Moderate	64	55	75	38	18	58	91

Analysis of the themes in the data reveals that this result does not concretely align with the outcomes of the private teachers survey. Figure nine shows the results of the question, “How important is punctuality in your professional life, especially during music lessons?” This question was designed to indicate a teacher’s level of conscientiousness. Despite the fact that the results shown in figure nine indicate that teachers are moderate to high in conscientiousness,

when combined with the results of the question of whether or not they follow a curriculum, as is the case with figure ten, the totality of responses show a theme in the data that is suggestive of a moderate level of conscientiousness among teachers in the private lesson setting. These findings are in contrast to the outcomes of the IPIP-NEO-120 results, indicating a discrepancy between the two data sources.

One possible reason for the discrepancy between the two data sources could be the small sample size.<sup>1</sup> Put differently, if the private teachers survey and IPIP-NEO-120 assessment had a smaller sample size compared to a broader survey, it could lead to a skewed representation of the overall population of teachers.<sup>2</sup> Additionally, the methodology used in each survey, such as the wording of the questions, could have influenced the results and contributed to the divergence in findings.<sup>3</sup> To validate the conclusions drawn from the data, further research could be conducted using a larger and more diverse sample size that includes both public and private teachers. This would help to ensure a more representative and comprehensive understanding of the level of conscientiousness among teachers. Additionally, employing standardized methodologies across surveys and collecting data at multiple time points could help to minimize potential biases and increase the reliability of the findings.

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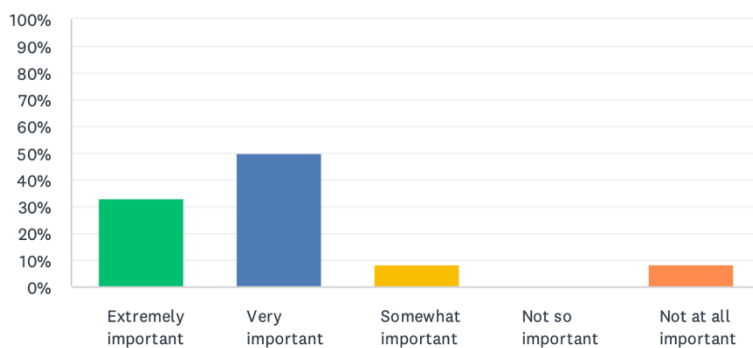
<sup>1</sup> Lisa Clancy, “Discussing Your Study’s Limitations - International Science Editing Examples,” *International Science Editing*, accessed June 7, 2024, <https://www.internationalscienceediting.com/study-limitations/>.

<sup>2</sup> Clancy, “Discussing Your Study’s Limitations - International Science Editing Examples.”

<sup>3</sup> Kassiani Nikolopoulou, “What Is Response Bias?: Definition & Examples,” *Scribbr*, accessed June 9, 2024, <https://www.scribbr.com/research-bias/response-bias/>.

**Q4 How important is punctuality in your professional life, especially when it comes to starting and ending music lessons on time? (C;N)**

Answered: 12 Skipped: 0

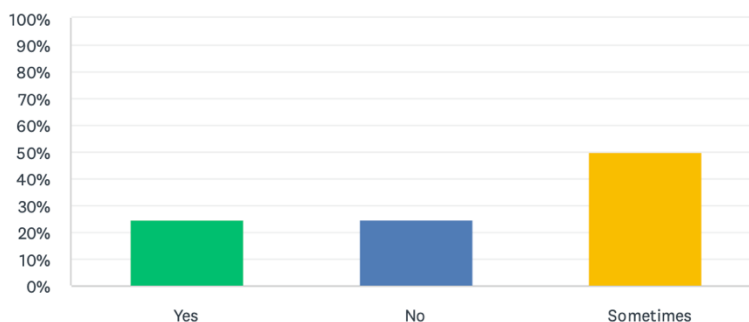


ANSWER CHOICES	RESPONSES	
Extremely important	33.33%	4
Very important	50.00%	6
Somewhat important	8.33%	1
Not so important	0.00%	0
Not at all important	8.33%	1
TOTAL		12

**Figure 7**

### Q7 Do you follow a curriculum? (C)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	25.00%	3
No	25.00%	3
Sometimes	50.00%	6
TOTAL		12

**Figure 8**

Nonetheless, it is evident from these data points that effective teachers in the for-profit setting tend to be moderate to high in conscientiousness. One potential reason for the correlation between conscientiousness and effectiveness in for-profit teaching settings could be that conscientious teachers are more likely to be “achievement-focused, highly responsible, and organized,” which are qualities that contribute to effective teaching.<sup>4</sup> As a result, their strong work ethic and commitment to their students may lead to greater effort and dedication in their teaching practices, resulting in improved outcomes for students.

<sup>4</sup> Lisa E. Kim, Verena Jörg, and Robert M. Klassen, “A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout,” *Educational Psychology Review* 31, no. 1 (January 2, 2019): 163–195, <https://doi.org/10.1007/s10648-018-9458-2>.



## Extraversion

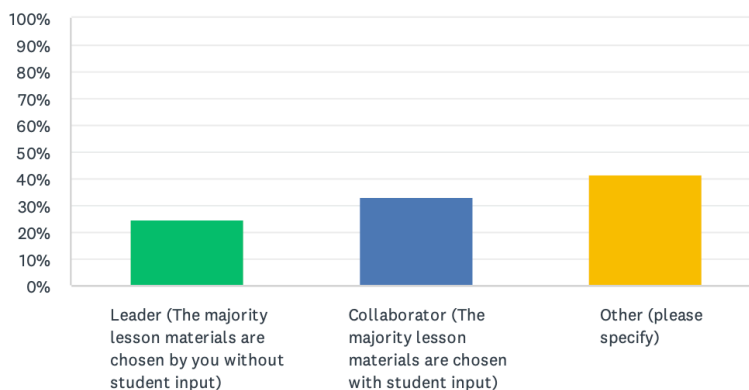
It was hypothesized that effective music teachers in for-profit settings would score high in the category of extraversion. Unexpectedly, the results from IPIP-NEO-120 show that the majority of participants showed equal scores of moderate to high levels in conviviality. Similarly, the private teacher survey showed that a majority score did not emerge regarding teachers' levels of extroversion (high, moderate, low). Rather, the themes of the survey results suggest that private lesson teachers are likewise evenly distributed between moderate and high levels when it comes to this specific Big Five trait.

**Table 3. Conviviality**

Score	Extraversion	Friendliness	Gregariousness	Assertiveness	Activity Level	Excitement-seeking	Cheerfulness
High	69	72	71	78	94	31	21
Moderate	50	63	37	30	46	53	71
High	89	97	85	92	16	53	94
High	69	63	46	69	46	90	61
High	76	87	29	59	87	63	80
High	85	93	85	92	03	73	88
Low	28	72	46	49	00	13	40
Low	14	26	79	07	00	31	13
Moderate	62	87	71	21	08	90	61
Moderate	64	72	29	59	68	42	88
Moderate	62	63	91	78	35	00	80
Moderate	60	87	91	02	57	31	61

### Q5 When teaching in a lesson, are you a leader or are you a collaborator? (E;A;O)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Leader (The majority lesson materials are chosen by you without student input)	25.00%	3
Collaborator (The majority lesson materials are chosen with student input)	33.33%	4
Other (please specify)	41.67%	5
<b>TOTAL</b>		<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Mostly a leader, but student input is valued and considered	3/5/2024 12:21 PM
2	A little of both.	2/28/2024 10:08 AM
3	Collaborating with the student to understand what their desires and goals are and creating lesson plans that I believe will aid in accomplishing them	2/27/2024 10:06 PM
4	depends on the student - most want me to choose for them but I'm willing to work on what they bring	2/27/2024 8:06 PM
5	I'm both.	2/20/2024 1:55 PM

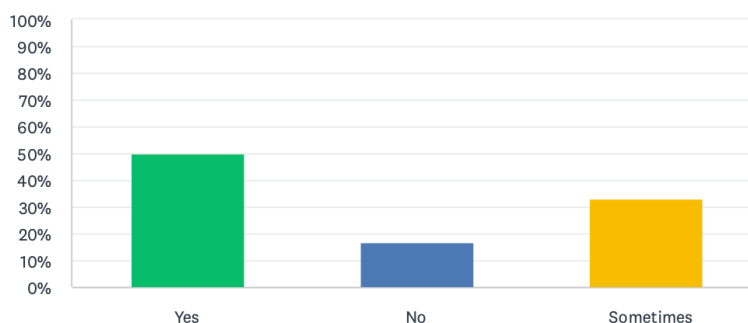
**Figure 9**

Certainly, the results of the private teacher survey find that profit teachers showed high levels of extraversion in their responses to some questions on extraversion (fig. 12); however, most responses regarding this trait did not indicate a significant enough presence of high extraversion in the private lesson setting. An example of this is highlighted in figure eleven, where it shows the results for the question of whether instructors view themselves as leaders or collaborators while teaching. Experts agree that the trait of extraversion has an association with

leadership.<sup>5</sup> For this reason, asking a teacher whether they identify themselves as, for example, a leader over a collaborator may indicate a high presence of extraversion. In this case, there is a balance of teacher's identifying themselves as leaders and collaborators, suggesting an even distribution of moderate and high extraverted teachers. In addition, the written-in responses illuminate the level to which extraversion is present in effective private lessons teachers.

### Q8 Do you volunteer your teaching services? (E;A)

Answered: 12 Skipped: 0



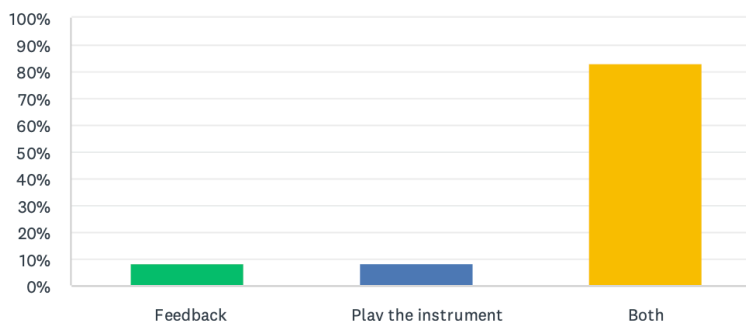
ANSWER CHOICES	RESPONSES	
Yes	50.00%	6
No	16.67%	2
Sometimes	33.33%	4
TOTAL		12

**Figure 10**

<sup>5</sup> Kira O. McCabe and William Fleeson, "What Is Extraversion for? Integrating Trait and Motivational Perspectives and Identifying the Purpose of Extraversion," *Psychological Science* 23, no. 12 (October 25, 2012): 1498–1505, <https://doi.org/10.1177/0956797612444904>.

### Q10 During a lesson, do you aim to provide feedback or have the student play? (E)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Feedback	8.33%	1
Play the instrument	8.33%	1
Both	83.33%	10
TOTAL		12

**Figure 11**

Among the comments are “depends on students...,” “a little of both,” and “mostly a leader...,” which may suggest extraversion at a moderate to high level. Interestingly, another participant wrote “collaborating with the student to understand what their desires and goals are and creating lesson plans that I believe will aid in accomplishing them.” Once again, providing information that implies a balanced view of their role as an authority figure, suggesting a more moderate level of extraversion in effective private lesson teachers.

In summation, the findings suggest that a moderate to high level of extraversion may contribute to teaching effectiveness in the private lesson setting. Teachers who are more extraverted may be skilled at balancing their roles as leaders and collaborators, allowing them to adapt to the individual needs and goals of their students. This flexibility in teaching style can foster a positive and engaging learning environment, ultimately enhancing the effectiveness of private lesson teachers. Thus, it appears that having a moderate to high degree of extraversion is

an asset to private lesson teachers, and can positively influence the learning experience of their students.

### **Agreeableness**

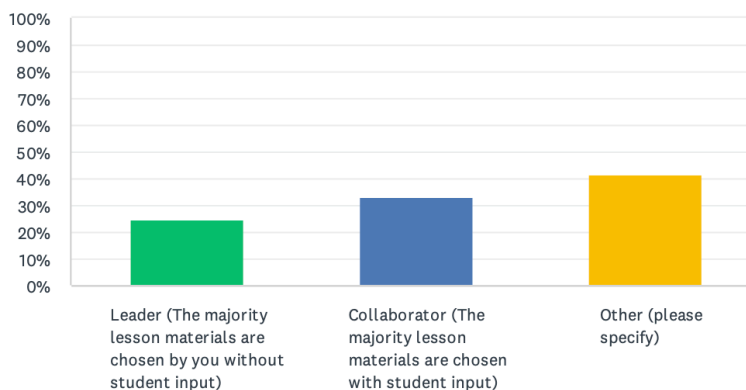
This study hypothesized that effective music teachers in a for-profit setting may score high in the category of agreeableness. In line with expectations, the IPIP-NEO-120 results indicate that the majority of participants scored highly for affability. This suggests that agreeable teachers in for-profit settings is a key factor in effective teaching in this setting.

**Table 4. Affability**

Score	Agreeableness	Trust	Morality	Altruism	Cooperation	Modesty	Sympathy
High	81	38	72	82	87	80	61
High	71	77	90	46	80	52	27
High	74	85	49	82	71	23	82
Moderate	66	38	49	59	87	62	61
Low	22	20	03	91	03	23	82
High	69	85	17	82	87	23	72
Moderate	41	68	03	59	31	80	27
Moderate	55	91	38	59	14	71	38
High	69	85	27	71	71	62	49
Moderate	63	91	61	21	61	32	72
High	71	96	81	11	22	80	72
High	77	85	72	46	87	42	61

## Q5 When teaching in a lesson, are you a leader or are you a collaborator? (E;A;O)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Leader (The majority lesson materials are chosen by you without student input)	25.00%	3
Collaborator (The majority lesson materials are chosen with student input)	33.33%	4
Other (please specify)	41.67%	5
<b>TOTAL</b>		<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Mostly a leader, but student input is valued and considered	3/5/2024 12:21 PM
2	A little of both.	2/28/2024 10:08 AM
3	Collaborating with the student to understand what their desires and goals are and creating lesson plans that I believe will aid in accomplishing them	2/27/2024 10:06 PM
4	depends on the student - most want me to choose for them but I'm willing to work on what they bring	2/27/2024 8:06 PM
5	I'm both.	2/20/2024 1:55 PM

**Figure 12**

This finding aligns with research conducted outside of the for-profit lesson setting asserting that teachers high in affability may be better able to develop positive relationships with their students, which can lead to better academic performance.<sup>6</sup> In addition, agreeableness is also found to be favored by principals and teachers hiring instructors in the k-12 setting, a finding that

<sup>6</sup> Harrison J. Kell, "Do Teachers' Personality Traits Predict Their Performance? A Comprehensive Review of the Empirical Literature from 1990 to 2018," *ETS Research Report Series* 2019, no. 1 (February 12, 2019): 1–27, <https://doi.org/10.1002/ets2.12241>.

may also extend into the private lesson setting.<sup>7</sup> However, this study only focused on the for-profit music lesson setting, and the full results may not be applicable to other educational settings. Nonetheless, investigating personality traits and their influence on hiring preferences could provide a more comprehensive understanding of the factors that contribute to effective teaching in the for-profit setting.

By looking at participant responses to whether they consider themselves a leader (low agreeableness) or a collaborator (high agreeableness), figure fourteen indicates that private teachers are moderate to highly agreeable. However, figures fifteen and sixteen demonstrate that effective private lesson teachers have a high level of agreeableness. Figure fifteen shows that participants responded “yes” or “sometimes” when asked whether they volunteer their services. This result establishes and indicates the presence of high agreeableness in the study group. Furthermore, results from figure sixteen, regarding teachers’ propensity to customize curriculum to fulfill a student’s wants, also indicate a high degree of agreeableness among teachers. Overall, the participant’s willingness to volunteer their services and customize the curriculum, suggests that affability may play a crucial role in teaching effectively in for-profit companies. It implies that being friendly, accommodating, and adaptable to students’ needs can contribute to a positive learning environment and ultimately enhance the overall teaching and learning experience. This is supported by other studies that have shown that students who perceive their teachers as friendly and accommodating are more likely to be engaged and motivated in the learning

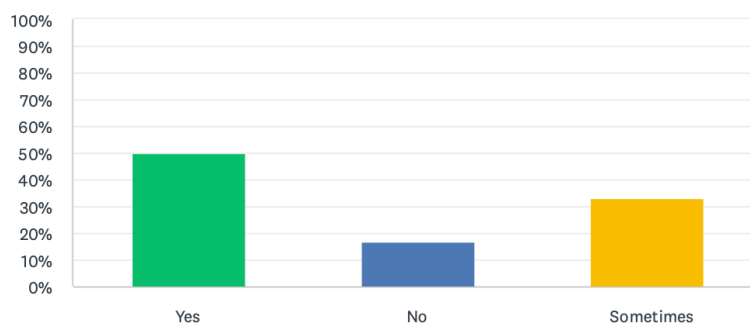
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<sup>7</sup> Kell, “Do Teachers’ Personality Traits Predict Their Performance? A Comprehensive Review of the Empirical Literature from 1990 to 2018.”

process.<sup>8</sup> This positive teacher-student relationship can lead to improved academic performance, higher levels of student satisfaction, and increased retention rates.<sup>9</sup>

### Q8 Do you volunteer your teaching services? (E;A)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	6
No	16.67%	2
Sometimes	33.33%	4
TOTAL		12

**Figure 13**

However, maintaining a friendly and accommodating approach in teaching may impose challenges. One potential challenge is the need to establish clear boundaries and maintain professionalism while still being approachable and supportive. It can be a delicate balance to ensure that students feel comfortable and supported without crossing any professional boundaries or compromising the integrity of the teacher-student relationship. Moreover, teachers may also face the challenge of dealing with difficult or challenging students who may test their patience

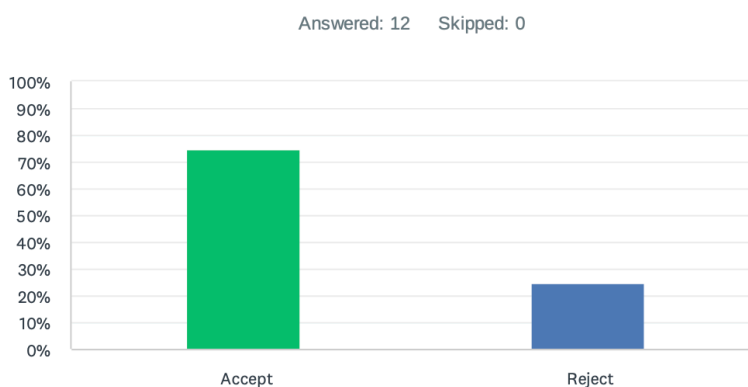
<sup>8</sup> Xue Wang, "Exploring Positive Teacher-Student Relationships: The Synergy of Teacher Mindfulness and Emotional Intelligence," *Frontiers in Psychology* 14 (November 29, 2023), <https://doi.org/10.3389/fpsyg.2023.1301786>.

<sup>9</sup> Sara Rimm-Kaufman and Lia Sandilos, "Improving Students' Relationships with Teachers to Provide Essential Supports for Learning," *American Psychological Association*, March 9, 2015, accessed June 11, 2024, <https://www.apa.org/education-career/k12/relationships#:~:text=Positive%20teacher%2Dstudent%20relationships%20%E2%80%94%20evidenced,foster%20students'%20resiliency%20in%20academic.>



and require extra effort to maintain a friendly and accommodating demeanor. It is important for teachers to remember that they are in a position of authority and should be aware of the potential consequences of their actions. They should always remain respectful and professional, and be mindful of the power dynamics that exist in the classroom. Ultimately, teachers should strive to create a safe and respectful learning environment for all students. For this reason, the presence of a highly affable nature is fundamental to the success of teachers in the private lesson setting.

**Q9 Would you accept or reject the requests of the student in the following example? You would like the student to learn scales, but the student requests to get right into playing songs. (O;A)**



ANSWER CHOICES	RESPONSES	
Accept	75.00%	9
Reject	25.00%	3
TOTAL		12

**Figure 14**

## **Neuroticism**

This study hypothesized that effective music teachers in a for-profit setting may score low in the category of neuroticism. Differing from expectations, the IPIP-NEO-120 results indicate that the majority of participants scored moderately with regards to their level of psychoneuroticism. The moderate level of psychoneuroticism among most participants in the for-profit music teaching setting could be attributed to the high levels of stress and pressure that

come with the job. Music teachers in this setting often have to meet performance targets, handle demanding students and parents, and manage their own personal and professional lives simultaneously, leading to increased levels of stress and potential psychoneurotic symptoms.<sup>10</sup> In addition to meeting performance targets and handling demanding students and parents, music teachers in a for-profit setting also encounter financial pressures, as their income is often dependent on the number of students they attract and retain. This constant need to secure new students and ensure their satisfaction can create a significant amount of stress and anxiety, possibly contributing to the moderate levels of psychoneuroticism observed among participants.

**Table 5. Psychoneurotic**

Score	Neuroticism	Anxiety	Anger	Depression	Self-Consciousness	Immoderation	Vulnerability
High	84	82	83	87	73	47	75
Moderate	32	39	60	22	18	77	14
Moderate	39	31	13	56	54	77	30
Low	11	31	34	15	05	17	22
Moderate	32	39	27	56	54	10	39
Moderate	60	66	83	30	26	99	22
Low	13	00	01	64	44	57	08
Moderate	62	31	60	56	81	47	75
Moderate	58	88	89	22	18	67	39
Low	19	22	13	30	54	17	30
Low	28	31	89	22	01	47	22
Low	08	01	03	22	73	26	08

<sup>10</sup> Sian Ferguson, "Stress-Induced Psychosis: Symptoms, Diagnosis, Treatment," *Healthline*, May 17, 2023, accessed June 12, 2024, <https://www.healthline.com/health/stress-induced-psychosis#symptoms>.

The long-term effects of psychoneuroticism on music teachers in a for-profit setting can be detrimental to their overall well-being and job satisfaction. This is supported by stress researchers like Belinda Agyapong, who write about how constant stress and anxiety can lead to burnout, decreased job performance, and even physical and mental health issues.<sup>11</sup> Thus, it is important for music teachers, and the institutions they work for, to prioritize mental health support and implement strategies to reduce stress levels in order to maintain a healthy and productive teaching environment. Some strategies to prioritize mental health support for music teachers in a for-profit setting could include providing access to counseling services or therapy, offering workshops or training sessions on stress management and self-care, implementing flexible work hours or workload adjustments, and fostering a supportive and inclusive work culture that encourages open communication and collaboration among colleagues and administrators. Additionally, creating opportunities for music teachers to engage in self-reflection and professional development can help them build resilience and better cope with the challenges they face in their roles.<sup>12</sup>

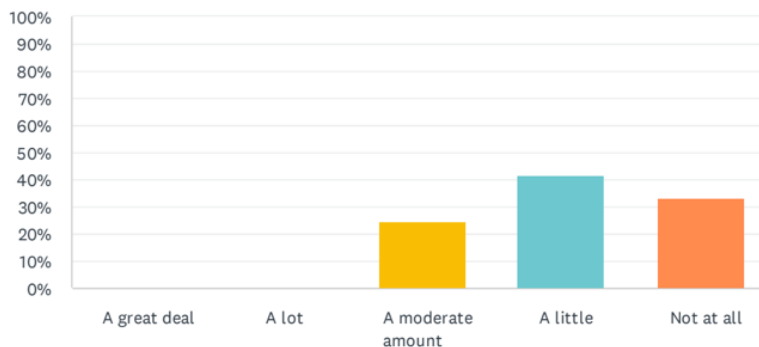
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<sup>11</sup> Belinda Agyapong et al., “Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review,” *International Journal of Environmental Research and Public Health* 19, no. 17 (August 27, 2022): 1–42, <https://doi.org/10.3390/ijerph191710706>, 2.

<sup>12</sup> Marold Wosnitza et al., “Enhancing Teacher Resilience: From Self-Reflection to Professional Development,” *Resilience in Education* (June 2018): 275–288, [https://doi.org/10.1007/978-3-319-76690-4\\_16](https://doi.org/10.1007/978-3-319-76690-4_16).

### Q6 How often do you find yourself frustrated, stressed, nervous, or anxious while teaching? (N)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
A great deal	0.00%	0
A lot	0.00%	0
A moderate amount	25.00%	3
A little	41.67%	5
Not at all	33.33%	4
TOTAL		12

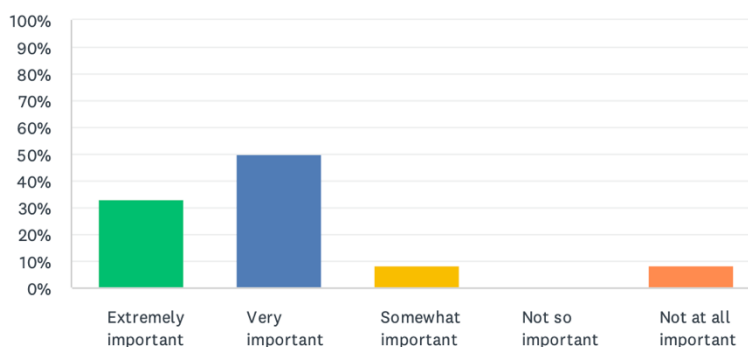
**Figure 15**

While IPIP-NEO-120 results indicate moderate levels of psychoneuroticism among for-profit music teachers, the teacher surveys do not wholly confirm this outcome. Self-reported data indicate that effective teachers in the for-profit sector demonstrate a balanced score of low to moderate neuroticism. The determination of this low to moderate finding on the teacher survey is highlighted in figures seventeen, eighteen, and nineteen. The question “How often do you find yourself frustrated, stressed, nervous, or anxious while teaching,” is designed to indicate the amount of neuroticism of a teacher. The results show that the majority of participants indicated at or below the moderate amount selection, and thus indicates the presence of low to moderate neuroticism among private lesson teachers. Similarly, figure nineteen describes how teachers

view their interactions with their students during lesson times. Neither of the two options designed to indicate neuroticism were selected by the teachers, suggesting that the trait was low among the group.

#### Q4 How important is punctuality in your professional life, especially when it comes to starting and ending music lessons on time? (C;N)

Answered: 12 Skipped: 0



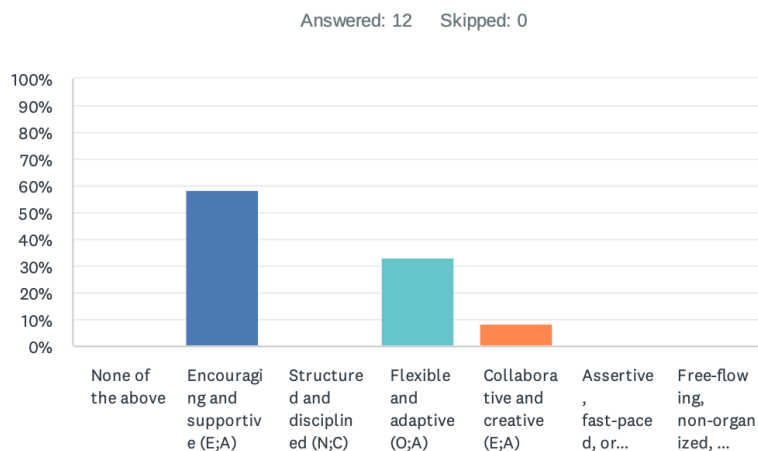
ANSWER CHOICES	RESPONSES	
Extremely important	33.33%	4
Very important	50.00%	6
Somewhat important	8.33%	1
Not so important	0.00%	0
Not at all important	8.33%	1
TOTAL		12

**Figure 16**

On the other hand, figure eighteen contrasts these results, indicating a moderate to high level of neuroticism when responding to the question regarding their level of priority for beginning lessons on time. One cause for the high level of neuroticism in starting lessons on time could be the pressure to maintain a structured and organized learning environment. Teachers may feel anxious about the potential disruptions and loss of instructional time that could occur if lessons don't begin promptly. Additionally, there may be other external factors, such as strict

scheduling constraints or high expectations from students and parents, contributing to the increased neuroticism in this particular aspect of teaching.

### Q11 Out of the choices below, which would best describe how you typically interact with your students during lessons?



ANSWER CHOICES	RESPONSES
None of the above	0.00% 0
Encouraging and supportive (E;A)	58.33% 7
Structured and disciplined (N;C)	0.00% 0
Flexible and adaptive (O;A)	33.33% 4
Collaborative and creative (E;A)	8.33% 1
Assertive, fast-paced, or tense (N)	0.00% 0
Free-flowing, non-organized, or student driven (O;A)	0.00% 0
<b>TOTAL</b>	<b>12</b>

Figure 17

In the case of the IPIP-NEO-120 and teacher survey results, discrepancies may arise due to a number of factors. One possibility is that the self-reported data provided by the teachers may be influenced by social desirability bias, leading them to underreport or downplay any neurotic tendencies.<sup>13</sup> Another factor could be the limitations of the IPIP-NEO-120 assessment itself, as it may not fully capture the complexities and nuances of neuroticism in the context of private

<sup>13</sup> Nigel Lindemann, "12 Advantages and Disadvantages of Questionnaires," Pointerpro, Last modified April 18, 2024, <https://pointerpro.com/blog/questionnaire-pros-and-cons/#:~:text=This%20limitation%20can%20result%20in%20a%20lack,nuances%20and%20subtleties%20of%20their%20actual%20emotions.>

music teaching.<sup>14</sup> To address the limitations of the IPIP-NEO-120 assessment, future research could consider incorporating observational measures, such as classroom observations or performance evaluations, to assess neuroticism among music teachers.<sup>15</sup> Additionally, qualitative interviews or focus groups could provide valuable insights into the subjective experiences and perceptions of teachers, allowing for a more comprehensive understanding of neuroticism in the for-profit music teaching sector.<sup>16</sup>

### Chapter Summary

Based on a survey and assessment of the dispositions of private music teachers within the Big Five framework, this study answers which Big Five traits are prominent among effective private music teachers and how they influence the student-teacher relationship. Based on the IPIP-NEO-120 assessment and the self-reported teacher survey, effective private music teachers in for-profit settings showed high levels of agreeability, moderate to high levels of openness to experience, conscientiousness and extraversion, and low to moderate levels of neuroticism.

High levels of agreeableness among effective private music teachers suggest that they are likely to be cooperative, compassionate, and empathetic with their students, leading to a supportive learning environment.<sup>17</sup> Furthermore, high openness to experience indicates that these teachers are open-minded, creative, with a proclivity to explore new teaching methods and

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<sup>14</sup> John A. Johnson, "IPIP-Neo Personality Inventory, 120-Item Version," *Short Form for the IPIP NEO-PI, Introductory Information*, accessed June 13, 2024, <https://drj.virtualave.net/IPIP/ipipneo120.htm>.

<sup>15</sup> Eric S Taylor and John H Tyler, "The Effect of Evaluation on Teacher Performance," *American Economic Review* 102, no. 7 (December 1, 2012): 3628–3651, <https://doi.org/10.1257/aer.102.7.3628>.

<sup>16</sup> Tobias O.Nyumba et al., "The Use of Focus Group Discussion Methodology: Insights from Two Decades of Application in Conservation," *Methods in Ecology and Evolution* 9, no. 1 (January 2018): 20–32, <https://doi.org/10.1111/2041-210x.12860>.

<sup>17</sup> Mohammad Looti, "Big Five Personality Traits in Psychology," *Psychological Scales*, accessed June 18, 2024, <https://scales.arabpsychology.com/2022/11/19/big-five-personality-traits/>.

approaches, which can enhance the quality of instruction and foster a sense of curiosity and growth in their students.<sup>18</sup> Moderate to high levels of conscientiousness among effective private music teachers can contribute to their strong work ethic, organization, and autonomy.<sup>19</sup> This indicates that they may be well-prepared for lessons, able to effectively manage their time, and provide structured and focused instruction for their students. Correspondingly, moderate to high levels of extraversion can make these teachers more outgoing, enthusiastic, and engaging.<sup>20</sup> As a result, this trait lends well to establishing a positive rapport with their students and can create a dynamic and interactive learning environment.<sup>21</sup> Low to moderate levels of neuroticism among private music teachers contribute to a supportive learning environment by promoting emotional stability and resilience.<sup>22</sup> These teachers are less prone to experiencing negative emotions and are better equipped to handle stress and challenges in a calm and composed manner.<sup>23</sup> This allows them to provide a sense of security and stability to their students, fostering a positive and nurturing atmosphere where students can feel comfortable and confident in their learning journey. Thus, their calm and composed demeanor is invaluable to the educational environment.

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<sup>18</sup> Daisy Yuhas, “Curiosity Prepares the Brain for Better Learning,” *Scientific American*, February 20, 2024, accessed June 18, 2024, <https://www.scientificamerican.com/article/curiosity-prepares-the-brain-for-better-learning/>.

<sup>19</sup> Lisa E. Kim, Arthur E. Poropat, and Carolyn MacCann, “Conscientiousness in Education: Its Conceptualization, Assessment, and Utility,” *The Springer Series on Human Exceptionality* (April 2016): 155–185, [https://doi.org/10.1007/978-3-319-28606-8\\_7](https://doi.org/10.1007/978-3-319-28606-8_7).

<sup>20</sup> Kendra Cherry, “How Extraversion in Personality Influences Behavior,” *Verywell Mind*, November 22, 2023, accessed June 18, 2024, <https://www.verywellmind.com/what-is-extraversion-2795994>.

<sup>21</sup> Tom Dyrenforth, “Classroom Success Through Rapport-Building,” *United States Military Academy West Point*, 2014, accessed June 18, 2024, [https://www.westpoint.edu/sites/default/files/inline-images/centers\\_research/center\\_for\\_teaching\\_excellence/PDFs/mtp\\_project\\_papers/Dyrenforth\\_14.pdf](https://www.westpoint.edu/sites/default/files/inline-images/centers_research/center_for_teaching_excellence/PDFs/mtp_project_papers/Dyrenforth_14.pdf).

<sup>22</sup> Ying Lin et al., “Mental Toughness and Individual Differences in Learning, Educational and Work Performance, Psychological Well-Being, and Personality: A Systematic Review,” *Frontiers in Psychology* 8 (August 11, 2017): 1–15, <https://doi.org/10.3389/fpsyg.2017.01345>.

<sup>23</sup> *Ibid*, 5.



## CHAPTER FIVE: CONCLUSION

This chapter will summarize the findings of the study by reiterating the research questions and results in conjunction with highlighting their similarities and differences from previously published studies. The author will also discuss the significance, limitations, and future research directions for the Big Five traits of effective private music teachers. In due course, this chapter will provide a comprehensive overview of the research findings and their relevance. Accordingly, a key goal of this chapter is to provide a comprehensive overview of the study, while offering insights into the Big Five traits of private music teachers.

Continuing, the author will discuss how the Big Five traits play a crucial role in music education as they provide a framework for understanding the characteristics that contribute to effective teaching and learning experiences. By examining these traits, researchers can identify the key factors that influence teacher effectiveness and student outcomes, ultimately leading to the development of evidence-based practices and interventions in music education. Understanding the significance of the Big Five traits can help inform teacher training programs, curriculum development, and instructional strategies, ultimately enhancing the quality of music education for students.

The specific Big Five traits relevant to private music teachers include extraversion, which can contribute to their ability to engage and connect with students;<sup>1</sup> conscientiousness, which helps them maintain a structured and organized teaching approach;<sup>2</sup> openness to experience,

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<sup>1</sup> Tomas Chamorro-Premuzic and Adrian Furnham, "Personality Traits and Academic Examination Performance," 238.

<sup>2</sup> Lisa E. Kim, Arthur E. Poropat, and Carolyn MacCann, "Conscientiousness in Education: Its Conceptualization, Assessment, and Utility."

which allows them to explore innovative teaching methods and adapt to diverse student needs;<sup>3</sup> agreeableness, which fosters a positive and supportive learning environment;<sup>4</sup> and emotional stability, which enables them to handle the challenges and pressures of teaching effectively.<sup>5</sup> These traits collectively shape the teaching style and interactions of private music teachers, influencing their effectiveness in imparting musical knowledge and fostering student growth.

These are important factors, considering that some potential challenges faced by private music teachers include managing a diverse range of student abilities and learning styles, balancing individualized instruction with group lessons, and addressing the unique needs and goals of each student. Additionally, private music teachers often face challenges related to scheduling and managing their own time effectively, as they may have a large number of students with varying lesson lengths and frequency. Lastly, building and maintaining a sustainable income can be a challenge for private music teachers, as they typically rely on a fluctuating number of students and may need to navigate marketing and administrative tasks in addition to their teaching responsibilities. Thus, being a for-profit music teacher requires dedication, organization, and a strong entrepreneurial spirit, elements that are explored through this study into the Big Five.

### Summary of Findings

This section explains the results, what the results indicate after analysis, and how they complement the existing literature. It offers an in-depth analysis of the findings and illustrates

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<sup>3</sup> Christiane Nieß and Hannes Zacher, “Openness to Experience as a Predictor and Outcome of Upward Job Changes into Managerial and Professional Positions.”

<sup>4</sup> Vanner et al., “The Importance of Student-Teacher Relationships.”

<sup>5</sup> Ying Lin et al., “Mental Toughness and Individual Differences in Learning, Educational and Work Performance, Psychological Well-Being, and Personality: A Systematic Review.”

how it adds to the existing literature to confirm or refute hypotheses, find new insights, and provide a different viewpoint. Also included are recommendations for future research and implications.

Teachers that demonstrate effective teaching in a for-profit setting are highly agreeable, according to this study. The results also show that they score mid to high in the categories of openness to experience, conscientiousness, and extraversion, while scoring low to moderate in neuroticism. This can indicate that they are more willing to take risks and develop innovative ideas, they are organized, and they are sociable.<sup>6</sup> All of these qualities are essential for success in any setting, but especially in a for-profit setting. Innovation allows for the exploration of new business opportunities and the development of unique strategies that can lead to a competitive advantage.<sup>7</sup> Being organized ensures efficient operations and resource management, maximizing productivity and profitability.<sup>8</sup> Finally, sociability facilitates effective networking, partnership building, and customer relations, all of which are crucial for business growth and success.<sup>9</sup>

The results of our study align with previous research that suggests a positive correlation between the high levels of the Big Five Trait Agreeableness and effective teaching. Accordingly, this study adds further support to the existing literature and strengthens the argument for incorporating more agreeable teachers into educational settings. Moreover, suggesting agreeableness is common amongst effective teachers in the for-profit setting is backed by

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<sup>6</sup> Sonia Roccas et al., "The Big Five Personality Factors and Personal Values," 792-93.

<sup>7</sup> Cecelia Fadipe, "What Is Business Case for Innovation in a Volatile Market," *CFBL Consulting*, accessed June 21, 2024, <https://www.cfbusinesslinks.com/the-business-case-for-innovation-development-cfbl/>.

<sup>8</sup> Yashvi Jain, "Ultimate Guide to Operations Management: 7 Benefits for Success," *Emeritus*, accessed June 21, 2024, <https://emeritus.org/in/learn/what-is-operations-management/>.

<sup>9</sup> Sunny Nandwani, "Council Post: Networking That Counts: Fostering High-Impact Relationships for Entrepreneurial Growth," *Forbes*, June 21, 2024, accessed June 21, 2024, <https://www.forbes.com/sites/forbesbusinesscouncil/2024/06/20/networking-that-counts-fostering-high-impact-relationships-for-entrepreneurial-growth/>.

multiple studies that have consistently found a positive relationship between agreeableness and effective teaching, and our study further reinforces this connection and extends into the for-profit music school setting.<sup>10</sup> These findings highlight the importance of considering agreeableness as a valuable trait when selecting and training teachers for educational environments.

Additionally, our results also complement studies that highlight the importance of moderate to low levels of neuroticism in music education, as there was found to be a significant benefit to academic performance among students and teachers. Moderate to low levels of neuroticism in music education are important because they promote a sense of calm and stability in the learning environment.<sup>11</sup> This can contribute to reduced stress and anxiety among both students and teachers, allowing for improved focus and performance. Furthermore, it fosters a positive and nurturing atmosphere that enhances creativity and collaboration, ultimately benefiting the overall musical experience for everyone involved.

Lastly, this study expands our understanding of music teachers with moderate to high levels of openness to experience, conscientiousness, and extraversion. Having music teachers with moderate to high levels of openness to experience, conscientiousness, and extraversion can bring numerous benefits to the classroom. Their openness to experience allows them to explore innovative teaching methods and incorporate new ideas and concepts into their curriculum.<sup>12</sup> Their conscientiousness ensures they are organized, reliable, and dedicated to their students’

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<sup>10</sup> Vanner et al., “The Importance of Student-Teacher Relationships.”

<sup>11</sup> Ying Lin et al., “Mental Toughness and Individual Differences in Learning, Educational and Work Performance, Psychological Well-Being, and Personality: A Systematic Review.”

<sup>12</sup> Psychology Today Staff, ed., “Openness,” *Psychology Today*, 2024, accessed June 23, 2024, <https://www.psychologytoday.com/us/basics/openness#:~:text=Being%20open%20to%20experience%20is,hunger%20for%20knowledge%20and%20learning.&text=Openness%20is%20correlated%20with%20higher,%2Dbeing%2C%20including%20overall%20happiness.&text=Therefore%2C%20it%20makes%20sense%20that,appreciation%20for%20aesthetics%20and%20beauty>.

learning.<sup>13</sup> And their extraversion enables them to engage and connect with students, creating a vibrant and interactive learning environment.<sup>14</sup> Moreover, these personality traits of music teachers have a positive impact on student engagement and motivation.<sup>15</sup> Students are more likely to be inspired and motivated by teachers who are open to new ideas, organized, and enthusiastic about teaching.<sup>16</sup> This leads to a dynamic and stimulating classroom environment that fosters active participation and a deeper appreciation for music.

### Significance

There is important research value in examining how a private music teacher's Big Five personality traits affect student outcomes in the field of music. Teacher personality can influence the learning environment in a number of ways, including the educator's approach to teaching, their communication style, and overall student satisfaction.<sup>17, 18</sup> This study can help to identify which personality traits are the most effective in teaching music and how to best leverage those trait skillsets in the for-profit organization.

Studying the ties between five-factor traits and effective teaching was the goal of this study. Although research has been conducted on personality and teaching music, the next step is

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<sup>13</sup> Lisa E. Kim, Arthur E. Poropat, and Carolyn MacCann, "Conscientiousness in Education: Its Conceptualization, Assessment, and Utility."

<sup>14</sup> Tomas Chamorro-Premuzic and Adrian Furnham, "Personality Traits and Academic Examination Performance," 238.

<sup>15</sup> Vera Monteiro, Carolina Carvalho, and Natalie Nóbrega Santos, "Creating a Supportive Classroom Environment through Effective Feedback: Effects on Students' School Identification and Behavioral Engagement."

<sup>16</sup> Xue Wang, "Exploring Positive Teacher-Student Relationships: The Synergy of Teacher Mindfulness and Emotional Intelligence."

<sup>17</sup> Khatri, "Teachers' Personality in Students Learning."

<sup>18</sup> Navdeep Dhillon and Gurvinder Kaur, "Impact of Personality Traits on Communication Effectiveness of Teachers: Exploring the Mediating Role of Their Communication Style," *SAGE Open* 13, no. 2 (April 2023), <https://www.doi.org/10.1177/21582440231168049>.

to consider the significance of this particular study on music education. This study contributes to the description of the Big Five traits of effective teachers by shifting the focus from a general and university context to a for-profit music school context. The for-profit music school context presents unique challenges and characteristics that influence the implementation of the Big Five traits. These may include an increased emphasis on financial performance and profit generation. In addition, there may be a diverse student population with varying levels of musical talent and motivation, as well as the need to balance artistic development with business objectives.

Taking this into account, the task of balancing artistic development with business objectives in a for-profit music school can be particularly challenging. On one hand, the school needs to ensure that students receive high-quality musical education and training to nurture their talent and passion. On the other hand, there is a financial aspect to consider, where the school must generate profit and sustain its operations. This tenuous arrangement requires careful decision-making, innovative approaches, and a deep understanding of both the artistic and business realms to create an environment that supports the growth and success of students while also meeting financial goals.

Developing effective strategies in this specific context requires an understanding of these factors and their interaction with the Big Five traits. In this study, the researcher provides and discusses their insights into this delicate balance between education and business. The Big Five traits play a crucial role in this context as they provide a framework for understanding how individual differences in personality can impact the balancing act between music education and business objectives. By examining traits such as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, stakeholders can gain insights into how individuals may approach and navigate the challenges of running a for-profit music school while prioritizing

artistic growth and financial sustainability. Thus, the significance of the study is that it explores the traits that are shared among effective private teachers, lending insight to a stakeholder's ability to identify traits that may be conducive to excellence in teaching in the for-profit setting.

## Limitations

### Interpretive Subjectivity

Qualitative studies are fundamentally subject to interpretive subjectivity. Since data sets are analyzed by researchers, identifying and describing themes are subject to interpretation.<sup>19</sup> An effective narrative minimizes falsifications, admitting that some themes might be false, and enhances a thematic analysis through critical evaluation of these themes.<sup>20</sup> The potential implications of interpretive subjectivity in qualitative studies are that the findings and conclusions drawn from the research may not be completely objective or generalizable.<sup>21</sup> This can raise questions about the reliability and validity of this study, and may limit the extent to which the findings can be applied to a larger population or context. To enhance the reliability and validity of qualitative findings, researchers can employ strategies such as member checking, where participants are given the opportunity to review and provide feedback on the analysis, ensuring accuracy and credibility.<sup>22</sup> Additionally, employing multiple coders or analysts to

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<sup>19</sup> Jörg Hecker and Neringa Kalpokas, eds., "Disadvantages of Thematic Analysis: Challenges & Weaknesses," *Atlas*, accessed June 19, 2024, <https://atlasti.com/guides/thematic-analysis/thematic-analysis-disadvantages-challenges-weaknesses#:~:text=Interpretative%20subjectivity,Lack%20of%20standardization>.

<sup>20</sup> David C. Coker, "Making Thematic Analysis Systematic: The Seven Deadly Sins," *Journal of Studies in Education* 11, no. 3 (August 30, 2021): 126, <https://doi.org/10.5296/jse.v11i3.18882>.

<sup>21</sup> Lawrence Leung, "Validity, Reliability, and Generalizability in Qualitative Research," *Journal of Family Medicine and Primary Care* 4, no. 3 (2015): 324–327, <https://doi.org/10.4103/2249-4863.161306>.

<sup>22</sup> Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research," *Journal of Medicine, Surgery, and Public Health Volume 2, April 2024, 100051 2* (December 17, 2023), <https://doi.org/10.31219/osf.io/se58y>.

independently analyze the data can help establish inter-rater reliability and reduce bias.<sup>23</sup> Lastly regarding general research practices, ensuring transparency and rigor in the research process through detailed documentation and thorough reporting can enhance the trustworthiness of qualitative findings.<sup>24</sup> Overall, these best practices can help ensure the veracity of qualitative data analysis.

### **Lack of Standardization**

The questionnaire and assessment are self reported, which can lead to the phenomenon known as self-report bias. Despite this, research experts have also found that "...retrospective questionnaires can avoid disrupting participants' natural thinking which can ensure the integrity of thinking."<sup>25</sup> For these reasons, the study utilized self-reflective surveys in conjunction with standardized assessments (IPIP-NEO-120). By using self-reflective surveys, the study benefits from allowing participants to provide insights into their thoughts and feelings in a more natural and uninterrupted manner.<sup>26</sup> On the other hand, standardized assessments such as the IPIP-NEO-120 provide a structured and validated measurement tool, ensuring reliability and consistency in the data collected. This combination of self-reflection and standardized assessments enhances the depth and accuracy of the study's findings.

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<sup>23</sup> Cliodhna O'Connor and Helene Joffe, "Intercoder Reliability in Qualitative Research: Debates and Practical Guidelines," *International Journal of Qualitative Methods* 19 (January 1, 2020): 160940691989922, <https://doi.org/10.1177/1609406919899220>.

<sup>24</sup> Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research."

<sup>25</sup> Yueming Li et al., "Big Five Personality and Mind Wandering in Athletes: Mediating Role of Trait Anxiety," *Frontiers in Psychology* 15 (February 13, 2024): 10, <https://www.doi.org/10.3389/fpsyg.2024.1232312>.

<sup>26</sup> Ibid.



## Potential for Superficial Analysis

Thematic analysis reports provide insights into research questions by identifying patterns or themes across several domains.<sup>27</sup> A superficial examination of data in thematic analysis may overlook important nuances and complexities within the data.<sup>28</sup> This can lead to oversimplification and generalization, potentially diluting the richness and depth of the findings. Additionally, a superficial analysis may miss out on subtle but significant patterns or themes that could provide valuable insights for the research questions at hand.

As an example, personality and disposition change over time, and while thematic analysis in this study discovered a commonality of Big Five traits among private lesson music teachers, these current findings may too change over time.<sup>29</sup> In light of this, using a coding framework, this study was able to categorize themes and subthemes in a more detailed manner, allowing for a deeper analysis of the data. The researcher analyzed the data by creating a comprehensive coding structure that captures nuances and complexities that may be missed in a superficial analysis. This approach ensures a more thorough exploration of the research questions and enhances the validity and reliability of the findings. This approach to analysis provides a more comprehensive understanding of the data and a greater chance of uncovering meaningful insights.

## Recommendations

It would be beneficial to delve further into the specific strategies and approaches that are most effective in balancing student development and business objectives within a for-profit

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<sup>27</sup> Hecker and Kalpokas, eds., “Disadvantages of Thematic Analysis: Challenges & Weaknesses.”

<sup>28</sup> Ibid.

<sup>29</sup> Sonia Roccas et al., “The Big Five Personality Factors and Personal Values,” 792.

music school. In order to create a congruous environment that fosters both musical growth and financial sustainability, educators and administrators can gain valuable insights into how different combinations of factors influence decision-making, teaching styles, and student outcomes in the for-profit setting.

A variety of instrumentalists were interviewed for this study. As instrument choice influences personality, it would be beneficial to investigate teacher dispositions within specific instrument groups, e.g., woodwinds, percussion, brass.<sup>30</sup> In doing so, researchers would gain a better understanding of how the Big Five traits differ between instrument families, and how these differences could benefit or hinder for-profit music schools. Furthermore, considering instrument choice in music education research is crucial as it allows for a more nuanced understanding of how individual characteristics, such as personality traits, can impact learning outcomes and teaching approaches. Thus, examining the specific dispositions of teachers within different instrument groups, researchers can tailor their findings to provide valuable insights and recommendations aimed at for-profit music schools, ultimately enhancing the effectiveness of these types of music education programs.

In order to improve accuracy, combine an experimental method in which effectiveness of teaching can be measured through non-self reporting mechanisms.<sup>31</sup> Some examples of experimental methods that can be used to measure the effectiveness of teaching through non-self reporting mechanisms include pre-tests and post-tests, control groups, and randomized controlled trials.<sup>32</sup> These methods allow researchers to gather objective data and compare the outcomes of

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<sup>30</sup> Morgan Waterman and David Funder, “What Does Your Musical Instrument Say about You: Analyzing Musical Instrument Preference and the Big 5 Personality Traits,” *UC Riverside Undergraduate Research Journal Submit* 15, no. 1 (October 22, 2021): 1–15, <https://doi.org/10.5070/rj515355198>.

<sup>31</sup> Li et al., “Big Five Personality and Mind Wandering in Athletes: Mediating Role of Trait Anxiety”.

different teaching approaches.<sup>33</sup> Using non-self reporting mechanisms in research provides more objective and reliable data compared to self-reporting methods.<sup>34</sup> Thus, this reduces the risk of bias and ensures that the effectiveness of teaching is measured accurately. However, it is important to acknowledge that non-self reporting mechanisms also have their limitations. For instance, these methods may not capture the full complexity of the teaching and learning process, as they often focus on specific outcomes and may not account for individual differences among students. Additionally, relying solely on objective data may overlook important subjective factors, such as students' motivation, engagement, and overall learning experience. Therefore, a comprehensive approach that combines both non-self reporting mechanisms and self-reporting methods could provide a more holistic understanding of teaching effectiveness.

The data presented here should also be complemented by research on student dispositions and success within private lessons. A combination of studies on teacher personality and effectiveness coupled with studies on which aspects of the Big Five traits within students' contributions to musical success would enhance the field's understanding of the ideal student-teacher match. By studying student and teacher personalities, it is possible to better understand how certain traits might complement each other, and which student-teacher trait combinations might be the most beneficial for desired student outcomes. Moreover, studying student success within private lessons can provide insight into which teaching methods are most effective for students that score high in certain areas of the Big Five. With this information, educators may

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<sup>32</sup> "Research Methods: Definitions, Types, Examples," *Scribbr*, accessed June 19, 2024, <https://www.scribbr.com/category/methodology/>.

<sup>33</sup> *Ibid.*

<sup>34</sup> Gerald J. Haefel and George S. Howard, "Self-Report: Psychology's Four-Letter Word," *The American Journal of Psychology* 123, no. 2 (July 1, 2010): 181–188, <https://doi.org/10.5406/amerjpsyc.123.2.0181>.

gain a better understanding of what works for different types of learners and tailor their teaching methods accordingly.

### Conclusion

To conclude, this chapter summarizes the findings of the study by reiterating the research questions and results as well as highlighting their similarities and differences with previously published studies. The significance of the research questions lie in their contribution to the existing body of knowledge in the field.<sup>35</sup> By addressing these questions, the study provides valuable insights and new perspectives. The results shed light on important aspects of the topic and offer potential avenues for future research. Overall, this chapter underscores the importance of the study and its relevance in advancing the understanding of the subject matter.

Along with discussing their significance, limitations, and future directions, the author discussed the common scores of Big Five traits for effective private music teachers. He also provided a comprehensive overview of research findings and their relevance to the field of for-profit music education. Specifically, the study's review of current literature found that low levels of extraversion were associated with less engagement and interaction between students and teachers.<sup>36</sup> Moderate to high levels of conscientiousness were linked to higher levels of organization and structure in the classroom, leading to more positive and productive interactions.<sup>37</sup> High levels of agreeableness were found to promote cooperation and harmony in

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<sup>35</sup> Simmik Ratan, Tanu Anand, and John Ratan, "Formulation of Research Question – Stepwise Approach," *Journal of Indian Association of Pediatric Surgeons* 24, no. 1 (January 2019): 15–20, [https://doi.org/10.4103/jiaps.jiaps\\_76\\_18](https://doi.org/10.4103/jiaps.jiaps_76_18).

<sup>36</sup> Cole Sandlin et al., "Teacher Personality and Student Engagement: A Case Study," *Abilene Christian University*, 2019, accessed June 23, 2024, Abilene Christian University .

<sup>37</sup> Lisa E. Kim, Arthur E. Poropat, and Carolyn MacCann, "Conscientiousness in Education: Its Conceptualization, Assessment, and Utility."

student-teacher interactions, while high levels of neuroticism were associated with increased conflict and tension.<sup>38, 39</sup>

These findings have important implications for student-teacher rapport building in music education settings. Educators can use this knowledge to tailor their teaching strategies and approaches based on the individual traits of their students. For example, they can create a more engaging and interactive learning environment for students with low levels of extraversion, provide a structured and organized classroom for students with moderate levels of conscientiousness, foster cooperation and harmony for students with high levels of agreeableness, and actively manage conflict and tension for students with high levels of neuroticism. Moreover, the research findings also have significant implications for the field of for-profit music education. They can inform the development of training programs for private music teachers, helping them enhance their effectiveness in teaching. Furthermore, the findings can guide the selection and evaluation of private music teachers, ensuring that students receive the highest quality of instruction.

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<sup>38</sup> Vanner et al., “The Importance of Student-Teacher Relationships.”

<sup>39</sup> Tomas Chamorro-Premuzic and Adrian Furnham, “Personality Traits and Academic Examination Performance,” 238.

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## APPENDICES

### Appendix A: Institutional Review Board Approval

# LIBERTY UNIVERSITY

## INSTITUTIONAL REVIEW BOARD

February 13, 2024

Christopher Ozorio  
Thomas Goddard

Re: IRB Exemption - IRB-FY23-24-1323 An Exploration of Big Five Traits and Effective Private Music Teachers in Arizona

Dear Christopher Ozorio, Thomas Goddard,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

**For a PDF of your exemption letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your information sheet and final versions of your study documents can also be found on the same page under the Attachments tab.**

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at [irb@liberty.edu](mailto:irb@liberty.edu).

Sincerely,

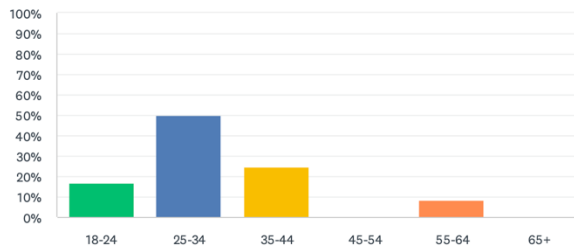


Research Ethics Office

## Appendix B: Survey Questions

### Q1 What is your age?

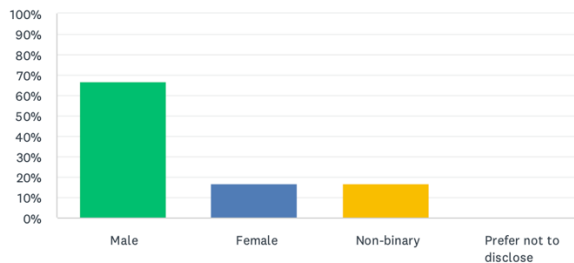
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
18-24	16.67%	2
25-34	50.00%	6
35-44	25.00%	3
45-54	0.00%	0
55-64	8.33%	1
65+	0.00%	0
<b>TOTAL</b>		<b>12</b>

### Q2 What is your gender?

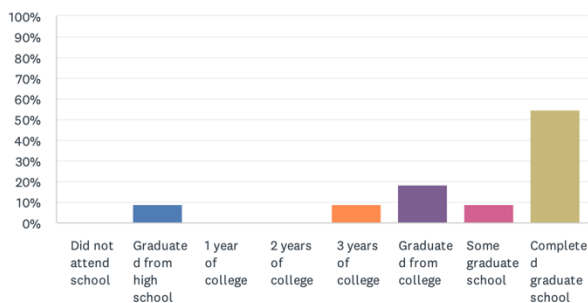
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Male	66.67%	8
Female	16.67%	2
Non-binary	16.67%	2
Prefer not to disclose	0.00%	0
<b>TOTAL</b>		<b>12</b>

### Q3 What is the highest level of education you have completed?

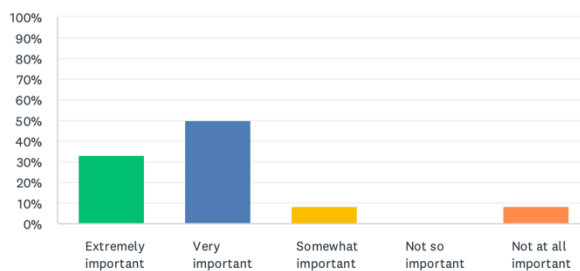
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Did not attend school	0.00%	0
Graduated from high school	9.09%	1
1 year of college	0.00%	0
2 years of college	0.00%	0
3 years of college	9.09%	1
Graduated from college	18.18%	2
Some graduate school	9.09%	1
Completed graduate school	54.55%	6
<b>TOTAL</b>		<b>11</b>

### Q4 How important is punctuality in your professional life, especially when it comes to starting and ending music lessons on time? (C;N)

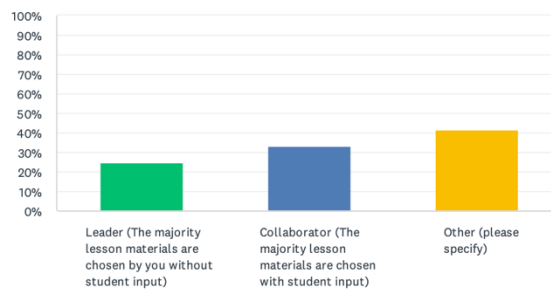
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely important	33.33%	4
Very important	50.00%	6
Somewhat important	8.33%	1
Not so important	0.00%	0
Not at all important	8.33%	1
<b>TOTAL</b>		<b>12</b>

### Q5 When teaching in a lesson, are you a leader or are you a collaborator? (E;A;O)

Answered: 12 Skipped: 0

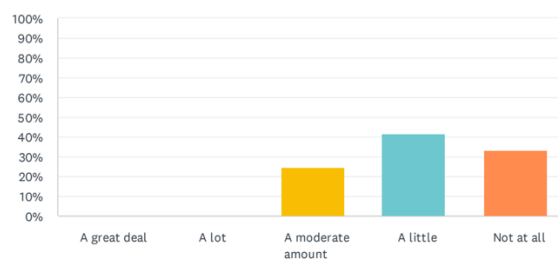


ANSWER CHOICES	RESPONSES	
Leader (The majority lesson materials are chosen by you without student input)	25.00%	3
Collaborator (The majority lesson materials are chosen with student input)	33.33%	4
Other (please specify)	41.67%	5
<b>TOTAL</b>		<b>12</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Mostly a leader, but student input is valued and considered	3/5/2024 12:21 PM
2	A little of both.	2/28/2024 10:08 AM
3	Collaborating with the student to understand what their desires and goals are and creating lesson plans that I believe will aid in accomplishing them	2/27/2024 10:06 PM
4	depends on the student - most want me to choose for them but I'm willing to work on what they bring	2/27/2024 8:06 PM
5	I'm both.	2/20/2024 1:55 PM

### Q6 How often do you find yourself frustrated, stressed, nervous, or anxious while teaching? (N)

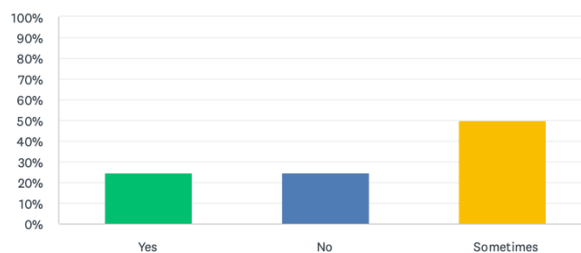
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
A great deal	0.00%	0
A lot	0.00%	0
A moderate amount	25.00%	3
A little	41.67%	5
Not at all	33.33%	4
<b>TOTAL</b>		<b>12</b>

### Q7 Do you follow a curriculum? (C)

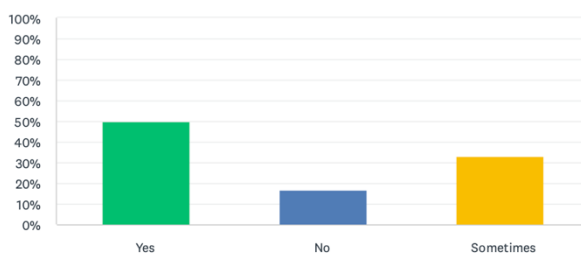
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	25.00%	3
No	25.00%	3
Sometimes	50.00%	6
<b>TOTAL</b>		<b>12</b>

### Q8 Do you volunteer your teaching services? (E;A)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	6
No	16.67%	2
Sometimes	33.33%	4
<b>TOTAL</b>		<b>12</b>

Q9 Would you accept or reject the requests of the student in the following example? You would like the student to learn scales, but the student requests to get right into playing songs. (O;A)

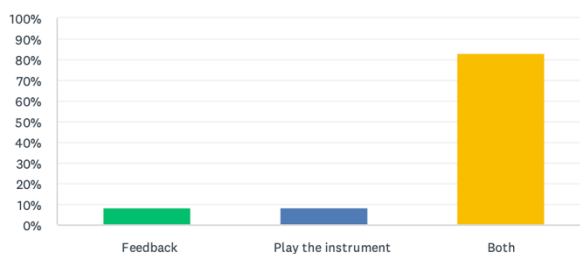
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Accept	75.00%	9
Reject	25.00%	3
TOTAL		12

Q10 During a lesson, do you aim to provide feedback or have the student play? (E)

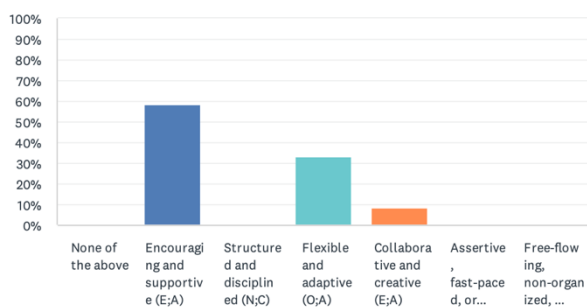
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Feedback	8.33%	1
Play the instrument	8.33%	1
Both	83.33%	10
TOTAL		12

### Q11 Out of the choices below, which would best describe how you typically interact with your students during lessons?

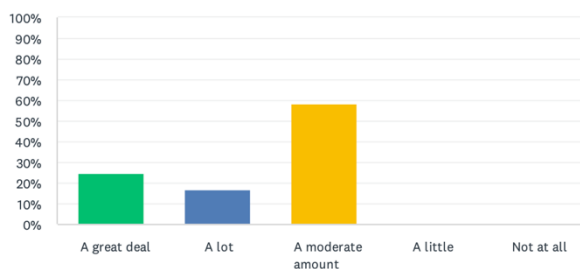
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES
None of the above	0.00% 0
Encouraging and supportive (E;A)	58.33% 7
Structured and disciplined (N;C)	0.00% 0
Flexible and adaptive (O;A)	33.33% 4
Collaborative and creative (E;A)	8.33% 1
Assertive, fast-paced, or tense (N)	0.00% 0
Free-flowing, non-organized, or student driven (O;A)	0.00% 0
<b>TOTAL</b>	<b>12</b>

### Q12 How often do you explore new and unconventional teaching methods or approaches in your music lessons? (O)

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES
A great deal	25.00% 3
A lot	16.67% 2
A moderate amount	58.33% 7
A little	0.00% 0
Not at all	0.00% 0
<b>TOTAL</b>	<b>12</b>



Q13 Do the majority of your students demonstrate results in terms of cognitive and affective development?(Example: Initially, the student is unable to read rhythmic notation, but is able to demonstrate an ability read rhythmic notation on their own after receiving instruction from you)

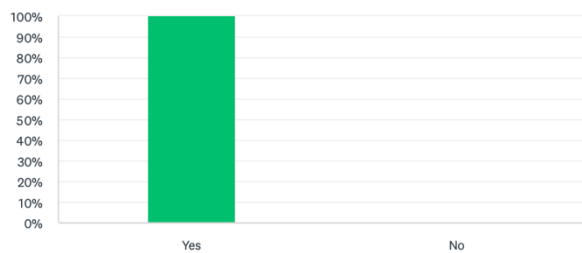
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

Q14 Do the majority of your students become faster at learning new concepts as they progress in their musical studies?

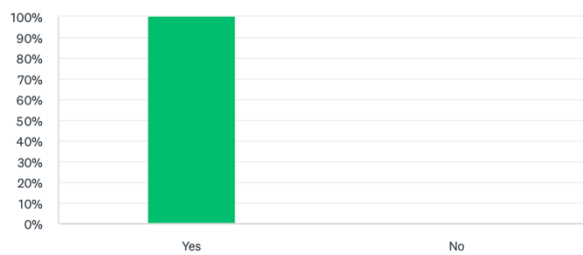
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

### Q15 Do the majority of your students retain information from one lesson to the next?

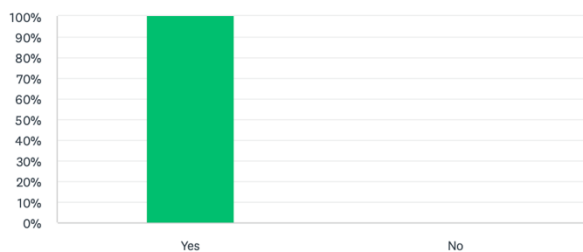
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

### Q16 Do you exhibit passion for music during private lessons?

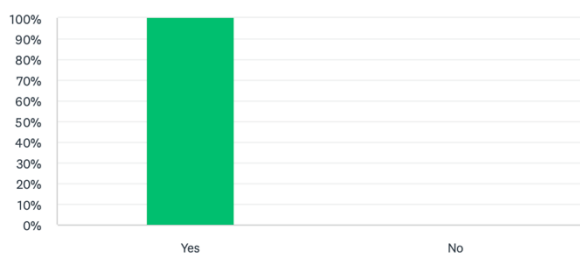
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

### Q17 Do you use a variety of teaching strategies?

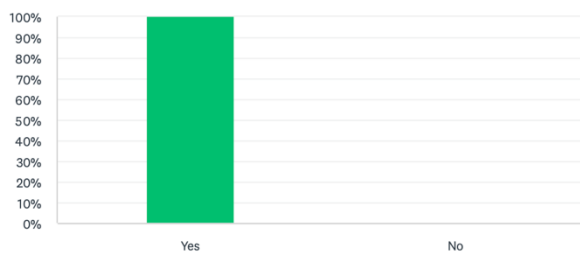
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

### Q18 Do you aim to help students appreciate the relevance of information to their own context?

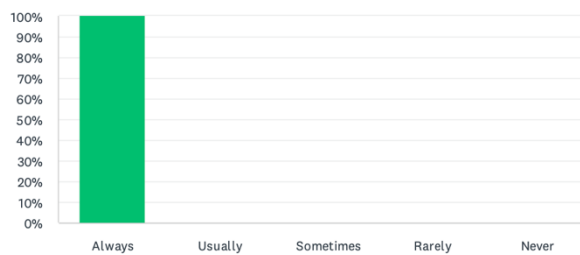
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

### Q19 Do you express care for your students?

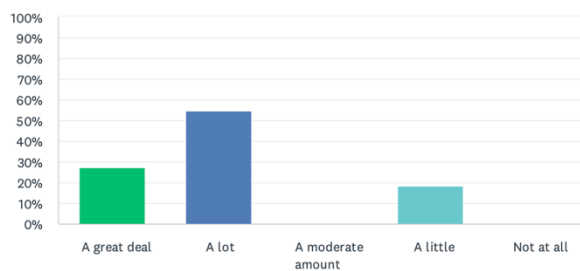
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Always	100.00%	11
Usually	0.00%	0
Sometimes	0.00%	0
Rarely	0.00%	0
Never	0.00%	0
<b>TOTAL</b>		<b>11</b>

### Q20 How often do you incorporate humor into your lessons?

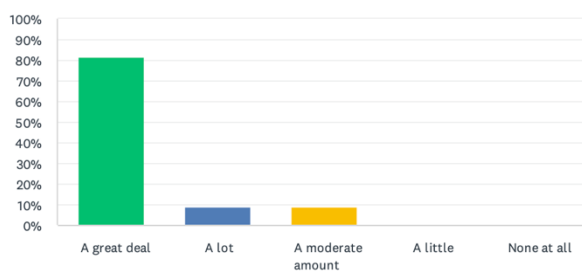
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
A great deal	27.27%	3
A lot	54.55%	6
A moderate amount	0.00%	0
A little	18.18%	2
Not at all	0.00%	0
<b>TOTAL</b>		<b>11</b>

### Q21 How often do you self-reflect on your teaching style, strategies, and method?

Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
A great deal	81.82%	9
A lot	9.09%	1
A moderate amount	9.09%	1
A little	0.00%	0
None at all	0.00%	0
TOTAL		11

## Appendix C: Recruitment Letter

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Dear Potential Participants,

As a Doctoral Candidate at the School of Music at Liberty University, I am conducting research on the interaction between the Big Five personality traits and teacher effectiveness in the private music lesson setting as part of the requirements for a Doctor of Music Education degree. The purpose of my research is to find out if there is a correlation between certain Big Five traits and successful teacher-student outcomes, and I am writing to invite you to join my study.

Participants must be 18 years of age or older, and a prior or current music teacher that has worked with students in the private lessons setting. Participants will be asked to:

1. Respond to interview questions about your instructor teaching style, interaction with students, and any challenges faced. The survey will be sent to participant and is estimated to take no more than 10 minutes.
2. Complete a Big Five personality assessment (IPIP-NEO-120). This procedure is estimated to take approximately 10-20 minutes.

It should take approximately 30-45 minutes to complete the procedures listed. Participation will be completely anonymous, and no personal, identifying information will be collected.

1. To participate, please click [here](#) to complete the private music teacher survey. This survey will automatically be forwarded to the researcher.
2. Next, click [here](#) to complete the Big Five personality assessment.
3. To begin the assessment, first check the box located under the text, "Acknowledgment that You Understand the Purpose and Limitations of the Test Results."
4. After checking the box, scroll down to the bottom of the page and click "Send."
5. Finally, on the next webpage, input ANON into the textbox that says, "nickname or made-up name," and begin the assessment by scrolling down.
6. Please copy and paste the results of the Big Five personality assessment into a word document, or save the results as a PDF file and upload the document to Dropbox by clicking [here](#).
7. To ensure anonymity, when prompted for your name and email, input "anonymous" into the name text box, and [REDACTED] into the email text box.

A consent document is attached to this email. The consent document contains additional information about my research. Because participation is anonymous, you do not need to sign and return the consent document unless you would prefer to do so. After you have read the consent form, please complete and return the survey and assessment. Doing so will indicate that you have read the consent information and would like to take part in the study.

Sincerely,



Christopher Ozorio  
Doctoral Candidate

## Appendix D: Participant Consent Form

### Consent

**Title of the Project:** An Exploration of Big Five Traits and Effective Private Music Teachers in Arizona

**Principal Investigator:** Christopher J. Ozorio, Doctoral Candidate, School of Music, Liberty University

#### Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years of age or older, and a prior or current music teacher who has worked full or part-time with students in the private lessons setting. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

#### What is the study about and why is it being done?

The purpose of the study is to explore the relationship between the Big Five personality traits and for-profit private music instruction. The goal is to shed light on how Big Five personality traits may influence the effectiveness and outcomes of music education within a for-profit framework. By understanding this interaction, educators, business owners, and policy makers can tailor their approaches and strategies to better cater to the diverse needs of students.

#### What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Respond to interview questions about your instructor teaching style, interaction with students, and any challenges faced. The survey will be sent to participant and is estimated to take no more than 10 minutes.
2. Complete a Big Five personality assessment (IPIP-NEO-120). This procedure is estimated to take approximately 10-20 minutes.

#### How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include an improved understanding of how instructor personality traits influence educational outcomes in music. Consequently, it enhances the understanding of music education in the private lesson setting. Business owners looking to hire private music educators, or students seeking music lessons may also benefit from this information by factoring in the information gathered through the study during the teacher selection process.

**What risks might you experience from being in this study?**

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

I am a mandatory reporter. During this study, if I receive information about child abuse, child neglect, elder abuse, or intent to harm self or others, I will be required to report it to the appropriate authorities.

**How will personal information be protected?**

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses to the online survey and Big Five personality assessment (IPIP-NEO-120) will be anonymous.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted, and all hardcopy records will be shredded.

**How will you be compensated for being part of the study?**

Participants will not be compensated for participating in this study.

**Is the researcher in a position of authority over participants, or does the researcher have a financial conflict of interest?**

The researcher serves as a teacher and professor at Allegro School of Music and Pima Community College. To limit potential or perceived conflicts, this disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate or not participate in this study.

**Is study participation voluntary?**

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time.

**What should you do if you decide to withdraw from the study?**

If you choose to withdraw from the study, please exit the survey and close your internet browser.



If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

**Whom do you contact if you have questions or concerns about the study?**

The researcher conducting this study is Christopher Ozorio. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at [REDACTED] or [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Thomas P. Goddard at [REDACTED].

**Whom do you contact if you have questions about your rights as a research participant?**

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, [REDACTED]. [REDACTED] number is [REDACTED] and our email address is [REDACTED].

*Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.*

**Your Consent**

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

*I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.*

\_\_\_\_\_  
Printed Subject Name

\_\_\_\_\_  
Signature & Date

## Appendix E: Doctoral Thesis Defense Approval Form

**Doctor of Worship Studies or Doctor of Music Education****Doctoral Thesis Defense Decision**

The thesis Advisor and Reader have rendered the following decision concerning the defense for

Christopher James Ozorio

on the Thesis

An Exploration of the Big Five Traits and Effective Private Music Teachers

as submitted on 7/15/24

**Full approval to proceed with no proposal revisions.**  
The document should be prepared for submission to the Jerry Falwell Library.

**Provisional approval pending cited revisions.**  
The student must resubmit the project with cited revisions according to the established timeline.

**Redirection of project.**  
The student is being redirected to take MUSC/WRSP 889 again, as minor revisions will not meet the expectations for the research project.

		7/15/24
<b>Print Name of Advisor</b>	<b>Signature</b>	<b>Date</b>
		7/15/24
<b>Print Name of Reader</b>	<b>Signature</b>	<b>Date</b>