Research Article

INFLUENCE OF PERSONALITY TRAITS ON BUSINESS AND ACCOUNTANCY STUDENTS IN THEIR ACADEMIC SKILLS PERFORMANCE AT PILGRIM CHRISTIAN COLLEGE, PHILIPPINES

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ABSTRACT

Personality traits are of substantial importance and enable us to identify ways to improve higher education teaching. Academic success is powerfully influenced by individual differences in personality, motivation, and achievement. The study examined the influence of personality traits on business and accountancy students in their academic skills performance at Pilgrim Christian College, Cagayan de Oro City. The study used a descriptive design with regression analysis and used a survey to gather the primary data. The findings revealed that ages were dominated by 21 to 25 years old, females obtained the highest frequency, single respondents were the highest, accountancy students were the highest in terms of the department, and the first-year level was the highest in terms of year level. The assessment of the respondents of their personality traits in terms of conscientiousness, extraversion, agreeableness, openness; and neuroticism had an overall interpretation of "often happens among the respondents" and all the indicators or variables did not achieve the highest score of "4," thus, there is a need for improvement of the personality traits among the business and accountancy students in the school of business and accountancy. There is a significant difference in the student's personality traits in terms of conscientiousness, extraversion, agreeableness, openness, and neuroticism when grouped according to their demographic profile. The study concluded that personality traits influence academic skills performance. The findings exposed that openness is the highest variable influencing student academic skills performance. Recommendations are teachers and administrators can introduce a facility or venue that will facilitate the improvement of students' personality traits, students at the School of Business and Accountancy are encouraged to step forward and pursue the improvement of their personality traits in line with the vision and mission of the school.

Keywords: Personality Traits, Students, Academic Performance, Academic Skills, Philippines.

INTRODUCTION

Student populations are increasingly diverse, with many local and international students and students from all financial backgrounds attending higher education. Universities and colleges are faced with the challenge of providing all students with the opportunity to develop the skills and knowledge they need (hentschel, 2019). Academic success is powerfully influenced by individual differences in personality, motivation, and achievement. There has been an increased interest in personality traits (especially the five-factor model) in education and learning over the last decade. Previous studies have shown a relationship between personality traits and learning, and between personality traits and academic achievement.

Personality and social cognition each have an influential role in human behavior and the human habitual behaviors are conscientiousness, agreeableness, extroversion/introversion, openness to experience, and emotional stability. The traits are defined as innate dispositions; behaviors they predispose one to can vary across activities, social milieus, and time, but behaviors are uniformly coherent with the trait (stajkovic *et al.,* 2018). The big five personality traits independently relate to a multitude of outcomes across domains of functioning. Yet, only a small number of studies examined these variables together as part of the same conceptual model, and findings are mixed and test the models that influence on academic performance of college students over a semester. Personality traits and learning styles play defining roles in shaping academic achievement Some teachers assume a substantial

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connection between intelligence and personality dispositions, naturally causing significant associations between personality and academic achievement. Nevertheless, even if personality and intelligence are seen as independent paradigms, it can be said that individuals varying in cognitive ability differ in their use of intellectual properties with personality traits. This would, in turn, result in accomplishment differences linked with personality.

This study examined the influence of personality traits on business and accountancy students in their academic skills performance. The study also considered the five-factor model of personality traits such as conscientiousness, extraversion, agreeableness, openness, and neuroticism in influencing the academic performance of the students.

METHODOLOGY

THE MODELS AND VARIABLES

The study used a quantitative research design with a simple diagram analysis that uses inferential and descriptive statistical tools. The study included students (survey respondents) of business and accountancy from first, second, third, and fourth-year levels students considering a total population of 300. Figure 1 shows the independent and dependent variables of the study. The independent variables included the demographic profile of the respondents and personality traits. The demographic profile considered age, sex, civil status, department, and year level. The personality traits composed of conscientiousness, extraversion, agreeableness, openness, and neuroticism. A person with a high level of agreeableness in a personality test is usually warm, friendly, and tactful. They generally have an optimistic view of human nature and get along well with others. A person with a high level of openness to experience a

personality test enjoys trying new things. They are imaginative, curious, and open-minded. Individuals who are low in openness to experience would rather not try new things.
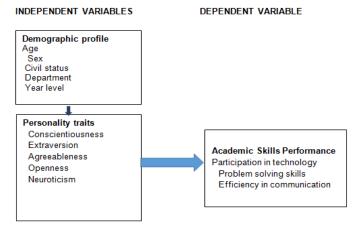

FIGURE 1. THE DIAGRAM OF THE STUDY

DATA COLLECTION

The several stages in this research were the following: preparation, administration, retrieval, interpretation, and analysis of data. The letters of information and request of approval for the distribution of the questionnaires will be addressed to the college coordinator and the oic/dean of the school of business and accountancy. Then the distribution and administration of the questionnaires will follow. When all of the questionnaires were retrieved, the researcher tabulated, analyzed, and interpreted the gathered data.

DATA ANALYSIS

The following descriptive and inferential statistics were considered in the study using the statistical package for social sciences (spss) software. Descriptive statistics. Frequency and percentage were used in problem number 1 for determining the profile of the respondents. Mean and standard deviation was used in problem numbers 2 and 3 particularly the respondents' assessment of the personality traits and respondents' academic skills performance.

Inferential statistics T-test and anova were used in problem number 4 in determining the significant difference in the student's personality traits when they are grouped according to their profile. Multiple regression analysis was used in determining how personality traits significantly influence the academic skills performance of the students. Thus, the formula is

$$y_i = \beta_0 + \beta_1 x_{i1} + \beta_2 x_{i2} + \dots \beta_p x_{ip} + \varepsilon_i \text{ for } i = 1, 2, \dots N.$$

1. What is the demographic profile of the students in terms of Age, Sex, Marital Status, Department, and Year Level?

Considering the respondents grouped according to age, 18 to 20 years old has 22 percent, 21 to 25 years old has 47 percent, 26 to 30 years old 15 percent, and 31 years old and above 16 percent. This means that the respondents' ages are dominated by 21 to 25 years old. According to their sex, data revealed that males have 41 percent and females have 59 percent. Moreover, data revealed that out of 300 respondents there is 177 or 59 percent were females, which obtained the highest percentage. In terms of marital status, data show that single had 75 percent and married had 20 percent. Moreover, single respondents are the highest in terms of marital status with a frequency of 75 percent.

In terms of the department, data show that participants in the Accountancy department have 63 percent, Business has 25 percent, Entrepreneurship has 4 percent, and Real Estate Management at 8 percent. Thus, the participants in Accountancy are the highest in terms of the department with 63 percent. Considering of year level, data show that participants in the First-year level have 35 percent, the second-year level has 30 percent, the third-year level has 20 percent, and the Fourth-year level has 15 percent. Furthermore, the participant's First-year levels are the highest in terms of year level with 35 percent.

2. What is the assessment of the respondents of their personality traits in terms of Conscientiousness, Extraversion, Agreeableness, Openness; and Neuroticism?

Table 1 shows the student's assessment of their personality traits in terms of conscientiousness revealing that the average mean is 3.08 with an SD of 0.84 or "*Often happen among the respondents*". The result might suggest how the students as being contentious. The result shows that the students agreed that they have the characteristics to pursue and achieve their goals such as self-discipline and self-control. Westphal *et al.,* (2020) concluded that personality traits specifically conscientiousness is a highly relevant predictor of student academic success and directly affect their retention. In connection to this, the highest mean of the student's assessment of their personality traits in terms of conscientiousness is *"I see Myself as someone who perseveres until the task is finished."* with a mean of 3.14 with an SD of 0.87 or "*Often happen among the respondents*".

On the other hand, the lowest item is "*I see Myself as someone who does things efficiently.*" with a mean of 2.99 with an SD of 0.80 or "*Often happens among the respondents*".

Table 1 Assessment of the respondents of their Personality Traits in terms of Conscientiousness

Items	Mean	Std. Deviation	Description	Interpretation
1. I see Myself as someone who does a thorough homework assignment.	3.08	0.82	Agree	Often happen among the respondents
2. I see Myself as someone who is a reliable student.	3.11	0.87	Agree	Often happen among the respondents
3. I see Myself as someone who perseveres until the task is finished.	3.14	0.87	Agree	Often happen among the respondents
4. I see Myself as someone who does things efficiently	2.99	0.80	Agree	Often happen among the respondents
Average	3.08	0.84	Agree	Often happen among the respondents
Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)				
Items	Mean	Std. Deviation	Description	Interpretation
1. I see Myself as someone who does a thorough homework assignment.	3.08	0.82	Agree	Often happen among the respondents
2. I see Myself as someone who is a reliable student.	3.11	0.87	Agree	Often happen among the respondents
3. I see Myself as someone who perseveres until the task is finished.	3.14	0.87	Agree	Often happen among the respondents
4. I see Myself as someone who does things efficiently	2.99	0.80	Agree	Often happen among the respondents
Average	3.08	0.84	Agree	Often happen among the respondents
Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)				

Table 2 presents the student's assessment of their personality traits in terms of extraversion. The data revealed that the average means for the student's assessment in terms of extraversion is 2.79 with an SD of 0.81 or "Often happen among the respondents". The average means shows agreement among the students with this type of personality. This might suggest that the students are sociable and preferred to engage with other people than being alone. Walker (2020)claimed that sociability is the primary characteristic of extraversion. Additionally, extraverted students are more prone to exhibit impulsive behaviors in their attitude.

In line with this, the highest mean of the student's assessment of their personality traits in terms of extraversion is "I see Myself as someone who generates a lot of enthusiasm." with a mean of 2.86 with an SD of 0.76 or "Often happen among the respondents". In contrast, the lowest item is "I see Myself as someone talkative for the good of discussion." with a mean of 2.68 with an SD of 0.88 or "Often happen among the respondents".

Table 2 Assessment of the respondents of their Personality Traits in terms of Extraversion

Items	Mean	Std. Deviation	Description	Interpretation
5. I see Myself as someone talkative for the good of discussion	2.68	0.88	Agree	Often happen among the respondents
6. I see Myself as someone full of energy.	2.84	0.84	Agree	Often happen among the respondents
7. I see Myself as someone who generates a lot of enthusiasm.	2.86	0.76	Agree	Often happen among the respondents
8. I see Myself as someone who has an assertive personality	2.77	0.74	Agree	Often happen among the respondents
Average	2.79	0.81	Agree	Often happen among the respondents
Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)				

Table 3 illustrates the student's assessment of their personality traits in terms of agreeableness. The data revealed that the average means for the student's assessment in terms of agreeableness is 3.14 with an SD of 0.91 or "*Often happen among the respondents*". The students have assessed themselves to have a high level of agreeableness. This may mean that the students are empathetic and are willing to offer a hand and care for others as they care for themselves. As indicated by Othman *et al.,* (2020), due to their deep interpersonal interactions, agreeable individuals are more likely to be happier and more content because they are characterized by sympathy, cooperation, and high levels of trust in others.

Moreover, the highest mean of the student's assessment of their personality traits in terms of agreeableness is "*I see Myself as someone considerate and kind to almost everyone.*" with a mean of 3.17 with an SD of 0.90 or "*Often happens among the respondents*". On contrary, the lowest item is "*I see Myself as someone helpful and unselfish with others.*" and "*I see Myself as someone who is generally trusting.*" with a mean of 3.11 with an SD of 0.93 or "*Often happen among the respondents*".

Table 3 Assessment of the respondents of their Personality Traits in terms of Agreeableness

Items	Mean	Std. Deviation	Description	Interpretation
9. I see Myself as someone helpful and unselfish with others.	3.11	0.93	Agree	Often happen among the respondents
10. I see Myself as someone who has a forgiving nature.	3.16	0.89	Agree	Often happen among the respondents
11. I see Myself as someone who is generally trusting.	3.11	0.92	Agree	Often happen among the respondents
12. I see Myself as someone considerate and kind to almost everyone.	3.17	0.90	Agree	Often happen among the respondents
Average	3.14	0.91	Agree	Often happen among the respondents
Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)				

Table 4 depicts the student's assessment of their personality traits in terms of openness. The data revealed that the average means for the student's assessment in terms of openness is 2.97 with an SD of 0.79 or "*Often happen among the respondents*". The average mean with this trait shows the students agreed on the items of this character. This might suggest that the students are aware of the changes in their lives and are willing to embrace the challenges and experiences they have encountered. Together with conscientiousness, openness is mostly associated with academic achievement with qualities such as curiosity, independent-mindedness, and educational aptitude (Gatzka, 2021).

Furthermore, the highest mean of the student's assessment of their personality traits in terms of openness is "*I see Myself as someone curious about many different things.*" with a mean of 3.21 with an SD of 0.88 or "*Often happen among the respondents*". On one hand, the lowest item is "*I see Myself as someone sophisticated in art, music, or literature.*" with a mean of 2.71 with an SD of 0.79 or "*Often happen among the respondents*".

Table 4 Assessment of the respondents of their Personality Traits in terms of Openness

Items	Mean	Std. Deviation	Description	Interpretation
13. I see Myself as someone original, who comes up with new ideas.	2.96	0.74	Agree	Often happen among the respondents
14. I see Myself as someone curious about many different things.	3.21	0.88	Agree	Often happen among the respondents
15. I see Myself as someone who is ingenious and a deep thinker.	2.98	0.75	Agree	Often happen among the respondents
16. I see Myself as someone sophisticated in art, music, or literature	2.71	0.79	Agree	Often happen among the respondents
Average	2.97	0.79	Agree	Often happen among the respondents
Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)				

Table 5 demonstrates the student's assessment of their personality traits in terms of neuroticism. The data revealed that the average means for the student's assessment in terms of neuroticism is 2.66 with an SD of 0.94 or "*Often happen among the respondents*". The result might suggest how the students have perceived themselves as being neurotic. This trait might suggest negative emotions and is sometimes called emotional instability (Nayak and Bhagat, 2014). The mean average is not high, however, it might suggest that the administration must look into it to address the risk of students to mental disorders, anxiety, or depression.

Additionally, the highest mean of the student's assessment of their personality traits in terms of neuroticism is "*I see Myself as someone who worries a lot.*" with a mean of 2.87 with an SD of 0.91 or "*Often happens among the respondents*". In contrast, the lowest item is "*I see Myself as someone who is depressed.*" with a mean of 2.36 with an SD of 1.02 or "*Not favorable to some of the respondents*".

Table 5 Assessment of the respondents of their Personality Traits in terms of Neuroticism

Items	Mean	Std. Deviation	Description	Interpretation
17. I see Myself as someone who is depressed.	2.36	1.02	Disagree	Not favorable to some of the respondents
18. I see Myself as someone who can be tense.	2.68	0.86	Agree	Often happen among the respondents
19. I see Myself as someone who worries a lot.	2.87	0.91	Agree	Often happen among the respondents
20. I see Myself as someone who can be moody	2.74	0.98	Agree	Often happen among the respondents
Average	2.66	0.94	Agree	Often happen among the respondents

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

Summary on Assessment of the respondents of their Personality Traits

Items	Ave. Mean	Std. Deviation	Description	Interpretation
Conscientiousness	3.08	0.84	Agree	Often happen among the respondents
Extraversion	2.79	0.81	Agree	Often happen among the respondents
Agreeableness	3.14	0.91	Agree	Often happen among the respondents
Openness	2.97	0.79	Agree	Often happen among the respondents
Neuroticism	2.66	0.94	Agree	Often happen among the respondents
Average	2.93	0.86	Agree	Often happen among the respondents

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

3. What is the assessment of the respondents of their academic skills performance in terms of Participation in technology, Decision-making/Problem-solving skills; and Efficiency in communication?

Table 6 demonstrates the student's assessment of their academic skills performance in terms of participation in technology. The data revealed that the average means for the student's assessment in terms of participation in technology is 2.81 with an SD of 0.75 or a "*Highly perform*". The average means shows that students have highly participated in terms of technology which improves their academic performance. However, this can be developed as the new normal in education involves the utilization of technological tools that enhances the learning of students even in the distance learning modality. According to Schindler et al. (2017), integrating various technology tools will aid students in engaging in higher-order thinking, improving their communication abilities, and enhancing their digital competencies.

In line with this, the highest mean of the student's assessment of their academic skills performance in terms of participation in technology is "*I can organize work that will help me become an efficient student and manage my workload and assignment through new technological techniques.*" with a mean of 2.96 with an SD of 0.75 or "*Highly perform*".

On one hand, the lowest item is "*I am knowledgeable of coding languages and advanced languages as a foundational requirement of technological skills.*" with a mean of 2.47 with an SD of 0.72 or "*Weakly perform*".

Table 6 Assessment of the respondents of their Academic Skills Performance in terms of Participation in Technology

Items	Mean	Std. Deviation	Description	Interpretation
1. I am knowledgeable of coding languages and advanced languages as a foundational requirement of technological skills.	2.47	0.72	Disagree	Weakly perform
2. I can organize work that will help me become an efficient student and manage my workload and assignment through new technological techniques.	2.96	0.75	Agree	Highly perform
3. I am having an appropriate level of perseverance to be successful at what I do and am not afraid to take on bigger projects or assignments.	2.90	0.81	Agree	Highly perform
4. I am making the most of my work time and I quickly become a valued student.	2.92	0.73	Agree	Highly perform
Average	2.81	0.75	Agree	Highly perform

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

Table 7 illustrates the student's assessment of their academic skills performance in terms of decision-making/problem-solving skills. The data revealed that the average means for the student's assessment in terms of decision-making/problem-solving skills is 2.84 with an SD of 0.77 or a "*Highly perform*". The average mean shows that students are highly performing in their academic performance when decision-making or problem-solving skills are involved. This might be an indicator that the students can have an insight into their personalities and will be able to demonstrate their strengths and weaknesses. The ability to solve problems mentally involves a variety of cognitive, emotional, and behavioral processes. The skill is needed for students' academic achievement to overcome numerous challenges that may happen in their social life *(Mahanal et al.,* 2022).

In connection to this, the highest mean of the student's assessment of their academic performance in terms of decision-making/problem-solving skills is *"I am having adequate decision skills in looking for information from different sources and analyzing it to come up with practical solutions."* with a mean of 2.89 with an SD of 0.77 or "*Highly perform*". On the other hand, the lowest item is "*I am Creative in determining solutions quickly and offering quality feedback with the best approach.*" with a mean of 2.79 with an SD of 0.82 or "*Highly perform*".

Table 7 Assessment of the respondents of their Academic Skills Performance in terms of Decision-making/Problem-solving skills

Items	Mean	Std. Deviation	Description	Interpretation
5. I am Creative in determining solutions quickly and offering quality feedback with the best approach.	2.79	0.82	Agree	Highly perform
6. I am having adequate decision skills in looking for information from different sources and analyzing it to come up with practical solutions.	2.89	0.77	Agree	Highly perform
7. I can identify the primary source of the problem and use factual information to make a judgment.	2.83	0.73	Agree	Highly perform
8. I am Making appropriate decisions that will prevent further occurrences in the future and drafting new ideas that will help me solve the problem amicably.	2.84	0.76	Agree	Highly perform
Average	2.84	0.77	Agree	Highly perform

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

Table 8 presents the student's assessment of their academic skills performance in terms of efficiency in communication. The data revealed that the average means for the student's assessment in terms of efficiency in communication is 3.19 with an SD of 0.91 or a "*Highly perform*". The result demonstrates a high performance among the students with this item in connection to their academic performance. This may mean that the students are highly efficient communicators and can share and accept valuable information that helps with their performance in the academe. Students' communication skills are one aspect that influences their motivation positively. On the other hand, poor communication skills affect students' motivation and academic performance negatively (Demirdağ, 2021).

Similarly, the highest mean of the student's assessment of their academic performance in terms of efficiency in communication is *"I am active in listening and building respect with my teacher, classmates, and superiors."* with a mean of 3.32 with an SD of 0.90 or "*Extremely perform*". In contrast, the lowest item is "*I am adjusting my speaking voice so I can be heard in a variety of settings.*" with a mean of 3.05 with an SD of 0.90 or "*Highly perform*".

Table 8 Assessment of the respondents of their Academic Skills Performance in terms of Efficiency in communication

Items	Mean	Std. Deviation	Description	Interpretation
9. I am active in listening and building respect with my teacher, classmates, and superiors.	3.32	0.90	Strongly Agree	Extremely perform
10. I am using the right way of communicating and sharing the right information with my teacher and classmates.	3.14	0.91	Agree	Highly perform
11. I am adjusting my speaking voice so I can be heard in a variety of settings.	3.05	0.90	Agree	Highly perform
12. I am allowing others to speak without interruption and respectfully communicate using my time with someone else wisely.	3.26	0.92	Strongly Agree	Extremely perform
Average	3.19	0.91	Agree	Highly perform

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

Summary on Assessment of the respondents of their Academic Skills Performance

Items	Ave. Mean	Std. Deviation	Description	Interpretation
Participation in Technology	2.81	0.75	Agree	Highly perform
Decision-Making/Problem-Solving Skills	2.84	0.77	Agree	Highly perform
Efficiency in Communication	3.19	0.91	Agree	Highly perform
Average	2.95	0.81	Agree	Highly perform

Legend: 1.00-1.75 (Strongly Disagree)   1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree)

5. Is there a significant difference in the student's personality traits when they are grouped according to their profile?

Table 9 illustrates the significant difference in the student's personality traits when grouped according to their age, sex, marital status, department, and year level. The data showed that there is a significant difference in the student's personality traits in terms of Conscientiousness, Extraversion, Agreeableness, Openness, and Neuroticism when grouped according to the student's demographic profile. The result shows that *p-values = 0.000*, which rejects the null hypothesis. Age differences are significant in personality traits as they age into adulthood. However, the overall maturation tendency might sometimes freeze or even reverse throughout adolescence. On average, mean scores of the personality traits gradually move in a socially desirable direction, with people becoming more agreeable, conscientious, and emotionally stable (Hang *et al.,* 2021).

As to sex, the result shows a significant difference between males and females in terms of personality traits and academic performance. Extraversion, conscientiousness, agreeableness, and emotional stability were proven to have an impact on male students' academic achievement, according to Khan (2020). On the other hand, openness had an impact on female students' academic achievement. Conscientiousness, however, was the only trait that had an impact on both male and female students' academic achievement.

Table 9 A significant difference in the Student's Personality Traits when grouped according to their Demographic Profile

Profile	Student Personality Traits														
	Conscientiousness			Extraversion			Agreeableness			Openness			Neuroticism		
	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho
Sex	-31.709	0.00	reject	-28.463	0.00	reject	-31.342	0.00	reject	-31.591	0.00	reject	-24.481	0.00	Reject
Age	-14.114	0.00	reject	-10.924	0.00	reject	-13.454	0.00	reject	-12.708	0.00	reject	-7.586	0.00	Reject
Marital Status	-36.141	0.00	reject	-36.426	0.00	reject	-33.027	0.00	reject	-36.169	0.00	reject	-28.881	0.00	reject
Depart Ment	-24.072	0.00	reject	-23.292	0.00	reject	-23.362	0.00	reject	-23.644	0.00	reject	-19.248	0.00	reject
Year Level	-14.101	0.00	reject	-11.203	0.00	reject	-14.21	0.00	reject	-12.993	0.00	reject	-9.66	0.00	reject

Significant if p-value <0.05

Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

6. Do personality traits significantly influence the academic skills performance of students?

Table 10 shows the influence of students' personality traits on the student's academic performance. The study reveals that Student Academic Performance had 0.639, Conscientiousness had 0.177, Openness had 0.417, and Neuroticism was 0.215.

In line with this, with a per-unit increase in Conscientiousness, there is a 0.177 increase in Student Academic Performance, a per-unit increase in Openness, there is a 0.417 increase in Student Academic Performance, and a per-unit increase in Neuroticism, there is a 0.215 increase in Student Academic Performance. The findings expose that Openness is the highest variable influencing Student Academic Skills Performance. People with high openness personality traits are more inclined to pursue creative endeavors and are generally more creative. According to Gatzka and Hell (2018), because it encompasses qualities like curiosity, open-mindedness, thoughtfulness, and intellectuality, openness to experience has frequently been associated with academic performance. Hazrati-Viari et al.'s (2012) study found that only internal motivation and afterward academic success was predicted by openness to experience, indicating that those who score highly on openness are likely to be intellectually curious, clever, perceptive, artistic, and interesting. Therefore, it is proposed that these characteristics can show why students who exhibit high levels of openness do better.

Student Academic Performance = .639 + .177 Conscientiousness + .417 Openness + .215 Neuroticism

Table 10 Multiple Linear Regression Analysis of the Students' Personality Traits and Students' Academic Skills Performance

Independent Variables	Beta	T-value	Sig.
Conscientiousness	.177	2.554	.011
Extraversion	.059	1.069	.286
Agreeableness	.065	.995	.321
Openness	.417	6.489	.000
Neuroticism	.215	-5.285	.000
Dependent Variable	Student Academic Skills Performance		
Constant	.639		
Adjusted R²	0.401		
F-value	52.29		
Significance	0.000		

Moreover, the adjusted R of the dependent variable connotes that 40.1% of the variation in Student Academic Performance can be explained by the independent variables. The rest 59.9% is due to other factors not included in this study. Thus the statistical model is highly significant (F = 52.29) and significant at the 0.000 level.

CONCLUSION

Based on the findings and verifying of hypotheses that had been described, a conclusion was drawn from the results of the study. Considering the respondents grouped according to age, respondents' ages are dominated by 21 to 25 years old. According to their sex, females obtained the highest frequency. In terms of marital status, Single respondents are the highest in terms of marital status. In terms of the department, the participants in Accountancy are the highest in terms of the department, and in year level, the participant's First-year levels are the highest in terms of year level.

The assessment of the respondents of their personality traits in terms of Conscientiousness, Extraversion, Agreeableness, Openness; and Neuroticism had an overall interpretation of "Often happen among the respondents" and all of the indicators or variables did not achieve the highest score of "4," thus, there is a need for improvement of the personality traits among the business and accountancy students in the School of Business and Accountancy.

There is a significant difference in the student's personality traits in terms of Conscientiousness, Extraversion, Agreeableness, Openness, and Neuroticism when grouped according to the student's demographic profile considering that p-values = 0.000, thus, the null the hypothesis was rejected. The student's personality traits influence academic skills performance. The study revealed that Student Academic Performance had 0.639, Conscientiousness had 0.177, Openness had 0.417, and Neuroticism was 0.215. Thus, per-unit increase in Conscientiousness, there is a 0.177 increase in Student academic skills performance, with a per-unit increase in Openness, there is a 0.417 increase in Student academic skills performance, and with a per-unit increase in Neuroticism, there is a 0.215 increase in Student academic skills performance. The findings exposed that Openness is the highest variable influencing Student academic skills performance.

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COMPETING INTERESTS

The authors have declared that no competing interests exist.

AUTHORS' CONTRIBUTIONS

The authors collaborated on this research project, each contributing unique expertise. Esterlita D. Bation led the conceptualization, research design, and literature review, and played a central role in data collection and analysis. Dr. Wilson C. Bation provided critical oversight and guidance throughout the research process, contributing to research design, data analysis, and manuscript revisions. Dr. Fausto S. Abella provided statistical expertise, assisting in the development of the research methodology, data analysis, and interpretation, while also participating in manuscript preparation. Divina L. Dimarucut played a key role in data collection, result interpretation, and manuscript editing and revision. Dr. Neilson D. Bation contributed valuable insights during the study's conception, provided guidance on research design and the literature review, and participated in manuscript review and revision. Together, the authors worked cohesively to shape the research concept, gather and analyze data, and collaboratively draft and refine the manuscript for publication. Each author's distinctive expertise and contributions were integral to the successful culmination of this study.

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APPENDIX

SURVEY QUESTIONNAIRE

Dear Respondent,

We are now conducting research titled "INFLUENCE OF PERSONALITY TRAITS ON BUSINESS AND ACCOUNTANCY STUDENTS IN THEIR ACADEMIC SKILLS PERFORMANCE IN PILGRIM CHRISTIAN COLLEGEPHILIPPINES."

As one of the students in the college, you are chosen as one of the respondents in the study. Please answer the questions honestly as to your experience with the personality traits that influence your academic abilities. All of your answers will be treated as greatly confidential.

Thank you.
(Sgd.) Esterlita D. Bation
Researcher representative

Part I. Demographic Profile:

1. Sex: [ ] Male [ ] Female
2. Age: [ ] 18 – 20 [ ] 21 – 25 [ ] 26 – 30 ( ) 31 - Above
3. Marital Status: [ ] Single [ ] Married   [ ] Widowed [ ] Separated
4. Department: _____
5. *Year Level: _____*

Part II. Items Related to the Personality Traits which Influence Academic Skills Performance

Each of these personality traits is described by the items respectively indicated below. Please encircle your response based on the given scale. (4) Strongly agree   (3) Agree (2) Disagree (1) Strongly disagree

	Personality Traits	SA	A	D	SD
			Scale		
A.	**Conscientiousness** I see Myself as someone who …				
1.	does a thorough homework assignment.	4	3	2	1
2.	is a reliable student.	4	3	2	1
3.	perseveres until the task is finished.	4	3	2	1
4.	does things efficiently	4	3	2	1
B.	**Extraversion** I see Myself as someone who …				
5.	is talkative for the good of discussion.	4	3	2	1
6.	is full of energy.	4	3	2	1
7.	generates a lot of enthusiasm.	4	3	2	1
8.	has an assertive personality	4	3	2	1
C.	**Agreeableness** I see Myself as someone who …				
9.	is helpful and unselfish with others.	4	3	2	1
10.	has a forgiving nature.	4	3	2	1

		SA	A	D	SD
11.	is generally trusting.	4	3	2	1
12.	is considerate and kind to almost everyone.	4	3	2	1
D.	**Openness**: I see Myself as someone who …				
13.	is original, and comes up with new ideas.	4	3	2	1
14.	is curious about many different things.	4	3	2	1
15.	is ingenious, and a deep thinker.	4	3	2	1
16.	is sophisticated in art, music, or literature.	4	3	2	1
E.	**Neuroticism** I see Myself as someone who …				
17.	is depressed.	4	3	2	1
18.	can be tensed.	4	3	2	1
19.	worries a lot.	4	3	2	1
20.	can be moody.	4	3	2	1
D.	**Academic skills performance**				
	D.1 Participation in technology				
	I am				
1.	knowledgeable of coding languages and advanced languages as a foundational requirement of technological skills.	4	3	2	1
2.	able to organize work that will help me become an efficient student and manage my workload and assignment through new technological techniques.	4	3	2	1
3.	having an appropriate level of perseverance to be successful at what I do and not being afraid to take on bigger projects or assignments.	4	3	2	1
4.	making the most of my work time and I quickly become a valued student.	4	3	2	1
	D.2 Decision-Making/Problem-Solving skills				
	I am				
5.	Creative in determining solutions quickly and offering quality feedback with the best approach.	4	3	2	1
6	having adequate decision skills in looking for information from different sources and analyzing it to come up with practical solutions.	4	3	2	1
7.	able to identify the primary source of the problem and use factual information to make a judgment.	4	3	2	1
8.	Making appropriate decisions that will prevent further occurrences in the future and drafting new ideas that will help me solve the problem amicably.	4	3	2	1
	D.3 Efficiency in communication skill				
	I am				
9.	active in listening and building respect with my teacher, classmates, and superiors.	4	3	2	1
10.	using the right way of communicating and sharing the right information with my teacher and classmates.	4	3	2	1
11.	adjusting my speaking voice so I can be heard in a variety of settings.	4	3	2	1
12.	allowing others to speak without interruption and respectfully communicate using my time with someone else wisely.	4	3	2	1

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