Personality Traits, Mental Health and Academic Achievement of the BEED Students of St. Peter's College

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Abstract

This study was to determine the personality traits and mental health towards the academic achievement of the students. This study sought to determine the relationship between personality traits and mental health towards the academic achievement of the BEED students in terms of confidence, self-control, behavior, and attitudes. This study was conducted at St. Peter's College of Iligan City from 50 respondents, three (3) males, and forty-seven (47) females were to answer a standardized questionnaires designed and revised by the researchers. The following revealed the findings of the study: After the data were tabulated, analyzed, and interpreted, the following findings emerged. The majority of the respondents were female. The majority of the respondents had a satisfactory Grade or GPA, which was 1.2-2.0, and the least have a good Grade or GPA, which was 2.1-2.5. The majority of the respondents often answered that personality traits and mental health has both positive and negative effect in their academic achievement. The respondents still had a satisfactory Grade or GPA, which was 1.2-2.0, and the least have a good Grade or GPA, which was 2.1-2.5 which means that personality traits and mental health cannot affect the studies of the respondents. Therefore the null hypothesis, which states that there is no significant relationship between academic achievements and respondents' level of personality traits and mental health were rejected.

Keywords: Personality Traits, Mental Health, Academic Achievement, Online Learning

Introduction

Students' personality traits and mental health towards learning have been the main drives in educational research. Students are now equipped with the necessary knowledge, skills, and attitudes to become competent global citizens in the 21st century. Both personality traits and mental health are necessary for people to be successful in their life, especially for students. These two aspects have also been recognized as determining factors on how people learn. The problem is that both personality traits and mental health can affect the students in terms of their academic performance. Mental health problems can affect student's energy level, concentration, dependability, and mental ability. For example, if the student has depression, it is associated w/ lower grade point average. Another is anxiety and other negative traits. Moreover, when it comes to personality traits, it also affects all aspects of student performance. Personality traits also influence how a student behaves in an educational context, an influential factor in learning.

According to Schneewind and Ruppert (1998), personality is something everybody knows exists, but nobody knows what it is. (Merriam Webster, 1828) defines personality as a condition or fact relating to a particular person precisely: the condition of referring directly to or being aimed disparagingly or hostilely at an individual. In addition, personality can be measured as a set of items, usually questions about behavior and feelings to which the subjects have to respond by agreeing or disagreeing with that question or Statement (Kline, 1993).

A personality trait is important as it distinguishes others and inspires others to follow as a leader. A personality trait helps an individual to live with a positive attitude towards life and reduces stress. A person's personality is what helps them navigate through life. Personality includes both appearance and desirable traits. Presenting a pleasant appearance, clean, well-fitting clothing, and good grooming increases both personal confidence and patient confidence in abilities.

In personality traits, the big five model of personality, which can be used to learn more about a person's personality. It includes openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Personality also includes the mental health of a person.

Mental health is important because it affects everything. It affects our ability to adopt something, especially in solving problems. It also affects our ability to be productive and happy. A person's mental health or emotional intelligence is related to their personality, and it contributes significantly to the level of success they achieve throughout their career.

Psychologists have done numerous researches about how the personality and mental health of the learner affects one's academic performances. These studies indicate that Conscientiousness is the most significant correlate of academic performance, an association that has been explained in terms of the persisting, self-disciplined, and achievement-oriented nature of conscientious students (Chamorro-Premuzic & Furnham, 2004). In addition, evidence also suggests that Openness to Experience, a trait that assesses individual differences in aesthetic interests, creativity, and intellectual curiosity, is positively linked to academic performance (O'Connor & Paunonen, 2007).

The academic performance of the students is the main target of the department of education. Students, educators, parents, and other private institutions but not limited to this, have aimed and searched to have an excellent result for the students, making it a global major issue. Much attention had been paid to external factors such as type of school, teaching methods, school location, instructional materials, teaching experience, and so on (WAEC, 2005). Individuals invest a good fortune for the school settings and academic preferences for their children and for themselves to have a way better education and further enhance their performances.

According to Dekker, De Jong, Schippers, et al (2020), research suggests that students' mental health problems and academic underperformance could be caused by students lacking control and purpose while adjusting to tertiary education. Currently, universities are not designed to cater to all the personal needs and mental health problems of large numbers of students at the start of their studies.

When we observe the people around us, one of the first things that strike is how different people are. Some people are very talkative, while others are reticent. Some are active, whereas others are couch potatoes. Some worry a lot, and others rarely seem anxious. So each time we use one of these words, words like "talkative," "quiet," "active," or "anxious," to describe those around us, we are talking about a person's personality.

Moreover, it includes our emotional, psychological, and social well-being when it comes to mental health. It affects what we think, what we feel, and act. It also helps us to determine how we make choices, handle stress, and relate to others.

Personality traits and mental health have both positive and negative effects on educational performance. Students cannot and will not succeed if they are suffering from severe and mental health issues. First, behavioral tendencies are reflected in personality traits that can affect certain habits that influence their academic achievements, such as perseverance, conscientiousness, and talkativeness. Second, whereas cognitive ability reflects what an individual can do, personality traits and mental health reflect what an individual will do. So the researchers came up with this study of personality traits and mental health towards the students' academic achievement.

This study aimed to assess the relationship between personality, mental health, and the students' academic achievements. The study focused on the BEED students of St. Peter's College in Iligan City for the academic year 2020-2021.

Research Questions

With the implementation of the new curriculum, the students had to keep up with the global arena and become globally competent individuals. This study sought to assess the personality traits and mental health towards the academic achievement of the BEED students of St. Peter's College in Iligan City A.Y 2020-2021. Specifically, this study aimed to answer the following question:

1. What is the level of personality traits of the respondents in terms of:
    1.1 confidence; and
    1.2 self-control?
2. What is the mental health of the respondents in terms of ;
    2.1 behaviors; and
    2.2 attitudes?
3. What is the academic achievement of the respondents?
4. Is there a significant relationship between the academic achievements and the level of personality traits of the respondents?
5. Is there a significant relationship between the academic achievements and the level of mental health of the respondents?

Literature Review

For many years researchers and psychologists had been conducted numerous research on how one's personality traits and mental health can affect the student's academic achievements.

Personality Traits

Cited through the research made by (Khan 2018), personality represents a stable set of characteristics responsible for a person's identity. The dimensions of personality are mostly outside our control but strongly influence our attitudes and expectations, and assumptions about others, thus influencing behavior (Kinicki, 2008). Colquitt (2009) defines personality traits as the structures and propensities inside a person that explains his/her characteristic, patterns of thought, emotion and behavior. Personality captures what people are like, and ability captures what people can do (Colquitt, 2009). Personality traits are recurring regularities or trends in a person (Colquitt, 2009).

Therefore, personality represents a process of change and relates to the psychological growth and development of individuals. Personality factors are of extreme importance in today's competitive organizational world. Often a wrong kind of personality proves disastrous and causes undesirable tensions and worries in an organization.

Confidence

Lichtenstein and Fischhoff (1977) state that overconfidence tends to influence decision-makers to unwittingly give excessive weight to assessing knowledge and accuracy of information possessed and ignoring the public information available.

According to Geffert and Christensen (1998), female students tend to underestimate themselves, whereas male students tend to overrate their performance. According to the findings, the issue may not be that women lack confidence, but rather that men have too much confidence in some circumstances, especially when they are wrong.

According to Bandura (1997) and Eccles (2009), self-confidence is integral to psychological theories of motivation and has practical relevance to education: students' self-confidence has associated with their interest in particular subjects (Viljaranta, Tolvanen, Aunola, & Nurmi, 2014), for example, and with their choices of what subjects to study (Regan and DeWitt, 2015).

Self-Control

Self-control is defined as a person's ability to control emotions, behavior, and impulses. It refers to the individual decision or the ability to delay immediate gratification of desires to reach larger alternative goals (Myers, 2010). Self-control is also conceived as a feature of an individual that may lead to success and happiness in life. People that control or regulate their desires, behaviors, performance, and responses can achieve better in various domains than others. The definition considers obstacles of the realities of life faced by individuals in this current dynamic and challenging world. Self-control has also been referred to as self-regulation, self-discipline, and willpower, among other names (Duckworth & Kern, 2011).

In addition, self-control is also defined as restraining or inhibiting a dominant response (i.e., thoughts, feelings, or behavior), allowing a person to act differently (Baumeister, Vohs, & Tice, 2007; Muraven, Baumeister, & Tice 1999).

Mental Health

A student's social-emotional competence or mental health in regards to studies is regarded a key component in their academic success. Several curricula exist that attempt to improve academic competencies through social and emotional learning (Brackett, Rivers, Reyes, Salovey, 2012; Denham & Brown, 2010; McCormick, Capella, O'Connor, & McClowry, 2015). The more frequently students are exposed to social-emotional learning, the greater the impact on academic progress (Zhai, Raver, & Jones, 2015).*Behavior*

Walker, Cheney, Stage, Blum, and Criag. (2015), school-wide positive behavior supports become more common in public schools, so efficiently and effectively identifying and supporting students at risk of school failure has become increasingly important.

Wagerman, Funder, De Raad and Schouwenburg (2003) as cited in the study of Kumari (2014), argued that agreeableness might positively impact academic performance by facilitating cooperation with the learning process. This is consistent with later research that found agreeableness was linked to compliance with teacher instructions, effort, and staying focused on learning tasks.

Attitude

An attitude is a grouping of beliefs, sentiments, and behavioral tendencies toward socially significant events, groups, things, and symbols that lasts for a long time (Hogg and Vaughan, 2005).

Academic Achievement

Learners differ across a wide range of characteristics, according to Hakimi, Hejazi, and Lavasani (2011). In other words, people differ not just in terms of personality traits, family origins, age, and gender, but

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also in terms of attitudes and emotional responses to the environment. Furthermore, kids have distinct personality traits that prepare them for multiple worldviews, resulting in them responding differently in various social and educational environments. Educators can detect their pupils' uniqueness by taking these differences into account.

Predictors of academic achievement often lay on a continuum with cognitive measures, intelligence, and mental abilities at one extreme and non-cognitive variables (such as personality characteristics, socioeconomic status, etc.) at the other one. Despite the fact that the findings of research attempting to predict academic achievement have varied, they have always pointed to the importance of cognitive talents and personality traits in academic achievement (Paunonen & Ashton, 2001). Thus, educators have always asked whether people's personality characteristics can help them attain higher academic achievement.

Methodology

Research Design

This study used a descriptive-correlational research design in which information was collected without making any changes to the study subject. Descriptive study identifies and gathers detailed information about something of interest (e.g, surveys, interviews, questionnaires) and correlational study, which described the relationships of variables as they naturally occur. This method would correlate two variables and only determine the relationship between personality traits and mental health towards the students' academic achievement in St. Peter's College.

Research Environment

St. Peter's College, a private educational institution situated at Sabayle Street, Barangay Saray, Iligan City, consisted of different colleges, namely, Criminology, Engineering, Computer Studies, Arts and Sciences, Business Administration and Education.

The school had separate buildings for various colleges and a library and a canteen for everyone to use. In addition, the said school had lecture rooms and provided audio-visual presentation equipment for classroom discussions. Apart from that, the school also had various facilities for different subjects such as chemistry laboratory, drawing, and engineering rooms, criminology laboratory, martial arts room, computer rooms, a speech laboratory, and an AVR (Audio-Visual Room).

Respondents and Sampling Procedures

The respondents of this study were the St. Peter's College students in the College of Education. Before conducting the survey, the researchers made an instruction on how they answer the questionnaire. These BEED students served as the respondents of the study. The target population for this study was the College of Education students in St. Peter's College. Since the study only focused on BEED students, fifty (50) College of Education students were the respondents of the said study.

The researchers used purposive sampling in choosing the respondents. According to Patton (2002), Purposive sampling is a technique widely used in quantitative research to identify and select information-rich cases for the most effective use of limited resources. (Cresswell & Plano Clark, 2011). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest.

Since the study focused on the relationship between personality traits and mental health towards the academic achievement of College of Education students in St. Peter's College, through the use of purposive sampling technique, the researchers carefully identify and select the respondents of the study since it only focuses to the students who are the BEED students.

Research Instrument and its Validity

The instrument used for the study was a survey questionnaire, which was an adopted standardized questionnaire, and answered by the BEED students of St. Peter's College in Iligan City. The questionnaire contains the respondent's profile, the relationship between personality traits and mental health, and other following questions. Before the surveys were finalized, the researchers first submitted it to the adviser of the researchers for suggestion and validation.

The questionnaire consisted of three parts. Part 1 covers the respondents' personality traits in terms of their level of confidence and level of self-control. Part 2 includes their mental health in terms of behavior and attitude. Finally, part 3 was the questions about their academic achievements that consist 10 items each.

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Data Gathering Procedure

The survey and interview were conducted by the researchers of this study inside St. Peter's College in the College of Education located at Sabayle St., Iligan City. The researchers asked the prospected respondents in their free time.

The researchers gathered the necessary data by handing out the questionnaires through zoom, google meet, and messenger for the instruction and by explaining its content to the respondents to minimize the errors in collecting the data. Google form was used for the distribution of the questionnaire. The gathered data will be tabulated and check by a statistician for analysis and interpretation.

Results and Discussion

The presentation of data, interpretations, and analysis are supported by their corresponding tables and are arranged according to the same manner presented in the research question.

The Level of Personality Traits of the Respondents

Table 1 presents the level of personality traits of the respondents. The result showed the mean distribution of the respondents' level of personality traits in terms of self-confidence. The total mean score of 3.47 occurred most of the time. Item 7 is the highest with a mean score of 3.93, which most of the respondents illustrated that he/she is satisfied with herself/himself. However, in item 2, the respondents answer that they are extremely confident, and item 8 also stated that the respondents enjoyed offering answers in class discussion with the same mean score of 3.16.

Table 1. *Level of personality traits of the respondents in terms of confidence*

Statements	Mean + SD	Description
1. I feel that I have a number of good qualities.	3.36 + 0.67	Sometimes
2. I am an extremely confident person.	3.16 + 0.97	Sometimes
3. I can do reporting in front of my classmates.	3.83 + 0.90	Most of the time
4. I am comfortable with extra work or activities.	3.26 + 0.76	Sometimes
5. I try to participate openly in class.	3.43 + 1.05	Most of the time
6. I take a positive attitude towards myself.	3.86 + 0.91	Most of the time
7. On the whole, I am satisfied with myself,	3.93 + 1.09	Most of the time
8. I enjoy offering answers in class discussion.	3.16 + 0.88	Sometimes
9. I feel useful all the time.	3.28 + 0.93	Sometimes
10. I can be anything that I want to be.	3.48 + 0.96	Most of the time
Over-all Total	3.47 + 0.60	Most of the time

According to Bandura (1997) and Eccles (2009), self-confidence is integral to psychological theories of motivation and has practical relevance to education: students' self-confidence has associated with their interest in particular subjects (Viljaranta, Tolvanen, Aunola, & Nurmi, 2014), for example, and with their choices of what subjects to study (Regan and DeWitt, 2015). Moreover, with one's self-confidence learners are much more aware that they can successfully finish a course and can overcome different hardship to deal with for they able to handle their selves and they have a positive outlook for their self and their studies.

Self-confidence also brings about more happiness. Typically, when you are confident in your abilities, you are happier due to your successes. Also, when you are feeling better about your capabilities, the more energized and motivated you are to take action and achieve your goals.

Nevertheless, nowadays, many students experiencing low self-confidence, that they always feel that their world is dangerous, afraid to handle a situation, and are afraid to show their thoughts and emotions can affect their academic performance in school. (Aventura et al., 2018).

Table 2. *Level of personality traits of the respondents in terms of self-control*

Statements	Mean + SD	Description
1. I am good at resisting temptation	3.29 + 0.84	Sometimes
2. I don't have a hard time breaking bad habit.	3.07 + 0.79	Sometimes
3. I refuse things that are bad for me.	3.90 + 0.99	Most of the time
4. I am able to work effectively towards long- term goals.	3.79 + 0.81	Most of the time
5. I don't allow myself to lose control.	3.86 + 0.95	Most of the time
6. I don't do certain things that are bad for me.	3.97 + 0.97	Most of the time
7. Getting up in the morning is hard for me.	3.03 + 1.14	Sometimes
8. I change my mind fairly open.	3.50 + 0.76	Most of the time
9. I focus first on things that need to be done on time.	4.12 + 0.88	Most of the time
10. I spend too much money.	2.91 + 1.20	Sometimes
Over-all Total	3.54 + 0.55	Most of the time

Table 2 presents the level of personality traits of the respondents in terms of self-control. The result showed the mean distribution of the respondents' personality traits in terms of self-control—the total mean score of 3.54. Item 6, with the mean score of 3.97, is the highest that most of the respondents illustrated that he/she does not do things that are bad for him/her. It is because they know that every action they take has a purpose behind it. Therefore, it can bring them into good or bad situations, so they are avoiding it. However, item 10, which stated that the respondents spend too much money with the mean score of 2.91, is the lowest mean. It is the lowest because they already know that spending too much money may lead them to

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problem money anxiety, and they may struggle financially.

According to Neisser (1976), Behavioral decisions are implicitly categorized into the situation. Based on previous knowledge of the physical and social environment, decisions are theorized to be made first for lower-level decisions that lead to more abstract goal attainment. A person's focus determines which level of goal is achieved. Self-control can be described as the ability to impose intentional and productive actions to regulate one's thoughts, emotions, and behavior. Within the psychological sciences, self-control is often highly related and referred to as the theory of self-regulation (Bandura, 1989; Vohs & Baumeister, 2004).

Table 3. *Summary of the level of personality traits of the respondents*

Indicators	Mean + SD	Description
1. Confidence	3.47 + 0.60	Most of the time
2. Self-control	3.54 + 0.55	Most of the time
Over-all Total	3.51 + 0.51	Most of the time

Table 3 presents the summary of the level of personality traits of the respondents. The result showed the mean distribution of personality traits of the respondents in terms of confidence and self-control. The total mean score of 3.51. Item 2, with a mean score of 3.54, is the highest that most respondents illustrated that they have more self-control. However, item 1, with a mean score of 3.47, is the lowest, which is confidence.

Practicing self-control can improve self-control capacity. In this literature, self-control is defined as the ability to restrain or inhibit a dominant response (i.e., thoughts, feelings, or behavior), allowing a person to act in a different way (Baumeister, Vohs, & Tice, 2007; Muraven, Baumeister, & Tice 1999). Online learning needs a higher level of self-control, for it is an alternative to classroom instructions. It requires a great level of tolerance and independence for various distractions and temptations while having an online discussion. Students tend to be more alert in class preparations, such as preparing the right equipment and securing a good internet connection for them to be able to join the class discussion. Online learning practices equip our learners to be more active in fulfilling their assigned responsibilities, tasks, and activities in a course to have a great academic performance.

Self-confidence is considered one of the most influential motivators and regulators of behavior in people's lives (Bandura, 1986). Moreover, a growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g. Bandura, 1977; Ericson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984).

The Level of Mental health of the Respondents

Table 4. *Level of mental health of the respondents in terms of behaviors*

Statements	Mean + SD	Description
1. I am quiet around new people or classmates.	3.74 + 1.04	Most of the time
2. I enjoy being the center of attraction.	2.12 + 1.14	Rarely
3. I am shy when teacher call me to recite something.	3.21 + 0.83	Sometimes
4. I like being alone rather than being with other people.	3.09 + 1.32	Sometimes
5. I talk to other students in a right way.	4.16 + 0.95	Most of the time
6. I follow teacher's direction.	4.50 + 0.76	Always
7. I ask for help when I don't know what to do.	4.19 + 0.89	Most of the time
8. I don't want others disturbing me when I am doing school activities.	3.76 + 1.13	Most of the time
9. I get frustrated with my work and do not finish.	3.43 + 1.23	Most of the time
10. I like to learn while sitting in my desk.	3.62 + 1.04	Most of the time
Over-all Total	3.58 + 0.53	Most of the time

Table 4 presents the level of mental health of the respondents in terms of behaviors. The result showed the overall total of 3.58 occurred most of the time. It can be noticed that item 6, with the mean score of 4.50 is the highest, illustrated that the respondents follow the teacher's direction. Teachers have talked, students have been directed to listen (Cuban 1993). The assumption has been that if teachers speak clearly and students are motivated, learning will occur. If students do not learn, the logic goes because they are not paying attention or do not care. However, item 2 with a mean score of 2.12 is the lowest.

According to B.F Skinner, knowledge exists independently and outside of people. They view the learner as a blank slate who must be provided the experience. Learners tend to follow what the teachers are doing with the aim of having higher grade output. Since almost all students are dependent on what their teachers fed their minds, they willingly submit to what their teachers direct them. It sets students' minds that following the teacher's actions, rules and expectation gives the sense of security of doing the right thing and can exempt them on chances of having a demerit.

Table 5. *Level of mental health of the respondents in terms of attitudes*

Statements	Mean + SD	Description
1. I respect my teachers.	4.90 + 0.36	Always
2. I respect other students.	4.71 + 0.56	Always
3. I help my classmates at all times.	3.62 + 077	Most of the time
4. I pray to God.	4.64 + 0.67	Always
5. I prefer to have a high grade.	4.19 + 0.98	Most of the time
6. I submit requirements on time.	4.05 + 0.71	Most of the time
7. I straighten my knowledge in any subject areas.	3.62 + 0.75	Most of the time
8. I prefer to work alone than work with other students.	3.36 + 1.09	Sometimes
9. I share my knowledge with my classmates.	3.60 + 0.75	Most of the time
10. I am friendly.	4.12 + 1.04	Most of the time
Over-all Total	3.58 + 0.41	Most of the time

Table 5 presents the level of mental health of the respondents. The result showed the mean distribution of the level of mental health of the respondents in terms of attitudes. The total mean score of 3.58. The item 1 with the mean score of 4.90 is the highest, which illustrate that the respondents respect their teachers. Rudolf Dreikurs (1972) believed that discipline is based on mutual respect, which motivates students to behave constructively because of their high sense of social interest and that all humans have a primary need to belong and feel part of a group and that all students desire to feel they have value and to feel they can contribute to the classroom. However, item 8 with the mean score of 3.36 is the lowest, illustrated that the respondents prefer to work alone than work with other students.

Teachers serve as our parents within the school premises; they have a great role in a student's life. They are responsible for giving students advice, counseling, and guide in their academic choices. They are also accountable for molding the students to become the best individuals by imparting knowledge and developing a good moral character out of the student. Aside from this, teachers hold a great deal of authority in class, making some of the students feel the urge to stay on their foot and listen to them, fearing that their bad actions towards the teachers might implicate bad result on their academic performances.

Table 6 presents the summary of the level of mental health of the respondents. The result showed the total mean score of 3.83. It also shows that the highest mean score which has 4.08 is the attitudes followed by the lowest mean score, the behaviors which only have a mean score of 3.58.

Table 6. *Summary of the level of mental health of the respondents*

Indicators	Mean + SD	Description
1. Behaviors	3.58 + 0.53	Most of the time
3. Attitudes	4.08 + 0.41	Most of the time
Over-all Total	3.83 + 0.41	Most of the time

A student's attitude is their tendency to respond a certain way towards something naturally, the student's response can be on a continuum of positive to negative or good to bad. For example, when a teacher says that a student has a bad attitude, they mean that they do not respond positively to something they were asked to do. On the other hand, a student with a good attitude is someone who has a cooperative spirit in terms of complying with what they are asked to do by the teacher.

Simonson's (1977) study discussed that attitudes could be changed predictably by following dissonance theory guidelines, but that the impact of attitudes on achievement was not easily identified. Simonson's results demonstrated a one standard deviation improvement in attitude scores but no significant improvement in related achievement scores. This study was one of many reported during this period that supported the position taken by many that attitude and behavior had little relationship. However, when individuals focus more on their attitudes and feelings, they tend to act on those attitudes and, hence, attitude and behavior. So, in addition, it is like that when individuals feel more responsibility for their actions instead of being part of a group, their attitude is more consistent with their behavior.

The Academic Achievement of the Respondents

Table 7. *The academic achievement of the respondents*

Statements	Mean + SD	Description
1. I made myself ready in all my subjects.	3.78 + 0.80	Most of the time
2. I pay attention and listen during every discussion.	4.02 + 0.76	Most of the time
3. I want to get good grades in every subjects.	4.34 + 0.85	Always
4. I actively participate in every discussion.	3.29 + 0.80	Sometimes
5. I gain focus when I see technical problems.	3.36 + 0.99	Sometimes
6. I enjoy framework and activities because they help me improve my skills in every subjects.	3.52 + 0.84	Most of the time
7. I exert more effort when I do difficult assignments.	3.84 + 0.89	Most of the time
8. Solving problems is a useful hobby for me.	3.05 + 0.96	Sometimes
9. I schedule definite times and outline specific goals for my study time.	3.38 + 0.88	Most of the time
10. I avoid activities which tend to interfere with my planned schedule.	3.19 + 0.87	Sometimes
Over-all Total	3.58 + 0.56	Most of the time

Table 7 presents the academic achievements of the respondents. The result showed the over-all total with a mean score of 3.58. The item 3 with a mean score of 4.34 is the highest which illustrates that the respondents want to get good grades in every subject. The student's perception of the worth of academic

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achievement is related to the fear of failure, parental and peer group pressure for achievement. Nenty (1988) noted that achievement motivation is a society-related factor and has the highest relationship with and is the most valid prediction of students' academic performance. However, item 8 with the mean score of 3.05 is the lowest, which states that solving problem is a useful hobby for the respondents. According to Hardin (2002), problem-solving, as viewed by cognitive psychologists, encompasses self-analysis, observation, and the development of heuristics. Therefore, cognitive psychologists have been interested in investigating the mental processes involved when individuals learn and solve problems.

Learners are motivated to have great academic achievement for various personal reasons. Some want to make their parents proud of their academic results while having self-fulfillment to achieve/master a subject that their grades can verify. Others are striving to have good grades for a better outlet in their future endeavors since education plays a great factor in today's society. While other students use this chance to boost their ego.

The Relationship between Academic Achievement, Personality Traits and Mental Health

Table 8. *Relationship respondents' academic achievements and respondents' level of personality traits*

Variables	Academic Achievements		Remarks	Decision
	r - value	p-value		
Confidence	0.637**	0.000	Significant	Reject Ho
Self-control	0.667**	0.000	Significant	Reject Ho

Table 8 presents the relationship between respondents' academic achievements and respondents' level of personality traits. Again, the data revealed that the respondents' academic achievements were significantly associated with the respondents' level of personality traits. Thus, the null hypothesis states that there is no significant relationship between academic achievements and respondents' level of personality traits were rejected.

Having confidence in oneself has a great impact on one's academic performance. Being confident allows students to express their emotions and opinions, especially during class discussions. Confidence gives students the drive to be more open to improvement. It

also attracts other students and individuals that may improve students' social state, thus having a feeling of belongingness, which is a great indicator of having a great learning environment for students that also help students having good grades. On the other hand, students who have self-control also have a good chance of having good grades because they tend to be more focused on their studies and are aware of his/her responsibilities. They are more likely to get a better score for they know their limitations and are much unlikely to be distracted and tempted especially in having an alternative classroom set-up which was online learning.

Table 9. *Relationship respondents' academic achievements and respondents' level of mental health*

Variables	Academic Achievements		Remarks	Decision
	r - value	p-value		
Behaviors	0.439**	0.001	Significant	Reject Ho
Attitudes	0.657**	0.000	Significant	Reject Ho

Table 9 presents the relationship between respondents' academic achievements and respondents' level of mental health. Again, the data revealed that the respondents' academic achievements were significantly associated with the respondents' level of mental health. Thus, the null hypothesis, which states that there is no significant relationship between academic achievements and respondents' level of mental health were rejected.

According to WestEd (2003) there is a strong tie between students' overall health and resilience and academic achievement. In summarizing studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning and those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, & Strobel, 1998).

Having the right attitude and good behavior leads to good academic performance for the students for they have a positive way of dealing with academics and their surroundings. Good behavior and attitude promote an excellent way of absorbing the knowledge being shared in the classroom. It can also prove that it leads to a harmonious relationship between peer students, teachers, and other personalities present in a school. It allows students to stay out of trouble and be

more carefree in dealing with school activities and requirements happily and lively.

Conclusion

Based on the findings mentioned above, even personality traits and mental health have both positive and negative effects on their academic achievement. Firstly concluded that the respondents still had a satisfactory grade or GPA, which was 1.2-2.0, and the least have a good grade or GPA, which was 2.1-2.5, which means that personality traits and mental health cannot affect the studies respondents.

Secondly, the students have enough self-control and confidence that help them with their academic performances. Also, the students are mentally capable of doing their school works without being frustrated in doing it. Then, the results revealed that personality traits and mental health were significantly related to academic achievement. Therefore, the null hypothesis states that there is no significant relationship between academic achievements and respondents' level of personality traits and mental health were rejected.

Based on the findings and conclusions, the researchers at this moment present the following recommendations: (1) The researchers recommend adding more specific questions to the survey questionnaires for more stable and reliable findings. (2) To the students, filling out the survey questionnaires personally and honestly to get a valid result. (3) To future researchers, for a more varied result, they may use a larger sample size with an age range variable as a limitation. (4) Seminars, workshops, emotional quotient tests, and intelligent quotient test history may be used as additional references for the study. (5) To the teachers, adding student-centered activities and discussions for building and boost students' self-confidence and attitude.

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