

ABSTRACT

PERSONALITY FACTORS INFLUENCING BEHAVIOR AND ACADEMIC RATINGS IN THE ELEMENTARY SCHOOL SETTING

Research shows that significant personality differences can create conflict in dyads. However, little research has been conducted in this area regarding teachers and students in the school setting. Assessing personality differences is important to aid in determining some underlying causes of poor behavior and academics in which an intervention may be designed to ameliorate problems due to such personality differences. This study attempted to assess teacher and student differences in personality traits and their correlation with student performance and teacher perception. It is hypothesized that elementary school teachers who differ in personality from their students will perceive these students as possessing more problem behaviors than students who possess similar personalities to their own. It is further hypothesized that elementary school teachers will assign lower grades to students who have personality traits different from their own than they do with students who have similar traits.

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