

ABSTRACT

Pacheco, M. Carmen, *Relationship Between Teachers' Perception of School Climate and Their Personality Traits*. Doctor of Education (Ed.D), December 2002, pp 100, 23 Tables.

The purpose of the present study is to examine the relationship between teachers' perception of school climate and their personality traits.

The instruments used to gather the data are the *Revised Organizational Climate Description Questionnaire (OCDQ-RE)* and the *NEO-Five Factor Inventory (NEO-FFI)*. Both instruments were administered to 290 Hispanic, Mexican-American, elementary teachers during team or faculty meetings.

Exploratory and confirmatory analyses are used in the present study. The mean, standard error of mean, variance, skewness, standard error of skewness, kurtosis, and standard error of kurtosis are reported. Box-and-whisker plots and stem-and-leaf displays are also reported. Correlation and regression analyses are used to determine the relationship between and among variables. The .05 level of significance is used to make decisions for rejecting or failing to reject the null hypotheses.

The review of the literature of on organizational climate and personality traits identified the conceptual framework for this study.

The question the present study answered is the following: Is there a relationship between teachers' perception of school climate and their personality traits? The omnibus question for the present study was addressed by the categorization of the school climate into the following subscales, Supportive Behavior, Directive Behavior, Collegial Behavior, Intimate Behavior, and Disengaged Behavior.

The findings of this study indicate the following: There is a relationship (1) between Supportive Behavior and personality traits; (2) between Directive Behavior and personality traits; (3) between Collegial Behavior and personality traits; (4) between Intimate Behavior and personality traits; (5) between Disengaged Behavior and personality traits.