

## **Students' Personality, Self-Efficacy, and Its Impact on the Academic Performance of the Senior High School Students**

by

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### **Abstract**

The main purpose of this study was to determine the personality and self-efficacy on the academic performance of the students. Further, this examined the impact of personality, and on their academic performance. The descriptive-correlation research method was utilized to describe the respondents' profile in terms of their personality, self-efficacy and academic performance. A total of one hundred thirty-seven (137) grade 11 senior high school students of St. Paul College of Bocaue participated in this study. The null hypothesis was tested at .05 alpha level of significance to determine the impact of personality, self-efficacy on the academic performance of the students. The computed multiple regression analysis results revealed that personality and self-efficacy do not significantly affect the academic performance of senior high school students.

**Keywords:** Academic Performance, Personality, Self-Efficacy, St. Paul College of Bocaue

### **Introduction:**

Personality is the trait, behavior and way of thinking that an individual develops and shows towards the other (Holzman, 2018). It is essential to know what kind of personality the person has for it will help him communicate and build his own identity. It helps people make their own way of surviving the ever-changing world. Personality emphasizes the uniqueness of a person and each one has an idiographic view on their identities (McLeod, 2017).

The distinctive and relatively set of attitudes, thoughts, and feelings are characterized by the personality of an individual (Feist and Rosenberg, 2012). Hence, the improvement of learning is the central focus of Education, and personality can be an indicator of how a student can excel in school (Bergold and Steinmayr, 2018).

Moreover, self - efficacy is essential in the development of an individual's effectiveness (Wan, 2017). It refers to the capacity to do great and the determination in doing a given task successfully and to achieve goals completely. Further, self-efficacy has a great potential in the development and progress of the students' academic performance (Ackerman, 2018). This study investigated the possible impacts of the students' personality and self-efficacy on academic performance.

In the study of Vedel (2017), "the Predictors of Academic Performance and its relationship to Personality," results indicated that having learned the personality traits can lead to greater achievement and it also states that factors of academic performance can either bring success or failure of the students.

Further, the research entitled: “Relationship of Personalities and Academic Performance” by Nokikova (2015) the data gathered showed that personality has a great influence on the academic performance and personality was significantly related to the performance of students at school. Therefore, the study concluded that personality is a factor in the improvement of the performance of the students.

In contrast, the study of personality traits and the academic performance of Abdullah Alnaim (2016) concluded that personality was not significantly related. The study showed the differences and uniqueness of the mixed patterns among the personalities and found out that only a certain personality affected the academic performance of the students.

In addition, Fosse (2016) looked into the impact of the personality, self-efficacy on the academic performance and the results showed that the given variables are not significantly related and that further studies must be done.

Furthermore, this study intended to help the students of St. Paul College of Bocaue in understanding the importance of recognizing their personality. The context of this study guided the developing students that are academically equipped with their performance in school. The main objective of this study was to be able to identify the impact of academic performance on the personality and self-efficacy of the students.

Specifically, it examined “the impact of personality and self-efficacy on the students’ academic performance.”

### **Methodology:**

### **Hypothesis:**

Ho: The students’ personality and self-efficacy do not significantly affect their academic performance.

### **Participants:**

The participants of this study were the Grade 11 Senior High School students of St Paul College of Bocaue who were enrolled for the school year 2018-2019. The total number of the respondents was only 137 Grade 11 Senior High School students.

### **Instruments:**

The study utilized two primary instruments to determine the students’ personality and self-efficacy. For measuring the students’ personality, the Big Five Inventory (BFI) by John & Scrivastava had been used. This questionnaire consists of a 44-item inventory and is designed to identify and evaluate which big five personality dimension is dominant to an individual. The number of points ranges from one (1) to five (5) corresponding to strongly disagree for one, disagree for two, neutral for three, agree for four, and strongly agree for five. The internal reliability is the Cronbach’s alpha .79 to .88, this inventory is also a basis in knowing and identifying what is an individuals’ active personality trait (Balgiu, 2018).

While in determining the self-efficacy of the respondents, the General Self-Efficacy Scale (GSE) by Schawarzer & Jerusalem is used. This scale is utilized for measuring the self-efficacy of an individual. It is a 10-item questionnaire with internal reliability of Cronbach’s alpha .76 and .90 it also consists of a number of points that range from one (1) to four (4).

The General Self Efficacy Scales’ Validity is correlated to the emotion, satisfaction and optimism of an individual and the negative coefficients are found as for depression, burnout and

anxiety, the findings of the total score is calculated by identifying the sum of all the items (Garza & Bain, 2014).

**Procedures:**

In order to accomplish and to achieve the vital findings of the study in examining the impact of the students’ personality, self-efficacy on the academic performance of the Grade 11 Senior High School students there are steps that will be observed to be able to fully conduct this research.

The researchers submitted a permission letter to the Office of the School Directress to conduct the study and to gather the data needed specially to obtain the general average of the respondents. Also, to be able to get valuable and solid results, the respondents will be given instruction regarding the assessment so that the participants will be aware and will show interest in the activity. The researchers had also made sure that the respondents would be far from noise and other disturbances.

In addition, the researchers distributed the questionnaires and had given them enough time to finish answering the questions. After gathering the answered questionnaires, the results will be immediately and confidentially be tallied; the last step will be the calculation of the data.

**Results:**

It was hypothesized that the students’ personality and self-efficacy do not significantly affect their academic performance. The results of the analysis are presented in Table 1.

**Table 1 Results of the Regression analysis of the Respondents’ Personality and Self-Efficacy on their Academic Performance**

| Variables         | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------------------|-----------------------------|------------|---------------------------|--------|------|
|                   | B                           | Std. Error | Beta                      |        |      |
| (Constant)        | 5.481                       | 1.245      |                           | 4.404  | .000 |
| Self-Efficacy     | -.335                       | .228       | -.143                     | -1.468 | .145 |
| Agreeableness     | -.243                       | .161       | -.138                     | -1.508 | .134 |
| Conscientiousness | -.006                       | .144       | -.004                     | -.045  | .964 |
| Extraversion      | -.060                       | .134       | -.040                     | -.447  | .656 |
| Neuroticism       | -.058                       | .125       | -.043                     | -.465  | .642 |
| Openness          | -1.75                       | .180       | -.087                     | -.971  | .333 |
| R-squared = .051  |                             |            |                           |        |      |
| F-value = 1.142   |                             |            |                           |        |      |
| p-value = .342    |                             |            |                           |        |      |
| Alpha = 0.05      |                             |            |                           |        |      |

\*\* Regression analysis is not significant at 0.05 level

Analyzing the data from Table 10 it presents the probability if the null hypothesis is true about the respondents’ profile in terms of personality and self-efficacy. The findings of the study based on the statistical analysis reveal that personality and self –efficacy which indicates non-significance on the academic performance for the probability associated was greater than the alpha level of 0.05 level of significance, therefore the null hypothesis is accepted.

According to the study of Saberi and Salehiniya (2016), they investigated and used self-efficacy and the academic performance as the variables of the study and aimed to determine whether self-efficacy is a factor in influencing the students’ academic performance, the data were gathered through Philipps and Russell’s research self-efficacy questionnaire and the results

showed that there is no significant relationship seen and suggested that there is a need for appropriate educational interventions.

In support of the study mentioned above, Fosse et al (2016) examined the contribution of personality traits and self-efficacy on academic performance. It stated that these variables are important factors for academic achievement and the study identified what contributions can be an indicator for the improvement of academic achievement. The results showed that there are only certain personality traits that are significant and the researchers concluded that interventions must be implied to enhance the academic pursuit of a student.

### **Discussion:**

The results of the study showed that the students' personality and self-efficacy do not significantly affect the academic performance of students in St. Paul College of Bocaue Senior High School Students. Moreover, the variables used in the study emphasizes the identity of the individual on how certain personality and belief in oneself can affect future actions and performances, particularly at school.

Furthermore, self- efficacy is essential in the process and on the outcome of learning, and Personality builds up a persons' identity with that the researchers imply to help the students, parents, teachers, and the school to be aware of the different personalities a student could have and to have a better understanding regarding the capabilities and traits in a student. Particularly, to be able to acknowledge the importance of personalities and self-efficacy in order to achieve better changes especially in the belief of a student in themselves. This study would greatly impact the student of senior high school who had an additional 2 years prior to the K-12 having this curriculum the stress and load work of the students had added to the struggles of students. In this case, being able to understand and know more what type of personality you have can help in developing and surpassing the struggles a student may encounter. Strengthening capabilities and boosting up your self-efficacy can improve a persons' way of thinking and can build a strong belief that a person can do well by being true to oneself.

### **Conclusion:**

The study has provided evidence that shows the students' personality and self-efficacy does not significantly affect the academic performance of the Grade 11 Senior High School students in St. Paul College of Bocaue. This includes that the students were still in the process of developing themselves as manifested on the results of their personality and self-efficacy. This may be a good starting point on improving more on their relationship with their families and to adapt to the changes brought by their surroundings. Moreover, the level of academic performance of the senior high school students was mostly satisfactory which indicates that the students need guidance to excel more in class.

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