

# Personality self-perceptions of Turkish music pre-service teachers in relation to departmental satisfaction

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## Abstract

The purpose of this study was to examine individual differences in the field of music education. The 'Big Five' model of personality served as the framework to help meet the purpose. Using a sample of 83 music pre-service teachers enrolled in a department of music education, we found that music pre-service teachers scored high in the Openness, Conscientiousness, Extroversion and Agreeableness dimensions but low in the Neuroticism dimension of personality. This finding suggests that the music pre-service teachers possess the personality type that the scientists suggest is ideal for teachers. Two dimensions of personality (Openness and Extroversion) were positively correlated with the music pre-service teachers' satisfaction in studying in the department of music education.

## Keywords

Big Five model of personality, departmental satisfaction, music education, personality

## Introduction

### *Music education in Turkey*

Music education in Turkey is implemented in three ways: general music education, encouraging (amateur) music education and vocational (professional) music education:

- **General music education:** This is intended for everyone, whatever their level, and aims to help them acquire music as an art. General music education should enhance and improve individuals' musical interest, enthusiasm and talent.
- **Amateur music education:** This is aimed at those who are enthusiastic and talented in music and contributes to training creative individuals and developing healthy individuals

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from a mental, physical and emotional aspect. Thus, individuals have musical pleasure and also acquire the musical behavior needed to improve their talent. The main aim is to provide musical satisfaction to those who like to learn music only for pleasure, and are enthusiastic, eager and, to a certain extent, talented.

- **Vocational (professional) music education:** This aims to help individuals who choose or would like to choose to specialize in a branch of music as their vocation and have some musical talent to acquire musical behavior. The main aim in vocational music education is to train individuals who are principled–organized–interpretive–investigative, along with learning music by experience. The intent of this kind of education is not to ensure that individuals improve themselves and are satisfied in accordance and to the extent of their interest, enthusiasm, disposition and talent, but to help them going beyond satisfaction by preparing, specializing in, developing and improving themselves as required by the respective branch, task or vocation (Uçan, 1994).

Although music teacher training is a distinctive whole consisting of various courses under the heading of vocational music education, it is an educational process that is planned in itself and aims to help students acquire the musical behavior and knowledge required by the music teaching profession. In this process, a curriculum consisting of courses relating to teaching profession, courses on general knowledge, courses in the music subject field, as well as cognitive, kinesthetic and behavioral field courses are offered in a four-year undergraduate program in Turkey. Curricular courses aiming to help students acquire music knowledge include a wide and rich variety of courses such as Music Theory and Ear Training, Harmony Counterpoint Accompaniment, Polyphonic Vocalization in Turkish Music, Composition of Educational Music, History of Music, Computer, Contemporary Popular Music, Musical Culture, Orchestrate and Chamber Music, School Instruments, Turkish Folk Music and its Implementation, Traditional Turkish Classical Music and its Implementation, Dance and Music, Knowledge of Instrument Maintenance and Repair, Individual Voice Training, Collective Voice Training, Chorus and Conducting Choruses, Electronic Organ Training, Individual Instrument Training, and the Piano (Tufan, 2004).

A music educator should possess the skills, knowledge and qualifications pertaining to music education. A ‘Music Teacher’ is ‘a person who gained the authority to teach music after completing his/her music education or acquiring the skills as required by teaching profession’ (Uçan, 1994, p. 7). Departments of Music Education aim to train individuals and help them acquire musical culture through courses on instrument training, voice training, harmony education and orchestra. Thus, music pre-service teachers trained through a planned education process are equipped with various musical knowledge and skills. They complete the resources and materials to be used in the future, conduct national and international studies, participate in various concerts as soloists and accompanists, and contribute to music education. As a result, they aim to practice their profession in the best way using all the knowledge acquired throughout their music education.

Various education institutions in Turkey assume remarkable and comprehensive duties in developing academic education research programs at ‘undergraduate’, ‘graduate’, ‘postgraduate’ and ‘artistic competence’ in the following fields: music education departments in Turkish education faculties in the field of music education; public conservatories of fine arts faculties in the field of composition, vocalization and instrument production/repair; and music departments of fine arts faculties in the field of musical research (Uçan, 1994).

Pre-service teachers graduating from the music education departments in education faculties are employed as music teachers in schools controlled by the Ministry of National Education

(elementary schools, secondary and high schools, Anatolian fine arts high schools, etc.). Music teachers could also offer private courses to individuals who want to improve their musical talents. Furthermore, those who would like to make an academic career and improve themselves further can apply to the graduate and postgraduate programs offered in these departments.

The number of the music education departments in Turkey has been increasing day by day and has now reached 23. These departments administer their own special ability tests to select students for undergraduate education. Students who take these tests are usually the graduates of general high schools and Anatolian Fine Arts High Schools in various provinces in Turkey. These tests are administered on predetermined dates at each university by special juries selected by examination commissions consisting of instructors from the respective divisions of each university as well as instructors from other universities. In the two-stage test, the first stage is done for pre-selection, while the second stage is for selection. The first stage assesses the candidates' dictation, the ability to hear one, two and three sounds, rhythmic and musical memory. Subsequently, candidates scoring 50 or above are entitled to take the second stage of the examination. The second stage assesses the candidates' psychomotor and musical knowledge in their vocal and instrumental performance. Finally, candidates accepted in pre-registration are listed according to their total test scores as successful and wait-listed candidates.

Candidates' personality is not taken into account when selecting them for the department of music education. However, personality plays an important role in vocational success and satisfaction in music education (Teachout, 2001). It will be wiser for an individual to know themselves and their vocation as best as they can and thus to choose appropriate careers for themselves (Parsons, 1909). In the light of Holland's theory, music education has an artistic, social and investigative work environment (Teachout, 2001). Therefore, individuals with artistic, social and investigative personalities tend to be successful in this career and love their profession.

### *Personality in music literature*

Personality is defined as 'distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world' (Santrock, 2006, p. 126). Although personality is an important predictor of human behavior, it is not the only variable for understanding behavior. Situational factors also play an important role in human behavior. In order to understand the role of personality in human behavior, the context in which behavior takes place must be taken into account. Santrock (2006) elaborated on this issue nicely:

Suppose you have an extravert and an introvert in your class. According to the theory of person–situation interaction, you can't predict which one will show the best adaptation unless you consider the situation they are in. The theory of person–situation interaction predicts that the extravert will adapt best when he is asked to collaborate with the others and that the introvert will adapt best when she is asked to carry out a task independently. (p. 126)

Personality occupies a remarkable place in the literature on music. Most of the studies on personality deal with the personality of musicians. Using The Vocational Preference Inventory, Teachout (2001) examined music pre-service teachers' personality and found that music student teachers are first and foremost artistic; to a substantial but significantly lesser degree, they are social and investigative. Other researchers used different assessment tools such as Myers–Brigs Type Indicator (MBTI) (Kramer & Conoley, 1992) and the Sixteen Personality Factor Questionnaire

**Table 1.** The Big Five factors of personality (Santrock, 2006, p. 127)

Openness	Conscientiousness	Extroversion	Agreeableness	Neuroticism
Imaginative or practical	Organized or disorganized	Sociable or retiring	Softhearted or ruthless	Calm or anxious
Interested in variety or routine	Careful or careless	Fun-loving or somber	Trusting or suspicious	Secure or insecure
Independent or conforming	Disciplined or impulsive	Affectionate or reserved	Helpful, uncooperative	Self-satisfied or self-pitying

(16 P-F) (Kemp, 1981) to examine musicians' personality. Kemp (1996) stated that 'Certainly, I wish to take the view here that the musician's development is a product of the kind of person that he or she is' (p. 15). Using the 'Big Five' model of personality as a framework, Rentfrow and Gosling (2003) examined the role of personality in music-related behavior and argued that 'a person high in Openness may prefer styles of music that reinforce his or her view of being artistic and sophisticated' (p. 1237).

### *Big Five model of personality*

The Big Five model of personality is a widely accepted model in psychology for understanding human personality and the role of personality in behavior (Goldberg, 1981). The model suggests that human personality can be examined under five dimensions. These dimensions include Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism, whose definitions are given in Table 1. This model is also known as OCEAN model.

Several researchers have investigated the relationship of personality and its dimensions to a variety of vocational and academic behavior and found that personality is significantly related to job performance (Barrick & Mount, 1991), job satisfaction (Judge, Heler, & Mount, 2002) and academic performance (Paunonen & Ashton, 2001; Ridgell & Lounsbury, 2004). In a meta-analytic study, Judge et al. (2002) concluded that job satisfaction had significant relationships with Neuroticism ( $r = -.29, p < .01$ ), Extroversion ( $r = .25, p < .01$ ), Agreeableness ( $r = .17, p < .01$ ), and Conscientiousness ( $r = .26, p < .01$ ).

The Big Five model of personality can be used to explain the qualifications of an ideal teacher. The teaching profession is usually preferred by social and extrovert individuals since it has a social work environment. Therefore, good teachers should be high in the Extroversion dimension. It is also important for a good teacher to keep their nerves under control. For this reason, to become good teachers, individuals should be low in the Neuroticism dimension. Besides these qualities, various views about the qualities that a good teacher should possess have been introduced by scientists.

### *Personality profiles of ideal teachers*

Different views have been put forward by Turkish educators about the qualities that a good teacher should possess. According to Kavcar (1999), good teachers are 'thinking, questioning, criticizing individuals who are open to developments and innovations, continuously renew themselves and love their professions' (p. 2). Demirhan and Açıkkada (1997) argued that a modern teacher should

be amiable, patient, honest, sincere, careful, enthusiastic, disciplined, respectful, reputable, participatory, congenial, influential and open to new ideas. According to Saban (2000), a good teacher should possess the following qualities: (1) have a strong knowledge of the field and leaning theories; (2) be sensitive about students' learning characteristics; (3) being able to communicate well with their colleagues; (4) being tolerant towards others' norms and value judgments.

Educators and scientists in the USA and elsewhere also proposed different views about the qualities that a good teacher should possess. Some of the characteristics of a good teacher, according to Avent (1931), include approachability, dignity, enthusiasm, fairness, optimism, appearance, sympathy, vitality, congeniality, open-mindedness, friendliness, kindness, improvement-orientedness, generosity, wisdom and tolerance. Teachers should also be organized, cheerful, flexible, (Roy, 1987), caring, committed, creative, confident, dedicated, knowledgeable, energetic, demanding, persistent, emotionally stable, friendly, sensitive, and patient (Ogden, Chapman & Doak, 1994).

### *Purpose of the study*

This study mainly aimed to determine whether music pre-service teachers possess the personality characteristics of an ideal teacher. More specifically, it aims to investigate the personality profiles of pre-service teachers enrolled in a Turkish department of music education and to identify the relationship between personality dimensions and departmental satisfaction. The Big Five model of personality served as the framework. Two research questions were addressed:

1. What are the personality profiles of Turkish music pre-service teachers?
2. Is there a relationship between music pre-service teachers' personality and their satisfaction in studying in the department of music education? If 'yes', which personality dimensions are related to departmental satisfaction?

## **Method**

### *Participants*

The participants included 83 music pre-service teachers (52 female, 31 male) enrolled in the department of music education in a university in western Turkey. Thirty-four percent of the participants were freshers ( $n = 28$ ), 29 percent sophomores ( $n = 25$ ), 23 percent juniors ( $n = 18$ ), and 14 percent seniors ( $n = 12$ ). The participants were asked to complete a survey during a regular class session in the final week of the semester. Participation was voluntary. The researcher explained the purpose of the study to the participants. Those who were willing to participate read a consent form and completed the survey. The response rate was 85 percent.

### *Instruments*

Participants were given three research instruments: (1) Departmental Satisfaction Scale; (2) Motivation for Computer-assisted Music Instruction Scale; (3) Adjective-based Personality Test. Of these instruments, the three-item Motivation for Computer-assisted Music Instruction Scale was not relevant to this study.

The Departmental Satisfaction Scale is designed to assess participants' satisfaction in studying in the department of music education. Since the researcher of the current study failed to identify

any scale intended to measure music pre-service teachers' satisfaction in studying in the department of music education, she created her own scale, which consists of three items: 'I believe that my personality fits music education well', 'If I could turn back in time, I would have preferred studying music education again', 'I believe that I will become a good music teacher in the future'. For the data analysis, we named these items S1-P, S2-T, S3-GMT respectively. Using a five-point scale, the participants indicated their level of agreement with each statement (1 = strongly disagree, 5 = strongly agree). Each item was examined separately for the analysis. Higher scores in each item reflected higher satisfaction with the department of music education.

The 40-item Adjective-based Personality Test (Bacanli, Ilhan, & Aslan, 2007) was used in this study to examine the music pre-service teachers' personality in five dimensions: Openness (8 items), Conscientiousness (7 items), Extroversion (9 items), Agreeableness (9 items), Neuroticism (7 items). The test consists of 40 pairs of opposite adjectives (e.g. unsociable–sociable, conventional–innovative) (see Appendix 1). The participants were asked to indicate for each item the extent to which they agree with the left or right half of the item responding on a seven-point scale. For instance, the seventh item in the test is intended to assess personality in the Extroversion dimension. If an individual believes that 'sociable' is a very appropriate adjective that describes themselves, they received the maximum score of seven points for this item. On the other hand, if they believe that unsociable is a very appropriate adjective that describes themselves, they received the minimum score of 1 for this item. Item ratings were added up and divided by the number of items in the respective dimension to calculate the total personality score for each dimension. Scores on each dimension ranged from 1 to 7 with higher scores indicating higher reflection of personality in the respective dimension.

Validity and reliability studies for the test were conducted by its creators (Bacanli et al., 2007) on 285 pre-service teachers studying in various departments of the education faculty at a university in Turkey. The results of principal component analysis revealed that each item loaded on their respective factor and the five-factor solution accounted for 52 percent of the total variance of the test, providing evidence for the construct validity of the test. Cronbach's alpha coefficients of .80 for Openness, .80 for Conscientiousness, .89 for Extroversion, .87 for Agreeableness and .73 for Neuroticism provided evidence for the reliability of the scale.

### *Data analysis*

Descriptive statistics, correlation analysis and interviews were used for data analysis in this study. To address the first research question (What are the personality profiles of Turkish music pre-service teachers?), descriptive statistics were calculated. Based on the literature, it was hypothesized that the participants will receive a high score in the Extroversion, Openness, Agreeableness, and Conscientiousness dimensions but low score in the Neuroticism dimension. To address the second research question (Is there a relationship between music pre-service teachers' personality and their satisfaction in studying in the department of music education? If 'yes', which personality dimensions are related to departmental satisfaction?), a correlation analysis was conducted. It was hypothesized that Extroversion and Openness had the highest correlation with departmental satisfaction. The researcher also conducted interviews with seven senior students to shed more light into the role of personality on departmental satisfaction. Interview questions included: 'Can you give us some information about your career plans?', 'Why did you choose to study in the department of music education?', 'Could you provide some information about your personality? What are five adjectives that best describe you?'

**Table 2.** Descriptive statistics for satisfaction items

Item	<i>M</i>	SD	Range		Possible
			Min	Max	
S1. I believe that my personality fits music education well	4.45	.84	1	5	1–5
S2. If I could turn back in time, I would have preferred studying music education again	3.86	1.31	1	5	1–5
S3. I believe that I will become a good music teacher in the future.	4.49	.78	1	5	1–5

## Findings

### Reliability analysis

Coefficient alpha values showed a fairly high reliability for the Adjective-based Personality Test used in this study. Internal consistency of the entire test was .83 with sub-test consistencies of .76 for Openness, .82 for Conscientiousness, .82 for Extroversion, .80 for Agreeableness, and .75 for Neuroticism.

### Descriptive statistics

After establishing the internal consistency of the Adjective-based Personality Test, descriptive data were calculated for all variables in the study. Table 2 presents the mean, standard deviation, minimum and maximum scores for items measuring pre-service teachers' satisfaction in studying music education. In general, pre-service teachers seemed to strongly believe that music education fits their personality well ( $M = 4.45$ ,  $SD = .84$ ) and that they will become a good music teacher in the future ( $M = 4.49$ ,  $SD = .78$ ). However, the mean score for the item 'If I could turn back in time, I would have preferred studying music education again' ( $M = 3.86$ ) was less than 4 (agree).

Table 3 presents the mean, standard deviation, minimum, and maximum scores for all dimensions in the Adjective-based Personality Test. In general, the participants' scores in the Extroversion ( $M = 5.47$ ,  $SD = 1.01$ ), Openness ( $M = 5.87$ ,  $SD = .86$ ), Agreeableness ( $M = 5.47$ ,  $SD = 1.08$ ), Conscientiousness ( $M = 5.53$ ,  $SD = 1.14$ ) dimensions were fairly high. In contrast, they scored low in the Neuroticism dimension of personality. A minimum score of 3 in the Extroversion and Agreeableness dimensions suggests that there seems to be no pre-service teacher in the study who sees themselves as very introverted and disagreeable.

In addition, the researcher examined participants' responses to each scale item separately and calculated percentages for each possible response. As shown in Appendix 1, 59.5 percent of the participants indicated 'interested in arts' (Openness), 57.1 percent 'benevolent' (Agreeableness), 54.8 percent 'imaginative' (Openness), 51.2 percent 'tolerant' (Agreeableness), and 50 percent 'compassionate' (Agreeableness) as adjectives that best describe themselves very well.

One of the most striking points in this analysis is that the participants' responses to the items in the Extroversion, Openness, Conscientiousness and Agreeableness dimensions often accumulated toward the adjective on the right, while in the adjectives assessing the Neuroticism dimension, responses usually had a homogeneous distribution. For instance, regarding the responses to the 'calm–nervous' (Neuroticism) adjective pair, 17.9 percent of the participants selected the adjective

**Table 3.** Descriptive statistics for personality items

Dimension	M	SD	Range		Possible
			Min.	Max.	
1. Neuroticism	3.77	1.27	1	7	1-7
2. Extroversion	5.47	1.01	3	7	1-7
3. Openness	5.87	.86	2.7	7	1-7
4. Agreeableness	5.47	1.08	3	7	1-7
5. Conscientiousness	5.53	1.14	1.8	7	1-7

'calm' as 'very appropriate', 14.3 percent found it 'considerably appropriate', 15.5 percent 'slightly appropriate', while 20.2 percent found the adjective 'nervous' 'very appropriate', 9.5 percent 'considerably appropriate' and 10.7 percent 'slightly appropriate'. On the other hand, 11.9 percent of the participants marked the option 'neither appropriate nor inappropriate' for these two opposing adjectives.

### Correlation analysis

Pearson correlations were calculated to examine the relationship between pre-service teachers' personality and their satisfaction in studying music education. Table 4 shows that Extroversion and Openness had a low but significant correlation ( $r = .25, p < .05$ ) with pre-service teachers' beliefs about the congruence of their personality with music education (S1-P). The other two satisfaction items were not correlated with any of the personality dimensions.

Table 4 also shows that Extroversion, Openness, Conscientiousness, and Agreeableness were significantly related to one another. No significant relationship existed between Neuroticism and other dimensions of personality. Regarding the interrelationships among satisfaction items, we found that music pre-service teachers who believe that music education fits their personality well tend to believe that they will become good music teachers in the future ( $r = .57, p < .01$ ).

When examining the relationships among variables by gender, different patterns were observed for male and female students (See Table 5). For male students, Openness was significantly related to all of the satisfaction items and Agreeableness was significantly correlated with one satisfaction item. In contrast, none of the personality dimensions was significantly related to the satisfaction items for female students.

The researcher also examined the relationship between items in the Adjective-based Personality Test and satisfaction items in order to find out which pairs of adjectives are significantly related to departmental satisfaction. The results demonstrated that those who perceived themselves as 'imaginative' ( $r = .23, p < .05$ ), 'interested in arts' ( $r = .28, p < .01$ ), 'social' ( $r = .31, p < .01$ ), 'influential' ( $r = .35, p < .01$ ), and 'tolerant' ( $r = .26, p < .05$ ) thought that music education fits their personality better when compared to those who perceived themselves as 'unimaginative', 'non-influential', 'disinterested in arts', 'preferring solitude' and 'intolerant' (See Appendix 2).

### Interviews

The researcher also conducted interviews with seven senior students to shed more light into their career plans, personalities and departmental satisfaction. As indicated earlier, participants were asked three questions in the interview: (1) 'Can you give us some information about your career



**Table 4.** Correlations among variables

Variable	1	2	3	4	5	6	7	8
1. <b>O</b> penness	–	.43**	.54**	.50**	.00	.25*	.15	.17
2. <b>C</b> onscientiousness		–	.59**	.35**	.04	.16	–.12	.11
3. <b>E</b> xtroversion			–	.24*	.14	.25*	–.02	.20
4. <b>A</b> greeableness				–	–.08	.11	.17	.10
5. <b>N</b> euroticism					–	.06	.03	–.18
6. S1-P						–	.21	.57**
7. S2-T							–	.18
8. S3-GMT								–

\* $p < .05$ ; \*\* $p < .01$ .

**Table 5.** Correlations among variables by gender

Variable	1	2	3	4	5	6	7	8
Male students ( $n = 31$ )								
1. <b>O</b> penness	–	.23	.42*	.64**	–.02	.49**	.41*	.40*
2. <b>C</b> onscientiousness		–	.74**	.14	.00	.21	.03	.10
4. <b>A</b> greeableness			–	.23	.31	.51**	.31	.31
5. <b>N</b> euroticism				–	.33	–.01	.04	.04
6. S1-P					–	.37*	.43*	.43*
7. S2-T						–	.31	.31
8. S3-GMT							–	–
Female students ( $n = 52$ )								
1. <b>O</b> penness	–	.56**	.62**	.43**	.00	.12	–.03	.03
2. <b>C</b> onscientiousness		–	.48**	.45**	.06	.14	–.18	.12
3. <b>E</b> xtroversion			–	.28*	.12	.25	–.04	.23
4. <b>A</b> greeableness				–	–.02	.03	.00	.02
5. <b>N</b> euroticism					–	–.04	.05	–.26**
6. S1-P						–	.14	.62**
7. S2-T							–	.14
8. S3-GMT								–

\* $p < .05$ . \*\* $p < .01$

plans?’ (2) ‘Why did you choose to study in the department of music education?’ (3) ‘Could you provide some information about your personality? What are five adjectives that best describe you?’

Regarding their career plans, some of the participants wanted to become teachers after graduation, while some would like to work as musicians and others wanted to follow an academic career in a university. A pre-service teacher who preferred being a musician to becoming a teacher said: ‘If I become a music teacher, most of my time will be spent on teaching students. So my musical talents and competence will fade. I will not be able to improve myself in music and instruments.’ Another participant also said similar things: ‘I am taking piano courses and would like to improve my piano skills. But teaching will not allow it much. Also, students have a certain attitude toward a music course. They do not take it seriously. So I prefer being a musician to teaching.’ A pre-service teacher planning to become a music teacher underlined that she very much liked teaching others and sharing her knowledge with other people. A pre-service teacher wanting to become an instructor at a university stated that opportunities are more limited in high schools when compared

to universities and student–teacher relationships are better at universities, and that university students are more talented.

Regarding personality, most of the participants mentioned benevolent, talkative, amiable and compassionate as adjectives describing themselves. One participant said: ‘I like helping others a lot. I will forget about it even if someone treats me meanly. If that particular person asks for my help in the future, I will not hesitate to help him or her.’ Another participant stated that he had the personality aspects of a good teacher (talkative, benevolent, amiable, etc.); yet, preferred to become a musician because he believed that teaching would damp down his musical knowledge. Another mentioned that although she perceived teaching as better suited to her personality, she found playing an instrument in a military band as more attractive.

Regarding choosing to study in the department of music education, most participants said that it was their music teachers who discovered their musical talent during elementary or secondary school years and then oriented them towards studying music. One participant said: ‘I liked musicians when I was young. I also liked my music teacher a lot. It was my teacher who encouraged me toward music.’ Another participant stated that she sang in the chorus at her secondary school and her musical talent was then discovered by her music teacher.

## Discussion

The main objective of the study was to examine pre-service teachers’ satisfaction with the field of music education and to determine their personality types. The findings revealed that, in general, the pre-service teachers in the study were satisfied with their department and that they possessed the personality type that scientists suggest as ideal for good teachers. Findings also showed that personality had a relationship with pre-service teachers’ satisfaction with music education. It is important to note that based on our findings, strong implications for music education are not easy to draw because of the correlational nature of the study and the small number of participants. Despite these limitations, the current research may provide researchers and instructors with some valuable insights into the role of personality in pre-service teachers’ satisfaction in the department of music education.

To begin with, the findings revealed that a vast majority of the pre-service teachers in this study believed that music education fits their personality well and that they will become good teachers in the future. The findings also revealed that the pre-service teachers in this sample scored high in Extroversion, Agreeableness, Conscientiousness and Openness, but low in the Neuroticism dimension. This finding supports the widely held idea that teachers should be extroverted, sociable, enthusiastic, cooperative, helpful, forgiving, understanding, patient and friendly (e.g. Spokane, Luchetta, & Richwine, 2002).

The relationship of Extroversion and Openness to satisfaction was noteworthy. Both dimensions of personality were significantly related to pre-service teachers’ satisfaction with the music education department. These findings are consistent with those of a meta-analytic study (Judge et al., 2002), which revealed that Extroversion and Openness had a low but significant relationship with job satisfaction. It is also consistent with the argument (Rentfrow & Gosling, 2003) that Openness to experience may play a notable role in music-related behavior.

Interrelationships among the personality dimensions deserve attention. Except for Neuroticism, all of the personality dimensions are interrelated. This finding suggests that pre-service teachers who see themselves as extrovert tend to see themselves as imaginative, organized, careful, softhearted and helpful.

Interrelationships among the satisfaction items also deserve attention. Our findings suggested that music pre-service teachers who believe that music education fits their personality well tend to believe that they will become good music teachers. Thus, we believe that when selecting students for the department of music education, besides special ability tests, students' personality should also be taken into account. This might be possible through conducting interviews in which questions are asked to assess the candidate's personality.

Briefly, personality occupies a remarkable place in career choice, success and satisfaction. Therefore, the personalities of the students in music education departments should fit their departments. According to Holland's theory, music teaching is usually preferred by individuals with Artistic and Social personality characteristics (Teachout, 2001) Consistent with this theoretical prediction and previous research findings, we found that pre-service music teachers perceived themselves as imaginative individuals interested in arts (Artistic Type, or High in Openness), as well as social, talkative and influential (Social Type, or High in Extroversion) individuals. We also identified the relationship of these personality characteristics to departmental satisfaction.

Of course, personality is not the only factor that affects a person's career choice and departmental satisfaction. Besides personality, individual needs and values also play a role in career choice. In the current study, two of the students we interviewed stated that even though they believe that teaching fits their personality, they prefer becoming musicians over becoming teachers because they perceive themselves as incapable of meeting the values and needs of teaching profession.

Work Adjustment Theory in Vocational Psychology (Dawis, 2002) may provide a different perspective for the departmental satisfaction of the students in music education departments. This theory argues that an individual has certain needs and values (e.g. the capacity of one's job to allow one to display one's talents and skills and to improve oneself). The extent to which a work environment meets an individual's such needs influences their job/departmental satisfaction. Future researchers could use this theory to shed light into the role of values and needs in departmental/job satisfaction related to music education.

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### Author biography

Beste Cevik is an Assistant Professor of Music Education in the Division of Music Education at Balıkesir University, Turkey.

### Appendix I: Percentage of responses for each item in the adjective-based personality test

Item number	Dimension	Adjective (left side)	Very appropriate (1)	Considerably appropriate (2)	Slightly appropriate (3)	Neither appropriate nor inappropriate (4)	Slightly appropriate (5)	Considerably appropriate (6)	Very appropriate (7)	Adjective (right side)
1	N	Calm	17.9	14.3	15.5	11.9	10.7	9.5	20.2	Nervous
2	E	Preferring solitude	8.3	10.7	11.9	13.1	10.7	20.2	25.0	Social (likes being with others)
3	O	Disinterested	0	1.2	3.6	10.7	3.6	21.4	59.5	Interested in arts
4	A	Revengeful	6.0	2.4	4.8	15.5	10.7	17.9	42.9	Forgiving
5	C	Disorganized	3.6	3.6	2.4	17.9	7.1	25.0	40.5	Organized
6	N	Patient	16.7	15.5	7.1	14.3	14.3	9.5	22.6	Impatient
7	E	Unsociable	1.2	1.2	0	15.5	19.0	31.0	32.1	Sociable
8	O	Unimaginative	0	1.2	1.2	8.3	9.5	25.0	54.8	Imaginative
9	A	Indifferent (to others)	0	2.4	1.2	7.1	9.5	22.6	57.1	Benevolent
10	C	Irresponsible	3.6	1.2	4.8	8.3	7.1	28.6	46.4	Responsible
11	N	Easygoing	16.7	13.1	10.7	16.7	15.5	15.5	11.9	Anxious
12	E	Sluggish, languid	3.6	0	2.4	14.3	13.1	25.0	41.7	Active
13	O	Illiberal	0	0	0	6.0	3.6	33.3	57.1	Liberal
14	A	Competitive	8.3	4.8	2.4	9.5	8.3	27.4	39.3	Cooperative
15	C	Unambitious	7.1	2.4	3.6	10.7	15.5	23.8	36.9	Ambitious
16	N	Consistent	36.9	17.9	10.7	17.9	6.0	6.0	4.8	Inconsistent
17	E	Dull	4.8	1.2	6.0	22.6	14.3	15.5	35.7	Flighty
18	O	Conventional	3.6	6.0	2.4	14.3	7.1	20.2	46.4	Innovative
19	A	Conceited	2.4	2.4	6.0	15.5	8.3	27.4	38.1	Modest
20	C	Careless	7.1	4.8	8.3	14.3	11.9	19.0	34.5	Careful

(Continued)

**Appendix I: (Continued)**

Item number	Dimension	Adjective (left side)	Very appropriate (1)	Considerably appropriate (2)	Slightly appropriate (3)	Neither appropriate nor inappropriate (4)	Slightly appropriate (5)	Considerably appropriate (6)	Very appropriate (7)	Adjective (right side)
21	N	Optimist	32.1	27.4	4.8	10.7	8.3	4.8	11.9	Pessimist
22	E	Cheerless	1.2	3.6	4.8	13.1	13.1	20.2	44.0	Cheerful
23	O	Incurious	1.2	2.4	2.4	14.3	11.9	29.8	38.1	Curious
24	A	Rebellious	16.7	9.5	8.3	13.1	14.3	13.1	25.0	Meek
25	C	Lazy	4.8	1.2	1.2	11.9	14.3	32.1	34.5	Ardent
26	N	Peaceful	19.0	20.2	9.5	21.4	8.3	10.7	10.7	Restless
27	E	Inconspicuous	2.4	1.2	9.5	17.9	15.5	31.0	22.6	Prominent
28	O	Conservative	7.1	11.9	4.8	20.2	10.7	13.1	32.1	Liberal
29	A	Ruthless	4.8	1.2	2.4	9.5	9.5	22.6	50.0	Compassionate
30	C	Unprepared	3.6	2.4	4.8	10.7	16.7	26.2	35.7	Prepared
31	N	Carefree	10.7	2.4	1.2	17.9	20.2	27.4	20.2	Anxious
32	E	Unobtrusive	4.8	3.6	3.6	14.3	22.6	23.8	27.4	Dominant, striking
33	O	Narrow in interests	0	0	1.2	13.1	7.1	36.9	41.7	With broad interests
34	A	Selfish	0	1.2	3.6	11.9	14.3	26.2	42.9	Altruistic
35	C	Undisciplined	1.2	3.6	1.2	13.1	22.6	26.2	32.1	Disciplined
36	O	Close to new relationships	4.8	1.2	1.2	8.3	9.5	27.4	47.6	Open to new relationships
37	E	Non-influential	0	2.4	2.4	14.3	10.7	27.4	42.9	Influential
38	A	Intolerant	3.6	0	0	8.3	8.3	28.6	51.2	Tolerant
39	E	Dull	6.0	2.4	1.2	9.5	13.1	28.6	39.3	Enthusiastic
40	A	Stubborn	23.8	3.6	9.5	13.1	3.6	14.3	32.1	Reconciliatory

## Appendix 2: Descriptive statistics for the items in the adjective-based personality test

Item number	Dimension	Adjective (left side)	Adjective (right side)	M (SD)	Correlation (r)		
					S1-P	S2-T	S3-GMT
3	Openness	Disinterested in arts	Interested in arts	6.19 (1.24)	.28**	.13	.13
8		Unimaginative	Imaginative	6.20 (1.11)	.23*	-.07	.11
13		Illiberal	Liberal	6.42 (.83)	.15	.02	.09
18		Conventional	Innovative	5.62 (1.75)	.20	.05	.22*
23		Incurious	Curious	5.75 (1.39)	.15	.01	.09
28		Conservative	Liberal	4.83 (2.01)	.07	.26	.04
33		Narrow in interests	With broad interests	6.05 (1.06)	.24*	.09	.17
36		Close to new relationships	Open to new relationships	5.89 (1.55)	.06	.12	.00
5	Conscientiousness	Disorganized	Organized	5.58 (1.65)	.10	.03	.04
10		Irresponsible	Responsible	5.86 (1.55)	.06	.17	.04
15		Unambitious	Ambitious	5.44 (1.78)	.15	.08	.13
20		Careless	Careful	5.14 (1.91)	.14	.08	.03
25		Lazy	Ardent	5.64 (1.53)	.08	.18	.11
30		Unprepared	Prepared	5.56 (1.57)	.12	.03	.09
35		Undisciplined	Disciplined	5.60 (1.38)	.13	.01	.12
2		Extroversion	Preferring solitude	Social (likes being with others)	4.68 (2.01)	.31**	.06
7	Unsociable		Sociable	5.73 (1.22)	.03	.13	.08
12	Sluggish, languid		Active	5.75 (1.48)	.10	.12	.10
17	Dull		Flighty	5.30 (1.69)	.03	.14	.02
22	Cheerless		Cheerful	5.70 (1.52)	.19	.05	.23*
27	Inconspicuous		Prominent	5.26 (1.49)	.08	.06	.17
32	Unobtrusive		Dominant, striking	5.27 (1.63)	.18	.01	.09
37	Non-influential		Influential	5.87 (1.31)	.35**	.05	.25*
39	Dull		Enthusiastic	5.64 (1.67)	.24*	.12	.16

(Continued)

**Appendix 2:** (Continued)

Item number	Dimension	Adjective (left side)	Adjective (right side)	M (SD)	Correlation (r)		
					S1-P	S2-T	S3-GMT
<b>Agreeableness</b>							
4		Revengeful	Forgiving	5.48 (1.79)	.04	.20	.04
9		Indifferent (to others)	Benevolent	6.20 (1.19)	.13	.07	.07
14		Competitive	Cooperative	5.44 (1.91)	.00	.06	.03
19		Conceited	Modest	5.60 (1.57)	.20	.10	.12
24		Rebellious	Meek	4.38 (2.19)	.10	.05	.00
29		Ruthless	Compassionate	5.86 (1.61)	.20	.16	.11
34		Selfish	Altruistic	5.89 (1.25)	.14	.18	.12
38		Intolerant	Tolerant	6.08 (1.36)	.26*	.19	.16
40		Stubborn	Reconciliatory	4.40 (2.41)	.03	.08	.06
<b>Neuroticism</b>							
1		Calm	Nervous	3.93 (2.17)	.19	.08	-.07
6		Patient	Impatient	4.13 (2.19)	-.01	-.08	-.19
11		Easygoing	Anxious	3.95 (2.00)	-.01	-.03	-.03
16		Consistent	Inconsistent	2.75 (1.82)	-.22*	-.11	-.44**
21		Optimist	Pessimist	2.98 (2.09)	.02	.11	-.10
26		Peaceful	Restless	3.55 (1.98)	.06	.03	-.05
31		Carefree	Anxious	4.98 (1.81)	.16	.14	.06

\*p < .05; \*\*p < .01.



## Abstracts

### *Les auto-perceptions sur la personnalité du professeur stagiaire Turc envers la satisfaction départementale*

L'objectif de cet article est d'examiner les différences individuelles dans le champs de l'éducation musicale. Le modèle de cinq grands facteurs de la personnalité a servi comme structure conceptuelle pour la recherche. Avec un échantillon composé de 83 professeurs stagiaires matriculés dans le département d'éducation musicale, nous avons trouvés que les professeurs stagiaires attribuent des scores hauts pour les dimensions Ouverture, Conscieux, Extraversion et Amabilité, mais bas pour la dimension Neurotisme de la personnalité. Ces résultats suggèrent que les professeurs stagiaires en musique possèdent un type de personnalité que les chercheurs suggèrent pour les professeurs idéaux. Nous avons aussi trouvés que deux dimensions de la personnalité (Ouverture et Extraversion) avait une corrélation positive avec la satisfaction du professeur stagiaire dans le département d'éducation musicale.

### *Selbstwahrnehmung von türkischen Musiklehrern in Ausbildung in Bezug auf ihre Zufriedenheit mit dem Fachbereich*

Das Ziel dieser Studie war es, persönliche Verschiedenheiten im Bereich Musikerziehung zu untersuchen. Das "Big Five" Persönlichkeitsmodell (auch Fünf-Faktoren Modell) diene dazu als Rahmen. Anhand eines Beispiels von 83 Musiklehrern in Ausbildung, die im Fachbereich Musikerziehung eingeschrieben waren, war zu bemerken, dass Musiklehrer deutliche Merkmale von Offenheit, Gewissenhaftigkeit, Extraversion und Verträglichkeit, aber wenig neurotizistische Persönlichkeitsmerkmale an den Tag legten. Diese Ergebnisse legen nahe, dass die Musiklehrer in Ausbildung einen Persönlichkeitstyp aufwiesen, den Forscher als ideal für Lehrer einstufen. Ein weiteres Ergebnis war, dass zwei der Persönlichkeitsmerkmale (Offenheit und Extraversion) positiv mit der Zufriedenheit der Musiklehrer in der Fakultät für Musikerziehung zu studieren korrelierten.

### *Auto-percepciones sobre la Personalidad de Estudiantes de Magisterio de Música de Turquía con Relación a la Satisfacción Departamental*

El propósito de este estudio fue examinar las diferencias individuales en el campo de la educación musical. Los Cinco Grandes Modelos de Personalidad sirvieron como marco auxiliar para nuestros objetivos. Mediante una muestra de 83 estudiantes de formación del profesorado de música de un departamento de educación musical encontramos que puntuaban alto en las dimensiones de apertura, escrupulosidad, extroversión y amabilidad, y bajo en la neurótica. Estos resultados sugieren que los estudiantes de magisterio de música poseían la personalidad tipo que los científicos sugieren para el docente ideal. Encontramos igualmente que dos dimensiones de la personalidad (apertura y extroversión) correlacionaban positivamente con la satisfacción de estos estudiantes por estudiar en el Departamento de Educación Musical.