

### **Personality and self-beliefs as predictors of primary and middle school performance**

The project aims to understand the interactional influence from personality traits and self-beliefs on children's school performance. Personality has previously been shown to predict academic achievement when controlling for general mental ability (e.g. Laidra et al, 2007; Poropat, 2009). The present project will search for mediators/moderators of the relation between personality and academic achievement. The pupil's academic goals, their ability of cognitive control (agency/self-efficacy) and their academic self-concept will be tested. In addition, school context (e.g. climate and school identity) will be measured, to better control for extraneous influence, on achievement. The relationship between the mediators and academic performance has also been studied separately (e.g. Abraham & Bond, 2012; Little et al, 1995). Studies of the combined influence of personality traits and self-beliefs are rare (e.g. Stajkovic et al, 2018) and Stajkovic and his collaborators studied university students. In the present project, children between 12-16 years will be the participants.

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